THE USE OF CONTEXTUAL TEACHING AND LEARNING (CTL) APPROACH TO IMPROVE STUDENTS’ READING COMPREHENSION IN RECOUNT TEXT

A GRADUATING PAPER

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

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2019
DECLARATION

In the name of Allah,

I myself who have marked bellow:

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Hereby, the researcher fully declares that this graduating paper was written by the writer herself. This paper does not contain any materials which have been published by other people. The materials and ideas from other people in this graduating paper were cited scientifically. Thus, the declaration is made by the writer and she hopes that this declaration can be understood well. The researcher will also agree if the library of IAIN Salatiga publish this graduating paper.

Salatiga, March 17th 2019
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To the Dean of Teacher Training and Education Faculty

Assalamu’alaikum, Wr. Wb.

After reading and correcting graduating paper entitled The Use of Contextual Teaching and Learning (CTL) Approach to Improve Students’ Reading Comprehension in Recount Text. I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamu’alaikum, Wr. Wb.

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A GRADUATING PAPER

THE USE OF CONTEXTUAL TEACHING AND LEARNING (CTL) APPROACH TO IMPROVE STUDENTS’ READING COMPREHENSION IN READING RECOUNT TEXT.

WRITTEN BY:

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Salatiga, March 17th 2019
Dean of Teacher Training and Education Faculty

Suardi, M. Pd.
MOTTO

“The only way to discover the limits of the possible is to go beyond them into the impossible”

-Arthur C. Clarke-
DEDICATION

I hereby dedicate this graduating paper for:

1. My late father (Sakti Nugroho), my beloved mother (Uies Christanti), brother (Andhika Dewa Satria Bintang Budaya) and sister (Angela Dewi Maharani Permata Hati) for the endless love, support and motivation from beginning until the end.

2. My close friends (Ayu Apriliyani Putri, Eka Kusumawati, Yunita Ria, Anik Sholiqoh, Villa Shofa Zainand Hayyu Nafi’atul Fauziyah, Fatchul Lutfah) who always be a good listener and remind me to keep going and never give up.

3. Muhammad Amir Setioko who gives the precious advice and support from beginning until the end.
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Bismillahirrahmanirrahim,

Praise be to Allah, the master of all massagers, the almighty for always giving the best guidance. Because of Him, the researcher can finish this graduating paper as one of the requirements for Sarjana Pendidikan at English Department of Teacher Training and Educational Faculty of State for Islamic Studies (IAIN) Salatiga in 2019.

However, this paper would not be finished without those supports, advices, guidance, helps and encouragement from individual and institution, and somehow realize that an appropriate moment for me to express gratitude for:

1. Dr. Rahmat Haryadi, M. Pd, the Rector of Institute of Islamic Studies (IAIN) of Salatiga.
2. Suwardi, M. Pd, the Dean of Teacher Training and Education Faculty of State Institute for Islamic Studies (IAIN) of Salatiga.
3. Noor Malihah, Ph. D, the Head of English Education Department of State Institute for Islamic Studies (IAIN) of Salatiga.
4. Dr. Mashlihatul Umami, S. Pd.I., M.A. the counselor who has given her great attention, guidance, and suggestions, so this paper was finally complete.
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7. My entire friends in TBI who can’t mentioned one by one. Thanks for being one of greatest family in my life.

Suggestions to make this paper better are needed.

Salatiga, March 17th 2019
The writer

[Signature]

Aulia Sakti Rosativa
ABSTRACT


The objectives of the research were: (1) to know how is the profile of students’ reading comprehension in recount text before using CTL in SMK N 1 Salatiga. (2) To know how is the profile of students’ reading comprehension in recount text after using CTL in SMK N 1 Salatiga. (3) To know how is the effectiveness of CTL approach to improve students’ reading comprehension in recount text. This research was conducted in SMK N 1 Salatiga in academic year 2018/2019.

This research was a quasi-experimental research. The samples of the research consist of 64 students, 36 from XAP2 and 28 from XCA1. The techniques of collecting data were test and documentation. The tests were pre-test and post-test. To analyze the data, the researcher used t-test.

The profile of students’ reading comprehension before the treatment shows that the mean of experimental class was 46.89 and the mean of control class was 43.50. The profile of students’ reading comprehension after the treatment shows that the mean of experiment class was 79.11 and the mean of control class was 65.00. The result of t-test is $t_0 (4.264) \geq t_1(1.998)$ with the significant level was 5% and df 62. The null hypothesis ($H_0$) is rejected and the alternative hypothesis ($H_a$) is accepted. There is significant difference of the students’ reading comprehension in recount text before and after having CTL approach. The result of effect size in this study was 3.18 for experiment class and 2.12 for control class. It shows that using CTL approach is effective to improve students reading comprehension in recount text.

**Key Words:** CTL; Reading comprehension; Recount text.
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CHAPTER I

INTRODUCTION

This chapter presents the background of the study, problem of the study, objective of the study, significances of the study, definition of key terms, and graduating paper outline.

A. Background of The Study

According to Sapir (1949:8), “Language is a purely human and non-instinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols”. Language is needed by human as communication tools. People communicate using language to deliver ideas, massages and thought in their mind to the other. The purpose of learning a language is to take part in exchange of information.

In the context of education, Indonesia puts English as foreign language. It makes English being one of the crucial subjects to be taught in schools. English can be found at all different levels of education from kindergarten to university. It also becomes the subject that should be passed by students in the national final examination for high school level. Hence, the teacher owns the big duty to the learning process, especially in teaching English.

Teaching English in most schools demand the students to learn and master the language skills. Srivener (1994:20) mentions that there are four skills: listening, speaking, reading, and writing. Listening and reading are called receptive skills. Whereas, writing and speaking are productive
skills. Both receptive and productive are cannot be separated each other. The students have to learn receptive skills first to produce productive skills. For example, the students can deliver ideas and express emotion by writing after having activity of reading. Students are able to comprehend an idea or concept in written text in reading process. Laing (1903) stated that the grasp of thought through the written character is reading (as cited in Sadoski, 2004:28).

In addition, reading has an important role in teaching and learning process. Mastering reading gives some benefits for the students such as giving information, vocabulary building and enriching the knowledge. Reading English well, particularly for young learner, is not that easy. Learning reading in academic requires more than knowing how to spell well. Students need to know how to synchronize the content with their own ideas and comprehend the author’s massages from the reading material. Dallmann, Rouch, Char, and Deboer (1982:22) stated, “Reading is not a simple mechanical skill; nor is it a narrow scholastic tool. Properly cultivated, it is essentially a thoughtful process…It should be developed as a complex organization of patterns of higher mental processes.”

Moreover, the reading materials divide into several types. They are descriptive, report, narrative, recount, procedure, discussion explanation, review, analytical exposition, hortatory exposition, anecdote, spoof, and news item. Those kinds of text are known as genres. The students are
expected to read the text well in order to identify the structure of text, the language features, and the content through the genre of text.

Based on the researcher’s pre-survey in SMK N 1 Salatiga, the researcher found that the teacher still uses the conventional approach. Vocabulary is emphasized and words are taught through bilingual word list. Students were given grammar rules and they were told to memorize them, and then they were asked to apply the rules to other examples. The learning process of reading comprehension in the class became monotonous and less interest. This condition caused the low of students’ reading comprehension. Most of the students were dealing with the difficulty of reading. Along the class activities, researcher found: (1) students are lack of vocabularies; (2) students are lazy to open the dictionary; (3) students are difficult to seek the main idea from the paragraph; (4) students feel difficult in finding explicit and implicit information from recount text.

Aprizani (2016) affirms that for success in reading comprehension, the students have to get the sense of knowledge and understand each passage in the text. According to the teacher, researcher found the criteria of students’ success in reading comprehension: (1) students are able to identify the social function and grammar structure of text; (2) students are able to answer comprehension questions appropriately; (3) students are able to deliver the information from the text through their own language. The reading comprehension assessed by referring to the criterion of
passing grade (KKM). The passing grade of English in SMK N 1 Salatiga for the first grade is 71.

This research uses contextual teaching and learning (CTL) approach to improve students’ reading comprehension in recount text. Some studies were revealed that CTL effectively improved students’ comprehension, interests, and competence in writing and reading skill (Satriani, Emilia, & Gunawan, 2012:11).

CTL helps the students to catch the context by connecting the lesson and their experience in their life. The teacher guides and motivates students to find meaning in academic material. So, the students obtain some new vocabularies in accordance with their knowledge and experience. This approach supports the students to be more active and productive by developing the high level of cognitive and constructing the new information with the knowledge they already have. In brief, the use of CTL approach brings the teaching process into meaningful and relevant learning.

Based on the statement above, it is necessary to conducts the research of the use of contextual teaching and learning approach to improve students’ reading comprehension. The researcher then conducts a research entitled “The Use of Contextual Teaching and Learning (CTL) Approach to Improve Students’ Reading Comprehension in Recount Text.”
B. Problems of The Study

According to the background of the study above, the research question then comes as follows:

1. How is the profile of students’ reading comprehension on recount text before using CTL in SMK N 1 Salatiga?
2. How is the profile of students’ reading comprehension on recount text after using CTL in SMK N 1 Salatiga?
3. How is the effectiveness of CTL approach to improve students’ reading comprehension in recount text?

C. Objective of The Study

Based on the statement of the problem above, the objective of the study are:

1. To know how is the profile of students’ reading comprehension on recount text before using CTL in SMK N 1 Salatiga.
2. To know how is the profile of students’ reading comprehension on recount text after using CTL in SMK N 1 Salatiga.
3. To know the effectiveness of CTL approach to improve students’ reading comprehension in recount text.

D. Significances of The Study

1. Theoretical advantages
   a. The result of this study can be used to enrich the theory of Contextual Teaching and Learning (CTL) approach.
b. The result of this study can be useful for further research and further development as the reference and supporting material.

2. Practically advantages
   a. For the researcher
      
      The finding of this study can be used as a starting point for the researcher to get experience that useful in the future as an English teacher.
   b. For the students
      
      This approach helps students in comprehending meaning in reading the text and motivating the students to improve reading comprehension.
   c. For the English teachers
      
      The finding of this study can be used by the teacher to get information in applying the way of teaching to improve the quality of teaching reading recount text.

E. Definition of Key Terms

   There are some definitions that the writer has to clarify in order to make the study understandable, the term is as follows:

1. Contextual Teaching and Learning

   Sears (2003) mentioned that the definition of contextual teaching and learning is a concept that helps teachers relates the subject matter to real-world situations.
2. Approach

Richard and Theodore (2001:14) said, “Approach refers to theories about the nature of language and language learning that serves as the source of practices and principles in language teaching”.

3. Reading Comprehension

Klinger, Vaughn, and Boardman (2007:2) stated that “Reading comprehension is the process of constructing meaning by coordinating a number of complex process that include word reading, word and world knowledge, and fluency”.

4. Recount text

Recount text is kind of a text that retells past events in a sequence of someone’s experience. It used to describe something about what occurred and when it occurred.

F. Graduating Paper Outline

This research is divided into five chapters. Chapter I is Introduction, consists of the background of the study, problem of the study, objectives of the study, significances of the study, definition of the key terms, and graduating paper outline. Chapter II describes about literature review. Researcher takes some book written by many experts to explain more about concept of reading, contextual teaching and learning and recount text. In the last part of this chapter, researcher clarifies the hypothesis of the study. Chapter III presents research methodology which consists of research approach, research method, research design, time and setting of
research, population and sample, research instrument, technique of data collection, and data analysis method. Chapter IV is research analysis and discussion. The researcher presents the data analysis and discusses the result of the test. In chapter V, the researcher ends the graduating paper by giving summary of all information in chapter IV. The last part is references and appendices.
CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher discusses some theories that are relevant to the research. The theoretical review presents the underlying theories of reading comprehension, CTL approach and recount text. In the last of this chapter, the researcher explains the statistical hypothesis to clarify the alternative and null hypothesis.

A. Theoretical Review

1. Concept of Reading

a. Definition of reading

Linse (2005:69) said, “Reading is a set of skills that involves making sense and deriving meaning from the printed word”. In reading, the reader practices their ability to pronounce word and read picture. Then the word and read picture are processed in mind to mean something. Through reading, students are able to construct the meaning based on their own perception to receive all information they need.

In addition, Alderson (2000:3) divided reading into two aspects. There are the reading process and reading product. During the reading process, there are many things happening. The reader is not only looking at the print text but also thinking about what he is reading, what the text means, and how the text relates to other things. Those
two statements prove that there is a cognitive process takerole in reading.

Based on the theories above, it comes to the conclusion that reading is a set of skill contain active process of finding meaning and analyzing the written characters relate to reader’s cognitive process. Therefore, it is necessary to master the reading skill.

b. Types of reading

Reading is divided into two types. There are extensive reading and Intensive reading.

1) Extensive reading

Palmer (as cited in Risdianto, 2012:38) states, that extensive reading is reading rapidly. The purposes of extensive reading are for pleasure and get information from reading material. This kind of reading offers many varieties of reading material. Students are allowed to choose the material they want to read then they can read as much as possible.

2) Intensive reading

Intensive reading refers to the detailed focus on the construction of reading texts. While, Risdianto (2012) in his book defines that intensive reading is a mode of reading in which readers focus on a fairly comprehensive understanding of a given text. In addition, intensive reading means reading slowly and carefully in the reading text relate to the material.
c. Purposes for reading

When people prepare to read, they are commonly determining why they need to start reading a text and what they need to reading. Thus, Risdianto (2012:94) stated that there are four purposes in reading.

1) The purposes of reading.

   a) For pleasure or for personal reason to find general information such as what a book is mostly about
   b) To find a specific topic in a book or article
   c) To learn subject matter that is required for a class

2) Skimming for general information

   Skimming is a technique that helps students to get the general idea without reading all the word by reading a text rapidly. Skimming for information is occur when students who want to skim through a book or several book to determine how the books are organized and what they cover. When they skim, they run or flip through the passages of the book or article quickly to find whether it might cover the information they need (Risdianto, 2012:95).

3) Scanning for specific information

   When a student wants to know how tadpoles (Indonesian: berudu, cebong) become frogs, he will need to scan a book or article about amphibians or frogs to find out whether the material
covers tadpoles. When he scans, he will look at the title, the table of contents, the headings, and the index to find out if the material gives information about tadpoles (Risdianto, 2012:95).

4) Reading to learn

Another purpose for reading is reading carefully and slowly. When a student studies for a test, he will skim the books or chapter first to see what it covers. After he discovers how the book is organized by read the heading and subheading then he will make connection between material and what he already knows. Next, the students will read the section carefully. At last student will review the material to see if he can answer the question about the text (Risdianto, 2012:95).

d. Reading comprehension

1) Definition of reading comprehension

Klinger et al. (2007:2) argued reading comprehension as multicomponent process that involves many interactions between readers and what they bring to the text. Dechant (1982:311) described the definition of comprehension as follows:

Comprehension includes the correct association of meaning with word symbols, the selection of the correct meaning suggested by the 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.
Furthermore, Blachowicz and Donna (2008) state that comprehension is a process that takes place over time where good riders are active in constructing meaning. The readers then pass the processes of interacting with what they read and integrating the knowledge with what they already know.

Based on the explanation above, the researcher concludes that reading comprehension is a multicomponent process that includes the ability to grasp and construct the meaning through interacting and integrating with the knowledge the reader already know.

2) **Good and poor comprehend**

a) **Good comprehend**

There are some characteristics of good comprehend.

The readers are capable to recognize printed words accurately. They treat the sentence as a unit of meaning so they can extract the meaning from the text. Then, in the process of comprehension, they only grasp the important information relevant to their purpose (Dechant, 1982:315-316).

b) **Poor Comprehend**

The poor comprehend faced difficulty in word identification. Readers with poor comprehend are mostly have poor recoding skill. The poor comprehend have a minimum text organization. It occurs when they read the text in a word-
by-word and fail to utilize the relationships between the words with the text (Dechant, 1982:315-316).

3) The Indicator of Good Comprehenders

Some indicators are needed to know how good students’ reading comprehension in reading text. The good comprehenders possesses the ability to connect experiences and meaning with the graphic symbol. They also understand words and the meaning from the context in order to answer literal questions about the main idea in the passage. The good comprehenders understand the organization of ideas and information explicitly or implicitly stated. Then they make evaluations about the material. Another indicator is read for learning and appreciation, it mean the good comprehend can apply ideas and integrate them with past experiences and recognize semantic device (Dechant, 1982:314-315).

e. Rubric of Evaluation of Reading Comprehension

Baranovskaya and Shaforostova (2017) argued that evaluation is an important part of teaching and learning process. The teachers get the valuable insight about how they teach and how effectivethe instruction has been taken up by the students. On the other side, the students get the opportunity to speak about their experiences and impressions of the course content or the approach used. Then, rubric of reading comprehension is needed to evaluate students’ test result in
The reading comprehension rubric is taken from Rcampus (2018). It can be seen as below:

<table>
<thead>
<tr>
<th>Table 2.1</th>
<th>Reading comprehension rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comprehension</strong></td>
<td>Below the standard (1 point)</td>
</tr>
<tr>
<td>Student did not complete assignment and/or did not answer more than half of questions correctly</td>
<td>Student answered 75% of comprehension questions correctly. Student comprehends main idea of the reading.</td>
</tr>
<tr>
<td><strong>Form</strong></td>
<td>Student did not answer any of the questions in complete sentences</td>
</tr>
<tr>
<td><strong>Grammar</strong></td>
<td>There are numerous spelling or grammar mistakes</td>
</tr>
<tr>
<td><strong>Detail</strong></td>
<td>The level of detail in each question is poor and makes no attempt to include textually relevant information</td>
</tr>
<tr>
<td><strong>Format</strong></td>
<td>Paper is not formatted correctly</td>
</tr>
</tbody>
</table>

(RCampus, 2018)
2. **Contextual Teaching and Learning (CTL)**

   **a. Definition of CTL**

   Contextual teaching and learning (CTL) approach has been differently defined by many experts in education field. Dewey (1900) defines that students will learn something well if what they learned is related to events happened in their environment or something they have been experienced (as cited in Nasir et al. 2016:153). Another definition stated by Office of Vocational and Adult Education, United States Department of Education as cited in Bern and Erickson (2001) as follows:

   Contextual teaching and learning is a conception of teaching and learning that helps teachers relate subject matter content to real word situations; and motivates students to make connection between knowledge and its applications to their lives as family members, citizens, and workers and engage in the hard work that learning requires.

   In line with Sears (2013) that contextual teaching and learning (CTL) is a concept that helps teacher related subject matter to real world situations. These concept is in accordance with Johnson (2002) quoted by Wulandari (2016:196), she mentioned that CTL is a learning concept that aims to help the student to see meaning by connecting academic subjects and the real context in their daily life, which are the contexts of their private, social and cultural condition.

   **b. The components of CTL**

   Contextual teaching and learning approach has seven components should be developed by the teacher. These components
are important to ensure language learners involve actively in teaching and learning process (Nasir, Fata, Daud, Isnaini, 2016:154).

1) Constructivism

This philosophical theory of learning is not discussed the memorizing process but it discussed the constructing process of knowledge in the mind. Khaefiatunnisa (2015:84) states that constructivism promotes meaningful learning which can help students put the material they have learned in long term memory. CTL helps students to arrange and memorize the information of new experience based on certain knowledge.

2) Inquiry

Inquiry is part of contextual teaching and learning (CTL) approach. In this stage, the learning process is based on seeking and discovering through process of thought in a systematic way. Teacher rather gives the students direction to discover knowledge than remembering the facts or memorizing the material. Inquiry can help students to develop their creativity and critical thinking. The students make an observation, propose some questions, make prediction, collect and calculate the data, and make conclusion from what they have learned (Khaefiatunnisa, 2015:84).

3) Questioning

Munawaroh and Setyani (2015) said, “Questioning meant that learning had to develop curiosity by asking questions or dig
up information”. Thus, questioning reflects to how great sense of students curiosity they have. Curiosity leads students learn in natural process. The teacher can find out students capabilities to master the material. Questioning activity can be found when students discuss, observe and study in a group. These activities used to stimulate and guide the students to discover and summarize something.

4) **Community learning**

Community learning plays an important role in contextual teaching and learning. The main concept of community learning is cooperative learning. As cited by Munawaroh and Setyani (2015), “Learning community, meant that learning by cooperating with others mean that the result of learning gained from sharing with friends”. Through community learning, students are able to share the information and knowledge. Students are divided into small heterogeneous groups. Each student has same opportunity to share and help the others who need cooperation in positive way.

5) **Modeling**

Teachers play a role to give a model or an example. In contextualize learning, teachers is not the only model in teaching learning process. Students’ demonstration in class is kind of modeling. This modeling is imitated by other students in form of performance. Those statements are supported by Munawaroh and
Setyani (2015). They explain that modeling means learning process of student by providing models or examples which are imitated by students.

6) Reflection

According to Munawaroh and Setyani (2015), reflection means learning which capable to make students reflect the knowledge or new skills to improve or enrich knowledge previously. Reflection is used to evaluate the teaching and learning process which has been done in classroom.

7) Authentic Assessment

Assessment is collecting data to know the result of teaching and learning process. According to Khaefiatunnisa (2015), authentic assessment is conducted during and at the end of the learning process. It shows how much academic material the students know and what the students are able to do.

c. The strategies of CTL

There are five strategies in CTL approach known as REACT. According to Crawford (2001) quoted by Khaefiatunnisa (2015:85), REACT strategies in CTL approach can help students improve their learning. These strategies are described by Crawford (2001), there are as follows:
1) Relating

Relating is learning in the context of one’s life experiences or preexisting knowledge. Teachers use relating when they link a new concept to something completely familiar to students, thus connecting what students already know to the new information. When the link is successful, students gain almost instant insight (Crawford, 2001:3). In brief teacher will leads and encourage students to relate what they are learning to the real life experience.

2) Experiencing

In some condition in relating stage students do not have relevant experience or prior knowledge. To overcome the obstacle and construct new knowledge, experiences take place inside the classroom. This strategy is called experiencing. It can be defined as learning by doing through exploration, discovery, and invention (Crawford, 2001).

3) Applying

Crawford (2001) defines applying as learning by putting the concept to use. He also proposes that applying is a contextual teaching and learning strategy that develop a deeper sense of meaning—a reason for learning. This strategy fosters a second attitude that “I need or want to learn this.”
4) Cooperating

Cooperating is learning in the context of sharing the knowledge. It is also the way of students responding, and communicating in process of learning. Someone’s understanding is supported by other learners. Working through peers in small group make students feel less self-conscious and can ask questions without feeling embarrassed (Crawford, 2001).

5) Transferring

After students pass through relating, experiencing, applying, and cooperating, teachers assign wide varieties of task to facilitate learning for understanding. Students who learn with understanding can also learn to transfer knowledge. Crawford defines transferring as using knowledge in a new context or novel situation- one that has not been covered in class (Crawford, 2001:14).

d. Steps in teaching through CTL approach

Hosnan (2014:278-279) defines some steps in teaching using contextual teaching and learning approach in accordance with the component of CTL as follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Stage</th>
<th>Activity</th>
<th>CTL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Introduction</td>
<td>Convey the learning objectives to be achieved in the lesson.</td>
<td>Relating</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Delivering the prerequisites</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Content</td>
<td>Give motivation.</td>
<td>Cooperating</td>
</tr>
</tbody>
</table>
3. Direct Instruction Approach

The learning process of direct instruction approach is characterized by the teacher oriented model. It still applies the importance of memorization not construct the materials from the real context based on experience. In this case, the control class used direct instruction (DI) model. According to Klinnger et al. (2007, p. 3) direct instruction approaches provide for more explicit and systematic instruction related to the key ideas associated with improved outcomes in reading comprehension for students with learning disabilities. Meanwhile, Suprijono (2009:46) in Aprizani (2016:171) says that the proponent of direct instruction is a social study theory. Klinger et al. (2007:5) state that there are six components in direct instruction. There are:

<table>
<thead>
<tr>
<th>Stage</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiment</td>
<td>Deliver the material and give examples</td>
</tr>
<tr>
<td></td>
<td>Explain and demonstrate experiments</td>
</tr>
<tr>
<td></td>
<td>Organizing students into heterogeneous learning groups.</td>
</tr>
<tr>
<td></td>
<td>Guide students to answer questions in the student worksheet.</td>
</tr>
<tr>
<td></td>
<td>Asking representatives from each group to present the results of the discussion in front of the class.</td>
</tr>
<tr>
<td>Applying</td>
<td>Guide students to summarize or summarize all marines that have been studied.</td>
</tr>
<tr>
<td></td>
<td>Give the test</td>
</tr>
<tr>
<td>Transferring</td>
<td></td>
</tr>
</tbody>
</table>
1. Assessment and evaluation of learning objectives, including orienting students to what they will be learning.

2. Daily reviews of material taught to assure mastery

3. Teacher presentation of new material, including giving examples and demonstrating what students need to do

4. Guided instruction, including asking questions to determine understanding

5. Feedback and correction


Moreover, Suprijono (2009:50) in Aprizani (2016:174) presents some phases in direct instruction as follows:

1. Establishing Set: in this case, the teacher explains the objective(s) of the study, the study background and prepares the student(s) to study

2. Demonstrating: the teacher demonstrates the exact skill and presents it step by step.

3. Guided Practice: the teacher give out the first planned exercise

4. Feedback: the teacher checks whether the students have succeeded to do the task well and gives feedback

5. Extended Practice: the teacher gives the students a sequence of prepared exercises to do paying particular attention to covering a complete topic.
4. Recount text

a. Definition of Recount Text

According Hartono (2005:4), “The term ‘genre’ is used to refer to particular text-types, not to traditional varieties of literature. It is a type of text, which is defined in terms of its social purposes; also the level of context dealing with social purpose”. Recount is text that retells something occurred in the past and tells in chronological order. The social function of recount text is to retell events for the purpose of informing or entertaining.

b. Generic Structure of Recount Text

The generic structures of recount text are:

1) Orientation

Orientation is the opening of the text. Orientation consists of who was involved, what happened, where the events took place, and when it happened.

2) Event(s)

Recount text applies series of events as the basic where the main event is told in a detailed.

3) Reorientation

Reorientation is the last part of the text which states personal comments about the events.
c. Language Features of Recount Text

According to Hartono (2005:8) in his book, the language features of recount text are as follows:

1) Focus on individual participants

Recount text focuses on what an individual or group of people was doing. It is written in first person or third person. When writing in first person, the writer are supposed to be part of the action. The third person is used when writing factual recount.

2) Use of past tense

The simple past tense indicates that an activity or situation begins and ends at a particular time in the past. Another example of using simple past tense in sentence with pattern is:

<table>
<thead>
<tr>
<th>Table 2.3</th>
<th>Pattern of Past Tense (to be)</th>
</tr>
</thead>
<tbody>
<tr>
<td>+/−</td>
<td>I You/We/ They He / She / It</td>
</tr>
<tr>
<td>?</td>
<td>Was Were Was</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Table 2.4</th>
<th>Pattern of Past Tense (verb 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>+</td>
<td>S V2</td>
</tr>
<tr>
<td>I/You/ We/ They He / She / It</td>
<td>went</td>
</tr>
<tr>
<td>S</td>
<td>did not</td>
</tr>
<tr>
<td>---</td>
<td>---------</td>
</tr>
<tr>
<td>I/You/ We / They He / She / It</td>
<td>didn’t</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>?</th>
<th>Did</th>
<th>S</th>
<th>V1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did</td>
<td>I/you/we/ they he / he / It</td>
<td>go</td>
<td></td>
</tr>
</tbody>
</table>

3) **Focus on a temporal sequence of events**

Recount text uses time connectives to order the events. All of the events are arranged chronologically.

e.g. (first, then, after that)

4) **Use of material (or action) clauses**

Using action verb to describe what people have done. In recount text it modified into past tense.

e.g. (arose, went, met, and sold)

d. **The Example of Recount Text**

Dear Dewi,

On Saturday I went to Mount Bromo. I stayed at Nisa and Achmad’s house at CemaraLawang, Probolinggo. It has a big garden with lots of colourful flowers and a fishpond.

On Sunday Nisa and I saw GunungBatok and went on the scenic ride on horseback. It was scary. Then we went to get a closer look at the mountain. We took pictures of the beautiful sceneries there.

On Monday we, went to the Zoo at Wonokromo. We saw cockatoos having a shower. In the afternoon I went home.
B. Review of Previous Study

The first is classroom action research done by Zakiyah (2011). Here, she takes her point of view of contextual teaching and learning could be used to make an easy and better understanding in learning descriptive text. Her research comes to the following conclusion. 1. Students get more enthusiastic in the learning process. 2. The students are able to improve in understanding reading descriptive text. 3. Teaching reading using CTL have significant influence on students’ reading comprehension.

The second is Kadir (2011) with his study concern on the using contextual in English teaching learning process for reading skill at second grade of SMP PGRI 12 Jakarta. He concluded that the teaching reading use CTL is successful. His study proved that there is a positive correlation between using CTL with their reading ability.

The third is Wulandari (2016). Her research focused on teaching speaking through contextual teaching and learning. There is improvement in students speaking score in cycle 1 and cycle 2. It shows that learning by contextual teaching and learning improved students’ ability in learning speaking.
The fourth is Wicaksono (2016). He conducted a collaborative action research that focus on the using of CTL approach to increase students writing ability. According to the result of first cycle and second cycle, this research proved that use of CTL approach in learning activity help students practice their skill of writing and their comprehension.

Another research regarding the implementation of contextual teaching and learning approach was carried out by Nasir et al. (2016) toward the second grade students of SMP 18, Banda Aceh. In this research, it was found that students gained the better learning results. The research comes to the conclusion of applying the CTL approach in the process of teaching for the 2013 curriculum is recommended since it gives satisfactory benefits for students.

Those previous studies and this paper are basically use contextual teaching and learning (CTL) as an approach to teaching English. The researcher believes that this research is different from those studies. This study is not only focused on the use of CTL approach but also on students’ reading comprehension in recount text. Therefore, this study is different from Zakiyah (2011), Kadir (2011), Wulandari (2016), Wicaksono (2016), and Nasir et al. (2016).

C. Statistical Hypothesis

According to Creswell (2012:187), “Hypothesis testing is a procedure for making decision about result by comparing an observed value of a sample
with a population value to determine if no difference or relationship exists between the values”. In this research, researcher uses two hypotheses. There are alternative hypothesis and null hypothesis. The researcher states the hypothesis as follows:

1. $H_a$ (Alternative Hypothesis)
   
   “There is significant difference of the students’ reading comprehension in recount text before and after having contextual teaching and learning approach”

2. $H_0$ (Null Hypothesis)

   “There is no significant difference of the students’ reading comprehension in recount text before and after having contextual teaching and learning approach”
CHAPTER III
RESEARCH METHODOLOGY

This chapter points out the place, time and research methodology. It consists of research approach, research method, research design, location and time of the research, population and sample, instrument, techniques of collecting data, and technique of data analysis. The explanation of each point is discussed further into detail explanation.

A. Research Approach

The researcher uses quantitative approach to find out how is the effectiveness of contextual teaching and learning (CTL) approach. According to Creswell (2012:13), there are six characteristics in quantitative research. They are: 1) Describing a research problem through a description of trends or a need for an explanation of the relationship among variables, 2) providing a major role for the literature through suggesting the research questions to be asked, 3) the research questions and hypothesis are made specific, narrow and measurable, 4) Collecting numeric data using instrument, 5) it comparing group with prior predictions and past research, 6) writing the research report using standard.

B. Research Method

This research applied a quasi-experimental research. As Sabarwal and White (2014:6) state that, “Quasi experiment methods that involve the creation of a comparison group are most often used when it is not possible to
randomize individuals or groups to treatment and control group”. This design is not require randomization and often depend on the possibility. This quasi experimental research consisted of two groups: an experimental group and a control group.

C. Research Design

Due to the election of experimental and control group were not randomly, the design used by researcher is nonequivalent control group design. The sketch of this design can be seen as follow:

<table>
<thead>
<tr>
<th>Table 3.1</th>
<th>Design of the research</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pretest</td>
</tr>
<tr>
<td>Experimental group</td>
<td>O₁</td>
</tr>
<tr>
<td>Control Group</td>
<td>O₃</td>
</tr>
</tbody>
</table>

Note:

O₁: Pre-test experimental group

O₂: Post-test experimental group

O₃: Pre-test control group

O₄: Post-test control group

X: Treatment for experimental group (using CTL)

- : No treatment for control group (using Direct Instruction)
Experimental group is given a pre-test, a treatment using CTL, and a post-test. The other group is control group which is given a pre-test, no treatment (using direct instruction), and a post-test.

D. Location and time of the Research

This research was carried at SMK Negeri 1 Salatiga. The school is located in Jalan Nakula Sadewa No. 1/3, Dukuh, Sidomukti, Salatiga, Central Java Province. SMK N 1 Salatiga is vocational high school built on 25 Mei 1968. The school opens 6 programs including Accounting, Administration, Marketing, Culinary Art, Cosmetology, and Fashion Design.

The research was done in 19th October – 6th November 2018. The time schedule of research could be drawn in the table below:

<table>
<thead>
<tr>
<th>Step</th>
<th>Date</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>19th October 2018</td>
<td>Pre-survey</td>
</tr>
</tbody>
</table>
| 2    | 23rd October 2018| Pretest for experimental group
                                              | Pretest for control group                   |
| 3    | 30th October 2018| Treatment (CTL)
                                              | No treatment (DI)                           |
| 4    | 6th November 2018| Posttest for experimental group
                                              | Posttest for control group                  |
| 5    | 7th November 2018 | Writing research report                       |
E. Population and Sample

1. Population

A population is a group of individuals who have the same characteristic (Creswell, 2012:142). In this research, the subject population was the first grade students in SMK N 1 Salatiga in the academic year 2018/2019. The first grade students consisted of 14 classes from six programs study. There were 18 males and 457 females students. Therefore, there were 475 students in total.

2. Sample and Technique of Sampling

A sample is a sub group of the target population that the researcher plans to study for generalizing about the target population (Creswell, 2012:142). In deciding the sample, researcher used purposive sampling technique. According to Etikan, Musa and Alkasim (2016:2) statement, purposive sampling is the deliberate choice of a participant due to the qualities of the participant possesses. The samples were chosen because those have the purpose and made the writer easier to collect the data. Thus, researcher took two classes of SMK N 1 Salatiga that had low score in understanding the reading text and faced difficulty in deliver the information from the text. Furthermore, the research also considered that the sampling technique is based on the recommendation from the teacher. The sample were X.CA1 (Beauty class) with 28 students as control class and X
AP2 (Administration class) with 36 students as experiment class. Therefore, there are 64 students in total.

F. Instrument

According to Creswell (2012:14), “An instrument is a tool for measuring, observing, or documenting quantitative data. It contains specific questions and response possibilities that you establish or develop in advance of the study”. In this research, the research instruments used to collect data were test and non-test.

a. Test

There were two tests in this research, those were pretest and posttest. Those tests were used to know the students’ reading comprehension of recount text before and after the use of contextual teaching and learning (CTL) approach. The test was objective test in form of multiple choice and essay based on the syllabus. There were each 10 multiple choices and 5 essays for pretest and posttest. The scoring of multiple choices each question was 1. The score of essay, each question was 0 – 3. The maximum score of the test was 100. The formula is as bellow:

\[
\frac{\text{Acquired Score}}{\text{Maximum Score}} \times 100
\]

According to Heaton (1975:146) quoted by Dewi (2017:46), there are some criteria to know students’ knowledge based on the score. They are:
### Table 3.3

<table>
<thead>
<tr>
<th>Classification</th>
<th>Score</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>81-100</td>
<td>A</td>
</tr>
<tr>
<td>Good</td>
<td>71-80</td>
<td>B</td>
</tr>
<tr>
<td>Good Enough</td>
<td>60-70</td>
<td>C</td>
</tr>
<tr>
<td>Bad</td>
<td>&lt;59</td>
<td>D</td>
</tr>
</tbody>
</table>

b. Non-test

The research instruments used in documentation are students’ name list, syllabus, lesson plan, and the photos during the research.

### G. Techniques of Collecting Data

To collect the data, the researcher used some techniques in data collection, they are test and non-test.

#### a. Test

The researcher gave the test to both the experimental and control groups. The test was applied before and after the treatments. This research used two kinds of test, they were:

1) **Pre-test**

A pretest provides a measure on some attribute or characteristic that you assess for participants in an experiment before they receive a treatment (Creswell, 2012:297). The pre-test was used to find out how far students’ abilities in reading in recount text before using CTL.
2) **Post-test**

A post-test is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment (Creswell, 2012:297). The function of post-test is to know how far students’ abilities in reading in recount text after using CTL.

b. **Non-test**

1) **Documentation**

The documentation was taken during the researcher’s research. Researcher used some related documents to the object. In this research, researcher documented the students test sheets, students name list, lesson plans and photos during the process of research.

H. **Technique of Data Analysis**

The researcher did some steps to analyze the data, they are:

1. **Scoring the students’ test**

   The research scored the result of pre-test and post-test from both experimental and control classes. The formula is as bellow:

   \[
   \frac{\text{Acquired Score}}{\text{Maximum Score}} \times 100
   \]

2. **Calculating the result of the test**

   After scoring the students’ test, the researcher calculated the result of test.

   a. **Calculating the mean (M) from each group using the following formula:**
M = \frac{\sum x}{N}

b. Calculating the standard deviation difference (SD_D)

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

c. Calculating the standard error of mean difference (SE_{MD})

SE_{MD} = \frac{SD_D}{\sqrt{N-1}}

d. Calculating t-test (t_0)

\[ t_0 = \frac{X_1 - X_2}{\sqrt{\frac{(N_1 - 1)s_1^2 + (N_1 - 1)s_2^2}{N_1 + N_2^2}} \cdot \sqrt{\frac{1}{N_1} + \frac{1}{N_2}}} \]

The assumption of the hypothesis are if t-test (t_0) ≥ t-table (t_1), the null hypothesis (H_0) is rejected and if t-test (t_0) ≤ t-table (t_1), the null hypothesis (H_0) is accepted.

e. Calculating the effect size

The use of calculating the size measure in this research is to know whether the effect strong or weak (Muijs, 2004:136). The formula for this effect size is as follows:

d = (Mean post-test – Mean pre-test)/ Pooled standard deviation

Whereas, the pooled standard deviation = Standard deviation of group 1 + standard deviation of group 2/ 2

To conclude the result, the researcher used the interpretation criterion. Cohen in Muijs (2004:139) suggested as follow:
Table 3.4
Criteria for interpreting effect size

<table>
<thead>
<tr>
<th>Interval coefficient</th>
<th>interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 – 0.20</td>
<td>Weak effect</td>
</tr>
<tr>
<td>0.21 - 0.50</td>
<td>Modest effect</td>
</tr>
<tr>
<td>0.51-0.10</td>
<td>Moderate effect</td>
</tr>
<tr>
<td>&gt; 0.01</td>
<td>Strong effect</td>
</tr>
</tbody>
</table>
BAB IV
ANALYSIS AND DISCUSSION

This chapter focuses on presentation of the data analysis and the discussion of the research. In this chapter, researcher tries to analyze collected data and answers the research question in the first chapter.

A. Analysis

1. Profile of students’ reading comprehension in recount text before using CTL in SMK N 1 Salatiga

The researcher collected data of pre-test for experimental and controlling classes of the students. In pre-test, the researcher did not give any treatment to both experiment and control groups. The students were asked to do 10 numbers of multiple choice and 5 items of essay form. The classes consist of 64 students from X AP2 (Administration class) and X CA1 (Beauty class) in SMK N 1 Salatiga.

a. Pre-test of experimental class

In experimental class, the researcher calculated the score of pre-test. The class consisted of 36 students from X AP 2 (administration class). The researcher calculated the total and averaged the score.

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A A S</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>2.</td>
<td>A H</td>
<td>36</td>
</tr>
<tr>
<td>3.</td>
<td>APS</td>
<td>40</td>
</tr>
<tr>
<td>4.</td>
<td>AIH</td>
<td>52</td>
</tr>
<tr>
<td>5.</td>
<td>AY</td>
<td>32</td>
</tr>
<tr>
<td>6.</td>
<td>CCH</td>
<td>36</td>
</tr>
<tr>
<td>7.</td>
<td>DO</td>
<td>52</td>
</tr>
<tr>
<td>8.</td>
<td>DRA</td>
<td>36</td>
</tr>
<tr>
<td>9.</td>
<td>EPD</td>
<td>52</td>
</tr>
<tr>
<td>10.</td>
<td>EIP</td>
<td>28</td>
</tr>
<tr>
<td>11.</td>
<td>ES</td>
<td>60</td>
</tr>
<tr>
<td>12.</td>
<td>FAR</td>
<td>24</td>
</tr>
<tr>
<td>13.</td>
<td>GS</td>
<td>32</td>
</tr>
<tr>
<td>14.</td>
<td>HN</td>
<td>64</td>
</tr>
<tr>
<td>15.</td>
<td>IDYA</td>
<td>60</td>
</tr>
<tr>
<td>16.</td>
<td>ISY</td>
<td>60</td>
</tr>
<tr>
<td>17.</td>
<td>IPK</td>
<td>60</td>
</tr>
<tr>
<td>18.</td>
<td>LBD</td>
<td>52</td>
</tr>
<tr>
<td>19.</td>
<td>MNP</td>
<td>48</td>
</tr>
<tr>
<td>20.</td>
<td>MSCT</td>
<td>68</td>
</tr>
<tr>
<td>21.</td>
<td>NA</td>
<td>52</td>
</tr>
<tr>
<td>22.</td>
<td>NAP</td>
<td>36</td>
</tr>
<tr>
<td>23.</td>
<td>NR</td>
<td>52</td>
</tr>
<tr>
<td>24.</td>
<td>NLA</td>
<td>48</td>
</tr>
<tr>
<td>25.</td>
<td>PAS</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>26.</td>
<td>R M K</td>
<td>60</td>
</tr>
<tr>
<td>27.</td>
<td>R K</td>
<td>32</td>
</tr>
<tr>
<td>28.</td>
<td>R F C</td>
<td>32</td>
</tr>
<tr>
<td>29.</td>
<td>S I</td>
<td>60</td>
</tr>
<tr>
<td>30.</td>
<td>S K</td>
<td>52</td>
</tr>
<tr>
<td>31.</td>
<td>S K C</td>
<td>52</td>
</tr>
<tr>
<td>32.</td>
<td>S M</td>
<td>52</td>
</tr>
<tr>
<td>33.</td>
<td>T D S</td>
<td>48</td>
</tr>
<tr>
<td>34.</td>
<td>U L</td>
<td>44</td>
</tr>
<tr>
<td>35.</td>
<td>VPA</td>
<td>44</td>
</tr>
<tr>
<td>36.</td>
<td>VK</td>
<td>52</td>
</tr>
<tr>
<td>Total ($\sum x_1$)</td>
<td>1688</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>36</td>
<td></td>
</tr>
</tbody>
</table>

**b. Mean of pre-test of experimental class**

\[
M = \frac{\sum x_1}{N} = \frac{1688}{36} = 46.89
\]

Based on the table above, there were 36 students who had done the pre-test. The highest score was 68, while the lowest was 24. The mean of pre-test score was 46.89.
After scoring the pre-test, the researcher interpreted the score based on criteria as seen in the following table:

**Table 4.2**

The interpretation data of pre-test score of experimental group

<table>
<thead>
<tr>
<th>Classification</th>
<th>Score</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>81-100</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Good</td>
<td>71-80</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Good Enough</td>
<td>60-70</td>
<td>8</td>
<td>22%</td>
</tr>
<tr>
<td>Bad</td>
<td>&lt;59</td>
<td>28</td>
<td>78%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>36</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based on the table, it shows that 78% of the students gained bad performance. Then 22% of the students gained good category. It shows that all of students got scores under 70. The passing grade of SMK N 1 Salatiga is 71. Then, none of the students from experimental class passed the passing grade. Therefore, the students’ reading comprehension before treatment in experimental class is still low.

c. **Pre-test score of control class**

   In control class, the researcher calculated the score of pre-test. The class consisted of 28 students from X CA 1 (beauty class). The researcher calculated the total and averaged the score.

**Table 4.3**

Pre-test score of control class

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A O H P</td>
<td>40</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>2.</td>
<td>A H</td>
<td>60</td>
</tr>
<tr>
<td>3.</td>
<td>A N A</td>
<td>36</td>
</tr>
<tr>
<td>4.</td>
<td>A A S</td>
<td>56</td>
</tr>
<tr>
<td>5.</td>
<td>A R</td>
<td>44</td>
</tr>
<tr>
<td>6.</td>
<td>A O</td>
<td>48</td>
</tr>
<tr>
<td>7.</td>
<td>B N</td>
<td>60</td>
</tr>
<tr>
<td>8.</td>
<td>D K S</td>
<td>36</td>
</tr>
<tr>
<td>9.</td>
<td>D N</td>
<td>56</td>
</tr>
<tr>
<td>10.</td>
<td>D F V</td>
<td>52</td>
</tr>
<tr>
<td>11.</td>
<td>D A M</td>
<td>48</td>
</tr>
<tr>
<td>12.</td>
<td>D Z</td>
<td>56</td>
</tr>
<tr>
<td>13.</td>
<td>E N Z</td>
<td>36</td>
</tr>
<tr>
<td>14.</td>
<td>F L P</td>
<td>64</td>
</tr>
<tr>
<td>15.</td>
<td>H S</td>
<td>44</td>
</tr>
<tr>
<td>16.</td>
<td>I K</td>
<td>32</td>
</tr>
<tr>
<td>17.</td>
<td>L A</td>
<td>40</td>
</tr>
<tr>
<td>18.</td>
<td>M A R</td>
<td>46</td>
</tr>
<tr>
<td>19.</td>
<td>M S D</td>
<td>32</td>
</tr>
<tr>
<td>20.</td>
<td>M A P</td>
<td>32</td>
</tr>
<tr>
<td>21.</td>
<td>M</td>
<td>40</td>
</tr>
<tr>
<td>22.</td>
<td>N S A</td>
<td>44</td>
</tr>
<tr>
<td>23.</td>
<td>P N D A</td>
<td>32</td>
</tr>
<tr>
<td>24.</td>
<td>R H S</td>
<td>44</td>
</tr>
<tr>
<td>25.</td>
<td>S A P</td>
<td>24</td>
</tr>
<tr>
<td>26.</td>
<td>S W</td>
<td>36</td>
</tr>
<tr>
<td>27.</td>
<td>V A G</td>
<td>32</td>
</tr>
</tbody>
</table>
d. Mean of pre-test of control class

\[ M = \frac{\sum y_1}{N} \]

\[ = \frac{1218}{28} \]

\[ = 43.50 \]

Based on the table above, there were 28 students who had done the pre-test. The highest score was 64, while the lowest was 24. The mean of pre-test score was 43.50. After scoring the pre-test, the researcher interpreted the score based on criteria as seen in the following table:

<table>
<thead>
<tr>
<th>Classification</th>
<th>Score</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>81-100</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Good</td>
<td>71-80</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Good Enough</td>
<td>60-70</td>
<td>3</td>
<td>11%</td>
</tr>
<tr>
<td>Bad</td>
<td>&lt;59</td>
<td>25</td>
<td>89%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>28</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based on the table, it shows 89% of the students gained bad performance. Then 11% of the students gained good enough
category. It shows that all of the students got score under 70. The passing grade of SMK N 1 Salatiga is 71. Then, none of the students from control class passed the passing grade. It can be concluded that the students’ reading comprehension before treatment in control class were still low.

e. Treatment

In this research, the researcher administered the treatment once for both experimental (X AP2) and control class (X CA1). The researcher used contextual teaching and learning for experimental group. While for the control group, there was no treatment but used direct instruction approach.

The treatment in experiment group was conducted on Thursday, October 30th 2018 with 36 students participated. The researcher connected the material to students’ experiences by showing some pictures. Then researcher asked some questions and gave students opportunity to share their ideas. After that, the recount text adhered to the board and the teacher asked some students to identify the structure of recount, the use of past tense and find the main idea of the paragraph. Next, researcher gave fun game to mention the form of v1, v2, and v3. The researcher distributed the materials and the students filled in the blank of past tense table in white board to be corrected together. The researcher gave the students exercise which had done by the group. The students rearranged a recount text and
answer the questions. The students explained the result of their discussion about the exercise in front of the class. The researcher gave feedback and reinforcement about their performance.

The treatment in control group was conducted on Thursday, October 30th 2018 with 28 students participated. The researcher gave the material to each student and asked them to read. After they read the material, the researcher gave explanation about the recount text (generic structure, main idea, simple past tense and comprehension question) step by step. The researcher gave the exercise in the white board and let the students do and copy to their book. Researcher gave feedback by paying attention to students’ answers and corrected it if there were mistakes. The researcher then gave exercise individually to rearrange some paragraph and answer question. The researcher corrected their work and gave review about what they have learning.

2. Profile of students’ reading comprehension in recount text after using CTL in SMK N 1 Salatiga

The researcher wanted to know the students’ reading comprehension after treatment by using post-test both of experimental and control groups. The post-test was conducted on November 6th, 2018. In the posttest, the students were asked to read a recount text exercise with 10 number of multiple choice and 5 items of essay form. The score of students’ post-test is as follows:
a. Post-test of experimental class

In control class, the researcher calculated the score of post-test.

The class consisted of 36 students from X AP 2 (administration class).

The researcher calculated the total and averages the score.

Table 4.5
Post-test score of experimental class

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A A S</td>
<td>76</td>
</tr>
<tr>
<td>2.</td>
<td>A H</td>
<td>80</td>
</tr>
<tr>
<td>3.</td>
<td>A P S</td>
<td>76</td>
</tr>
<tr>
<td>4.</td>
<td>A I H</td>
<td>80</td>
</tr>
<tr>
<td>5.</td>
<td>A Y</td>
<td>76</td>
</tr>
<tr>
<td>6.</td>
<td>C C H</td>
<td>72</td>
</tr>
<tr>
<td>7.</td>
<td>D O</td>
<td>84</td>
</tr>
<tr>
<td>8.</td>
<td>D R A</td>
<td>80</td>
</tr>
<tr>
<td>9.</td>
<td>E P D</td>
<td>80</td>
</tr>
<tr>
<td>10.</td>
<td>E I P</td>
<td>76</td>
</tr>
<tr>
<td>11.</td>
<td>E S</td>
<td>92</td>
</tr>
<tr>
<td>12.</td>
<td>FAR</td>
<td>72</td>
</tr>
<tr>
<td>13.</td>
<td>G S</td>
<td>84</td>
</tr>
<tr>
<td>14.</td>
<td>H N</td>
<td>80</td>
</tr>
<tr>
<td>15.</td>
<td>I D Y A</td>
<td>88</td>
</tr>
<tr>
<td>16.</td>
<td>I S Y</td>
<td>80</td>
</tr>
<tr>
<td>17.</td>
<td>I P K</td>
<td>88</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>18.</td>
<td>L B D</td>
<td>76</td>
</tr>
<tr>
<td>19.</td>
<td>M N P</td>
<td>84</td>
</tr>
<tr>
<td>20.</td>
<td>M S C T</td>
<td>80</td>
</tr>
<tr>
<td>21.</td>
<td>N A</td>
<td>80</td>
</tr>
<tr>
<td>22.</td>
<td>N A P</td>
<td>72</td>
</tr>
<tr>
<td>23.</td>
<td>N R</td>
<td>76</td>
</tr>
<tr>
<td>24.</td>
<td>N L A</td>
<td>84</td>
</tr>
<tr>
<td>25.</td>
<td>P A S</td>
<td>64</td>
</tr>
<tr>
<td>26.</td>
<td>R M K</td>
<td>92</td>
</tr>
<tr>
<td>27.</td>
<td>R K</td>
<td>64</td>
</tr>
<tr>
<td>28.</td>
<td>R F C</td>
<td>80</td>
</tr>
<tr>
<td>29.</td>
<td>S I</td>
<td>80</td>
</tr>
<tr>
<td>30.</td>
<td>S K</td>
<td>76</td>
</tr>
<tr>
<td>31.</td>
<td>S K C</td>
<td>88</td>
</tr>
<tr>
<td>32.</td>
<td>S M</td>
<td>72</td>
</tr>
<tr>
<td>33.</td>
<td>T D S</td>
<td>84</td>
</tr>
<tr>
<td>34.</td>
<td>U L</td>
<td>72</td>
</tr>
<tr>
<td>35.</td>
<td>VPA</td>
<td>76</td>
</tr>
<tr>
<td>36.</td>
<td>VK</td>
<td>84</td>
</tr>
</tbody>
</table>

Total (\(\sum x_2\)) \hspace{1cm} 2848

\[
M = \frac{\sum x_2}{N}
\]

\[
= \frac{2848}{36}
\]

\[
= 79.11
\]

b. Mean of post-test of experimental class
Based on the table above, there were 36 students who had done the post-test. The highest score was 92 while the lowest was 64. The mean of pre-test score was 79.11.

After scoring the result, the researcher interpreted the score based on criteria as seen in the following table:

**Table 4.6**  
The interpretation data of post-test score of experimental group

<table>
<thead>
<tr>
<th>Classification</th>
<th>Score</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>81-100</td>
<td>11</td>
<td>30%</td>
</tr>
<tr>
<td>Good</td>
<td>71-80</td>
<td>23</td>
<td>64%</td>
</tr>
<tr>
<td>Good Enough</td>
<td>60-70</td>
<td>2</td>
<td>6%</td>
</tr>
<tr>
<td>Bad</td>
<td>&lt;59</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>36</td>
<td>100%</td>
</tr>
</tbody>
</table>

Based the table, it shows 64% of the students gained good performance. Then 30% of the students gained excellent category and there 6% of the students gained good enough category. The passing grade of SMK N 1 Salatiga is 71. Then, most of the students from control class passed the passing grade. It can be concludes that there is improvement in students’ reading comprehension after treatment in experiment class.

c. Post-test score of control class

**Table 4.7**  
Post-test score of control class

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>A O H P 60</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>A H 68</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>A N A 80</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>A A S 68</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>A R 68</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>A O 48</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>B N 72</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>D K S 56</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>D N 80</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>D F V 60</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>D A M 60</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>D Z 84</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>E N Z 48</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>F L P 76</td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>H S 60</td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>I K 64</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>L A 64</td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>M A R 60</td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>M S D 72</td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>M A P 60</td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>M 56</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>N S A 72</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>P N D A 68</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>R H S 68</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>S A P 64</td>
<td></td>
</tr>
</tbody>
</table>
d. Mean Post-test of control class

\[
M = \frac{\sum y_2}{N} = \frac{1820}{28} = 65.00
\]

Based on the table above, there were 28 students who had done the post-test. The highest score was 84, while the lowest was 48. The mean of post-test score was 65.00.

After scoring the result, the researcher interpreted the score based on criteria as seen in the following table:

**Table 4.8**

<table>
<thead>
<tr>
<th>Classification</th>
<th>Score</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>81-100</td>
<td>1</td>
<td>4%</td>
</tr>
<tr>
<td>Good</td>
<td>71-80</td>
<td>6</td>
<td>21%</td>
</tr>
<tr>
<td>Good Enough</td>
<td>60-70</td>
<td>18</td>
<td>64%</td>
</tr>
<tr>
<td>Bad</td>
<td>&lt;59</td>
<td>3</td>
<td>11%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>28</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
Based on the table, it shows 64% of the students gained good enough performance. Then 21% of the students gained good category and 11% of the students gained bad category. At last there 1 student gained excellent in reading comprehension. It shows the improvement in post-test control class. The passing grade of SMK N 1 Salatiga is 71. 75% of the students from control class not passed the passing grade. It can be concluded that there is less improvement in students’ reading comprehension after treatment in experiment class.

3. Effectiveness of CTL to improve students reading comprehension in recount text

After the researcher calculated the data of pre-test and post-test, the researcher tried to find the effectiveness between experimental and control classes. The researcher calculated the different square of pre-test and post-test students, and it is explained bellow:

a. Difference between pre-test and post-test of experimental class

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Pre-test (X₁)</th>
<th>Post-test (X₂)</th>
<th>D</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A A S</td>
<td>48</td>
<td>76</td>
<td>-28</td>
<td>784</td>
</tr>
<tr>
<td>2.</td>
<td>A H</td>
<td>36</td>
<td>80</td>
<td>-44</td>
<td>1936</td>
</tr>
<tr>
<td>3.</td>
<td>A P S</td>
<td>40</td>
<td>76</td>
<td>-36</td>
<td>1296</td>
</tr>
<tr>
<td>4.</td>
<td>A I H</td>
<td>52</td>
<td>80</td>
<td>-28</td>
<td>784</td>
</tr>
<tr>
<td>5.</td>
<td>A Y</td>
<td>32</td>
<td>76</td>
<td>-44</td>
<td>1936</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>----</td>
<td>----</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>C C H</td>
<td>36</td>
<td>72</td>
<td>-36</td>
<td>1296</td>
</tr>
<tr>
<td>7.</td>
<td>D O</td>
<td>52</td>
<td>84</td>
<td>-32</td>
<td>1024</td>
</tr>
<tr>
<td>8.</td>
<td>D R A</td>
<td>36</td>
<td>80</td>
<td>-44</td>
<td>1936</td>
</tr>
<tr>
<td>9.</td>
<td>E P D</td>
<td>52</td>
<td>80</td>
<td>-28</td>
<td>784</td>
</tr>
<tr>
<td>10.</td>
<td>E I P</td>
<td>28</td>
<td>76</td>
<td>-48</td>
<td>2304</td>
</tr>
<tr>
<td>11.</td>
<td>E S</td>
<td>60</td>
<td>92</td>
<td>-32</td>
<td>1024</td>
</tr>
<tr>
<td>12.</td>
<td>FAR</td>
<td>24</td>
<td>72</td>
<td>-48</td>
<td>2304</td>
</tr>
<tr>
<td>13.</td>
<td>G S</td>
<td>32</td>
<td>84</td>
<td>-52</td>
<td>2704</td>
</tr>
<tr>
<td>14.</td>
<td>H N</td>
<td>64</td>
<td>80</td>
<td>-16</td>
<td>256</td>
</tr>
<tr>
<td>15.</td>
<td>I D Y A</td>
<td>60</td>
<td>88</td>
<td>-28</td>
<td>784</td>
</tr>
<tr>
<td>16.</td>
<td>I S Y</td>
<td>60</td>
<td>80</td>
<td>-20</td>
<td>400</td>
</tr>
<tr>
<td>17.</td>
<td>I P K</td>
<td>60</td>
<td>88</td>
<td>-28</td>
<td>784</td>
</tr>
<tr>
<td>18.</td>
<td>L B D</td>
<td>52</td>
<td>76</td>
<td>-24</td>
<td>576</td>
</tr>
<tr>
<td>19.</td>
<td>M N P</td>
<td>48</td>
<td>84</td>
<td>-36</td>
<td>1296</td>
</tr>
<tr>
<td>20.</td>
<td>M S C T</td>
<td>68</td>
<td>80</td>
<td>-12</td>
<td>144</td>
</tr>
<tr>
<td>21.</td>
<td>N A</td>
<td>52</td>
<td>80</td>
<td>-28</td>
<td>784</td>
</tr>
<tr>
<td>22.</td>
<td>N A P</td>
<td>36</td>
<td>72</td>
<td>-36</td>
<td>1296</td>
</tr>
<tr>
<td>23.</td>
<td>N R</td>
<td>52</td>
<td>76</td>
<td>-24</td>
<td>576</td>
</tr>
<tr>
<td>24.</td>
<td>N L A</td>
<td>48</td>
<td>84</td>
<td>-36</td>
<td>1296</td>
</tr>
<tr>
<td>25.</td>
<td>P A S</td>
<td>32</td>
<td>64</td>
<td>-32</td>
<td>1024</td>
</tr>
<tr>
<td>26.</td>
<td>R M K</td>
<td>60</td>
<td>92</td>
<td>-32</td>
<td>1024</td>
</tr>
<tr>
<td>27.</td>
<td>R K</td>
<td>32</td>
<td>64</td>
<td>-32</td>
<td>1024</td>
</tr>
<tr>
<td>28.</td>
<td>R F C</td>
<td>32</td>
<td>80</td>
<td>-48</td>
<td>2304</td>
</tr>
<tr>
<td>29.</td>
<td>S I</td>
<td>60</td>
<td>80</td>
<td>-20</td>
<td>400</td>
</tr>
<tr>
<td>30.</td>
<td>S K</td>
<td>52</td>
<td>76</td>
<td>-24</td>
<td>576</td>
</tr>
<tr>
<td>31.</td>
<td>S K C</td>
<td>52</td>
<td>88</td>
<td>-36</td>
<td>1296</td>
</tr>
</tbody>
</table>
### Table 4.10
Different square of pre-test and post-test of control class

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Pre-test ($Y_1$)</th>
<th>Post-test ($Y_2$)</th>
<th>D</th>
<th>$D^2$</th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>SM</td>
<td>52</td>
<td>72</td>
<td>-20</td>
<td>400</td>
</tr>
<tr>
<td>33</td>
<td>TDS</td>
<td>48</td>
<td>84</td>
<td>-36</td>
<td>1296</td>
</tr>
<tr>
<td>34</td>
<td>UL</td>
<td>44</td>
<td>72</td>
<td>-28</td>
<td>784</td>
</tr>
<tr>
<td>35</td>
<td>VPA</td>
<td>44</td>
<td>76</td>
<td>-32</td>
<td>1024</td>
</tr>
<tr>
<td>36</td>
<td>VK</td>
<td>52</td>
<td>84</td>
<td>-32</td>
<td>1024</td>
</tr>
</tbody>
</table>

1) Calculating mean difference

$$MD = \frac{\sum D}{N} = \frac{1160}{36} = 32.22$$

2) Standard Deviation

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} = \sqrt{\frac{40480}{36} - \left(\frac{1160}{36}\right)^2} = \sqrt{1124.44 - (32.22)^2} = 9.29$$

Therefore, from the calculation, it can be concluded that $S_1$ is 9.29.

**b. Difference between pre-test and post-test of control class**

After the researcher calculated the pre-test and post-test of control class, the researcher calculated the different square of pretest and posttest of control class.
<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A O H P</td>
<td>40</td>
<td>60</td>
<td>-20</td>
</tr>
<tr>
<td>2.</td>
<td>A H</td>
<td>60</td>
<td>68</td>
<td>-8</td>
</tr>
<tr>
<td>3.</td>
<td>A N A</td>
<td>36</td>
<td>80</td>
<td>-44</td>
</tr>
<tr>
<td>4.</td>
<td>A A S</td>
<td>56</td>
<td>68</td>
<td>-12</td>
</tr>
<tr>
<td>5.</td>
<td>A R</td>
<td>44</td>
<td>68</td>
<td>-24</td>
</tr>
<tr>
<td>6.</td>
<td>A O</td>
<td>48</td>
<td>48</td>
<td>0</td>
</tr>
<tr>
<td>7.</td>
<td>B N</td>
<td>60</td>
<td>72</td>
<td>-12</td>
</tr>
<tr>
<td>8.</td>
<td>D K S</td>
<td>36</td>
<td>56</td>
<td>-20</td>
</tr>
<tr>
<td>9.</td>
<td>D N</td>
<td>56</td>
<td>80</td>
<td>-24</td>
</tr>
<tr>
<td>10.</td>
<td>D F V</td>
<td>52</td>
<td>60</td>
<td>-8</td>
</tr>
<tr>
<td>11.</td>
<td>D A M</td>
<td>48</td>
<td>60</td>
<td>-12</td>
</tr>
<tr>
<td>12.</td>
<td>D Z</td>
<td>56</td>
<td>84</td>
<td>-28</td>
</tr>
<tr>
<td>13.</td>
<td>E N Z</td>
<td>36</td>
<td>48</td>
<td>-12</td>
</tr>
<tr>
<td>14.</td>
<td>F L P</td>
<td>64</td>
<td>76</td>
<td>-12</td>
</tr>
<tr>
<td>15.</td>
<td>H S</td>
<td>44</td>
<td>60</td>
<td>-16</td>
</tr>
<tr>
<td>16.</td>
<td>I K</td>
<td>32</td>
<td>64</td>
<td>-32</td>
</tr>
<tr>
<td>17.</td>
<td>L A</td>
<td>40</td>
<td>64</td>
<td>-24</td>
</tr>
<tr>
<td>18.</td>
<td>M A R</td>
<td>46</td>
<td>60</td>
<td>-14</td>
</tr>
<tr>
<td>19.</td>
<td>M S D</td>
<td>32</td>
<td>72</td>
<td>-40</td>
</tr>
<tr>
<td>20.</td>
<td>M A P</td>
<td>32</td>
<td>60</td>
<td>-28</td>
</tr>
<tr>
<td>21.</td>
<td>M</td>
<td>40</td>
<td>56</td>
<td>-16</td>
</tr>
<tr>
<td>22.</td>
<td>N S A</td>
<td>44</td>
<td>72</td>
<td>-28</td>
</tr>
<tr>
<td>23.</td>
<td>P N D A</td>
<td>32</td>
<td>68</td>
<td>-36</td>
</tr>
<tr>
<td>24.</td>
<td>R H S</td>
<td>44</td>
<td>68</td>
<td>-24</td>
</tr>
<tr>
<td>25.</td>
<td>S A P</td>
<td>24</td>
<td>64</td>
<td>-40</td>
</tr>
</tbody>
</table>
26. S W | 36 | 64 | -28 | 784
27. V A G | 32 | 64 | -32 | 1024
28. Y S P D | 48 | 56 | -8 | 16

<table>
<thead>
<tr>
<th>N = 28</th>
<th>(Σ x₁)</th>
<th>(Σ x₂)</th>
<th>(Σ D)</th>
<th>(Σ D²)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1218</td>
<td>1820</td>
<td>-602</td>
<td>16292</td>
</tr>
</tbody>
</table>

1) Calculating mean difference

$$\text{MD} = \frac{\sum D}{N} = \frac{602}{28} = 21.5$$

2) Standard Deviation

$$\text{SD}_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2} = \sqrt{\frac{16292}{28} - \left(\frac{602}{28}\right)^2} = 10.93$$

Therefore, from the calculation, it can be concluded that $S_2$ is 10.93.

c. T-test ($t_0$)

1) Calculation of t-test ($t_0$)

$$t_0 = \frac{X_1 - X_2}{\sqrt{\frac{(N_1 - 1)S_1^2 + (N_2 - 1)S_2^2}{N_1 + N_2 - 2} \left(\frac{1}{N_1} + \frac{1}{N_2}\right)}}$$

$$= \frac{32.16 - 21.5}{\sqrt{\frac{(36 - 1)9.29^2 + (28 - 1)10.93^2}{36 + 28 - 2} \left(\frac{1}{36} + \frac{1}{28}\right)}}$$

$$= \frac{10.66}{\sqrt{\frac{3020.64 + 3225.55}{62} \left(\frac{28 + 36}{1008}\right)}}$$

$$= \frac{10.66}{\sqrt{\frac{6246.19}{62} \left(\frac{1008}{1008}\right)}}$$

56
\[ \frac{10.66}{10.03 \times 0.25} = 4.264 \]

2) Calculation of df

\[ \text{df} = (N_1-N_2)-2 \]
\[ = (36 + 28)-2 \]
\[ = 62 \]

3) Consulting df with t-table

With df = 62, the value of t-table (t_t) with level of signification of 5% is 1.998

4) Comparing t-table (t_t) with t-test (t_0)

T-test is 4.264

T-table is 1.998

\[ t_0 (4.264) \geq t_t (1.998) \]

**d. Effect Size**

\[ d = \frac{\text{Mean of post-test} - \text{Mean of pre-test}}{\text{pooled standard deviation}} \]

Pooled standard deviation = \[ \frac{9.29+10.93}{2} = 10.11 \]

First, the researcher calculates the effect size in the experimental class.

\[ d = \frac{79.11 - 46.89}{10.11} \]
\[ = 3.18 \]

According to the table 3.4 that had been mention in chapter III, the result level of this study is 3.18. It proved that there
was strong effect of using CTL approach to improve students’ reading comprehension in recount text.

Second, the calculation in control class result was formulated as below:

\[
d = \frac{65.00 - 43.50}{10.11}
\]

\[
= 2.12
\]

The result of size effect in control class was 2.12. Therefore, there was strong effect of using direct instruction to improve students’ reading comprehension in recount text.

B. Discussions

Based on data analysis, researcher explained the analysis of students’ reading comprehension at the first grade of SMK N 1 Salatiga.

<table>
<thead>
<tr>
<th>No</th>
<th>Result</th>
<th>Experimental Class</th>
<th>Control Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mean</td>
<td>Pre-test</td>
<td>46.89</td>
</tr>
<tr>
<td>2</td>
<td>Mean</td>
<td>Post-test</td>
<td>79.11</td>
</tr>
<tr>
<td>3</td>
<td>Mean difference</td>
<td></td>
<td>32.22</td>
</tr>
<tr>
<td>4</td>
<td>Increase in percentage</td>
<td></td>
<td>69%</td>
</tr>
<tr>
<td>5</td>
<td>t-count vs. t-table</td>
<td></td>
<td>( t_0 (4.264) \geq t_t (1.998) )</td>
</tr>
<tr>
<td>6</td>
<td>Effect size</td>
<td></td>
<td>3.18</td>
</tr>
</tbody>
</table>

Table 4.11 The results description of the result
1. Profile of students’ reading comprehension in recount text before using CTL in SMK N 1 Salatiga

All of students gained scores under 70. The passing grade of SMK N 1 Salatiga is 71. Then, none of the students from experimental class passed the passing grade. There were 36 students that had done the pre-test. The highest score was 68, while the lowest was 24. The mean of pre-test score was 46.89. It was less 24.11 from the target of passing grade. It can be concluded that the students’ reading comprehension before treatment in experimental class are still low. Therefore the researcher gave treatment using contextual teaching and learning approach for this class.

On the other hand, pre-test control class also showed low of students’ reading comprehension. All of students gained scores under 70. The passing grade of SMK N 1 Salatiga is 71. There were 28 students who had done the pre-test. The highest score was 64, while the lowest was 24. The mean of pre-test score was 43.50. It was less 27.5 from the target of passing grade. Therefore, the reading comprehension for this class is till low.

2. Profile of students’ reading comprehension in recount text after using CTL in SMK N 1 Salatiga

After having treatment, experimental class showed the improvement. It shows that 34 students got scores above 71 and 2 students got score under 70. The passing grade of SMK N 1 Salatiga is 71. It means 94% students passed the passing grade while, the 6 % did not pass. The
The highest score was 92 while the lowest was 64. The mean of pre-test score was 79.11. The score increased 32.22 from 46.89 to 79.11. It can be concluded that there is improvement in students’ reading comprehension after treatment in experiment class. Therefore the researcher concluded that CTL improves students’ reading comprehension in recount text.

In addition, the control class also improved the score. The mean of post-test was 65.00. The score increased 21.5 from 43.50 to 65.00. There were 7 students who got scores above 71 and 21 students who got score under 70. The passing grade of SMK N 1 Salatiga is 71. 25% of the students of control class passed the passing grade, while 75% of them did not pass. Then, most of the students from control class did not pass the passing grade. Therefore the researcher concludes that learning using direct instruction did not improve students’ reading comprehension.

3. The effectiveness of CTL approach to improve students’ reading comprehension

The t-test ($t_0$) was 4.264. It used the significant level of 5% and t-table ($t_t$) is 1.998 with df 62. The result was $t_0 \geq t_t$ (1.998). It can be concluded that the score of t-test is higher than t-table. The null hypothesis is rejected and the alternative hypothesis is accepted. There is significant difference of the students’ reading comprehension in recount text before and after having contextual teaching and learning approach.

The percentage of the improvement in experimental class is 69%. Meanwhile, the percentage of the improvement in control class is 49%.
Thus, the experimental class is more dominant than control class. According to the table 3.4 that had been mention in chapter III, The researcher wants to know the effect size level of this study is. The result for experimental class is 3.18 meanwhile the result of control class is 2.12. It proved that both of experimental and control classes have strong effects. From the discussion above, it can be concluded that using CTL approach is effective to improve students’ reading comprehension in recount text.

Finally it can be concluded that contextual teaching and learning (CTL) can be used as variation way in learning-teaching because it shows improvement in students’ reading comprehension on recount text. The result of this research is in line with Dewey (1900) theory that students will learn something well if what they learned is related to events happened in their environment or something they have been experienced (as cited in Nasir, Fata, Daud and Isniati, 2016, p. 153)

The result finding also proves the study by Zakiyah (2016) that after the students have been taught using CTL they have motivation and active in teaching learning process. Teaching reading using CTL makes an easy and better understanding in students’ reading comprehension. The result findings support Nasir’s et.al. (2016) theory, that applying CTL in 2013 curriculum gives better learning and satisfactory benefits for students. He explained that all components in CTL approach are important to ensure language learner involve actively in teaching and learning process.
CHAPTER V
CLOSURE

Based on the data analysis and the discussion from chapter IV, the researcher makes a conclusion and suggestion of this graduating paper as follows:

A. Conclusion

1. Profile of students’ reading comprehension in recount text before using CTL in SMK N 1 Salatiga

   The calculation of experimental class showed the highest pre-test score is 68 and the lowest is 24. The highest score of control class was 64, while the lowest was 24. The mean of pre-test for experiment class is 46.89 and the mean of pre-test for control class is 43.50. The data indicated that none of the students pass the passing grade from SMK N 1 Salatiga which is 71. Therefore, the students’ reading comprehension in SMK N 1 was still low.

2. Profile of students’ reading comprehension in recount text after using CTL in SMK N 1 Salatiga

   The highest score of experimental class was 92, while the lowest was 64. On the other hand, the highest score of control class was 84, while the lowest was 48. The mean of post-test for experimental class was 79.11 and the control class was 65.00. The mean result shows the improvement in students’ reading
comprehension. Most of the students from experimental class passed the passing grade, and most of control class did not pass the passing grade. Therefore, the researcher concludes that there is improvement in students’ reading comprehension after using CTL approach.

3. The effectiveness of CTL approach to improve students’ reading comprehension

The result of t-test both of experimental groups shows t-test (4.264) is higher than t-table (1.998), it means Ha is accepted. There is significant difference of the students’ reading comprehension in recount text before and after having contextual teaching and learning approach. The increase in percentage showsthat experimental class is 69% more dominant than control class which is 49%. The result of effect size level of experimental class was 3.18. While, the result of control class was 2.12. Both of experimental and control classes have strong effects. Then, the researcher comes to the conclusion that using CTL approach is effective to improve students’ reading comprehension in recount text.
B. Suggestions

Based on the result of the research, there are some suggestions for futures studies as follows:

1. For the English teacher
   a. The teachers are suggested to apply contextual teaching and learning (CTL) approach in the learning process as one way to improve the students’ reading comprehension.
   b. The teachers have to be more innovative in applying the various learning model, so the teaching learning process is not boring and monotonous for the students.

2. For students
   a. Students should be more courageous to ask the teacher and they have to learn English seriously.
   b. Students should be more active in the learning activities.

3. For education expert, researcher and academicians.

   It has been known from the research finding that using CTL improves students’ reading comprehension. So this research can be a reference for other researchers who want to conduct a research about reading comprehension.
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Wicaksono, A. 2016. Improving Student’s Ability in Writing Recount Text through Contextual Teaching and Learning Approach at The Second Grade Student of XI Exact 1 of SMAN 2Palopo. Makasar: English Education Department Tarbiyah and Teaching Science Faculty Alauddin State Islamic University.


Zakiyah, S. 2011. Improving Students’ Reading Comprehension of Descriptive Text through Contextual Teaching and Learning (CTL). Jakarta: English Education Department, Islamic State University SyarifHidayatullah.
Curriculum Vitae

Name : Aulia Sakti Rosativa

Place of birth : Magelang

Date of birth : 9 September 1995

Sex : Female

Religion : Islam

Address : Desa dampit, RT 004 RW 002. Mertoyudan, Kab. Magelang.

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Educations :

1. SD Negeri Potrobangsan 3 Magelang 2001-2007
2. SMP Negeri 3 Magelang 2007-2010
3. SMA Negeri 4 Magelang 2010-2013
4. IAIN Salatiga 2014
APPENDICES
Kepada
Yth. Kepala SMK N 1 Salatiga
Di Salatiga

Assalamualaikum Wr. Wb.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa:
Nama: AULIA SAKTI ROSATIVA
NIM: 11314106
Program Studi: Tadris Bahasa Inggris (TBI)
Fakultas: Tarbiyah dan ilmu Keguruan

Dalam rangka penyelengaraan studi Jenjang Strata Satu di IAIN Salatiga, mahasiswa diwajibkan memenuhi salah satu persyaratan berupa penyusunan Skripsi.

Adapun judul skripisnya adalah:

THE USE OF CONTEXTUAL TEACHING AND LEARNING (CTL) APPROACH TO IMPROVE STUDENTS’ READING COMPREHENSION IN RECOUNT TEXT

Dosen Pembimbing: Mashhulhatul Umami MA.

Kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian di SMK N 1 Salatiga, mulai tanggal 10 Oktober 2018 s.d. 10 Januari 2019.

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

Wassalamualaikum Wr. Wb.

A.n. Dekan,
Wakil Dekan Bidang Akademik

[Signature]

Tembusan: 1. Mahasiswa yang bersangkutan
SURAT KETERANGAN

NO: 420/6593/3/2018

Kepala Sekolah Menengah (SMK) Negeri 1 Salatiga, dengan ini menerangkan bahwa:

Nama : AULIA SAKTI ROSATIVA
NIM : 113-14-106
Prog. Studi : Tadris Bahasa Inggris (TBI)
Fakultas : Tarbiyah & Ilmu Keguruan IAIN Salatiga


Demikian surat keterangan ini diberikan untuk dapat dipergunakan sebagaiman mestinya.

Salatiga, 6 November 2018

[Signature]

Kepala Sekolah

Harri, M.Pd.
SILABUS MATA PELAJARAN BAHASA INGGRIS

Nama Sekolah : SMK Negeri 1
Bidang Keahlian : Semua Bidang keahlian
Kompetensi Keahlian : Semua Kompetensi Keahliann
Mata Pelajaran : BAHASA INGGRIS
Durasi (Waktu) : 288 JP

KI-3 (Pengetahuan) : Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktaual, konseptual, prosedural dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian Bahasa Inggris pada tingkat teknis, spesifik, detail, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.

KI-4 (Keterampilan) : Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian Bahasa Inggris; Menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja. Menunjukkan keterampilan menalar, mengolah, dan menyajikan secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarnya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung. Menunjukkan keterampilan mempersepsi, kesiapan, meniru, membiasakan, gerak maha, menjadi gerak alami dalam ranah konkret terkait dengan pengembangan dari yang dipelajarnya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Indikator Pencapaian Kompetensi</th>
<th>Materi Pokok</th>
<th>Alokasi Waktu (JP)</th>
<th>Kegiatan Pembelajaran</th>
<th>Penilaian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kompetensi Dasar</td>
<td>Indikator Pencapaian Kompetensi</td>
<td>Materi Pokok</td>
<td>Alokasi Waktu (JP)</td>
<td>Kegiatan Pembelajaran</td>
<td>Penilaian</td>
</tr>
<tr>
<td>------------------</td>
<td>---------------------------------</td>
<td>--------------</td>
<td>-------------------</td>
<td>----------------------</td>
<td>-----------</td>
</tr>
<tr>
<td>3.2</td>
<td>3.2.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur</td>
<td>Teks lisan dan tulis tentang ucapan selamat</td>
<td>6</td>
<td>1. Mengamati teks lisan dan tulis tentang mengucapkan selamat</td>
<td>a. Pengetahuan:</td>
</tr>
</tbody>
</table>

- Teks dan unsur kebahasaan yang tepat sesuai dengan konteks penggunaan

**c. Unsur kebahasaan:**
- Kosakata terkait jati diri dan hubungan keluarga: name, address, age, education, job, family, dll
- Tata bahasa:
  - Pronouns (subjective, objective, possessive, adjectives)
  - Simple Present Tense
  - Linking verbs
- Ejaan dan tanda baca yang jelas, rapi dan tepat
- Ucapan, tekanan kata & intonasi yang jelas dan tepat ketika mempresentasikan secara lisan

6. Menyusun teks lisan dan tulis tentang meminta dan memberi informasi tentang jati diri dan hubungan keluarga dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai konteks penggunaan;

7. Mengkomunikasikan teks tulis dan lisan tentang jati diri dan hubungan keluarga dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai konteks penggunaan.
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Indikator Pencapaian Kompetensi</th>
<th>Materi Pokok</th>
<th>Alokasi Waktu (JP)</th>
<th>Kegiatan Pembelajaran</th>
<th>Penilaian</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat bersyap (extended), dan responsnya; sesuai dengan konteks penggunaannya.</td>
<td>kebahasaan dalam teks lisan dan tulis mengenai ungkapan memberikan selamat</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>3.2.2 Membedakan ungkapan memberikan selamat yang formal dan tidak formal</td>
<td>3.2.2 Membedakan ungkapan memberikan selamat yang formal dan tidak formal</td>
<td></td>
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<td>3</td>
<td></td>
<td>4.2 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat bersyap (extended), dan responsnya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</td>
<td>4.2.1 Menyusun teks lisan dan tertulis mengenai ungkapan mengucapkan selamat</td>
<td>4</td>
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<td>4</td>
<td></td>
<td>4.2.2 Memberi ucapan selamat dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai dengan konteks penggunaan</td>
<td>4.2.2 Memberi ucapan selamat dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai dengan konteks penggunaan</td>
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<td>5</td>
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<td>4.2.3 Perespon ucapan selamat dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai dengan konteks penggunaan</td>
<td>4.2.3 Perespon ucapan selamat dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai dengan konteks penggunaan</td>
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<td></td>
<td>- Ungkapan pembuka</td>
<td>- Ungkapan pembuka</td>
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<td>Ialan:</td>
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<td></td>
<td></td>
<td>- Ungkapan pertukaran informasi tentang ucapan selamat: ✓ Excellent! ✓ You really did it well, Ali! ✓ I'm so proud of you.</td>
<td>- Ungkapan pertukaran informasi tentang ucapan selamat: ✓ Excellent! ✓ You really did it well, Ali! ✓ I'm so proud of you.</td>
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<td>- Penilaian Kinerja</td>
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<td>c. Unsur Bahasa:</td>
<td>c. Unsur Bahasa:</td>
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<td>- Proyek</td>
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<td>- Kosakata: yang terkait dengan topik</td>
<td>- Kosakata: yang terkait dengan topik</td>
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<td>- Portofolio</td>
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<td>- Grammar:</td>
<td>- Grammar:</td>
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<td>6. Menyusun teks lisan dan tulis tentang mengucapkan selamat dan responsnya;</td>
<td>6. Menyusun teks lisan dan tulis tentang mengucapkan selamat dan responsnya;</td>
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<td>Kompetensi Dasar</td>
<td>Indikator Pencapaian Kompetensi</td>
<td>Materi Pokok</td>
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<td>3</td>
<td>✓ Adjective: great, fantastic, awesome.</td>
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<td></td>
<td>✓ Simple Present Tense</td>
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<td>✓ Simple Past Tense</td>
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<td>✓ Ejaan dan tanda baca yang jelas, rapi dan tepat</td>
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<td></td>
<td>✓ Ucapan, teksan kata</td>
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<td></td>
<td>• intonasi yang jelas dan tepat ketika mempresentasikan secara lisan</td>
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<td>7</td>
<td>3.3 Mengenalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan sesuatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan be going to, would like to)</td>
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<td></td>
<td>3.3.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam teks mengenai niat melakukan sesuatu tindakan/kegiatan</td>
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<td>3.3.2 Membedakan makna, fungsi sosial, struktur teks dan unsur kebahasaan dari berbagai ungkapan mengenai niat melakukan sesuatu tindakan/kegiatan</td>
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<td></td>
<td>Tekst lisan dan tulis tentang niat melakukan sesuatu tindakan/kegiatan</td>
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<tr>
<td>a. Fungsi sosial:</td>
<td>Untuk menandai dan menyatakan niat/rencana melakukan sesuatu tindakan/kegiatan dan untuk mengembangkan komunikasi dan hubungan interpersonal dengan yang lain</td>
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<tr>
<td>b. Struktur Tekst:</td>
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<td>6</td>
<td>4.3 Menyusun teks interaksi transaksional lisan dan tulis pendek dan</td>
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<td>4.3.1 Menyusun teks lisan dan tertulis mengenai niat melakukan sesuatu tindakan/kegiatan</td>
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<td>a. Pengetahuan:</td>
<td>- Tes tertulis</td>
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<td>- Tes lisan</td>
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<td>- Portofolio</td>
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<td>b. Keterampilan:</td>
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<td>Kompetensi Dasar</td>
<td>Indikator Pencapaian Kompetensi</td>
<td>Materi Pokok</td>
<td>Alokasi Waktu (JP)</td>
<td>Kegiatan Penelajaran</td>
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</tr>
</tbody>
</table>
| 1               | dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai dengan konteks penggunaan | - Ungkapan pembuka | - Ungkapan pertukaran informasi tentang niat melakukan sesuatu:  
✓ I’m going to continue my study abroad.  
✓ I’d like to tell you my educational background.  
✓ I will tell you about my new job in Jakarta.  
- Ungkapan penutup | tindakan/kegiatan;  
4. Mendiskusikan, membandingkan dan mengevaluasi fungsi sosial, struktur teks dan unsur kebahasaan dari ungkapan niat melakukan sesuatu tindakan/kegiatan;  
5. Menerapkan penggunaan fungsi sosial, struktur teks dan unsur kebahasaan dari ungkapan niat melakukan sesuatu ke dalam latihan lisan dan tertulis dengan tepat sesuai dengan konteks penggunaan;  
6. Menyusun teks lisan dan tulis tentang niat melakukan sesuatu tindakan/kegiatan dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai konteks penggunaan;  
7. Mengkomunikasikan ungkapan mengenai niat melakukan sesuatu tindakan/kegiatan dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai konteks penggunaan | - Penilaian Kinerja  
- Proyek  
- Portofolio |

4.3.2 Mengkomunikasikan secara lisan dan tulis niat melakukan sesuatu tindakan/kegiatan dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai dengan konteks penggunaan

c. Unsur Bahasa:  
- Kosakata yang terkait dengan topik  
- Tata Bahasa:  
✓ Future Tense  
✓ Modal  
(Would like to, will, be going to)  
- Ejaan dan tanda baca yang jelas, rapi dan tepat  
- Ucapan, tekanan kata &
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Indikator Pencapaian Kompetensi</th>
<th>Materi Pokok</th>
<th>Alokasi Waktu (JP)</th>
<th>Kegiatan Pembelajaran</th>
<th>Penilaian</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.</td>
<td>3.4.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam teks deskriptif terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.</td>
<td>Teks deskriptif lisan dan tulis tentang orang, benda dan tempat</td>
<td>12</td>
<td>a. Fungsi sosial: Untuk mendeskripsikan orang, benda dan tempat dan untuk mengembangkan komunikasi interpersonal dengan yang lain</td>
<td>a. Pengetahuan: - Tes tertulis - Tes lisan - Penugasan - Kinerja - Proyek - Portofolio</td>
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<tr>
<td></td>
<td>3.4.2 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan dari berbagai teks deskriptif terkait orang, benda dan tempat sesuai dengan konteks penggunaannya.</td>
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<td>4.4 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait orang, benda dan tempat, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</td>
<td>4.4.1 Menyusun teks tulis dan lisan mengenai deskriptif sederhana terkait orang, benda dan tempat dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai dengan konteks penggunaannya.</td>
<td></td>
<td>b. Struktur Teks: Descriptive text: - Identification - Description</td>
<td>b. Keterampilan: - Penilaian Kinerja - Proyek - Portofolio</td>
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<td></td>
<td>4.4.2 Mengkomunikasikan secara lisan dan tulis teks deskriptif terkait orang, bentadengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai dengan konteks penggunaannya</td>
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<td></td>
<td>c. Unsur Kebahasaan: - Kosakata yang terkait dengan topik - Grammar</td>
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<td>Kompetensi Dasar</td>
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<td>Materi Pokok</td>
<td>Alokasi Waktu (JP)</td>
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<td>struktur teks,</td>
<td>struktur teks dan unsur kebahasaan dalam teks</td>
<td>pengumuman</td>
<td>tentang pemberitaan</td>
<td>- Tes tertulis</td>
<td></td>
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<tr>
<td>dan unsur</td>
<td>mengenai pemberitaan (announcement)</td>
<td>a. Fungsi sosial:</td>
<td>(announcement);</td>
<td>- Tes lisan</td>
<td></td>
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<tr>
<td>kebahasaan</td>
<td>Untuk mempersiapkan suatu</td>
<td>b. Struktur Teks:</td>
<td>- Menganalisa fungsi sosial,</td>
<td>- Penugasan</td>
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<tr>
<td>dalam bentuk pemberitaan (announcement)</td>
<td></td>
<td></td>
<td>struktur teks dan unsur kebahasaan dari berbagai</td>
<td>- Kinerja</td>
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<td>pemberitaan</td>
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<td>pemberitaan (announcement)</td>
<td>- Proyek</td>
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<tr>
<td>(announcement),</td>
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<td>- Portofolio</td>
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<tr>
<td>dengan memberi dan meminta informasi terkait</td>
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<td>4. Menyusun teks khusus</td>
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<td>kegiatan sekolah/tempat kerja, sesuai dengan konteks penggunaannya</td>
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<td></td>
<td>dalam bentuk pemberitaan (announcement),</td>
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<td>4.5 Menyusun teks khusus dalam bentuk pemberitaan (announcement), lisan dan tulis, pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks penggunaannya</td>
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<td>lisan dan tulis</td>
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<td>4.5.1 Menyusun teks lisan dan tertulis mengenai pemberitaan (announcement) sesuai dengan konteks penggunaannya.</td>
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<td>warna dan</td>
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<td>4.5.2 Mengkomunikasikan secara lisan dan tertulis pemberitaan (announcement) dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai dengan konteks penggunaannya.</td>
<td></td>
<td></td>
<td>tata bahasa:</td>
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<td></td>
<td></td>
<td>pengumuman</td>
<td>c. Unsur Bahasa:</td>
<td>- Kosakata yang terkait dengan topik</td>
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<td></td>
<td>pengumuman</td>
<td>- Tata bahasa:</td>
<td>- Simple Present tense</td>
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<td>pengumuman</td>
<td></td>
<td>- Future tense</td>
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<td>pengumuman</td>
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<td>- Simple Past tense</td>
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<td>- Passive Voice</td>
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<td>pengumuman</td>
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<td>- Gerund</td>
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<td>pengumuman</td>
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<td>- Ejaan dan tulisan tangan yang cetak yang jelas dan rapi.</td>
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<td>Kompetensi Dasar</td>
<td>Indikator Pencapaian Kompetensi</td>
<td>Materi Pokok</td>
<td>Alokasi Waktu (JJP)</td>
<td>Kegiatan Pembelajaran</td>
<td>Penilaian</td>
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</table>
| 3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kejadian yang dialakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense vs present perfect tense) | 3.6.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam teks mengenai memberi dan meminta informasi terkait kejadian di waktu lampau sesuai dengan konteks penggunaannya. 3.6.2 Membedakan fungsi sosial, struktur teks dan unsur bahasa dari berbagai ungkapan mengenai memberi dan meminta informasi terkait kejadian di waktu lampau sesuai dengan konteks penggunaannya. | 9.1. Menjelaskan teks lisan dan tulis tentang keadaan/kejadian yang di waktu lampau (Past Simple and Present Perfect Tense)  
- a. Fungsi sosial: Untuk menanyakan dan mencatat keadaan/kejadian di masa lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya  
- b. Struktur Teks:  
  ✓ I left my dictionary at school  
  ✓ I didn't eat breakfast  
  ✓ He didn't go to the movies  
  ✓ They didn't do their homework | 9.2. Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan dari berbagai ungkapan tentang kejadian di waktu lampau yang terdapat dalam teks;  
9.3. Mengumpulkan data mengenai fungsi sosial, struktur teks dan unsur kebahasaan dari berbagai ungkapan tentang kejadian di waktu lampau; | a. Pengetahuan:  
- Tes tertulis  
- Tes lisan  
- Penugasan  
- Portofolio  
- Kinerja  
- Proyek  
- Portofolio  

b. Keterampilan:  
- Penilaian Kinerja  
- Proyek |
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Indikator Pencapaian Kompetensi</th>
<th>Materi Pokok</th>
<th>Alokasi Waktu (JP)</th>
<th>Kegiatan Pembelajaran</th>
<th>Penilaian</th>
</tr>
</thead>
</table>
| Transaksional, lisan dan tulis, pendek dan sederhana, yang melibatkan tindakan unsur dan meminta informasi terkait keadaan/tindakan/ kejadian yang diliusakan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks | mengenai kejadian di waktu lampau dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai dengan konteks penggunaan. | this afternoon.  
✓ I have prepared everything for the examination.  

4.6.2. Mengkomunikasikan secara lisan dan tulis ungkapan tentang kejadian di waktu lampau dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai dengan konteks penggunaan. | 4 | 5 | - Portofolio |
| | c. Unsur Kebahasaan:  
- Kosa kata: yang terkait dengan topik  
- Gramma:  
  ✓ Simple Past Tense  
  ✓ Present Perfect Tense  
- Ejaan dan tanda baca yang jelas dan rapi.  
- Ucapan, tekanan kata dan intonasi yang tepat ketika mempresentasikan secara lisan | 6 |
| | 5. Menerapkan penggunaan ungkapan memberi dan meminta informasi terkait kejadian di waktu lampau ke dalam latihan lisan dan tertulis dengan tepat sesuai dengan konteks penggunaan;  
6. Menyusun teks lisan dan tulis tentang memberi dan meminta informasi terkait kejadian di waktu lampau dengan menggunakan struktur teks dan unsur bahasa yang tepat sesuai konteks penggunaan;  
7. Mengkomunikasikan ungkapan mengenai memberi dan meminta informasi terkait kejadian di waktu lampau dengan menggunakan struktur | 7 | 8 | |
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Indikator Penilaian Kompetensi</th>
<th>Materi Pokok</th>
<th>Alokasi Waktu (JP)</th>
<th>Kegiatan Pembelajaran</th>
<th>Penilaian</th>
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<tbody>
<tr>
<td>3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait pengetahuan/pengetahuan sesuai dengan konteks penggunaannya</td>
<td>3.7.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam teks recount sesuai dengan konteks penggunaannya.</td>
<td>Teks Recount</td>
<td>9</td>
<td>1. Mengamati teks recount lisan dan tulis;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.7.2 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan dari beberapa teks recount sesuai dengan konteks penggunaannya.</td>
<td>a. Fungsi sosial:</td>
<td></td>
<td>2. Menganalisis fungsi sosial, struktur teks dan unsur kebahasaannya yang terdapat dalam teks recount;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Menyusun teks recount lisan dan tulis, pendek, dan sederhana, terkait pengetahuan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara berdasarkan sesuai konteks.</td>
<td>Untuk mencoretkan kejadian di masa lampau</td>
<td></td>
<td>3. Mengumpulkan data mengenai fungsi sosial, struktur teks dan unsur kebahasaan dari teks recount;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.1.2 Mengkomunikasikan secara lisan dan tulis teks recount dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai dengan konteks penggunaannya.</td>
<td>Teks Recaput</td>
<td></td>
<td>5. Mengkomunikasikan informasi dan isi dari teks recount dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai konteks penggunaan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.2.1 Menyusun teks lisan dan tulis mengenai teks recount dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai dengan konteks penggunaannya.</td>
<td>c. Unsur Kebahasaan:</td>
<td></td>
<td>a. Pengetahuan:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Konotasi: yang terkait dengan topik</td>
<td></td>
<td>- Tesis tertulis</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Grammar:</td>
<td></td>
<td>- Tesis lisan</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Simple Past Tense</td>
<td></td>
<td>- Pengetahuan</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Simple Past Continuous</td>
<td></td>
<td>- Kinerja</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Present Perfect Tense</td>
<td></td>
<td>- Proyek</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Ejaan dan tanda baca yang</td>
<td></td>
<td>- Portofolio</td>
<td></td>
</tr>
</tbody>
</table>

82
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Indikator Pencapaian Kompetensi</th>
<th>Materi Pokok</th>
<th>Alokasi Waktu (JP)</th>
<th>Kegiatan Perbelajaran</th>
<th>Penilaian</th>
</tr>
</thead>
</table>
| 3.8 | Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana, sesuai dengan konteks penggunaannya | 3.8.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat sederhana sesuai dengan konteks penggunaannya. | 4 | 6. Mencertakan kembali si dan teks recount secara lisan dan tulis dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai konteks penggunaan.  
7. Menyusun secara lisan dan tulis tentang teks recount dengan menggunakan struktur teks dan unsur kebahasaan teks dan unsur kebahasaan yang tepat sesuai konteks penggunaan; | |
| | | | | |
| | | jelas, rapi dan tepat | | |
| | | - Ucapan, teksan kata & intonasi yang jelas dan tepat ketika mempresentasikan secara lisan | | |

**Teks Naratif**

**a. Fungsi sosial:**
- Untuk menghibur
- Untuk memperkenalkan nilai moral
- Untuk memperkenalkan nilai budaya

**b. Struktur Teks:**

| 9 | 1. Mengamati teks rautif lisan dan tulis dalam bentuk legenda rakyat sederhana;  
2. Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan tentang teks naratif dalam bentuk legenda rakyat sederhana  
3. Mengumpulkan data mengenai fungsi sosial, struktur teks dan | |
| | a. Pengetahuan:  
- Tes tertulis  
- Tes lisan  
- Penugasan  
- Kinerja  
- Proyek  
- Portofolio | | | | |

83
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Indikator Pencapaian Kompetensi</th>
<th>Materi Pokok</th>
<th>Alokasi Waktu (JP)</th>
<th>Kegiatan Pembelajaran</th>
<th>Penilaian</th>
</tr>
</thead>
</table>
| 4.8 Menyajikan teks naratif pendek dan sederhana terkait legenda rakyat, secara lisan dan tulis dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks | informasi terkait; legenda rakyat sederhana sesuai dengan konteks penggunaannya. | Teks Naratif:  
- Orientasi  
- Kompleksitas  
- Resolusi | 3 | Kegiatan pembelajaran:  
- unsur kebahasaan di dalam beberapa teks naratif lisan berupa legenda rakyat sederhana;  
- 4. Mendiskusikan dan mengenali fungsi sosial, struktur teks dan unsur kebahasaan dalam beberapa teks naratif berupa legenda rakyat sederhana | b. Keterampilan:  
- Penilaian Kinerja  
- Proyek  
- Portofolio |
| 4.8.1 Menyusun teks lisan dan tertulis mengenai beberapa teks naratif dengan memperhatikan legenda rakyat sederhana sesuai dengan konteks penggunaannya. | c. Unsur Bahasa:  
- Kosakata: yang terkait dengan topik  
- Grammar:  
  ✓ Simple Past Tense  
  ✓ Reported Speech  
- Ejaan dan tanda baca yang jelas, rapi dan tepat  
- Ucapan, tekanan kata kalah, intonasi yang jelas dan tepat keterangannya sesuai lisan | 4 |  
| 4.8.2 Mengkomunikasikan secara lisan dan tertulis teks naratif berupa legenda rakyat sederhana dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai dengan konteks penggunaan | 6 |  
| 5. Menerapkan penggunaan struktur teks dan unsur kebahasaan dalam teks naratif berupa legenda rakyat ke dalam latihan lisan dan tertulis dengan tepat sesuai dengan konteks penggunaan | 7 |  
| 6. Mencerminkan kembali isi dari teks naratif dalam bentuk legenda secara lisan dan tulis dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai konteks penggunaan |  |  
| 7. Menyusun teks lisan dan tulis tentang teks naratif berupa legenda rakyat dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai konteks penggunaan |  |  |

- 84
<table>
<thead>
<tr>
<th>Kompetensi Casar</th>
<th>Indikator Pencapaian Kompetensi</th>
<th>Materi Pokok</th>
<th>Alokasi Waktu (JP)</th>
<th>Kegiatan Pembelajaran</th>
<th>Penilaian</th>
</tr>
</thead>
</table>
| 3.9 Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks khusus dalam bentuk memo, menu, schedule dan signs dengan memberi dan meminta informasi terkait kegiatan sekolah atau tempat kerja, sesuai dengan konteks penggunaannya di dunia kerja. | 3.9.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam teks berupa memo, menu, schedule dan signs sesuai dengan konteks penggunaannya. | • Teks memo  
• Teks menu  
• Teks jadwal  
• Teks Tanda/Rambu | 12 | 1. Menggunakan teks berupa memo, menu, schedule dan signs  
2. Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan yang terdapat dalam teks berbentuk memo, menu, schedule dan signs  
3. Mengumpulkan data mengenai fungsi sosial, struktur teks dan unsur kebahasaan dari teks berupa memo, menu, schedule dan signs  
4. Mendiskusikan dan menganalisis fungsi sosial, struktur teks dan unsur kebahasaan dari teks berupa memo, menu, schedule dan signs  
5. Menerapkan penggunaan struktur teks dan unsur kebahasaan | a. Pengetahuan:  
- Tes tertulis  
- Tes lisan  
- Penugasan  
- Kinerja  
- Proyek  
- Portofolio  

b. Keterampilan:  
- Penilaian Kinerja  
- Proyek  
- Portofolio |
Rencana Pelaksanaan Pembelajaran (RPP)

Kelas Eksperimen

Tingkat Satuan : Sekolah Menengah Kejuruan
Nama Sekolah : SMK NEGERI 1 SALATIGA
Mata Pelajaran : Bahasa Inggris
Kelas / Semester: X / 1
Topik : Recount Text.
Alokasi Waktu : 2 x 3 JP
Aspek/ Skill : Reading comprehension

A. Kompetensi Inti

3 : Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, procedural berdasarkan rasa ingatlahunyatentangilmupengetahuan, teknologi, seni, budaya, danhumanioradenganwawasankemanusiaan, kebangsaan, danperadabanterkaitpenyebabfenomenaldankejadian, serta menerapkan pengetahuan procedural padabidangkajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar

3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan bebereapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa pengalaman sesuai dengan konteks penggunaannya.

4.7 Menyusun teks recount lisan dan tulis pendek dan sederhana terkait peristiwa pengalaman dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, secara benar sesuai konteks.

Indikator Pencapaian Kompetensi

3.7.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam beberapa teks recount sesuai dengan konteks penggunaan.

3.7.2 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan dari beberapa teks teks recount sesuai dengan konteks penggunaan.

4.7.2 Mengkomunikasikan secara lisan dan tulis teks recount dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai dengan konteks penggunaannya.
C. Tujuan Pembelajaran
1. Melalui diskusi dan menggali informasi peserta didik dapat mengidentifikasi fungsi sosial, struktur teks dan ciri kebahasaan dari sebuah teks *recount*.
2. Melalui diskusi dan menggali informasi peserta didik dapat menjawab pertanyaan (who, what, where, when, why, how) tentang informasi dalam teks recount dengan tepat.
3. Melalui diskusi dan menggali informasi peserta didik dapat mengkomunikasikan informasi tersirat maupun tersurat dalam *teks recount* secara lisan dan tulis.

D. Materi Pembelajaran (terlampir)
1. Definition of recount text
2. Social function of recount text
3. Generic structure of recount text
4. Feature of recount text
5. Example of recount text

E. Model dan Metode
Teknik: Ceramah, diskusi, tanya jawab

F. Media dan Sumber Pembelajaran
- **Media**: Picture, *Comprehension worksheet*.
- **Alat**: Whiteboard, Board Marker, Papper.
- **Sumber**: Printed Material

G. Langkah Pembelajaran

**Pertemuan 1**

| Pretest (45 menit) |

**Pertemuan 2**

<table>
<thead>
<tr>
<th>Nama Kegiatan</th>
<th>Kegiatan Pembelajaran</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pendahuluan</td>
<td>Guru memberi salam kepada siswa dan menghidupkan kegiatan, peserta didik untuk mengikuti proses pembelajaran seperti berdoa dan menulis daftar hadir siswa. Guru menyampaikan tujuan pembelajaran materi yang akan dipelajari pada pertemuan ini.</td>
<td>15 menit</td>
</tr>
<tr>
<td>IntiPembelajaran</td>
<td>Relating</td>
<td>Experiencing (mengalami)</td>
</tr>
<tr>
<td>------------------</td>
<td>----------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Penutup</td>
<td>balik terhadap proses dan hasil pembelajaran;</td>
<td>15 menit</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>

Pertemuan 3

Posttest (45 menit)

H. Penilaian

1. Instrument penilaian

Total Score = \( \frac{\text{Acquired Score}}{\text{Maximum Score}} \times 100 \)

2. Rubric penilaian

Multiple choices

<table>
<thead>
<tr>
<th>Score</th>
<th>explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The answer is true</td>
</tr>
<tr>
<td>0</td>
<td>The answer is false</td>
</tr>
</tbody>
</table>

Essay

Reading comprehension rubric

<table>
<thead>
<tr>
<th>Comprehension</th>
<th>Below the standard (1 point)</th>
<th>Meets the standard (2 points)</th>
<th>Exceeds the Standard (3 points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student did not complete assignment and/or did not answer more than half of questions correctly</td>
<td>Student answered 75% of comprehension questions correctly. Student comprehends main idea of the reading.</td>
<td>Student answered all (100%) comprehension questions correctly. Student fully demonstrates comprehension of main idea from the reading.</td>
<td></td>
</tr>
<tr>
<td>Form</td>
<td>Students answered at least 75% of the questions in complete sentences</td>
<td>Student answered all questions in complete sentence.</td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td>There are numerous spelling or grammar mistake are evident, but do not diminish the meaning of the answer. Some punctuation is misused.</td>
<td>Proper use of modern English spelling and grammar is employed consistently throughout the assignment. Punctuation is utilized correctly and only when necessary.</td>
<td></td>
</tr>
<tr>
<td>Detail</td>
<td>The level of detail in each question is poor</td>
<td>The level of detail in each question is emerging. Attempt to</td>
<td>The level of detail in each question is excellent. Textual details</td>
</tr>
<tr>
<td>Format</td>
<td>Paper is not formatted correctly</td>
<td>Paper has one error in formatting</td>
<td>Paper is formatted correctly</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------------------</td>
<td>-----------------------------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td></td>
<td>and makes no attempt to include textually relevant information</td>
<td>engage the text are made</td>
<td>are relevant and student has connected fully with the literature</td>
</tr>
</tbody>
</table>
Salatiga, 30 Oktober 2018
Mengetahui,

Guru Bahasa Inggris
Dra. Dyah Purna Wijayanti
NIP: 196308081988032009

Peneliti

Aulia Sakti Rosativa
NIM: 11314106

Kepala SMK N 1 Salatiga

Drs. Wahyudi, S.Pd., M.Pd.
197512222000031002
Rencana Pelaksanaan Pembelajaran (RPP)

Kelas Kontrol

Tingkat Satuan : Sekolah Menengah Kejuruan
Nama Sekolah : SMK NEGERI 1 SALATIGA
Mata Pelajaran : Bahasa Inggris
Kelas / Semester: X / 1
Topik : Recount Text.
Alokasi Waktu : 2 x 3 JP
Aspek/ Skill : Reading comprehension

I. Kompetensi Inti

3 : Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, procedural berdasarkan rasa ingintahunyatentangilmu pengetahuan, teknologi, seni, budaya, danhumanioradenganwawasan manusiaan, kebangsaan, kenegaraan, danperadabanterkaitpenyebabfenomenal dankejadian, serta menerapkan pengetahuan procedural padabidangkajian yang spesifik sesuaidenganbikatdanminatnyauntukmemecahkanmasalah.

4 : Mengolah, menalar, dan menyaji dalam ranah kongkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

J. Kompetensi Dasar

3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa pengalaman sesuai dengan konteks penggunaannya.

4.7 Menyusun teks recount lisan dan tulis pendek dan sederhana terkait peristiwa pengalaman dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, secara benar sesuai konteks.

Indikator Pencapaian Kompetensi

3.7.1 Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan dalam beberapa teks recount sesuai dengan konteks penggunaan.

3.7.2 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan dari beberapa teks teks recount sesuai dengan konteks penggunaan.

4.7.2 Mengkomunikasikan secara lisan dan tulis teks recount dengan menggunakan struktur teks dan unsur kebahasaan yang tepat sesuai dengan konteks penggunaannya.
K. Tujuan Pembelajaran

4. Melaluidiskusidanmenggaliinformasipesertadidikdapat mengidentifikasi fungsi sosial, struktur teks dan ciri kebahasaan dari sebuah teks recount.

5. Melaluidiskusidanmenggaliinformasipesertadidikdapat menjawab pertanyaan (who, what, where, when, why, how) tentang informasi dalam teks recount dengan tepat.

6. Melaluidiskusidanmenggaliinformasipesertadidikdapat mengkomunikasikan informasi tersirat maupun tersurat dalam teks recount secara lisan dan tulis

L. Materi Pembelajaran (terlampir)

6. Definition of recount text
7. Social function of recount text
8. Generic structure of recount text
9. Feature of recount text
10. Example of recount text

M. Model dan Metode

Model : Direct instruction. Adalah model pembelajaran yang ditandai dengan adanya pemodelan berpusat pada guru, yang menuntut siswa untuk mempelajari suatu keterampilan dasar dan memperoleh informasi selangkah demi selangkah.

Teknik: Ceramah, diskusi, tanya jawab

N. Media dan Sumber Pembelajaran

Media : Picture, Comprehension worksheet.
Alat : Whiteboard, Board Marker, Paper.
Sumber : Printed Material

O. Langkah Pembelajaran

Pertemuan ke 1

<table>
<thead>
<tr>
<th>Nama Kegiatan</th>
<th>Kegiatan Pembelajaran</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pendahuluan</td>
<td>Guru memberi salamkepadasiswa kemudian memimpin doa sebelum pembelajaran dimulai</td>
<td>15 menit</td>
</tr>
<tr>
<td></td>
<td>Guru melakukan absensi mengecek kehadiran siswa.</td>
<td></td>
</tr>
</tbody>
</table>

Pertemuan 2

Fase 1 Orientation
Guru menyampaikan tujuan, informasi
| IntiPembelajaran | latar belakang pelajaran, pentingnya pelajaran ini dan mempersiapkan siswa untuk menerima pelajaran dengan media gambar.  
**Fase 2 Presentation**  
Guru memberikan contoh sebuah teks recount.  
Guru dan siswa menyimak teks yang diberikan.  
Guru menjelaskan materi mengenai generic structure, main idea, menjelaskan penggunaan simple past tense serta informasi yang ada dalam teks recount.  
**Fase 3 Structured Practice**  
Guru membimbing siswa untuk menjelaskan kembali tentang materi yang telah dijelaskan oleh guru.  
Guru membimbing siswa menemukan menemukan kalimat yang salah dan membetulkan kalimat dengan tense yang sesuai.  
**Fase 4 Guided Practice**  
Guru mengecek pemahaman siswa dengan menanya siswa secara acak tentang materi yang diberikan.  
Guru memberikan umpan balik dengan memperhatikan jawaban siswa dan membetulkan jika ada kesalahan.  
**Fase 5 Independent Practice**  
Guru memberikan penugasan kepada siswa secara berkelompok untuk merangkai potongan kalimat menjadi sebuah paragraph utuh serta menjawab pertanyaan tentang comprehension questions.  
Guru dan siswa bersama-sama mengoreksi pekerjaan siswa.  
| Penutup | Guru bersama siswa membuat kesimpulan | 95 menit | 15 menit |
Pertemuan 3

Posttest (45 menit)

P. Penilaian

3. Instrument penilaian

\[
\text{Total Score} = \frac{\text{Acquired Score}}{\text{Maximum Score}} \times 100
\]

4. Rubric penilaian

<table>
<thead>
<tr>
<th>Multiple choices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
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</tr>
<tr>
<td>0</td>
</tr>
</tbody>
</table>

**Essay**

**Reading comprehension rubric**

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<tr>
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<td>Student did not answer any of the questions in complete sentences</td>
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</tr>
<tr>
<td>Detail</td>
<td>The level of detail in each question is poor</td>
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Salatiga, 30 Oktober 2018

Mengetahui,

Guru Bahasa Inggris

Dra. Dyah Purna Wijayanti
NIP: 196308081988032009

Peneliti

Aulia Sakti Rosatika
NIM: 11314106

Kepala SMK N 1 Salatiga

Drs. Dewi I Wayiudy, S.Pd., M.Pd.
197512222000031002
Pre-test

Choose the answer by crossing a, b, c, d, or e.

Text 1 is for number 1-5

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

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

We really had a great time

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

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

3. Who did the writer and his friend find when they reached the beach?
   a. Many people
   b. Many visitors tourist
   c. Almost no one
   d. Foreign
   e. Their teacher

4. How did the writer think about the trip?
   a. It was unpleasant trip

5. “It was only five kilometers from our houses.” (line 1). The word “it” refers to...
   a. Bike
   b. Chip
   c. Beach
   d. House
   e. Car

6. The best arrangement is.....
   a. 3 -7 -4 -1 -6 -8 -2 -5
   b. 3 -7 -4 -2 -6 -8 -1 -5
   c. 3 -7 -1 -4 -2 -5 -6 -8
   d. 3 -7 -4 -1 -8 -6 -5 -2
   e. 3 -7 -4 -1 -2 -5 -6 -8
7. She didn’t … her holiday anywhere.
   a. spent  
   b. spend  
   c. spends  
   d. spending  
   e. is spend

8. Ten years ago, a holiday trip to Australia … cheap.
   a. Was not  
   b. Did not  
   c. Were not  
   d. Is not  
   e. Are not

Text 3 is for number 9-10

The police thought that two burglars started the robbery at 151 Pattimura Street on Sunday afternoon. The burglars broke into the students’ room while they were going to a football game. They never thought that while they were away, burglars would break into their boarding house.

9. What is the synonym of word “burglars”?
   a. Pickpocket  
   b. Murderer  
   c. Pillager  
   d. Beggar  
   e. Thief

10. The communicative purpose of this text is …..
    a. to retell events for the purpose of informing  
    b. to present perspective points about an issue  
    c. to describe the way they are  
    d. to acknowledge readers about informative events  
    e. to share an amusing incident
Read the text below carefully, and answer the question!

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

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

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

The other passengers smiled at me. I was so embarrassed.

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

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

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

4. How the writer concludes the text?

5. Mention of generic structure of the text and write down which is paragraph belongs to orientation!
Post-test

Choose the answer by crossing a, b, c, d, or e.

Text 1 is for number 1-5

Last holiday my students and I went to Jogjakarta. We stayed at Morison Hotel which is not a long way from Malioboro. On Friday, we went to the sanctuaries in Prambanan. There are three major sanctuaries, the Brahmana, Syiwa and Wisnu sanctuaries. They are truly stunning. We went by just Brahmana and Syiwa sanctuaries, on the grounds that Wisnu sanctuary is being remodeled. On Saturday morning we went to Yogya Kraton. We spent around two hours there. We were fortunate on the grounds that we were driven by a brilliant and amicable aide. At that point we proceeded with our adventure to Borobudur. We touched base there at four p.m. At 6 p.m. we heard the declaration that Borobudur entryway would be closed. In the evening we left Jogjakarta by bus.

1. The content above basically talks about ……
   a. the writer’s trip to Yogyakarta
   b. the writer’s first visit to Prambanan
   c. the writer’s impression about the guide
   d. the writer’s experience at Yogya Kraton
   e. the writer’s impression about Borobudur

2. The content is composed as an/an ………
   a. recount
   b. narrative
   c. report
   d. anecdote
   e. spoof

3. What is purpose of the text………
   a. tell past events
   b. entertain readers
   c. describe the smugglers
   d. report an event to the police
   e. inform readers about events of the day

4. What else the big temples in Prambanan?
   a. angkor wat, syiwa, and sudra temples
   b. paria, brahmana, and temples
   c. brahmana, syiwa, and wisnu temples
   d. wisnu, syiwa, and borobudur temples
   e. borobudur, syiwa, and brahmana temples

5. When did they go home?
   a. On Saturday morning
   b. On Friday evening
   c. On Thursday evening
   d. On Friday afternoon
   e. On Saturday evening
1) My older brother went to Serpong circuit.
2) He was very disappointed.
3) He lost the race and his car was broken.
4) He arrived at six and checked up his engine.
5) The race started at four.
6) At first he led the race, but it was not long.
7) Suddenly another car hit his car from the right site.

6. The best arrangement is…
a. 1-4-5-6-7-3-2
b. 1-2-3-7-6-5-4
c. 1-4-5-3-2-7-6
d. 7-1-2-3-6-5-4
e. 6-7-1-2-3-4-5

8. When did the writer do his first travel?
a. Last weekend
b. Last month
c. Last year
d. On Thursday
e. Tomorrow

9. We …………… very happy and enjoy the beautiful view in Lombok.
a. are
b. were
c. was asking
d. were going
e. was going

10. He didn’t … the answer for that question.
a. knew
b. know
c. knows
d. knowing
e. knowed

Text 2 for number 7-9

Last weekend, Richard, Amy, Sean and I did our first travel to Dubai and went on a desert safari on Thursday afternoon. It was really a cool drive. All of us felt very excited.

We drove into desert about 1 hour from Dubai city. As we drove further into this part of the desert, the sand (7)… from white to almost red in color. Just after sunset, our guides head out to a campsite in the desert where we stopped for dinner. Dining was in Arabian type but it was alright for us.

It was a lovely evening which ended at about 11.00 p.m. A great adventure! I would definitely go there again someday.

7. The correct answer is …
a. Began
b. Broke
My vacation in Lembah Hijau

Last Sunday, my family and I went to Lembah Hijau. We went there by my uncle’s car. We left home at 08.00 am.
We arrived there at 10.00 am. I saw many people. My family and I walked to see the animals. We saw some camels, birds, and horse. We also looked many others animals like monkeys, rabbits, gibbon and so on. I went to the swimming pool. I saw many people swam. Most of them are children and teenagers. They were so happy. I joined with them. My family sat beside the swimming pool. They said “Hanif, have nice swimming with your new friends!”
At 04.00 pm we went home. We were very excited.

1. What does the story tell us about?

2. Mentions the generic structures of the text!

3. What are the animals in Lembah Hijau?

4. What did the writer do in the swimming pool?

5. I joined with them. The word “them” refers to?
e. the answer by crossing a, b, c, d, or e.

Text 1 is for number 1-5

Last week, my friend and I went on a picnic. It was only five miles from our houses.

It was quite windy and there were no people coming on the walk. So we had the picnic alone. We bought some hot dogs, chips, and salad, and sat under a tree.

e. really had a great time.

Where did the story happen?

a. in a house
b. in a park
c. at the store
d. at the beach
e. at the market

How did they go to the beach?

a. by bicycle
b. by car
c. by bus
d. by boat
e. by train

Who did the writer and his friend find when they reached the beach?

a. Many people
b. Many visitors
c. Almost no one
d. Foreign e. Their teacher

How did the writer think about the trip?

a. It was an unpleasant trip
b. It was a boring trip
c. It was a fun trip
d. It was a short trip
e. It was a good trip

5. "It was only five kilometers from our houses." (line 1). The word "it" refers to...

a. Bike
b. Chip
c. Beach
d. House
e. Car

6. The best arrangement is...

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

She didn’t go to the holiday anywhere.

a. spent
b. spend
c. spends
d. spending
e. is spend

Ten years ago, a holiday trip to Australia... cheap.

a. Was not
b. Did not
c. Were not
d. Is not
e. Are not

Text 2 is for number 9-10

The police thought that two burglars started the robbery at 151 Parkman Street on Sunday afternoon. The burglars broke into the mailman’s house while they were going to a football game. They never thought that while they were away, burglars would break into their bundling house.

What is the synonym of word "burglar"?

a. Fellow
b. Murderer
c. Fugitive
d. Burglar
e. Thief
I went to Bandung with my friend for a vacation. We went there on night train. I got off the bus to get a cup of tea for my friend. He went to mosque to pray. It took only a few minutes to pray. I took a few minutes to pray, but when I came out again the bus was not there. I knocked the shepherds about the bus. She said that the bus had left about five minutes ago.

I asked my friend why he didn't tell the driver that I was still outside. I did. Several times that you were outside, but he said you were in the bus toilet. He saw a man going into the toilet, my friend replied, laughing.

He other passengers looked at me. I was embarrassed.

At did she writer do when the bus stop for a rest in Ciejar?

B) Writer ran off to get a cup of tea for...

A) said that the bus had departed...

C) did the word "this" refers to?

D) went to the toilet...

But did the main idea in the second paragraph?

E) Bus moved back to the writer...

How the writer concludes the text?

F) A other paragraph wrote about the writer...

A) writer so embarrassed.
1. My older brother went to Sompong circuit.
2. He was very disappointed.
3. He left the race and his car was broken.
4. He arrived six and checked up his engine.
5. The race started at four.
6. At 1st he led the race, but it was not long.
7. Suddenly another car hit his car from the right side.

I The best management is...
1-4-5-6-7-3-2
b. 1-2-3-7-4-5
1-4-5-3-2-7-6
d. 7-1-2-3-4-5

Test 2 for number 7.9
Last weekend, Richard, Amy, Sue and I did our first travel to Dubai and went on a desert safari on Thursday afternoon. It was really a cool drive. All of us felt very excited.

We drove into desert about 1 hour from Dubai city. As we drove further into this part of the desert, the sand blew out from the arid land and it was really dry. Just after sunset, our guide led us out to a campsite in the desert where we stopped for dinner. Dining was in Arabian type but it was simple for us.

It was a lovely evening which ended at about 11.00 p.m. A great adventure! I would definitely go there again someday.
bellow carefully, and answer the question!

My vacation in Lembah Hijau

Jay, my family and I went to Lembah Hijau. We went there by my uncle's car. We arrived there at 10:00 am. I saw many people. My family and I walked to see the animals. We also bought many food stuff like biff, chip and so on. We went to the swimming pool. I saw many people. Some are children and teenagers. They were happy. I joined with them. My sister and I swam swimming with your new goggles. We were very excited.

as does the story tell about?

the writer and family vacation to Lembah Hijau

restate the main structures of the text!

I: Orientation. II: Event. III: Reflection

are the animals in Lembah Hijau?

animals in Lembah Hijau: camels, birds, horse, eagles, rabbits, monkeys

what did the writer do in the swimming pool?

the writer saw many people swim, and join with them

and with them. The word “them” refers to?

here refers to many people (women and) children and teenagers.
Choose the answer by crossing a, b, c, d, or e.

Text 1 is for number 1-5

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

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

We really had a great time.

1. Where did the story happen?
   a. in a home
   b. in a water
   c. at the store
   d. at the beach
   e. at the market

2. How did they get to the beach?
   a. by bicycles
   b. by car
   c. by bus
   d. by boat
   e. by train

3. Why did the writer and his friend find when they reached the beach?
   a. Many people
   b. Many violent tourists
   c. Almost no one
   d. Foreign
e. Their teacher

4. How did the writer think about the trip?
   a. It was unpleasant trip
   b. It was a boring trip
   c. It was a funny trip
   d. It was a trip
   e. It was a good trip

5. "It was only five kilometers from our house." (One 1). The word "it" refers to...
   a. Bike
   b. Chip
   c. Beach
   d. House
   e. Car

6. She didn't... her holiday anywhere.
   a. spend
   b. spend
   c. spend
   d. spending
   e. to spend

7. Ten years ago, a holiday trip to Australia... cheap.
   a. was not
   b. did not
   c. were not
   d. is not
   e. Are not

Text 2 is for number 9-10

The police thought that two burglars started the robbery at 151 Patterson Street on Sunday afternoon. The burglars broke into the student's room while they were going to a football game. They never thought that while they were away, burglars would break into their boarding house.

8. What is the synonym of word "burglar"?
   a. Pickpocket
   b. Robber
   c. Thieves
   d. Burglar
   e. Thief
One day I went to Bandung with my friend for a vacation. We were there on sightseeing when we arrived in Cirebon, the bus stopped for rest. I got off the bus to get a cup of coffee, but my friend didn’t. He went to the mosque to pray. It took only a few minutes to pray. It took only a few minutes to pray, but when I came back the bus was not there. It had gone! Shocked and confused, I asked the shopkeeper about the bus. She said that the bus had departed about five minutes ago.

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

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

The other passengers smiled at me. I was so embarrassed.

1. What did the writer do when the bus stopped for a rest in Cirebon?
   - The writer got off the bus to get a cup of coffee

2. “She said that the bus had departed...” What did the writer “she” refer to?
   - The bus conductor

3. What was the main idea in the second paragraph?
   - The bus conductor

4. How does the writer conclude the text?
   - To share her story embarrassed

5. Mention of generic structure of the text and write down which paragraph belongs to orientation?
   - Orientation: Par. 1
   - Complication: Par. 2-3
   - Solution: Par. 4-5

end the text below carefully, and answer the question!
Post-test control class

1. My older brother went to Sapporo circuit.
2. He was very disappointed.
3. He lost the race and his car was broken.
4. He arrived at the check point at the front.
5. The race started at first.
6. As soon as he led the race, but it was not long.
7. Suddenly another car hit his car from the right side.

6. The best arrangement is...  
   a. 1-3-2-3-2-5  
   b. 1-3-2-3-5-4  
   c. 1-3-2-3-5-6  
   d. 1-3-2-3-5-4

Test 2 for number 7-9

Last weekend, Richard, Amy, Sean and I did our first travel to Dubai and went on a desert safari on Thursday afternoon. It was really a cool drive. All of us felt very excited.

We drove into desert about 1 hour from Dubai city. As we drove into this part of the desert, the sand (7)... from white to almost red color. Soon after noon, our guides head out to a campsite in the desert where we stopped for dinner. Dining was in Arabian type but it was alright for us.

It was a lovely evening which ended at about 11:00 p.m. A great adventure! I would definitely go there again someday.

The content above basically talks about...  
the writer's trip to Dubai in the desert  
the writer's impression about the guide  
the writer's experience at the campsite

The writer's trip to Dubai in the desert
the writer's impression about the guide
the writer's experience at the campsite

The content is composed as...  
article
b. narrative
c. report
d. anecdote
e. essay

What is purpose of the text?...  
tell past events
entertain readers
describe the smugglers
desk an event to the police
inform readers about events of the day

4. What else the big temple in Prambanan?  
a. angkor wat, syria, and eurasia temples  
b. paris, brahmanas, and temples  
c. bamiyan, syria, and wirea temples  
d. wirea, wirea, and eurasia temples  
e. bamiyan, wirea, and brahmanas temples

5. When did they go there?  
a. On Saturday morning  
b. On Friday evening  
c. On Thursday evening  
d. On Friday afternoon  
   x. On Saturday evening

Name: Affrika Homa
No: 55 X 001

---

name by crossing a, b, c, d, or e.

(a) number 1-5
at holiday my students and I went to Jakarta. We stayed at Mariott which is not a long way from there. On Friday, we went to the sites in Prambanan. There are major temples, the Brahma, and Wirea temples. They are famous. We went by bus and Syliva temples, on the way to Wirea temple it is being said. On Saturday morning we went to Yogyakarta. We spent around three hours there. We were fortunate on sounds that were driven by a m and available side. At that point, we decided to spend adventure to island. We touched base there at p.m. At 5 p.m. we heard the sound that Borobudur entryway be closed. In the evening we left park by bus.

The content above basically talks about...  
the writer's trip to Yogyakarta  
the writer's first visit to Prambanan  
the writer's impression about the guide  
the writer's experience at Yogyakarta  
the writer's impression about Borobudur
My vacation in Lebah Hijau

Today, my family and I went to Lebah Hijau. We went there by my uncle’s car. We arrived there at 10:00 am. I saw many people. My family and I walked to see the animals. We saw some camels, birds, and horses. We also looked at many other animals like rabbits, gibbon, and so on. We went to the swimming pool. I saw many people swim. Some of them were children and teenagers. They were so happy. I joined with them. My brother and I swam beside the swimming pool. They said “Hi!” Have nice swimming with your family.

At 6 pm we went home. We were very excited.

What does the story tell us about?

A better vacation in Lebah Hijau

Which are the generic structures of the text?

Introduction, Event, Reorientation

What are the animals in Lebah Hijau?

Camel, rabbit, gibbon, and so on.

What did the writer do in the swimming pool?

Many people swam and joined with them.

What did the writer do in the swimming pool?

Join with them. The word "them" refers to?

Many people swam.
Vacation to Indrayanti Beach

Last weekend, after visiting my parent at Wonosari Gunungkidul, I and my family went to Indrayanti Beach to spend our holiday by our own car.

The way to get Indrayanti Beach is very zigzag and it’s very quiet in the middle of night. We almost got lost since we never go there before, but eventually we got there safely. We hardly got a room to stay overnight because it was long weekend so that we could not find a room easily.

We got up so early in the morning that we could enjoy sunrise landscape at the beach. My son was playing white sand with his sister while I took their picture.

But a day at Indrayanti beach felt so short, we were quite tired for playing a whole day, we were very happy.

Exercise 1

1. What kind of the text is it? **Recount Text**

2. What is the purpose of the text? Refelts past event **Vacation**
   to Indrayanti Beach

3. When did they go to Indrayanti beach? **The writer go to Indrayanti beach last weekend.**

4. The word “we” in paragraph 2 refers to? **We and family.**

5. What is the generic structure of the text? **The generic structure of the text:**
   - Orientation — Paragraph 1
   - Event — Paragraph 2 & 3
   - Reorientation — Paragraph 4
Worksheet of control class

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Last weekend, after visiting my parent at Wonosari Gunungkidul, I and my family went to Indrayanti Beach to spend our holiday by our own car.

The way to get Indrayanti Beach is very zigzag and it’s very quiet in the middle of night. We almost got lost since we never go there before, but eventually we got there safely. We hardly got a room to stay overnight because it was long weekend so that we could not find a room easily.

We got up so early in the morning that we could enjoy sunrise landscape at the beach. My son was playing white sand with his sister while I took their picture.

But a day at Indrayanti beach felt so short, we were quite tired for playing a whole day, we were very happy.

Exercise 1

1. What kind of the text is it? The text is recount
2. What is the purpose of the text? The purpose of the text is to tell past event
3. When did the writer go to Indrayanti beach? He go last weekend.
4. The word ‘we’ in paragraph 2 refers to? The writer and family
5. What is the generic structure of the text?
RESEARCH DOKUMENTATION

picture 1: pretest experiment class

Picture 2: treatment experiment class
picture 3: posttest experiment class

Picture 4: pretest control class
Picture 5: treatment control class

Picture 6: posstet control class
# DAFTAR HADIR SISWA KELAS X CA 1
## TAHUN PELAJARAN 2018/2019

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Catatan: 

Salatiga, 
Wall Kelas 
NIP: 196411232002121002
LEMBAR KONSULTASI SKRIPSI

Nama Mahasiswa : Aulia Sakti Rosativa
NIM : 113-14-108
Dosen Pembimbing : Mashhahatul Umami, S. PdI., MA.

Judul Skripsi pada surat penunjukan pembimbing skripsi :
The Use of Contextual Teaching and Learning (CTL) Approach to Improve Students’ Reading Comprehension in Recount Text.

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Catatan:
Jika ada perubahan judul skripsi, harap dicantumkan dalam lembar konsultasi, tidak ada penggantian Surat Penunjukan Pembimbing Skripsi kecuali ada Surat dari Ketua Program Studi tentang Penggantian Dosen Pembimbing Skripsi.
**LEMBAR KONSULTASI SKRIPSI**

Nama Mahasiswa : Aulia Sakti Rosativa  
NIM : 113-14-106  
Dosen Pembimbing : Mashhihatul Umami, S. Pd., MA.

Judul Skripsi pada surat penunjukan pembimbing skripsi :  
The Use of Contextual Teaching and Learning (CTL) Approach to Improve Students'  
Reading Comprehension in Recount Text.

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Dosen Pembimbing, 

Mashhihatul Umami, S. Pd., MA. 
NIP. 19800513 200312 2 003

Catatan:  
Jika ada perubahan judul skripsi, harap dicantumkan dalam lembar konsultasi, tidak ada penggantian Surat Penunjukan Pembimbing Skripsi kecuali ada Surat dari Ketua Program Studi tentang Penggantian Dosen Pembimbing Skripsi.
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Salatiga, 13 September 2018

Mengetahui,
Wakil Dekan Bidang Administrasi Umum
Perekonomian dan Keuangan

[Signature]

NIP 197203092000031001