

Appendix 1**BLUEPRINT OF PRE-TEST**

Skill : Reading

Time Allocation: 45 minutes

Kompetensi Dasar (KD)	Materi	Indikator Soal	Jenis/tipe soal	Nomor soal	Kunci jawaban
4.11.1 Menangkap makna secara konstektual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount).	Recount text	4.11.1.1 Merespon makna secara konstektual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount).	Pilihan ganda / multiple choice	1,5,6,8, 10,14,1 5,17 4,11, 12,20 3,9,16, 19 2,7,13, 18	A B C D

Jumlah Soal : 20

Kediri, 22 Desember 2019

Penulis,

Fani Retno Yulian

Nim. 932206516

APPENDIX 2PRETEST

Name :
Class :
No :

1. Part of recount texts that contains information about who, what, where and when the story happened is called
 - a. Orientation
 - b. Events
 - c. Series
 - d. Reorientation
2. The events in recount texts should be retold
 - a. Using Simple Present Tense
 - b. In a series of paragraphs
 - c. Using adverbs of quantity
 - d. In the order which they happened
3. The purpose of recount texts is
 - a. To convince the readers about an opinion
 - b. To entertain the readers
 - c. To retell about past experience
 - d. To persuade the readers to do something
4. An example of paragraph in recount texts is
 - a. I live in a small house. It has five rooms. There are two bedrooms, a living room, a bathroom, and a kitchen.
 - b. Last Sunday, there was Thomas cup badminton championship. It was held in Istora Gelora Bung Karno. I went there with my brother, Andi.
 - c. As the job opportunity is increasing limited on the land, more and more young man are turning to the sea for a living. Some of them choose to work on a ship. Many young men actually would rather work on the sea than on land.
 - d. Earthquake often happens around us. It brings great damages. Earthquake is hard to be predicted and that makes lot of victims.

5. An example of orientation paragraph is
 - a. Yesterday my family went to the zoo to see the elephant.
 - b. When we got to the zoo, we went to the shop to buy some food to give to the animals.
 - c. After getting the food we went to the nocturnal house where we saw birds and reptiles which only come out at night.
 - d. When we returned home we were tired but happy because we had so much fun.

The text is for questions 6 to 10

My family and I went to Jakarta two weeks ago. We visited many interesting places in Jakarta.

We went to Monas. There were used an elevator to get to the top. We enjoyed the beauty of Jakarta from there.

Then, we took a bus way to Taman Mini Indonesia Indah. We visited the museum of science and

technology. We also watched a film in Keong Mas Theatre.

After that, we went to Ancol. We saw people riding jet-sky. We rode a cable car there. Finally, we went home.

We all felt tired but happy.

6. The orientation of the text is shown by sentences
 - a. My family and I went to Jakarta two weeks ago.
 - b. We went to Monas.
 - c. Then, we took a busway to Taman Mini Indonesia Indah.
 - d. After that, we went to Ancol.
7. There are ... events in the text.
 - a. Two
 - b. Three
 - c. Four
 - d. Five
8. An example of adverbs of time in the texts is
 - a. Two weeks ago
 - b. In jakarta
 - c. Then
 - d. From there

9. An example adverbs of sequence in the texts is
- Two weeks ago
 - In Jakarta
 - Then
 - From there
10. The text is aimed to
- Show experience
 - Show that we're proud of them
 - Learn from them
 - Report them

The dialog is for question 11 to 14.

Ujang : What did you do last weekend ?

Santi : I went to a rooftop restaurant with Agung.

Ujang : Really ? what did you do there ?

Santi : Yes, we had sky dinning. The restaurant os owned by a famous cook, Sarah Queen. After that we went to a cinema down town. We watched "Annabelle". At midnight we went home.

Ujang : were you happy last weekend?

Santi : Well, I couldn't ask for a better night.

11. The orientation of the dialog is

- Santi's information about agung
- Santi told her last weekend activity
- Santi's experince in the rooftop restaurant
- Santi told Ujang about Sarah Queen's cuisine

12. The events in the dialog is

- Santi's last weekend with Ujang
- Santi's activity during last weekend
- Sarah Queen owned a rooftop restaurant
- The movie was Annabelle

13. Reorientation in the dialog is shown by sentence

- What did you do last weekend?
- I went to a rooftop restaurant with Agung
- were you happy last weekend?

- d. Well, I couldn't ask for a better night

14. The purpose of the dialog is

- a. To show experience
- b. To show that we're proud of them
- c. To learn from them
- d. To report them

The text is for questions 15 to 18.

I am used to travelling by air but only on one occasion I felt frightened. After taking off, we flew low over the city. It slowly went high to the sky.

But suddenly it turned round and flew back to the airport. An air-hostess told us to keep calm and to get off the plane quietly as soon as it landed. After we landed, the police searched the plane carefully. Everybody on board was worried and we grew curious about what was happening.

Later we learnt that there was a very important person on board. Earlier somebody told the police that there was a bomb on the plane. Fortunately, they didn't find a bomb and five hours later we were able to take off again. (source : Soal UN Bahasa Inggris SMP Tahun 2012)

15. The orientation of the text is

....

- a. The writer used to travelling by air but only on one occasion he felt frightened
- b. The plane turned round and flew back to the airport
- c. An air-hostess told us to keep calm and to get off the plane quietly as soon as it landed
- d. After the passengers landed, the police searched the plane carefully

16. Reorientation in the dialogue is shown by sentence

- a. Later the passengers learnt that there was a very important person on board
- b. Earlier somebody told the police that there was a bomb on the plane
- c. Fortunately, they didn't find a bomb
- d. Five hours later we were able to take off again

17. What is the purpose of the text ?

- a. Telling an experience

- b. Showing that we're proud of them
 - c. Learning from them
 - d. Reporting them
18. Why did the plane fly back to the airport ?
- a. The pilot was afraid of bombs.
 - b. The pilot forgot about something
 - c. The passengers were frightened
 - d. Police suspected that there was a bomb on the plane

The text is for question 19 to 20

One day, I got up with the feeling that the day was going to be unlucky day for me. I found that it was already 6.50 a.m., I rushed into the bathroom. In a hurry I did not see a piece of soap lying on the floor. I stepped on it and slipped.

Then, I went into the dining room for my breakfast. I gulped down the teas without realizing that it was very hot. So it burnt my tongue. I got dressed and rushed to the bus stop. Unfortunately, I just missed the bus. My heart sank and knew that I would be late for school and my teacher would be angry with me again.

19. What happened when I got my breakfast ?
- a. I slipped on it
 - b. In a hurry I did not see it
 - c. I hurt my tongue
 - d. I just missed my breakfast
20. The first thing happened to me is
- a. I woke up late
 - b. I rushed into the bathroom
 - c. I stepped on the soap
 - d. I slipped

Answer key of pre test

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

Appendix 3

BLUEPRINT OF POST-TEST

Skill : Reading

Time Allocation: 45 minutes

Kompetensi Dasar (KD)	Materi	Indikator Soal	Jenis/tipe soal	Nomor soal	Kunci jawaban
4.11.1 Menangkap makna secara konstektual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount).	Recount text	4.11.1.1 Merespon makna secara konstektual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount).	Pilihan ganda / multiple choice	1,7,10,18 3,5,6,8,11,15,17,19,20 2,9,13 4,12,14,16	A B C D

Jumlah Soal : 20

Kediri, 22 Desember 2019

Penulis,

Fani Retno Yulian

Nim. 932206516

APPENDIX 4Posttest

Name :
Class :
No :

TEXT 1

☆ Meeting a Star ☆

On Saturday morning at 9:30. I was walking down Sunda Street, looking for a record store. Aman stopped me and asked me the way to the Hyatt Hotel. I wasn't sure exactly where it was, but I walked with him to the end of Sunda Street. He was very friendly, and his face looked so familiar. Then I remembered where the Hyatt was and told him how to get there. He thanked me and tried to give me something. I thought it was money. I said 'no' at first, but he really wanted me to have it, so I took it.

I found the record store and listened to a few records. D' Masive had a new record that was number two in the top twenty. I decided to buy it. I looked in my bag for my wallet and

found a piece of paper the man gave me. It was a photo. I was so surprised! He was a singer of D' Masive! (www.englishdirection.com)

1. Why was the writer surprised ?
Because he.....
 - a. found the stranger he met was a famous artist
 - b. lost his wallet at the end of Sunda Street
 - c. got a lot of money from the stranger
 - d. cannot go back to the Hyatt Hotel
2. What did the stranger do to express his gratitude? He gave ... to the writer.
 - a. Money
 - b. Record
 - c. Photo
 - d. wallet
3. What is the main idea of the first paragraph?
 - a. I found a record store and listened to a few records
 - b. I was walking down to find a record store
 - c. I decided to buy D'Masive new record

- d. The stranger was a singer in D'Masive.

TEXT 2

I was in senior high school when at the first time I went to Bali(4). I went there with my teachers and my friends. It was a study tour. My teacher, my classmates, and I were in the same bus. We left our school at 8 a.m.

The journey from Pati to Bali took a day. I was so ... (5) because I had to sit along the journey. Actually, it was an enjoyable journey because I ... (6) all of my time with my friends, like playing games, laughing, and kidding.

4.
- Temple
 - Market
 - Dancer
 - Island
5.
- Distinguished
 - Exhausted
 - Disturbed
 - Envied
6.
- Grew

- Spent
- Bought
- Watched

TEXT 3

Holiday at Anyer Beach

At the end of the first semester, I had a very long holiday. It was about two weeks. I decided to go to Anyer Beach. I called my friends and invited them to go together. And I was very happy because they agreed with my idea. So, we planned our departure to go to Anyer Beach. The day was Monday until Wednesday.

On Monday morning at 6, we were ready to go to the beach. We left for Anyer Beach by car. After 3 hours driving, we arrived there. We went straight to the hotel and took a rest. The hotel was really in front of the beach.

In the afternoon I played with the sand and beach water. Some of my friends swam at the pool beside the hotel. The next day we enjoyed banana boat riding. We really enjoyed our holiday at Anyer Beach.

7. Why does the writer write the text?
- To share his experience during holiday.
 - To describe Anyer Beach to the readers.
 - To tell how to go to Anyer Beach.
 - To guide the readers how to spend a long holiday at Anyer Beach
8. What day did the writer and his friends play with sand and beach water?
- Sunday
 - Monday
 - Tuesday
 - Wednesday
9. What is the main idea of paragraph 3?
- The writer invited his friends to leave the hotel.
 - The writer played at the beach alone.
 - The writer and his friends enjoyed playing at the beach.
 - The writer and his friends liked to enjoy banana boat riding.

TEXT 4

A London family were enjoying an adventure holiday in Iceland last month when things went very wrong. Ann and Ben Harding and their two children, Claire, 13, and Sam, 11, nearly drowned in freezing water.

The accident happened while the Harding family were exploring a glacier in a popular Icelandic beauty spot. Anne and the children were walking along the edge of the ice when suddenly Sam fell in water. As Anne and Claire were trying to help Sam, they too fell through the ice into the freezing water. Sam swam to the edge and managed to get out of the water but then he dived back to help his mother and sister. His father Ben heard their screams and ran towards the edge of the glacier. 'My wife and children were struggling in the icy water and then my wife Anne just sank below the surface. It was terrible.'

Ben managed to pull his children from the water, but when he went to rescue his wife, another

disaster happened. ‘As I was trying to jump across the hole in the ice, I slipped and fell in too.’ Fortunately when he was in the water, he managed to catch the back of Anne’s anorak and pulled her head out of the water. ‘Her face was blue. It was really frightening.’

Some paramedics arrived a few minutes later and a helicopter took Anne to a hospital in Reykjavik. She spent three days there before the family returned to England. And what are their plans for their next holiday? ‘A seaside resort on the south coast of England.’ Says Anne with a grin. ‘It’s not quite so cold there!’

10. Why were the Harding family in Iceland?
- To enjoy an adventure holiday.
 - To explore a glacier in a beauty spot.
 - To walk along the edge of the ice.
 - To take Anne to a hospital in Reykjavik

11. Where were Anne and the children walking when Sam fell in?
- Along the edge of freezing water.
 - Along the edge of the ice.
 - On the edge of the glacier.
 - In the icy water.
12. Why did Anne and Claire fall into the water?
- They were exploring a glacier in a popular Icelandic beauty spot.
 - They were enjoying an adventure holiday.
 - They were swimming to the edge.
 - They were trying to help Sam.
13. ‘A seaside resort on the south coast of England.’
Says Anne with a grin. The underlined word means ...
- top of the water
 - investigating
 - big smile
 - save

TEXT 5

This is an experience that happened to my friend who

studied in Australia. One day she woke up late for lectures. She decided to take a public transport to college. Because she was late, she decided to have her usual mixed-rice breakfast on the bus. While she was eating, she suddenly noticed that most of the passengers were looking at her and she wondered why. Later she found out that it is prohibited to eat on public transport in Australia. In Indonesia it's ok to eat on public transport. (Nani, Medan)

14. What is the text about?
- An experience
 - A friend who studied in Australia
 - Late for lectures
 - Breakfast in the bus
15. Who had the experience?
- Nani
 - Nani's friend
 - Nani and her friend
 - Nani's friend and a lecturer
16. Why were most of the passengers looking at her? Because
- She was late.

- She wondered why.
- She decided to have her breakfast.
- She was having her breakfast on the bus.

TEXT 6

Bob and Greg were new to camping. They didn't know the rules. After they helped their dad put up the tent, they wanted to watch up TV. They took the TV out of their camping bag. When their dad knew the TV, he said, "Why did you bring that? There was no electricity!" That night it was cold. The boys didn't want to use their electric blanket. They remembered they didn't have any electricity. They slept only three hours because they were cold. When they got up in the morning, they wanted to wash in the cold lake water. And there were no any fresh milk or orange juice to drink. When the boys got home, they ran into the house. They turned on the television and sat under the electric blanket. "What are you and Bob doing?" their dad

- asked. “We’re just happy to be home,” the boys said.
17. Why were Bob and Greg confused about the rules of camping?
- They really forgot them.
 - They were new to camping.
 - They didn’t care about them.
 - They didn’t have any electricity.
18. How long did Bob and Greg sleep on the camping area?
- Three hours
 - Four hours
 - Five hours
 - Six hour
19. From the text above, we know that ...
- Bob and Greg preferred camping to staying at home.
 - Bob and Greg preferred staying at home to camping.
 - Bob and Greg liked camping better than staying at home.
 - Bob and Greg would rather camp at home than stay at home.
20. “After they helped their dad put up the tent, they wanted to watch up TV”. The underlined word means...
- Withdraw
 - construct
 - destroy
 - delay

😊GOOD LUCK😊

ANSWER KEY of Post test

1. A

2. C

3. B

4. D

5. B

6. B

7. A

8. B

9. C

10. A

11. B

12. D

13. C

14. D

15. B

16. D

17. B

18. A

19. B

20. B

APPENDIX 5Table 3.1**TREATMENT PROCEDURE**

Experimental Group (Sticky Notes)	Control Group (Cloze Procedure)
<p style="text-align: center;">Opening :</p> <ul style="list-style-type: none"> • The teacher greets the students by reciting basmalah together. • The teacher checks the attendance list. • The teacher introduces herself to the students because it is first meeting. • The teacher warming up the students by giving them some question in order to guess what topic they have to learn today. • The teacher tells and gives the students little explanation about “Recount Text”. 	<p style="text-align: center;">Opening :</p> <ul style="list-style-type: none"> • The teacher greets the students by reciting basmalah together. • The teacher check the attendance list • The teacher introduces herself to the students because it is first meeting. • The teacher warming up the students by giving them some question in order to guess what topic they have to learn today. • The teacher tells and gives the students little explanation about “Recount Text”
<p style="text-align: center;">Main :</p> <ul style="list-style-type: none"> • The teacher tells the students the definition and the generic structure of “Recount Text”. 	<p style="text-align: center;">Main :</p> <ul style="list-style-type: none"> • The teacher tells the students the definition and the generic structure of “Recount Text”.

<ul style="list-style-type: none"> • The teacher gives the example of to write or take note in sticky notes. • The teacher tells the students the instruction of how to write or take note in sticky notes, the students should write main point, question, or what they interest to the text in and tell the students that their sticky notes would not be a summaries of the text. • The answer of the students that contains main point, question, or what they interest to the text in should be stick to their text sheet. • The teacher tells the students the text and task will be done by the students in a pair. • The students make a group in a pair with their desk mate. • The teacher gives the students a text and sticky notes and also the question based on the text. • The teacher tells the students only have 15-20 minutes to finish the task. • The students read the text together with their pairs 	<ul style="list-style-type: none"> • The teacher introduce an example of recount text to the students. • The teacher and the students discuss about the example of recount text together. • The teacher gives the students the cloze procedure text or the gaps text. • The teacher tells the students to complete the gaps text by the students in a pair. • The theacher tell the students to read the cloze procedure text in the heart. • The teacher tells the students to read and complete the text in 15 minutes. • The students with their pair do the task quietly. • The teacher tells to the students the time to do the task and to read the text is up after 15 minutes passed. • The teacher writes the answer on the whiteboard.
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<ul style="list-style-type: none"> • The students write their answer based on the instructions before to the sticky notes. • After 15-20 minutes passed, the teacher tells the students to stop their work and raise hands. • The students stop doing their task 	
<p style="text-align: center;">Closing:</p> <ul style="list-style-type: none"> • The teacher tells the students to discuss the answer of their task together. • The teacher gives the students feed back. • The teacher tells the students to say hamdalah together. 	<p style="text-align: center;">Closing :</p> <ul style="list-style-type: none"> • The teacher and the students discuss the answer of the students together with the students. • The teacher tells the students to say hamdalah together.

APPENDIX 6

Rancangan Pelaksanaan Pembelajaran

(RPP)

Nama sekolah : MTsN 2 Nganjuk

Mata Pelajaran : Bahasa Inggris

Kelas/ semester : VIII / II

Jenis Teks : Teks Recount

Alokasi waktu : 10 x 40 menit (5 pertemuan) – Experimental Group

Kompetensi Dasar :

4.11.1 menangkap makna secara konstektual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount).

Indikator Pencapaian Kompetensi :

4.11.1.1 merespon makna secara konstektual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount).

A. Tujuan Pembelajaran

Setelah pembelajarn peserta didik diharapkan untuk mampu :

1. Menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan teks *personal recount* lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau sesuai dengan konteks penggunaanya.

2. Menangkap makna secara kontekstual fungsi sosial, terkait pengalaman pribadi di waktu lampau.
3. Menyusun teks *personal recount* lisan dan tulis terkait pengalaman pribadi di waktu lampau.
4. Menganalisis dan mengevaluasi text (*personal recount*).

B. Materi Pembelajaran

Teks kontekstual sederhana berupa :

- Recount
- kompetensi tes

C. Metode Pembelajaran : Diskusi, tanya jawab, penugasan dan presentasi hasil diskusi

Langkah-langkah Kegiatan

Pertemuan I (2 Jam Pelajaran x 40 menit)

1. Kegiatan Pendahuluan
 - Guru memberi salam
 - Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdo'a, absensi, menyiapkan buku pelajaran.
 - Guru mengajukan pertanyaan-pertanyaan yang terkait dengan materi yang sudah dan akan dipelajari.
2. Kegiatan inti
 - Guru mengenalkan materi yang akan di pelajari yaitu *simple past tense*.
 - Peserta didik bertanya perbedaan *simple present tense* dan *simple past tense*.
 - Guru menjelaskan pengertian dan *formula* dari *simple past tense* untuk kalimat verbal dan *simple past tense with "be"*.

- Guru menjelaskan perbedaan irregular verb dan regular verb.
 - Guru menjelaskan time signal yang di pakai dalam *simple past tense*.
 - Guru mempersilahkan peserta didik untuk membuat percakapan yang mengandung *simple present tense* dengan cara berpasangan.
 - Peserta didik membuat percakapan pendek yang mengandung tenses *simpe past tense* secara berpasangan.
 - Guru meminta peserta didik secara acak untuk membacakan hasil pekerjaannya ke depan kelas.
 - Peserta didik membacakan hasil perkerjaannya ke depan kelas.
 - Guru memberi umpan balik dan penguatan kepada peserta didik.
3. Kegiatan penutup
- Guru meminta peserta didik untuk menyimpulkan apa yang telah dipelajari hari ini dan memberikan umpan balik.
 - Guru menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.
 - Guru memimpin doa bersama dan mengucapkan salam penutup.

Pertemuan II (2 Jam Pelajaran x 40 menit)

1. Kegiatan Pendahuluan

- Guru memberi salam
- Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdo'a, absensi, menyiapkan buku pelajaran.
- Guru mengajukan pertanyaan-pertanyaan yang terkait dengan materi yang akan dipelajari.

2. Kegiatan inti

- Guru menjelaskan mengenai pengertian dan *generic structure* dari teks *recount*.
- Guru membacakan satu contoh bacaan teks *recount* yang ada didalam buku modul dan peserta didik menirukannya.
- Guru membahas bersama dengan peserta didik mengenai *generic structure* dari bacaan teks *recount* tersebut dengan menempelkan *sticky notes* dimodul.
- Guru meminta peserta didik untuk membacakan bacaan yang ada di dalam buku modul ke depan kelas secara berpasangan.
- Guru meminta peserta didik untuk membuat satu cerita dalam bentuk teks *recount* dan *generic structure*nya secara berkelompok dituliskan menggunakan *sticky notes* di lembaran (satu kelompok terdiri dari empat peserta didik).
- Peserta didik berdiskusi dan membuat cerita teks *recount* yang mereka buat bersama kelompoknya.
- Guru menekankan kembali bahwa cerita dalam teks *recount* menggunakan tenses *simple past*
- Guru meminta peserta didik mengumpulkan lembaran hasil diskusinya di pertemuan selanjutnya.
- Guru memberi umpan balik dan penguatan kepada peserta didik.

3. Kegiatan penutup

- Guru meminta peserta didik untuk menyimpulkan apa yang telah dipelajari hari ini.
- Guru menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

- Guru memimpin doa bersama dan mengucapkan salam penutup.

Pertemuan III (2 Jam Pelajaran x 40 menit)

1. Kegiatan Pendahuluan

- Guru memberi salam
- Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdo'a, absensi, menyiapkan buku pelajaran.

2. Kegiatan inti

- Guru bertanya kepada peserta didik siapa saja yang tidak membawa kamus Bahasa Inggris.
- Guru meminta peserta didik yang tidak membawa kamus Bahasa Inggris untuk menghafalkan 5 verb 1 dan 2 dan dibacakan kedepan kelas.
- Peserta didik yang tidak membawa kamus Bahasa Inggris maju kedepan secara bergantian.
- Guru *me-review* mengenai pengertian dan *generic structure* dari teks *recount* bersama dengan peserta didik dengan cara mengajukan beberapa pertanyaan.
- Guru meminta masing-masing kelompok mengumpulkan lembaran hasil diskusi pertemuan sebelumnya.
- Guru meminta peserta didik maju sesuai urutan untuk mempresentasikan hasil diskusinya ke depan kelas.
- Peserta didik mempresentasikan hasil diskusinya kedepan kelas bersama kelompoknya.
- Presenter (peserta didik yang mempresentasikan hasil diskusinya) membuka waktu untuk sesi tanya jawab.

- Guru mengklarifikasi jawaban-jawaban dari peserta didik yang mempresentasikan hasil diskusinya.
 - Guru memberi umpan balik dan penguatan kepada peserta didik.
3. Kegiatan penutup
- Guru meminta peserta didik untuk menyimpulkan apa yang telah dipelajari hari ini.
 - Guru menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.
 - Guru memimpin doa bersama dan mengucapkan salam penutup.

Pertemuan IV (2 Jam Pelajaran x 40 menit)

1. Kegiatan Pendahuluan
- Guru memberi salam
 - Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdo'a, absensi, menyiapkan buku pelajaran.
2. Kegiatan inti
- Guru me-*review* tentang *recount text* dan generic strukturnya bersama peserta didik dengan mengajukan beberapa pertanyaan untuk me-*recall* ingatan peserta didik mengenai materi tersebut.
 - Guru meminta peserta didik untuk duduk berkumpul dengan kelompok yang sudah dibentuk.
 - Guru membagikan teks-teks cerita *recount text* untuk masing-masing kelompok.
 - Guru meminta siswa untuk berdiskusi tentang *recount text* yang sudah didapat bersama dengan kelompoknya.

- Guru meminta siswa untuk menjawab beberapa pertanyaan yang sudah tertulis di papan tulis bersama dengan kelompoknya di kertas lembaran dengan menggunakan *sticky notes*.
- Setelah peserta didik mengerjakan tugasnya, guru meminta perwakilan dari kelompok untuk mengambil nomor urut presentasi yang sudah diacak.
- Peserta didik membacakan hasil diskusinya ke depan kelas sesuai dengan nomer urutnya.
- Guru memberi umpan balik dan penguatan kepada peserta didik.

3. Kegiatan penutup

- Guru meminta peserta didik untuk menyimpulkan apa yang telah dipelajari hari ini.
- Guru menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- Guru memimpin doa bersama dan mengucapkan salam penutup.

Pertemuan V (2 Jam Pelajaran x 40 menit)

1. Kegiatan Pendahuluan

- Guru memberi salam
- Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdo'a, absensi, menyiapkan buku pelajaran.

2. Kegiatan inti

- Guru me-*review* tentang *recount text* dan generic strukturnya bersama peserta didik dengan mengajukan beberapa

pertanyaan untuk me-*recall* ingatan peserta didik mengenai materi tersebut.

- Guru meminta peserta didik untuk duduk berkumpul dengan kelompok yang sudah dibentuk.
- Guru membagikan teks-teks cerita *recount text* untuk masing-masing kelompok.
- Guru meminta siswa untuk berdiskusi tentang *recount text* yang sudah didapat bersama dengan kelompoknya.
- Guru meminta siswa untuk menjawab beberapa pertanyaan yang sudah tertulis di papan tulis bersama dengan kelompoknya di kertas lembaran dengan menggunakan *sticky notes*.
- Setelah peserta didik mengerjakan tugasnya, guru meminta perwakilan dari kelompok untuk mengambil nomor urut presentasi yang sudah diacak.
- Peserta didik membacakan hasil diskusinya ke depan kelas sesuai dengan nomor urutnya.

Guru memberi umpan balik dan penguatan kepada peserta didik.

3. Kegiatan penutup

- Guru meminta peserta didik untuk menyimpulkan apa yang telah dipelajari hari ini.
- Guru menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- Guru memimpin doa bersama dan mengucapkan salam penutup.

D. Bahan Ajar

- Buku Solatif (solusi siswa aktif) k13 edisi revisi 2017
- Modul pembelajaran Bahasa Inggris

- Buku paket Bahasa Inggris “*When English Rings a Bell*” SMP/MTS kelas VIII edisi revisi 2017
- internet

E. **Penilaian Proses dan Hasil Pembelajaran**

1. Teknik Penilaian:
 - a. Penilaian Sikap : Observasi/Pengamatan
 - b. Penilaian Pengetahuan : Tes Tertulis*
 - c. Penilaian Keterampilan : Unjuk Kerja/Praktik
2. Bentuk Penilaian:
 - a. Observasi : Jurnal Guru
 - b. Tes Tertulis : Lembar Kerja
 - c. Unjuk Kerja : Praktik/Pedoman Penskoran
3. Instrumen Penilaian (terlampir)

F. **Lampiran Materi**

PERTEMUAN I

SIMPLE PAST TENSE

1. Positive sentences
 Subject+Verb 2+object/compliment + adverb of time
 Example :
 I ate rice yesterday
 They went to Sidoarjo last week
2. Negative sentences
 Subject + did not + Verb 1 + object/compliment + adverb of time
 Example :
 I did not eat rice yesterday
 They did not go to Sidoarjo last week
3. Interrogative sentences

Did/did not + subject + Verb 1 + object/compliment + adverb of time

Example :

Did I eat rice yesterday ?

Did they go to Sidoarjo last week ?

SIMPLE PAST WITH “BE”

“Be” in simple past tense : was/were

1. Positive sentences

I/he/she/it + was + adj/adv

We/you/they + were + adj/adv

Example :

It was sunny yesterday

My friends were at the beach

2. Negative sentences

I/he/she/it + was not+ adj/adv

We/you/they + were not + adj/adv

Example:

It was not sunny yesterday

My friends were not at the beach

3. Interrogative sentences

Was + I/he/she/it + adj/adv

Were + We/you/they + adj/adv

Example:

Was it sunny yesterday ?

Were not my friends at the beach ?

positive answer : yes, subject + was/were

negative answer: no, subject + was not/were not

PERTEMUAN II & III

- Recount text is a text which retells events or experiences in the past.
- The purpose is either to inform or to entertain the audience.

Generic structure

1. Orientation : introducing the participants, place and time (who, where, when, what)
2. Events : describing series of event that happened in the past.
3. Reorientation: (optional) stating personal comments of the writer to the story.

Contoh bacaan dalam bentuk *recount text* :Modul halaman 38, 41, 42, 43, 44 dan 45.

PERTEMUAN IV

Teks-teks untuk masing-masing kelompok

(1)

A London family was enjoying an adventure holiday in Iceland last month when things went very wrong. Ann and Ben Harding and their two children, Claire, 13, and Sam, 11, nearly drowned in freezing water.

The accident happened while the Harding family was exploring a glacier in a popular Icelandic beauty spot. Anne and the children were walking along the edge of the ice when suddenly Sam fell in water. As Anne and Claire were trying to help Sam, they too fell through the ice into the freezing water. Sam swam to the edge and managed to get out of the water but then he dived back to help his mother and sister. His father Ben heard their screams and ran towards the edge of the glacier. ‘My wife and children were struggling in the icy water and then my wife Anne just sank below the surface. It was terrible.’

Ben managed to pull his children from the water, but when he went to rescue his wife, another disaster happened. ‘As I was trying to jump across the hole in the ice, I slipped and fell in too.’

Fortunately when he was in the water, he managed to catch the back of Anne’s anorak and pulled her head out of the water. ‘Her face was blue. It was really frightening.’ Some paramedics arrived a few minutes later and a helicopter took Anne to a hospital in Reykjavik. She spent three days there before the family returned to England. And what are their plans for their next holiday? ‘A seaside resort on the south coast of England.’ Says Anne with a grin. ‘It’s not quite so cold there!’

(2) The Embarrassing Day for Me

Today was a really hot day. After I had my lunch, I went to the town square to watch a local singing contest. I went there alone.

Arriving there, I chose a place under a big tree. I thought it could save me from the strong sunlight. I actually did not really pay attention to the contest. I just went there to avoid a boring time at home.

Suddenly I found myself behind a young boy. I was really sure that he was my classmate Doni. I pinched him a little and called his name. The boy was surprised. When he turned around, I finally realized that he was not my classmate. I couldn’t say a word. That moment was just embarrassing.

(3) My Wonderful Holiday in Bali

Last week, my colleagues and I went to Bali for three days. We left for Bali by plane. I took one hour and forty minutes by Merpati Airline.

On the first day, we dropped by at SMP 1 Denpasar for a visit. We spent about two hours there until lunch time., we went by bus to the Legian beach.

There we had a boat ride visiting the Penyu Bay. We saw some big, green turtles and some other animals. In the afternoon, we visited the Garuda Wisnu Kencana complex in Jimbaran. We enjoyed the giant statue of Wisnu, one of the gods of Hinduism, and a giant bird statue of Garuda. The statue is supposed to be taller than the Liberty statue in the US. Our first day ended with dinner in the Jimbaran beach where we were watching the sunset. We spent the night at the Fourteen Roses Hotel in Legian.

On the second day, we had some shopping at the Sukowati traditional market. There are many kinds of souvenirs in this place. We bought some. We also visited the Kedaton forest in Tabanan and enjoyed the sunset in Tanah Lot. On the last day of our visit in Bali, we enjoyed the morning walk at Kuta beach. The visit to Bali was really hard to forget.

(4) The Terrible Earthquake in My Region

Several years ago there was an earthquake in my regions. Early morning I had just got into bed. Suddenly, I felt the tremor. The bed started to tremble. The electric light in my bedroom was swaying.

Then I rushed out into the garden. I called my husband to go out of our house. He brought our baby.

For three or four minutes, I heard a terrible noise of walls falling down, and people screaming, and I saw clouds of dust in the air. Then the trembling stopped.

There were about fifty people killed. Most are injured. The damage to property was considerable, and about three hundred houses would have to be completely rebuilt.

(5)

My Bad Holiday

I went to my uncle's house in Bata last month on the long holiday. I stayed with Uncle Hirsan and Aunt Dian and their son Sandi. They live in a small house in the center of the city called Nagoya. I liked the house, I didn't like the area much because it was very noisy.

My uncle and aunt were very nice. We visited Batam Center, Waterfront City and Nongsa Beach. The weather was hot all day long.

Unfortunately, Sandi and I disagreed on most things. He played loud music when I want to sleep.

When his best friend came to stay, I had to sleep on the floor. When we went to a place called Galang Island, Sandi didn't want to go to the ex-Vietnam camp, he went to go fishing on the Melur beach. So, I went to the ex-Vietnam camp on my own. I didn't enjoy it.

I can't say I would to go back to my uncle's house. It was not a nice holiday at all.

(6)

Holiday in Sari Ringgung Beach

Last holiday, I went to Sari Ringgung beach in Pesawaran, Lampung. I went there with my family. We left for the beach from my grandparents home in Tanggamus at 08.00 a.m. We went there by car. We arrived in the beach at 10:00 a.m.

In Sari Ringgung beach, I swam with my brothers and my sisters. After swimming, we play sand together. We made a fort, houses, and hills of sand. After being satisfied playing on the beach, we then took a bath and ate the roasted corn while drinking coconut water. After being fresh anymore, we continued to view seascape on boats.

I really enjoyed the atmosphere in the beach. After having fun for about five hours, finally we returned home. Before reaching home, we rested beforehand and ate meatball on the side of the road. The meatball is so tasty that I ate two bowls of meatballs there. Not long after that, we continued the journey and got home safely at 7 p.m. It was a tiring day, but we were very happy, because we got a lot of fun together there.

COMPLETE THE ANSWER !

1. What does the story tell us about ?
2. What is the writer's purpose retelling the story?
3. What happens to the writer in the end of the story?
4. Mention the adverb of time in the story as much as you can !
5. Mention the orientation in the story !

PERTEMUAN V

Teks 1-6

Instruction: From the text above, please look for the reaction, idea, thought, question!

Reaction: what do you think about the character in the story? Is he/she kind, or bad or the others? Give the reason!

Thought: what do you think about the whole story? Is that funny. Sad or the others? Give the reason!

Question: give your question after you read the whole of the story!

Idea: give your suggestion after you read the whole of the story!

APPENDIX 7**Rancangan Pelaksanaan Pembelajaran****(RPP)**

Nama sekolah	: MTsN 5 Nganjuk
Mata Pelajaran	: Bahasa Inggris
Kelas/ semester	: VIII / II
Jenis Teks	: Teks Recount
Aspek Skill	: Membaca (Reading)
Alokasi waktu	: 10 x 45 menit (5 pertemuan) – Control Group

Kompetensi Dasar :

4.11.1 menangkap makna secara konstektual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount).

Indikator Pencapaian Kompetensi :

4.11.1.1 merespon makna secara konstektual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount).

A. Tujuan Pembelajaran

1. peserta didik mampu mengisi *recount text* yang diterapkan dengan Cloze Procedure secara baik dan benar.
2. peserta didik mampu memahami bacaan *recount text* yang diterapkan dengan Cloze Procedure secara baik dan benar.

3. peserta didik mampu menjawab pertanyaan berdasarkan *recount text* yang diterapkan dengan Cloze Procedure secara baik dan benar.

B. Materi Pembelajaran

Teks kontekstual sederhana berupa:

- Naratif
- Kompetensi tes

C. Metode Pembelajaran: Cloze Procedure

D. Langkah-Langkah Kegiatan

Pertemuan I (2 Jam Pelajaran x 45 menit)

4. Kegiatan Pendahuluan

- Guru memberi salam
- Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdo'a, absensi, menyiapkan buku pelajaran.
- Guru mengajukan pertanyaan-pertanyaan yang terkait dengan materi yang akan dipelajari.
- Guru menyampaikan cakupan materi dan penjelasan singkat mengenai kegiatan pembelajaran pada pertemuan ini.

5. Kegiatan inti

- Guru menjelaskan mengenai pengertian dan *generic structure* dari *recount text*.
- Guru membagikan *worksheet* treatment I yang berbentuk Cloze Procedure text pada setiap peserta didik yang berupa bacaan *recount text*.
- Guru menjelaskan isi peserta didik dan menjelaskan apa yang harus dilakukan peserta didik.

- Guru meminta peserta didik untuk membaca teks Cloze Procedure di dalam hati dan mengisikan kata-kata pada tempat yang telah disediakan.
- Guru memberikan waktu 15 menit untuk mengerjakan teks Cloze Procedur
- Setelah selesai mengerjakan, guru menuliskan jawaban yang benar di papan tulis.
- Guru meminta peserta didik untuk menjawab pertanyaan berdasarkan teks yang telah dilengkapi.

6. Kegiatan penutup

- peserta didik dan guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Guru menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- Guru memimpin doa bersama.
- Guru mengucapkan salam penutup

Pertemuan II (2 Jam Pelajaran x 45 menit)

1. Kegiatan Pendauluan

- Guru memberi salam
- Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdo'a, absensi, menyiapkan buku pelajaran.
- Guru mengajukan pertanyaan-pertanyaan yang terkait dengan materi yang akan dipelajari.
- Guru menyampaikan cakupan materi dan penjelasan singkat mengenai kegiatan pembelajaran pada pertemuan ini.

2. Kegiatan inti

- Guru me-*review* materi dari pertemuan sebelumnya.
- Guru membagikan *worksheet* treatment II yang berbentuk Cloze Procedure text pada setiap peserta didik yang berupa bacaan *recount text*.
- Guru menjelaskan apa yang harus dilakukan peserta didik.
- Guru meminta peserta didik untuk membaca teks Cloze Procedure di dalam hati dan mengisikan kata-kata pada tempat yang telah disediakan.
- Guru memberikan waktu 15 menit untuk mengerjakan teks Cloze Procedure
- Setelah selesai mengerjakan, guru menuliskan jawaban yang benar di papan tulis.
- Guru meminta peserta didik untuk menjawab pertanyaan berdasarkan teks yang telah dilengkapi.

3. Kegiatan penutup

- peserta didik dan guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Guru menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- Guru memimpin doa bersama.
- Guru mengucapkan salam penutup.

Pertemuan III (2 Jam Pelajaran x 45 menit)

1. Kegiatan Pendahuluan

- Guru memberi salam

- Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdo'a, absensi, menyiapkan buku pelajaran.
- Guru mengajukan pertanyaan-pertanyaan yang terkait dengan materi yang akan dipelajari.
- Guru menyampaikan cakupan materi dan penjelasan singkat mengenai kegiatan pembelajaran pada pertemuan ini.

2. Kegiatan inti

- Guru *me-review* materi dari pertemuan sebelumnya. .
- Guru membagikan *worksheet* treatment III yang berbentuk Cloze Procedure text pada setiap peserta didik yang berupa bacaan *recount text*.
- Guru menjelaskan isi peserta didik dan menjelaskan apa yang harus dilakukan peserta didik.
- Guru meminta peserta didik untuk membaca teks Cloze Procedure di dalam hati dan mengisikan kata-kata pada tempat yang telah disediakan.
- Guru memberikan waktu 15 menit untuk mengerjakan teks Cloze Procedure
- Setelah selesai mengerjakan, guru menuliskan jawaban yang benar di papan tulis.
- Guru meminta peserta didik untuk menjawab pertanyaan berdasarkan teks yang telah dilengkapi.

3. Kegiatan penutup

- peserta didik dan guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Guru menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.

- Guru memimpin doa bersama.
- Guru mengucapkan salam penutup.

Pertemuan IV (2 Jam Pelajaran x 45 menit)

1. Kegiatan Pendahuluan

- Guru memberi salam
- Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdo'a, absensi, menyiapkan buku pelajaran.
- Guru mengajukan pertanyaan-pertanyaan yang terkait dengan materi yang akan dipelajari.
- Guru menyampaikan cakupan materi dan penjelasan singkat mengenai kegiatan pembelajaran pada pertemuan ini.

2. Kegiatan inti

- Guru me-*review* materi dari pertemuan sebelumnya.
- Guru membagikan *worksheet* treatment IV yang berbentuk Cloze Procedure text pada setiap peserta didik yang berupa bacaan *recount text*.
- Guru menjelaskan isi peserta didik dan menjelaskan apa yang harus dilakukan peserta didik.
- Guru meminta peserta didik untuk membaca teks Cloze Procedure di dalam hati dan mengisi kata-kata pada tempat yang telah disediakan.
- Guru memberikan waktu 15 menit untuk mengerjakan teks Cloze Procedure
- Setelah selesai mengerjakan, guru menuliskan jawaban yang benar di papan tulis.
- Guru meminta peserta didik untuk menjawab pertanyaan berdasarkan teks yang telah dilengkapi.

3. Kegiatan penutup

- peserta didik dan guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Guru menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- Guru memimpin doa bersama.
- Guru mengucapkan salam penutup.

Pertemuan V (2 Jam Pelajaran x 45 menit)

1. Kegiatan Pendahuluan

- Guru memberi salam
- Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdo'a, absensi, menyiapkan buku pelajaran.
- Guru mengajukan pertanyaan-pertanyaan yang terkait dengan materi yang akan dipelajari.
- Guru menyampaikan cakupan materi dan penjelasan singkat mengenai kegiatan pembelajaran pada pertemuan ini.

2. Kegiatan inti

- Guru *me-review* materi dari pertemuan sebelumnya.
- Guru membagikan *worksheet* treatment V yang berbentuk Cloze Procedure text pada setiap peserta didik yang berupa bacaan *recount text*.
- Guru menjelaskan isi peserta didik dan menjelaskan apa yang harus dilakukan peserta didik.
- Guru meminta peserta didik untuk membaca teks Cloze Procedure di dalam hati dan mengisikan kata-kata pada tempat yang telah disediakan.

- Guru memberikan waktu 15 menit untuk mengerjakan teks Cloze Procedur
 - Setelah selesai mengerjakan, guru menuliskan jawaban yang benar di papan tulis.
 - Guru meminta peserta didik untuk menjawab pertanyaan berdasarkan teks yang telah dilengkapi.
3. Kegiatan penutup
- peserta didik dan guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
 - Guru memimpin doa bersama.
 - Guru mengucapkan salam penutup.

E. Bahan Belajar

- Detik-detik Ujian Nasional Bahasa Inggris, Intan Pariwara
- Kurikulum dan perangkatnya

F. Penilaian Proses dan Hasil Pembelajaran

4. Teknik Penilaian:

- d. Penilaian Sikap : Observasi/Pengamatan
- e. Penilaian Pengetahuan : Tes Tertulis*
- f. Penilaian Keterampilan : Unjuk Kerja/Praktik

5. Bentuk Penilaian:

- d. Observasi : Jurnal Guru
- e. Tes Tertulis : Lembar Kerja
- f. Unjuk Kerja : Praktik/Pedoman Penskoran

6. Instrumen Penilaian (terlampir)

G. Lampiran Materi

Worksheet 1

Complete the sentence by using appropriate answers in the box !

In the classroom, my teacher (1) ____ us stories. We (2) ____ happy songs, we (3) ____ pictures, and we (4) ____ with dough and colorful paper. In the playground, we played sliding, we (5) ____ around, and we also played hide and seek.

Read	sang	ran	coloured	played
------	------	-----	----------	--------

Worksheet 2

Complete the sentence by using appropriate answers in the box !

I (1) ____ my kindergarten when I (2) ____ five years old. I (3) ____ my kindergarten for two years, one year in Kindy A and one year in Kindy B. My kindy was near my home. I (4) ____ to my kindy with my mum or my brother. Sometimes I (5) ____ with my dad on his motorccycle.

A.	Started	B.was	C.did	D.walked	E.went
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Worksheet 3

Complete the sentence by using appropriate answers in the box !

My family likes the sea _____. When we _____ a holiday last year, we _____ to a place at the seaside and _____ a boat from one of our friends. Then we _____ and fished on the _____ all day. We also had races against other boats. When the sea _____ rough, we sailed on a small lake near the sea instead. We _____ very careful on this lake because there were a lot of sharp rocks there, and the water _____. We did not want to damage our friend's boat. There were not many fish in the lake, but in the sea we _____ a lot with a hook, line and small pieces of bread. The fish were not very big, but they _____ very good. When the weather was fine, we sailed to the land at lunch time, collected pieces of drywood and _____ our fish over them on the beach. There is an island about a mile from our friend's house, and we sailed to it. The water was _____ there, and _____ a beautiful beach with white sand and no rocks. We bathed there. It _____ a lot of fun. (Adapted from: L.A. Hill, 1963 by TOP no.1 kisi-kisi UN SMP/MTS 2017 PT.Grasindo)

- | | | | |
|----------------------------|----------------------|-----------------------|---------------------|
| A. <u>Had</u> | B. <u>was</u> | C. <u>went</u> | D. <u>borrowed</u> |
| E. <u>sailed</u> | F. <u>sea</u> | G. <u>was</u> | H. <u>very much</u> |
| I. <u>were</u> | J. <u>tasted</u> | K. <u>was shallow</u> | L. <u>Caught</u> |
| M. <u>fried or grilled</u> | N. <u>very clean</u> | O. <u>there was</u> | |

Worksheet 4

Complete the sentence !**HOLIDAY IN SARI RINGGUNG BEACH**

Last holiday, I ____ (go) to Sari Ringgung beach in Pesawaran, Lampung. I went there with my family. We left for the beach from my grandparents home in Tanggamus at 08.00 a.m. We ____ (go) there by car. We arrived in the beach at 10:00 a.m.

In Sari Ringgung beach, I ____ (swim) with my brothers and my sisters. After that, we ____ (play) sand together. We ____ (make) a fort, houses, and hills of sand. After being satisfied playing on the beach, we then ____ (take) a bath and ate the roasted corn while drinking coconut water. After being fresh anymore, we continued to view seascape on boats.

I really ____ (enjoy) the atmosphere in the beach. After having fun for about five hours, finally we ____ (return) home. Before reaching home, we rested beforehand and ate meatball on the side of the road. The meatball is so tasty that I ____ (eat) two bowls of meatballs there. Not long after that, we continued the journey and got home safely at 7 p.m. It was a tiring day, but we were very happy, because we ____ (get) a lot of fun together there.

Worksheet 5 : Complete the sentence by using appropriate answers in the box !**My Bad Holiday**

I (1)___to my uncle's house in Bata last month on the long holiday. I (2)___ with Uncle Hirsan and Aunt Dian and their son Sandi. They live in a small house in the center of the city called Nagoya. I (3) ___the house, I didn't like the area much because it (4) ___very noisy.

My uncle and aunt (5)___very nice. We (6)___Batam Center, Waterfront City and Nongsa Beach. The weather was hot all day long.

Unfortunately, Sandi and I disagreed on most things. He (7)___loud music when I want to sleep.

When his best friend (8)___ to stay, I had to sleep on the floor. When we went to a place called Galang Island, Sandi (9)___ to go to the ex Vietnam camp, he went to go fishing on the Melur beach. So, I went to the ex-Vietnam camp on my own. I (10)_____it.

I can't say I would to go back to my uncle's house. It was not a nice holiday at all.

Went	stayed	were	played
didn't enjoy	visited	came	liked
was	didn't' want		

APPENDIX 8**READING SCORE OF EXPERIMENTAL GROUP**

Attendee's number	PRETEST SCORE	POSTTEST SCORE
1	45	85
2	40	70
3	55	80
4	45	75
5	45	65
6	60	75
7	50	75
8	40	65
9	40	80
10	70	85
11	50	75
12	80	85
13	60	65
14	45	85
15	30	50
16	30	70
17	35	60
18	40	65
19	50	70
20	50	80
21	55	70
22	50	65
23	45	70
24	40	65
25	45	65
26	60	75
27	55	70
28	65	75
29	60	80
30	40	65
31	50	65

READING SCORE OF CONTROL GROUP

Attendee's number	PRETEST SCORE	POSTTEST SCORE
1	55	70
2	60	75
3	45	65
4	50	70
5	40	80
6	55	70
7	50	75
8	45	80
9	60	85
10	60	75
11	35	65
12	60	85
13	65	70
14	50	65
15	40	60
16	50	75
17	30	65
18	60	80
19	55	70
20	45	75
21	35	65
22	40	50
23	45	65
24	65	85
25	60	75
26	50	80
27	55	85
28	50	75
29	60	70

APPENDIX 9

DOCUMENTATION





The Terrible Earthquake in My Region

1. What does the story tell us about?

- Earthquake terrible
- terrible earthquake in writer's region

2. What is the writer's purpose writing the story?

- to tell us what happened
- to tell us what was felt as people were inside earthquake

3. What happens to the writer in the end?

- The damage was pretty bad
- could imagine what about three thousand houses would have to be completely rebuilt

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B. Education Details

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IAIN KEDIRI : 2016-2020

Those information has stated by me, all in good Faith.

Sincerely,

Fani Retno Yulian