

**THE EFFECTIVENESS OF USING POWER POINT AS MEDIA IN
TEACHING READING FOR THE SECOND GRADE STUDENTS
OF SMP 4 DEPOK SLEMAN YOGYAKARTA IN THE ACADEMIC
YEAR OF 2012/2013**

A Thesis

**Submitted as Partial Fulfillment of the Requirements for Attainment of
the Degree of *Sarjana Pendidikan* in English Education**



By:

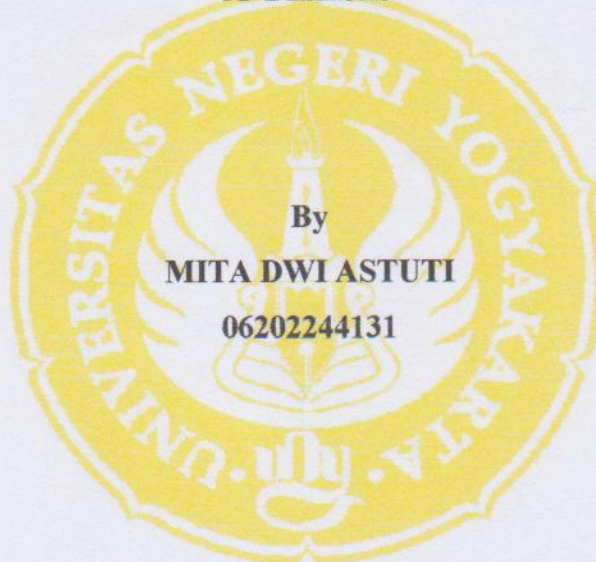
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**ENGLISH EDUCATION PROGRAM
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY
2013**

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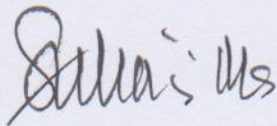
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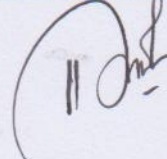
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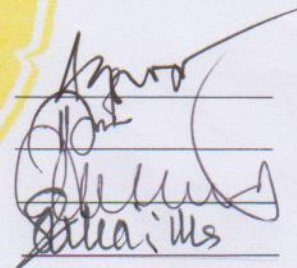
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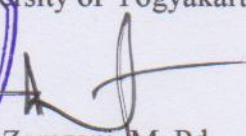
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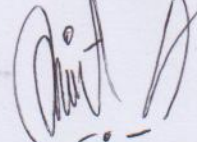
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MOTTOS

The way to get started is talking and begins doing

~ Walt Disney ~

Vision without execution is a daydream.

Execution without vision is a nightmare.

~ Japanese Proverb ~

The only way to do great work is to love what you do. If you haven't found it yet, keep looking. Don't settle!

~ Steve Jobs ~

DEDICATIONS

I dedicate this thesis to:

My beloved parents »»»»» thanks for your love, pray, support,
and your care. You are my
everything. I love You Mom and
Dad.

My beloved brother »»»»» thanks for the pray and your support.

My beloved friends »»»»» thanks guys for your help, pray,
support and everything that you'd
do. Our friendship never ends.

My beloved man »»»»» thanks for everything yay...

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First of all, I would like to show my highest gratitude to Mr. Samsul Ma'arif, M.A. as the head of the English Education Department for giving me the research license to write this thesis. I also would like to express my gratitude to my first consultant, Mr. Suhaini M Saleh, M.A who has given me guidance and suggestions for the improvement of my thesis. My deepest gratitude is also conveyed to Mrs. Lusi Nurhayati, M.App.Ling as my second consultant who gave me comments, guidance, and suggestions for the improvement of my thesis as well.

Then, I would like to express my appreciation to my family, my father (Bambang Budi. P), my mother (Sulistyo P. A), and my brother (Danu) for always supporting me to finish my study and for their affection ever after.

I would like to say thank you to friends of mine in the English Education Department, especially Kelas M class of 2006 for their companion and wonderful friendship. To Rizka, Niken, Dian, Lila, Risa, Palupi, Fiqi, Romli, Yuyun, Saning, Wira, Rina, Nisa, Ika, Nia, Ambar, and Amoy, thank you for everything we shared together.

My gratitude is also conveyed to Mrs. Nur Siti Fatimah as an English teacher in SMP 4 Depok Sleman Yogyakarta for always being patient to accompany and give me guidance, so I could finish my thesis. The last is for all of my students in SMP 4 Depok Sleman Yogyakarta, thank you so much for the participation. I will always keep you all in my heart.

Finally, I realize that this thesis is so far from being outstanding. Therefore, I invite you as readers to give critical comments and suggestions from those who are deeply concerned in such a topic. However, I expect that this thesis will give worthwhile contributions to all readers.

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**By
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ABSTRACT

This study is aimed at (1) describing the reading achievement scores for the students of SMP N 4 Depok Sleman Yogyakarta who are taught by using PowerPoint media and those who are taught by conventional media, and (2) seeking out the significant difference in English reading achievement between the second grade students of SMP N 4 Depok Sleman Yogyakarta who are taught by using PowerPoint media and those who are taught by conventional media.

This research was quantitative, true experimental research. The population of this research covered 144 year-eight students of SMP N 4 Depok Sleman Yogyakarta in the year of 2012/2013. This study applied the technique of random sampling. The data were obtained by using the print-based, multiple choice reading comprehension test developed by the researcher. The instruments were tried-out to test the validity and the reliability. From the try-outs, it was found that 30 items of instrument of the pre-test were valid and 30 items of that of post-test were also valid. The data were analyzed by using descriptive and inferential analysis techniques. The tests of normality and homogeneity were done before the test of hypothesis was administered.

The data analysis shows that the levels of the students' reading comprehension ability of the experimental group are categorized as very high. Then, the standard deviation (SD) of the pre-test of the experimental group is 2.25061 and that of post-test of the experimental one is 1.73325. The standard deviation of the post-test (1.73325) decreases as being compared with that of the pre-test (2.25061). It means that the experimental group becomes homogeneous. Further, the mean of the pre-test is 5.9630 and that of the post-test is 8.2130. So the gain score mean of the experimental group is 2.25. It means that there is a progress from the pre-test to the post-test as much as 99.945%, which is taken from $(\frac{2.25}{2.25061} \times 100\%)$. With the use of t-test, there is a significant difference between the students who are taught by using PowerPoint and those who are taught by conventional media. The result shows that the value of the observed t-test of class VIII which is less than the t-table, i.e., $2.414 (t_o) < 67.168 (t_t)$ and the probably value or p (0.214) is higher than the level of significance 5% or 0.05. In accordance with those findings, the use of PowerPoint media on reading skills is more effective than that of conventional ones to improve reading comprehension ability.

CHAPTER I

INTRODUCTION

A. Background to the Study

Nowadays English is one of the important subjects being taught in schools in Indonesia. English is also a subject that is tested in the National Examination (*Ujian Nasional*) for Junior High Schools, Senior High Schools and Vocational High Schools. English becomes one of the main subjects for elementary up to college students. Even kindergarten students have also learned the four English skills; they are listening, reading, speaking, and writing. Of those four skills, reading plays an important role in language learning because it gives the input of information, knowledge, and idea to be applied in the speaking and writing. Through reading, students can learn ideas, concepts, and attitudes. Furthermore, by reading students can get many vocabularies they need to be applied in speaking and writing.

In relation to teaching learning of English at school, reading is one of the essential skills for students. Reading is one important skill which can improve the students' general language skill in English. Additionally, reading skill is tested in the final examination. So the students must have a good reading comprehension if they want to pass the exams and graduate from schools.

Reading is not solely an individual cognitive process. Reading should be regarded as a social and interactive activity. Reading is the most important

language skills for acquiring knowledge and gathering information for those learning English as second or foreign language (ESL/EFL), for academic success and for professional development. Karlin (1984:7) indicates that reading in the high school students is still low. He states that many high school students lack common ingredients that are identified as a sense of organisation and failure to establish purpose of reading.

The problem in reading usually has to do with the technique and media used. The developments of technology have brought changes in all aspects including the teaching - learning process. The demand for quality education outcomes forces educators to develop an innovation of educational strategy, for example, using technology in the classroom which is well-known as educational technology. Generally, reading comprehension is taught in formal classes using conventional media. The classroom activities that use conventional media are listening to the explanation and reading given materials using text books. It makes the students have low motivation for the classroom activities. The media used by the teacher are hardly varied. The common media for formal classes are textbooks, LKS, or other printed materials. Many technologies have growth rapidly in this era. One of them can be used as media for teaching learning reading comprehension in class that are more motivated students to study. Students today are digital generation. They prefer to use the audio and visual media.

There are many problems of second grade students of SMP N 4 Depok Sleman. The researcher found some problems after she held observations and interview with English teacher and some students of SMP N 4 Depok Sleman. The first problem was related to the students' interest in listening to the teachers' explanation. The teacher said that it was difficult to make the students focus on the lessons. Perhaps, because the media that used is not interesting. The second problem was related to the students' belief about English. They said that English is difficult and bored lessons. Especially in reading comprehension they often felt bored with the materials given to them.

B. Identification of the Problems

The process of teaching-learning English as a foreign language is very complex, since there are many components involved. Based on the observation, the researcher found that the motivation of students' in SMP N 4 Depok Sleman in learning reading comprehension are still low because the materials given to the class are not interesting. A teaching-learning process will be successful if all of the necessary components are presented in the classroom. Those components are the students, teachers, materials, methods, and media. Not all components will function effectively if there is not good system of education in the process of teaching English. All language components should be presented well and interesting. Here's the explanation of some components that mention above.

1. Students

Students are the subjects of the teaching learning process. They are regarded as independent individual who has different strengths and weaknesses. Each of them has different individual, interest, and behaviour that will affect their achievement in learning English especially in reading comprehension skill. The students' motivation in learning reading comprehension skill will influence their behaviour in the learning process in the classroom. Those who have more desires or curiosity tend to be active in the classroom activities but those who don't will tend to be passive and disturb the others.

2. Teacher

Teacher as facilitators also have an important role in teaching-learning process. Usually teachers who facilitate the teaching-learning process in the classroom are not attractive and interesting. Moreover, teachers' competence and performance also support the teaching and learning process. They must use a good method and technique when teaching reading comprehension to interest students' motivation.

3. Material

The material is one of the important parts of stimuli, which influences students' motivation. It must be well before they use it in teaching-learning process. The selection of the materials must involve all materials that students need. The researcher found that given materials in SMP N 4 Depok Sleman are

not interesting. In presenting the materials, a teacher did not give interesting media in teaching-learning process that can build students motivation. The interactive and innovative media will give more stimulus or motivation the students to learn and encourage them to involve in the class activities. The materials must have social relevance that promotes moral value and ideals to the community surrounding.

4. Method

A method is a set of procedures that involve the use of a specific technique in teaching-learning processes. Based on many researchers it can be concluded that there is no one best method for all situations. The appropriateness of the method with students, materials, and teacher aspects will make the teaching-learning process more interest.

5. Media

Media are vital components in the teaching-learning process. It is impossible that teaching-learning process can run well without media, if the classroom only consists of a teacher and students without media. Media can be in the form of anything from a simple object to high technology like computer unit with PowerPoint media. The use of media will facilitate the teacher in transferring or presenting the learning materials. In the teaching reading comprehension, teacher will need media to support the process of teaching.

Unfortunately, teachers rarely use media that can support their teaching learning process be more attractive and interesting.

C. Delimitation of the Problem

Based on the identification of the problem mention above, teaching reading comprehension in junior high school is very complex. This research will focus on the effectiveness of Power Point a media to improve students' reading ability.

Because of the writers' limitation of time and ability, the writer took only the second year students of SMP N 4 Depok Sleman as the subjects of the study with the consideration that they are the subjects of the media for teaching learning that is teaching reading comprehension using Power Point.

D. The Formulation of the Problem

The research problem can be formulated as follows:

- Is there any significant difference in reading comprehension achievement between the second grade students of SMP N 4 Depok Sleman who is taught using non Power Point (conventional media) and those who are taught using Power Point as media in teaching reading comprehension?

E. The Objective of the Research

The condition, situation, and efforts from learning component will influence the efforts of improving the quality of teachers' teaching method.

Teacher must arrange and prepare the classroom activities well to gain the objectives of the instructional goal. Teachers can use media in the teaching-learning process to attain the goal. In line with the formulation above, the objective of the research is aimed at finding out whether there is or not the significant difference in English reading achievement between the second grade students of SMP N 4 Depok Sleman who are taught using non Power Point (conventional media) and who are taught using Power Point.

F. Significance of the Study

This study gives theoretical and practical contribution. Theoretically, this study is used to support the theories dealing with the use of Power Point media on teaching reading skills to improve students' reading comprehension ability. Practically, the result of this study present useful information and evaluation for the teacher, researcher, and students themselves to improve the students' reading comprehension ability by the use of computer technology, in particular Power Point. The use of Power Point also must make students be interesting. For example, the newest Power Point that gives special effect, themes, application, and audio. Moreover, the procedures and outcomes of the study helpfully give inspiration to the other researchers to conduct research dealing with the similar field of study.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher discusses four parts. The first part covers the theories of the nature of reading and media. The second part is a conceptual framework of the contribution of PowerPoint to improve reading comprehension skills will be presented. The third part is analytical construct of process teaching reading comprehension and the fourth part is the hypothesis.

A. Theoretical Description

1. The Nature of Reading

a. The Notion of Reading

Reading is largely an unobservable mental activity and a multi-faceted skill which involves lower and higher skills. In spite of the overwhelming number of different theories of reading, no one has won general acceptance. Carrel in Yun and Ping (2007: 14) states that reading is “the most important one of the four basic skills”. Other basic skills to learn English are writing, speaking, and listening. Considered as the most important skill, reading gives significant effect on the success of the learners to master three other skills. For example, in order to speak fluently and actually, the learners need to understand the basic principles of doing speaking and it can be understood by reading the principles and doing many rehearsals.

Kim in Pala (2005: 20) conveys that reading is “a very complicated process involving a variety of factors that interact with one another”. In line with the statement above, Harries Sipay in Kustaryo (1988: 2) state that reading is not one skill but it relates to a large number of highly interrelated skills that develop continuously over the year. It suggests that reading is actually not a simple activity of reading but it needs complex, related activities and abilities. Further, Brumlit in Ozek and Civelek (2006: 2) conveys that reading is seen as an extremely complex activity that involves a combination of perceptual, linguistic and cognitive abilities. Similarly, reading is regarded as an activity of thought, requiring the use of creative intelligence and making an effective contribution to the development of the personality as a whole (Bou in Pinyosunun, 2005: 35).

Reading is not a straight forward process of lifting the words off the page. It is a complex process of problem-solving in which the reader works to make sense of a text not just from the words and sentences on the page but also from the ideas, memories, and knowledge emerged by those words and sentences.

Further, the definitions of reading can generally be placed across a continuum of two opposing views, one focusing on the process of reading and the other focusing on the result of that process, the product. According to the first view, Taylor and Taylor in than (2010: 12) state that reading focuses on a decoding process involving four signposts of letter and word recognition, sentence reading, story reading and for its own sake. From the “product” point

of view, Han (2010: 12) conveys that reading is process of constructing meaning from written texts, that iscomprehending which requires the coordination of a number of interrelated sources of information and the dynamic interaction among:

- (1) The reader's existing knowledge,
- (2) The information suggested by the text being read, and
- (3) The context of the reading situation (Anderson, et all., 1985; Wixson, Petsis, Weber, and Roeber, 1987).

We can notice that there is a big overlap between the above definitions, the reason being the difficulty to dissociate process and product even theoretically. Henceforth and restricting ourselves to the two above views, and for the purpose of the study, we can conclude with a working definition of reading as follows:

Reading is an interactive process between a reader and a test leading to the creation of meaning.

b. Reading Comprehension

The essence of reading is basically reading with comprehension. The purpose of reading is comprehension, or to get meaning from written text. Without comprehension, reading is a frustrating, pointless exercise in word calling. It is no exaggeration to say that how well students develop the ability to comprehend what the read has a profound effect on their entire lives (Anderson, Hiebert, Scoft and Wilkinson in Texas Reading Initiative, 2002: 4). Department for Education and Skills (2005: 2) defines that reading

comprehension is an active process that involves all these strategies and behaviors to make meaning from texts.

Reading is regarded as “the process of gaining meaning from text, which is the purpose of reading (www.irispeabody.vanderbit.edu). The act of comprehending text involves person’s ability to know and use strategies (metacognition) before, during and after reading to successfully understand what is being read. The use of strategies and skills in reading a text may make the reader easily comprehend the text. It also quickens the readers to gain the information of the text it self or it will save the time to read.

In addition, Snow (2002: 11) defines that reading comprehension is the process of simultaneously extracting and constructing meaning through the interaction and involvement with written language. In regard to Snow’s perspective, reading comprehension is determined by three elements: (1) the reader, (2) the text, and (3) the activity.

The capabilities of the readers as the subject who comprehend the text are considered as the basic requirement for a better comprehension. Snow (2002: 13) states that there are some factors which influence reading comprehension in terms of readers’ perspective: cognitive capacities, motivation, and various types of knowledge. There are many factors influencing reader’s cognitive capacities, i.e. attention, critical analysis ability, visualization ability, etc. next, the purpose reading and reading interest becomes the factors which influence the reader’s motivation in reading texts. In addition, there are various types of reader’s knowledge that are considered

to affect reading comprehension: vocabulary, linguistic and discourse knowledge, knowledge of specific comprehension strategies.

Secondly, text as the material that should be comprehended also becomes one of the critical and crucial factors influencing the comprehension process. Snow (2002: 14) states that the features of text have a large effect on reading comprehension. It means that comprehension does not occur by simply extracting meaning from the text. During reading, the reader constructs the different representations and interpretations of the text that are important for the comprehension.

Snow (2002: 15) states that reading activity involves “one or more purpose some operations to process the text at hand the consequences of performing the activity”. The purpose of reading is influenced by motivation, including interest and prior knowledge. Then, processing and monitoring. At least, there are three consequences of reading including knowledge, application, and engagement.

These three dimensions (the reader, the text, and the activity) define a phenomenon that occurs within a larger socio-cultural context that shapes and is shaped by the reader and that interacts with each of three elements. Snow (2002: 16), once again, states that “one important set of reading activities occurs in the context of instruction” as performed in Figure below.

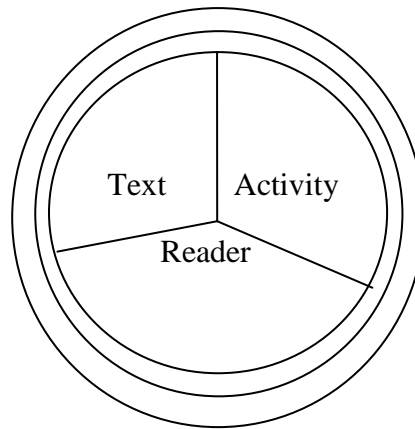


Figure 1: A Heuristic for Thinking about Reading Comprehension

In conclusion, reading comprehension is influenced by some factors including the reader, the text, and the activity in order to simultaneously extract and construct the meaning through the interaction and involvement with the written language.

c. Reading Skills

Mikulecky (1990: 25) states that there are 24 reading skills which must be mastered by students to help learners comprehend better and effectively as performed in the following.

(1) Decoding automatically

Having this skill, the readers are expected to recognize a word at glance. First of all, the readers need to understand part of speech of the word. This helps them know the position of the word in a sentence. For example, the word “beauty” is recognized as noun, “beautiful” is recognizes as adjective or “beauty” as verb in a sentence.

(2) Previewing and predicting

Having this skill, the readers are expected to know what is to come. The skill of reviewing and predicting is included in pre-reading activity to predict what is to come before they read the whole text.

(3) Identifying the purpose

Having this skill, the readers are expected to know why a text is being read. Knowing the purpose of reading can increase reader's motivation because they know the purpose of reading either for fun or for purpose.

(4) Identifying genre

This skill is used to know the nature of the text in order to predict what the form and context will be. There are many kinds of genre or text type of text of English, i.e, narrative, recount, descriptive, report, procedure, etc. each genre has its own structure of text and social purpose.

(5) Questioning

This skill is also an activity before the readers read the text. They may come with many questions about what the content of the text is. The questions are emerged and looked for me answers white they read the complete text.

(6) Scanning

Having this skill, the readers are expected to look through a text very rapidly for specific information. The readers not only read at glance but also need to find the details and more their eyes carefully to the text.

(7) Recognizing topics

This skill is aimed at finding about what the text is about. Understanding the topic of the text of reading will be a good starting point to know the content of the overall text.

(8) Knowing topic sentences

Having this skill, the reader is hoped to identify where possible, the sentence in a passage which is the generalization. General information that becomes the topic sentences is the general ideas presented in the sentences which need the detailed explanations.

(9) Stating the main ideas of a sentence, paragraph or passage

Having this skill, the readers are expected to know what the author is expressing about the topic. The main ideas are the author's expressions about the topic itself.

(10) Skimming

Having the skill, the reader is hope to quickly get the gist or overview of passage or book. Skimming is an activity used to find the general information of the text because the readers move their eyes fast without moving to take a look at the details.

(11) Paraphrasing

Having this skill, the readers are expected to re-state texts in the readers' own words in order to monitor one's own comprehension.

(12) Summarizing

This skill is aimed at shortening materials by retaining and re-stating main ideas and leaving out details.

(13) Drawing conclusions

Having this skill, it is expected that the readers are able to put together information from several parts of the text and including new or additional ideas.

(14) Visualizing

Having this skill, the readers are expected to picture, or actually draw a picture or diagram, or what is described in the text.

(15) Reading faster

Reading faster does not mean reading without any understanding but it is the activity of reading can save the time to read with good comprehension.

2. Media

a. The definition of Media

Previously, the word “media” actually comes from Latin word “Medius” which literally means “center, medium, or escort” (Arsyad, 2002: 3). Media are means to deliver information from a source. In line with this statement. AECT (Association of Education and Communication Technology) as quoted in (Arsyad, 2002: 3) defines media as all forms and channels which are used to deliver the messages or information.

In addition, Kozma in Gareay (2007: 5) defines media by “its technology, symbol system, and processing capabilities”. Technology here

refers to the hardware of medium which has its mechanical and electronic aspect and other physical characteristics (size, shape, weight, etc). Symbol systems are related to types of visualization (e.g. words, pictures, graphics, etc.) that are “interrelated within each system by syntax and are used in specifiable ways in relation to fields of reference. A medium can be described and perhaps distinguished from other media by its capabilities to employ certain symbol system (Kozma in Gareau, 2007: 5)” for example, computer enables to present visual, written, and audio symbol systems while tape-recorder is capable of presenting audio symbol system only.

The use of media in teaching and learning process is very necessary in which the success of teaching and learning can be achieved. Heinich et al. in Newby (2000) state that instructional media are a means by which information can be delivered to a learner. The use of media makes instruction and material delivered more interesting and easier to gain by learners.

Further, Hamalikas quoted in Arsyad (2002: 15-16) implicitly states that the instructional media are means which are used in the process of teaching-learning process stimulate students’ new interest, motivation and even psychological effects; to help students enhance understanding; to present the interesting-reliable data; to interpret the data with ease; and to generalize the information.

Although media are very important in the instruction, some experts regard that the use of media does not directly influence the success of the instruction. For example, Clark in Gereau (2007: 8) famously observes that

“media are more delivery vehicles that deliver instruction but do not influence student’s achievement any more than the truck that delivers our groceries causes changes in our nutrition”.

With regard to the discussion above, the researcher considers that media are as means to deliver information or messages from a source. Because of this reason, media now are widely used in the teaching-learning process. Therefore, the use of appropriate instructional media in the process of teaching and learning can stimulate students’ new interest, motivation and even psychological effects.

b. Types of Media

Seels and Glsgow in Arsyad (2002: 33-24) categories various media from the technological development aspects. Basically, media are divided into two big categories: traditional and modern technology media. Traditional media include still projected pictures, non-projected visuals, audio recording, multimedia, dynamic-projected visuals, printing media, games, real objects and models while modern technology media include telecommunication-based media and microprocessor-based media.

Further, Kemp and Dyton in Arsyad (2002: 37) classify media into eight categories, namely printing media, display media, overhead transparencies, tape-recording, slides and filmstrips, multi-image, video recordings, and computer.

Based on the discussion about the types of media above, it can be conclude that there are several types of media stated. In general, there are two

types of media, namely traditional and modern media. Although traditional and modern media are, both, still used, the use of modern media is expected to give better impact or influence than the use of traditional ones.

c. Power Point

Microsoft Power Point is desktop presentation software capable of creating different types of presentations such as slides, handouts, or even-screen computer projection that is simple to use and provides powerful features for creating presentations (Workstation and Microcomputer Facilities Division, 1999: 1). Further, Microsoft Power Point is a full featured presentation program that allows you to create presentations using slides displayed by a computer, slides in 35 mm format, transparencies or paper (Baseline Access, Training, and Support (BATS), 2005: 1). You can also create printed handouts for the audience and notes that you can use as you give the presentation.

The development of Power Point starts from the very simple version with simple use and features. Microsoft Office Power Point was first designed by Bib Gaskin helped by software designer, Dennis Austin, under the name of Presenter for Forethought.

Therefore, PowerPoint is applicable to use in the instruction. Parrette, Blum and Watts (2009: 864) clearly state that Power Point is especially popular application because many early child head education professionals already have experience with its use as instructional technology. It is able to assist learning process because it allows the education professionals to:

- (1) Manipulate a variety of pictures, colors, sounds, animation, slide designs, or slide transitions within a presentation to promote interest and motivation, and
- (2) Deliver information in a clear, structured format, while keeping children engaged in the lesson.

Furthermore, Power Point now is widely used in the teaching-learning process. Many claims have been made about the value of technology in language learning; in particular PowerPoint. Further, PowerPoint can enhance language learners' motivation and understanding (www.moe.gov.com).

In addition, the use of PowerPoint is expected to be beneficial for both the learners and the teachers indeed in order to facilitate the good teaching and learning environment and enhance the learners' motivation to keep participating in the teaching-learning process. The presentation program Power Point is probably the most used tool in the schools, high schools and university of today. The use of this program, however, comes at a cost, because it is not just a different and natural way of teaching. Power Point makes a breakthrough on the teachers' way of teaching and the learners' understanding. In line with statement, Kjeldsen (2006: 1) states that Power Point affects not only the way the teachers present and teach, but also the way the learners think, learn and understand. In reference to the above statement, Power Point gives solution to the success of teaching-learning process, in particular the success of the learners to comprehend the text.

Further, Stover (2009) states that there are many advantages of using Microsoft PowerPoint that include:

(1) Interaction and engagement

Microsoft PowerPoint and slide presentations hold student attention through the use of video, graphics, and music. Because students today are so technologically advanced, tools that involve technology such as slide shows increase student involvement and interaction.

(2) Ability to capitalize on modern media

Slide show tools allow teachers to incorporate text, video, audio, and photos from the internet easily.

(3) Integration of multiple sources

Using PowerPoint and slide shows, the teachers are able to integrate multiple sources in their classroom presentation.

(4) Availability of instruction

Father than handing absentee students written notes of a lesson they missed, the teachers enable to replay their lesson or presentation using a slide show.

(5) Cooperation and collaboration

Teachers can share lessons and presentations simply using a file-sharing system or flash drive. Furthermore, a student seeing more than one teacher's presentations is exposed to more than one point of view.

In regard to the explanations above, PowerPoint is recognized as a computer tool for creating on-screen multimedia presentations that can be

used effectively and actively engage learners and addresses their learning outcomes, in this case reading skills.

B. Conceptual Framework

Snow (2002: 11) defines that reading comprehension as “the process of simultaneously extracting and constructing meaning through interaction and involvement with written language”. Again, Snow (2002: 19-28 and 75-110) states that reading comprehension skills are influenced by three main elements: the reader, text, and activity. In specific, the variation of text is influenced by discourse genre, discourse structure, media forms, sentence difficulty content, texts with varying degrees of engagement for particular classes of readers. Thus, media become one of the factors influencing reading comprehension ability in relation to the text itself.

For many, the typical classroom experience is a teacher imparting his or her wisdom through lecture and presentation. Yet, increasingly, it is being challenged in which educational technologies have the ability to go beyond audio. Not only can present multiple media, but they can also prompt the learner to contemplate information, perform tasks, refine thinking, and demonstrate understanding.

Researchers point that explanations presented in words and pictures, as opposed to words or pictures, make for increased comprehension (Mayer in Marshall, 2002, 7) for the learner. Wiman and Mierhenry in Marshall (2002, 7) conclude that people will generally remember:

- (1) 10 percent of what they read
- (2) 20 percent of what they hear
- (3) 30 percent of what they see
- (4) 50 percent of what they hear and see

In this research, Power Point on teaching skills can improve students' reading comprehension ability. There are five reading skills taught by utilizing the use of Power Point to enhance reading comprehension ability, namely recognizing topics, scanning, guessing the meaning of unknown words from the context, recognizing the rhetorical forms of written discourse and their significance for interpretation, recognizing the communicative functions of written texts, according to form and purpose.

All of those skills can be improved by utilizing the features that exist in Power Point. *Tim Penelitian dan Pengembangan Wahana Komputer* (2004) states that "PowerPoint is equipped with many features, such as Title Bar, Menu Bar, Tool Bar, Outline Tabs and Slide Tabs, Slide Pane, Task Pane, Notes Pane, View Buttons, Notes Page, and Status" it is stated that Title Bar is an active window file and the name of the PowerPoint application program which consist of Control Menu Icon and Sizing Buttons. Menu Bar is part of Power Point features which contains the entire menus needed to make presentation and Tool Bar includes usually used icon symbols to make the presentation. Next, Outline Tabs and Slide Tabs are small panels to arrange, make, or edit the texts, pictures animation effects. Another feature is an area used to make presentation, like work sheet (Slide Pane) that functions to write

text, add pictures, tables, diagrams, films and sounds. Next, Notes Pane is a small window below the Slide Pane which is used to add some notes related to the content of the slide. Another feature is View Buttons that consist of Normal View, Slide Sorter View, and Slide Show View. The last feature is Status Bar which functions to present the information from the cursor position. Figure 2 below presents the lists of reading skills of recognizing Topic.

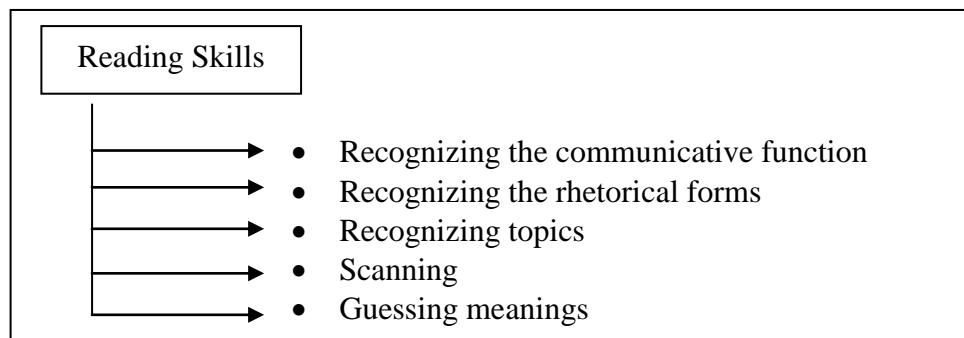


Figure 2 : The Lists of Reading Skills

After clicking the skill of recognizing topics that has been hyperlinked the clear explanation of the topic of the text is directly shown. The result is presented in Figure 3 below.

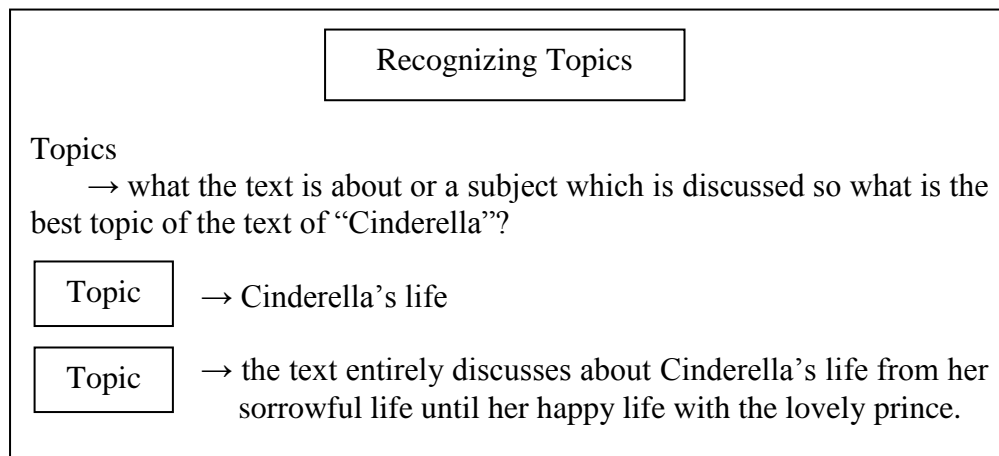
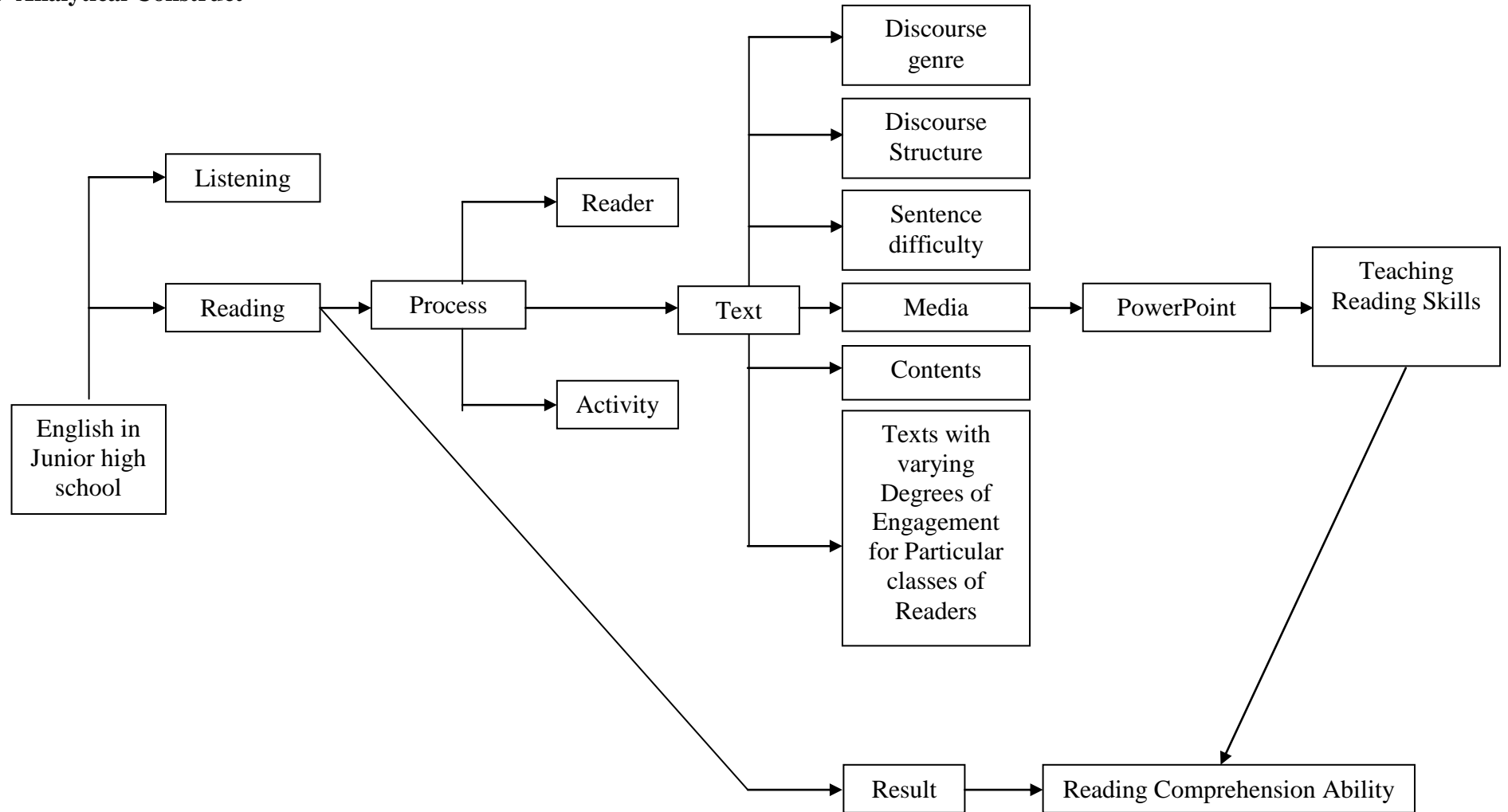


Figure 3: the explanation of the topic of the text hyperlinked

Teaching the skills of reading, i.e., scanning, guessing the meaning of unknown words from the context, recognizing the rhetorical forms of written discourse and their significance for interpretation, recognizing the communicative functions of written texts, according to form and purpose are basically quite the same as teaching the skill of recognizing the topic.

Another contribution of PowerPoint on teaching reading skills to improve students’ reading comprehension ability is to make the students feel motivated. One of the factors affecting learner’s boredom to read is caused by the presence or appearance of the text being read. Kozma in Snow (2002: 15) supports the use of technology as well this. His research indicates that the use of computers increase motivation, thereby increasing the amount of time that learners re willing to spend interacting with the content. In contrast, the print-out media make the students bored because of the layout and appearance of the text.

C. Analytical Construct



D. Hypothesis

With regard to the theoretical review and the conceptual framework presented above, the hypothesis of this study is that: “there is a significant difference in English reading comprehension achievement between the second grade students of SMP N 4 Depok Sleman who are taught by using Power Point and those who are taught by using conventional media (non Power Point)”

CHAPTER III

RESEARCH METHODS

In this chapter, the research methods are explained to present the rule and the procedure of the research. The discussion comprises research approach and design, variables of the research, the population and sample of the research, data collection and the technique of data analysis. The explanation of each is presented as follows.

A. Research Approach and Design

This research approach was classified into experimental research. It controls treatments given to subjects usually formed into groups. This research involved the experimental group and the control group given different teaching treatments. Nevertheless, the instruments used by the two groups were the same.

Then, the difference was at the use of media of presenting the materials. The experimental group was taught by using Power Point media to improve reading comprehension ability in which the researcher herself taught her students. Meanwhile, the control group was taught by using the conventional media or non-Power Point like text books in which the teacher of the class taught her students. Before the treatment, a post-test of the instrument was given to them. Then, the scores obtained were compared to each other to know the significant difference.

In this research, the researcher used true experimental design. This research investigated possible cause and effect relationships by exposing one or more experimental groups to one or more treatment condition and comparing the result one or more control groups not receiving the treatment. The clearer description about the research design is presented in the following.

$$\frac{G_1(random)T_1 \times T_2}{G_2(random)T_1 - T_2}$$

Hatch and Farhady (1982: 22-23)

Figure 4: Design of the Research

In which:

G_1 : Experimental group

G_2 : Control group

T_1 : Pre-test

X : Treatments

T_2 : Post-test

B. Variables of the Research

In doing the research, there were variables involved. Hatch and Fardady (1982: 12) define a variable as an attribute of a person or of an object which varies from person to person or from object to object. In this study, there were two variables which were classified into independent and dependent variables. Independent variable that is usually represented by the letter X, Z or other letters

is the major variable which is selected, manipulated and measured by the researcher (Hatch and Farhady, 1982:15). On the other hand, dependent variable that is represented by the letter Y is the variable which you observe and measure to determine the effect of the independent variable. In this study, Power Point was selected as the independent variable and the students' reading achievement scores were selected as the dependent variable.

C. Population and Sample of the Research

1. Population

A population is a number of people with the similar characteristics from which the data are collected. In this research, the population consisted of the second grade students of SMP N 4 Depok Sleman in the academic year of 2012/2013. The second grade was divided into four classes. Then, the total numbers of the second grade students were 144 participants. Table 1 below shows the number of the second grade students.

Table 1: the number of second grade Student

Classes	Number of Students
A	36
B	36
C	36
D	36
Total	144

2. Sample

A sample was selected in order to study a population more efficiently. According to Suharto (1985: 52), the use of the population sampling, however, gives more benefit than any other kinds of sampling because it is limited only to the population. The sample of this research was drawn from the second-grade students of SMP N 4 Depok Sleman.

In this study, two classes were chosen from the population, as the experimental and control groups. A very simple way of the technique of random sampling proposed by Gay (1987: 104-105) is used. The process of taking the samples was employed as follows.

- (a) Writing down each name of the classes on each pieces of paper.
- (b) Placing the pieces of paper in a box

- (c) Shaking the box
- (d) Selecting one piece from the box as the experimental group and one piece as the control group.

The following table shows the distribution of the students belonging to the experimental group and of those who belong to the control group.

Table 2: Research Population by Class

No	Class Group	Types of Group	Number	Total
1.	Class VIII-A	Experimental	36	36
2.	Class VII-B	Control	36	36

From the table above, it is known that the researcher classified into experimental group and control group. The students in the experimental group were selected from the students of class VIII-A. On the other hand, the students in the control group were selected from the students of class VIII-B. In the experimental group, there were 36 students of class VIII-A. Then, the control group consisted of 36 students of class VIII-B.

D. Data Collection

In this point, there are two things to be discussed, i.e., instrument of the research and technique of data collection as perform in the following.

1. Research Instrument

In this research, the procedure for collecting data was done by using a test. A test is a procedure to collect the data on the subjects' ability or knowledge of certain discipline (Selliger and Shohamy, 1989:176). The research instruments used in this research were based on School-Based Curriculum (SBC) or *Kurikulum Tingkat Satuan Pendidikan (KTSP)*. The tests were administrated before the treatment (pre-test) and after the treatment (post-test). The tests were in the form of the printed-based multiple choice reading comprehension tests. Blueprint of the instruments represented the reading comprehension skills given in the second semester of class VIII of SMP N 4 Depok Sleman Yogyakarta.

a. Validity of the Instruments

Hatch and Farahady (1982: 250) state that validity refers to the extent to which the results of the procedure serve the uses for which they are intended. To know the validity of the instrument, the Product Moment Correlation formula will be applied. The formula is shown below.

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{N \sum x^2 - (\sum x)^2\}\{N \sum y^2 - (\sum y)^2\}}}$$

r_{xy} = the correlation coefficient between variable x and variable y

N = the total number of the subjects

X = the total scores of variable x

Y = the total scores of variable y

The validity of the research instruments was verified by making use of Karl Pearson's Product Moment Correlation and this applied the computer program on SPSS. The way to determine whether an item is valid or not is by seeing if the r obtained (r_o) is more than the r of the table (r_t). there were 30 items of the tests before try-outs for the pre-test and post-test were conducted. In this research, the tryout of the pre-test was done to 36 students of VIII C. Based on the tryout of the pre-test there were all valid items for the pre-test.

Then, the tryout of the post-test was conducted to 36 students, of the same class (VIII C). The result of the computation using SPSS showed that there were also have all valid items for the post-test. The complete computational result can be seen in Appendix 3.

b. Reliability of the Instruments

Hatch and Farhady (1982:244) state that reliability can be defined as "the extent to which a test produces consistent results when administered under similar condition". The reliability of the instruments will be measured by using Spearman-Brown formula (r_{II})

This is the formula:

$$r_{11} = \frac{2r^{1/2} \ 1/2}{(1 + r^{1/2} \ 1/2)}$$

(Arikunto, 2005:93)

In which:

r_{11} = Reliability coefficient of the test

$r^{1/2} \text{ }^{1/2}$ = correlation between the scores of each split-half test.

Meanwhile, to determine the level of the instrument reliability, the norm of categorizing the correlation coefficient was employed. The following table is the norm adapted from Arikunto (2002:245).

Table 3: **Table of r-value category**

r-value	Category
2.00-4.00	Low
4.00-6.00	Fairly
6.00-8.00	High
8.00-10.00	Very high

The tryout of the pre-test was done to 36 students of VIII C on Monday, March 4, 2013. Based on the try-out of the pre-test, the computation result for the reliability (r_{11}) was 0.918 for the pre-test. Thus, the reliability of the instrument is said as having very high reliability, since r_{11} is more than r-value ($0.918 > 0.800$).

Then, the tryout of the post-test was conducted to 36 students of the same class (VIII-C) on Wednesday, March 11, 2013. The result of the computation by the use of SPSS showed that the reliability of the post-test (r_{11}) was 0.848. Thus,

the reliability of the instrument is said as having very high reliability, since r_{11} is more than r-value ($0.848 > 0.800$).the complete computational.

2. Technique of Data Collection

The tests in this research were employed to know the reading comprehension achievement (before the students got the treatments and after they got the treatments) know from the scores of the pre-test and post-test. The scoring was done by the researcher. The tests of the research were divided into two tests, the pre-test and the post-test. Each correct answer was scored 1 and each wrong answer was scored 0. Schedule of this research was managed cooperatively by the researcher and the English teacher of SMP N 4 Depok Sleman Yogyakarta. The following are the process of the experiment.

This research took place in the SMP N 4 Depok Sleman Yogyakarta. This research was conducted in six meeting including the pre-test and post-test. Table 4 below presents the time allocation of the implementation of using power point in reading instruction and the administration of the test.

**Table 4: Time Allocation of the Implementation of Using Power Point Media
and the Administration of the Tests**

Group	Class	Time allocation		
		Pre-test	Treatments	Post-test
Experimental	VIII-A	1x40menit	4x40menit	1x40menit
Control	VIII-B	1x40menit	4x40menit	1x40menit

Then, the special treatments of the research were conducted to the VIII-A students by utilizing Microsoft Power Point to improve their reading comprehension ability. The portion of the treatments was given differently according to the length and complication of the texts themselves. The time needs to teach the narrative texts around 1 x 40 minutes per meeting in which there were 2 meetings. Then, the time needed to teach the recount texts was around 1 x 40 minutes per meeting in which there were also 2 meetings.

In this study, the students of the experimental group had the special treatments by the researcher while those of the control group did not get the special treatments. In the experimental groups, the students were taught using power point media. On the other hand, the students in control group were taught using conventional media or non Power Point of reading skill to improve reading comprehension ability.

E. Technique of Data Analysis

In this study, the researcher employed two analysis techniques to analyze the data in this research. The techniques of data analysis in this research used descriptive and inferential statistics. However, before the researcher gives more information about the descriptive and inferential statistics, he will first explain about the categorization of students reading comprehension ability in reading English texts based on the theoretical mean (\bar{x}_t) and standard deviation (S_t).

1. Categorization of the Students Reading Comprehension Test Score

The researcher used the ideal mean and the ideal standard deviation to determine the category of students reading comprehension ability in reading English text achievement for pre-test and post-test result.

$$\text{Chance score (c)} = \frac{K}{0}$$

$$\text{The theoretical mean (}\bar{x}_t\text{)} = \frac{K+C}{2}$$

$$\text{The theoretical standard deviation (}S_t\text{)} = \frac{K-\bar{x}_t}{3}$$

(Suharto, 2002: 18)

In which:

K = the number of items

0 = answer option

Meanwhile, the pre-test scores and the post-test ones are classified into four categories. The categories are explained below:

- (1) Mean + 2 SD to mean + 3 SD = very high
- (2) Mean + 1 SD up to mean + 2 SD = high
- (3) Mean – 1 SD up to mean = fairly low
- (4) Mean -2 SD up to mean – 1 SD = low

In this research, there were 30 items and four answer options (A, B, C, D). It was an objective test which consisted of multiple-choice questions. The correct answer was 1 and incorrect answer was 0.

$$\text{Chance score (c)} = \frac{30}{3} = 10$$

$$\text{The theoretical mean } (\bar{x}_t) = \frac{(30+10)}{2} = 20$$

$$\text{The theoretical standard deviation } (S_t) = \frac{(30-20)}{3}$$

Thus, the category of students' reading comprehension ability can be put according to the table below.

Table 5: Categorization of Students' Reading Comprehension Ability

Score class	Category
8 – 10	Very high
6 – 8	High
4 – 6	Fairly low
2 – 4	Low

2. Descriptive Statistics

In the descriptive statistics, the analysis was aimed at presenting the variable of the English test, in the form of pre-test score and post-test score. There were two statistics used in the computation: the mean and the standard deviation analysis.

3. Inferential Statistics

Inferential statistics consisted of three test, i.e. test of normality, test of homogeneity, and test of hypothesis. Before conducting the hypothesis, the researcher applied pre-analysis test, namely a test of normality and test of homogeneity. Test of hypothesis was used to answer the research hypothesis that dealt with significant difference in reading comprehension achievement between the second grade students of SMP N 4 Depok Sleman Yogyakarta who were taught by using power point media and those who were taught by using non-Power Point media, in this case print media. It is clearly explained below.

a. Pre-Analysis test

1) Test of normality

This test is aimed at analyzing whether the data will meet normal distribution or not. The writer employed the Kolmogorov smirnov formula.

$$D_{maximum} \{F_0(x) - S_N(x)\}$$

(Siegel, 1997)

In which:

D = normality of the test

F₀ = the observed cumulative frequency

S_N = the expected commutative frequency

2) Test of Homogeneity

The test of homogeneity was used to analyses whether the population of the scores was homogeneous or not. F-test formula was employed as follows.

$$F_{obs} = \frac{S^2_{between}}{S^2_{within}}$$

Hatch and Farhady (1982:130)

In which:

S² within = Error variability or within – group variance

S² between = Error variability + treatment effect or between – group variance.

b. Test of Hypothesis

Test of Hypothesis was used to show whether the hypothesis of this study was accepted or not. The writer employed t-test formula as presented below:

$$t_{-test} = \frac{\bar{x}_e - \bar{x}_c}{S(\bar{x}_e - \bar{x}_c)}$$

(Hatch and Farhady (1982:111)

In which:

\bar{x}_e = mean of experimental group

\bar{x}_c = mean of control group

Then, the standard error of difference between mean $S(\bar{x}_e - \bar{x}_c)$ can be counted by using this formula. Below is the formula:

$$S(\bar{x}_e - \bar{x}_c) = \sqrt{\left(\frac{Se}{\sqrt{n_1}}\right)^2 + \left(\frac{Sc}{\sqrt{n_2}}\right)^2}$$

Hatch and Farhady (1982:112)

In which:

$S(\bar{x}_e - \bar{x}_c)$ = standard error of differences between means

Se = standard error of experimental group

Sc = standard error of control group

n_1 = number of students of experimental group

n_2 = number of students of control group

In doing the analysis of those test i.e. normality, homogeneity, and t-test, the researcher used the SPSS computer program.

CHAPTER IV

RESEARCH FINDINGS

This chapter is organized into three sections, namely the data description, the result of the data analysis, and the interpretation of the findings.

A. Data Description

This section presents the description of the process of teaching and learning reading administered to experimental group and control group and the data of the scores of the students on the experimental group and control group. In this study, the students of the experimental group got the special treatments by the researcher while those of the control group did not get the special treatment. In the experimental group, the students were taught using Power Point media. On the other hand, the students of the control group were taught using conventional media in this case text books on teaching reading skills to improve reading comprehension ability. The description of the process of teaching and learning reading on the experimental group is presented as follow.

(1) Pre-Teaching Activities

- (a) Researcher greets his students, for example, good morning, students!
- (b) Researcher announces the materials
- (c) Researcher gives warming up about the material

In pre-teaching activities, the students are greeted and engaged to recognize the topic that is going to be taught. This activity helps them understand the purpose of doing reading activities in the following activity. It can also make the students feel motivated.

(2) Whilst Teaching Activities

- (a) Researcher gives opportunities to the students to read the reading texts and corrects the words that are mispronounced
- (b) Researcher teaches reading skills to the students communicatively by utilizing Power Point media
- (c) Researcher asks the students to feel free to interrupt him if they get difficulty to understand the explanation
- (d) Students are asked to do the exercises individually, in pairs, or in groups (reinforcement activities).
- (e) Researcher gives a big chance for the students to give questions about the explanation that are difficult to understand.

In whilst teaching activities, the students are engage to read the text of reading and learn some reading skills interactively and communicatively by the use of PowerPoint media. The advantages of using Power Point in the instruction are the existence of interaction and engagement; ability to capitalize on modern media; integration of multiple sources; availability of instruction; and cooperation and collaboration (Stover, 2009). Teaching using Power Point can be done by utilizing two modes (audio and visual) in order that it does facilitates and accommodates the process of teaching reading. The

use of many features in Power Point is very essential to present interactive and interesting material. Finally, the students taught using Power Point media feel more motivated in learning as being compared with those taught using conventional media.

(3) Post-Teaching Activities

- (a) Researcher summaries the lesson
- (b) Researcher motivates the students to keep learning
- (c) Researcher closes the teaching and learning process.

On the other hand, the description of the process of teaching and learning reading using conventional on the experimental group is performed as follows.

(1) Pre-teaching Activities

- (a) Teacher greets his students, for example, good morning, students!
- (b) Teacher announces the materials
- (c) Teacher gives warming up about the material

In pre-teaching, the students are greeted and engaged to recognize the topic that is going to be taught. This activity helps them understand the purpose of doing reading activities in the following section.

(2) Whilst Teaching Activities

- (a) Teacher gives opportunities to the students to read the reading texts silently and check the difficult words.
- (b) Teacher teaches reading skills to the students communicatively by using conventional (text books).

- (c) Teacher asks to the students to feel free to interrupt her if they get difficulty to understand the explanation.
- (d) Students are asked to do exercises individually, in pairs, or in group (reinforcement activities).
- (e) Teacher gives a big chance for the students to give questions about the explanation that are difficult to understand.

In whilst teaching activities, the students are engaged to read the text of reading and learn some reading skills by the use of conventional media teaching using conventional media can be done by utilizing one mode (visual) in order that it does not really facilitate and accommodate the process of teaching reading. Finally, boredom is the problem that always happens when students have to take a look at the material that is not interactive and interesting all the time.

(3) Post-Teaching Activities

- (a) Teacher summarizes the lesson
- (b) Teacher motivates the students to keep learning
- (c) Teacher closes the teaching learning process.

In post-teaching activities, the teacher summarizes the lesson, and motivates the student to keep learning at home.

In conclusion, teaching reading skills using Power Point media is more effective than teaching reading skills using conventional media. The advantages that Power Point offers do enhance reading comprehension of the passage they are reading.

The data description presented here is the central tendency consisting of mean and standard deviation (SD) that are counted based on the scores obtained from the variables to be measured.

1. Data of the Experimental Group

The data of the experimental group consist of data of the pre-test scores of the experimental group, data of the post-test ones of the experimental one, and comparison between the pre-test and post-test ones of the experimental one. The data of the students' reading comprehension abilities based on the results of the pre-test and post-test ones of the experimental one are presented as follows.

a. Data of Pre-Test Scores of the Experimental Group

The data of the pre-test scores of the experimental group can be seen in appendix 4. The minimum score gained by the students 3.33 and the maximum score is 9.00. Table6 below shows the statistical data of the pre-test scores of the experimental group.

Table6:Statistical Data of the Pre-Test Scores of the Experimental Group

Data	Pre-Test
N Valid	36
Missing	0
Mean	5.9630
Median	6.1667
Mode	3.33
Std. Deviation	2.25061
Variance	5.065
Minimum	3.33
Maximum	9.00
Sum	214.67

Table 6 shows that the minimum score gained by the students is 3.33 and the maximum score gained by the students is 9.00. After being computed by SPSS program, it is determined that the mean is 5.9630 and the standard deviation is 2.25061. The table 7 below presents the categorization of the pre-test scores of the experimental group which is based on the theoretical mean (\bar{x}_t) and standard deviation (St).

Table 7: Categorization of the Pre-Test Scores of the Experimental Group

Interval	F	(%)	Categorization
0 – 2	0	0%	Very low
2 – 4	14	38.9%	Low
4 – 6	4	11.1%	Fairly
6 – 8	8	22.2%	High
8 – 10	10	27.8%	Very high

Table 7 specifically shows that there are 8 students (22.2%) who belong to the high category, 10 students (27.8%) who belong to the very high category, 4 students (11.1%) who belong to the fairly category, and 14 students (38.9%) who belong to the low category.

In addition, table 7 shows that the average score of the students categorized as high as the mean is 5.9630. So, it can be concluded that the students' reading comprehension ability of the experimental group before they are given the special treatments using Power Point media is categorized as low.

b. Data of Post-Test Scores of the Experimental Group

The data of the post-test scores of the experimental group also can be seen in appendix 4. The minimum score gained by the students 4.33 and the maximum score is 10.00. Table 8 below shows the statistical data of the post-test scores of the experimental group.

Table 8: Statistical Data of the Post-Test Scores of the Experimental

Group

Data		Post-Test
N	Valid	36
	Missing	0
Mean		8.2130
Median		9.0000
Mode		9.67
Std. Deviation		1.73325
Variance		3.004
Minimum		4.33
Maximum		10.00
Sum		295.67

Table 8 shows that the minimum score gained by the students is 4.33 and the maximum score gained by the students is 10.00. After being computed by SPSS program, it is determined that the mean is 8.2130 and the standard deviation is 1.73325. Table 9 below presents the categorization of the post-test scores of the experimental group which is based on the theoretical mean (\bar{x}_t) and standard deviation (St).

Table 9: Categorization of the Post-Test Scores of the Experimental Group

Interval	F	(%)	Categorization
0 – 2	0	0%	Very low
2 – 4	0	0%	Low
4 – 6	7	19.4%	Fairly
6 – 8	5	27.8%	High
8 – 10	24	66.7%	Very high

Table 9 specifically shows that there are 5 students (13.9%) who belong to the high category, 24 students (66.7%) who belong to the very high category, 7 students (19.4%) who belong to the fairly category, and no students (0%) who belong to the low category.

In addition, table 9 shows that the average score of the students categorized as high as the mean is 8.2130. So, it can be concluded that the students' reading comprehension ability of the experimental group after they are given the special treatments using Power Point media is categorized as very high.

c. Comparison between the Pre-Test and Post-Test Scores of the Experimental Group

The data of the pre-test and post-test scores of experimental group show the different result as discussed previously. Comparing the pre-test with the post-test scores of the experimental group is used to indicate the

difference. Table 7 specifically shows that there are 8 students (22.2%) who belong to the high category, 10 students (27.8%) who belong to the very high category, 4 students (11.1%) who belong to the fairly category, and 14 students (38.9%) who belong to the low category. Generally, 36 students (100%) on the pre-test of the experimental group belong to the low category. Then, table 9 specifically performs that 5 students (13.9%) who belong to the high category, 24 students (66.7%) who belong to the very high category, 7 students (19.4%) who belong to the fairly category, and no students (0%) who belong to the low category. It means that the students' reading comprehension ability after being given the special treatments using Power Point media improves significantly in which there is no student belonging to the low category and there are fewer students belonging to the high one on the post-test. Further, there are more students who belong to the very high category. On the other hand, the students who belong to the very high category increase significantly.

Table 10 below presents the statistical data of the pre-test and post-test scores of the experimental group.

Table 10: Statistical Data of the Pre-Test and Post-Test Scores of the Experimental Group

Data	Pre-Test	Post-Test
N Valid	36	36
Missing	0	0
Mean	5.9630	8.2130
Median	6.1667	9.0000
Mode	3.33	9.67
Std. Deviation	2.25061	1.73325
Variance	5.065	3.004
Minimum	3.33	4.33
Maximum	9.00	10.00
Sum	214.67	295.67

Table 10 shows a significant difference between the scores of the pre-test and post-test. The standard deviation (SD) of the pre-test of the experimental group is 2.25061 and that of post-test of the experimental one is 1.73325. The standard deviation of the post-test (1.73325) decreases as being compared with that of the pre-test (2.25061). It means that the experimental group becomes homogeneous.

Further, the mean of the pre-test is 5.9630 and that of the post-test is 8.2130. So the gain score mean of the experimental group is 2.25. It means that there is a progress from the pre-test to the post-test as much as 99.945%, which is taken from $(\frac{2.25}{2.25061} \times 100\%)$. In addition, if the mean of the post-test of the experimental group is consulted to the table of categorization the theoretical mean (\bar{x}_t) and standard deviation (S_t), it is apparent that the students' reading comprehension ability after being given the special

treatments using Power Point media improves from the high category to the very high category in which the mean of the post-test lies between 5.96 - 8.21.

2. Data of the Control Group

The data of the control group also consist of data of the pre-test scores of the control group, data of the post-test ones of the control one and comparison between the pre-test and post-test ones of the control one. The data of the students' reading comprehension abilities based on the results of the pre-test and post-test scores of the control group are presented as follows.

a. Data of the Pre-Test of the Control Group

The instrument for gaining the pre-test of the control group is the same as that for gaining the pre-test of the experimental group (see appendix 4). The minimum score gained by the students is 10 and the maximum score is 29. Table 11 below shows the statistical data of the pre-test scores of the control group.

Table 11: Statistical Data of the Pre-Test Scores of the Control Group

Data		Pre-Test
N	Valid	36
	Missing	0
Mean		6.0000
Median		5.5000
Mode		3.33
Std. Deviation		2.48807
Variance		6.190
Minimum		3.33
Maximum		9.67
Sum		216.00

Table 11 shows that the minimum score gained by the students is 3.33 and the maximum score gained by the students is 9.67. After being computed by SPSS program, it is determined that the mean is 6.0000 and the standard deviation is 2.48807. The table 12 below presents the categorization of the pre-test scores of the control group which is based on the theoretical mean (\bar{x}_t) and standard deviation (St).

Table 12: Categorization of the Pre-Test Scores of the Control Group

Interval	F	(%)	Categorization
0 – 2	0	0%	Very low
2 – 4	15	41.7%	Low
4 – 6	6	16.7%	Fairly
6 – 8	3	8.3%	High
8 – 10	12	33.3%	Very high

Table 12 specifically shows that there are 3 students (22.2%) who belong to the high category, 12 students (27.8%) who belong to the very high category, 6 students (11.1%) who belong to the fairly category, and 15 students (38.9%) who belong to the low category.

In addition, table 12 shows that the average score of the students categorize as high as the mean is 6.0000. So, it can be concluded that the students' reading comprehension ability of the control group is categorized as low.

b. Data of the Post-Test of the Control Group

The instrument for gaining the post-test of the control group is the same as that for gaining the post-test of the experimental group (see appendix 4). The minimum score gained by the students is 12 and the maximum score is 28. Table 13 below shows the statistical data of the pre-test scores of the control group.

Table 13: Statistical Data of the Post-Test Scores of the Control Group

Data		Post-Test
N	Valid	36
	Missing	0
Mean		7.3148
Median		7.6667
Mode		8.00
Std. Deviation		1.40734
Variance		1.981
Minimum		4.00
Maximum		9.33
Sum		263.33

Table 13 shows that the minimum score gained by the students is 4.00 and the maximum score gained by the students is 9.33. After being computed by SPSS program, it is determined that the mean is 7.3148 and the standard deviation is 1.40734. Table 14 below presents the categorization of the post-test scores of the control group which is based on the theoretical mean (\bar{x}_t) and standard deviation (St).

Table 14: Categorization of the Pre-Test Scores of the Control Group

Interval	F	(%)	Categorization
0 – 2	0	0%	Very low
2 – 4	1	2.8%	Low
4 – 6	6	16.7%	Fairly
6 – 8	18	50.0%	High
8 – 10	11	30.6%	Very high

Table 14 specifically shows that there are 18 students (50.0%) who belong to the high category, 11 students (30.6%) who belong to the very high category, 6 students (16.7%) who belong to the fairly category, and 1 students (2.8%) who belong to the low category.

In addition, table 14 shows that the average score of the students categorized as high as the mean is 7.3148. So, it can be concluded that the students' reading comprehension ability of the control group is categorized as high.

c. Comparison between the Pre-Test and Post-Test Scores of the Control Group

The data of the pre-test and post-test scores of control group show the different result as discussed previously. Comparing the pre-test with the post-test scores of the control group is used to indicate the difference. Table 12 specifically shows that there are 3 students (22.2%) who belong to the high category, 12 students (27.8%) who belong to the very high category, 6 students (11.1%) who belong to the fairly category, and 15 students (38.9%)

who belong to the low category. Generally, 36 students (100%) on the pre-test of the control group belong to the low category. Then, table 14 specifically performs that there are 18 students (50.0%) who belong to the high category, 11 students (30.6%) who belong to the very high category, 6 students (16.7%) who belong to the fairly category, and 1 students (2.8%) who belong to the low category. It means that the students' reading comprehension ability improves but there is one student belonging to the low category and there are fewer students belonging to the very high one on the post-test. Further, there are more students who belong to the high category. On the other hand, the students who belong to the very high category decrease and the students who belong to the very high category increase.

Table 15 below presents the statistical data of the pre-test and post-test scores of the control group

Table 15: Statistical Data of the Pre-Test and Post-Test Scores of the Control Group

Data	Pre-Test	Post-Test
N Valid	36	36
Missing	0	0
Mean	6.0000	7.3148
Median	5.5000	7.6667
Mode	3.33	8.00
Std. Deviation	2.48807	1.40734
Variance	6.190	1.981
Minimum	3.33	4.00
Maximum	9.67	9.33
Sum	216.00	263.33

Table 15 shows a significant difference between the scores of the pre-test and post-test. The standard deviation (SD) of the pre-test of the control group is 2.48807 and that of post-test of the control one is 1.40734. The standard deviation of the post-test (1.40734) decreases as being compared with that of the pre-test (2.48807). It means that the control group becomes homogeneous.

Further, the mean of the pre-test is 6.0000 and that of the post-test is 7.3148. So the gain score mean of the control group is 1.31. It means that there is a progress from the pre-test to the post-test as much as 52.822%, which is taken from $(\frac{1.31}{2.48807} \times 100\%)$. In addition, if the mean of the post-test of the control group is consulted to the table of categorization the theoretical mean (\bar{x}_t) and standard deviation (St), it is apparent that the students' reading comprehension ability improves from the fairly category to the high category in which the mean of the post-test lies between 6.00–7.31.

3. Comparison between the Experimental Group and the Control Group

When the mean of the pre-test scores of the control group is compared with that of those of the experimental group, there is a difference. The mean of the pre-test scores of the experimental group (5.9630) is less than of those of the control one (6.0000). if the mean of pre-test of the experimental group and the mean of the pre-test of the control group are consulted to the table of categorization which is based on the theoretical mean (\bar{x}_t) and standard deviation (St), it is apparent that the students' reading comprehension ability

improves from the fairly category to the high category in which the mean of the post-test lies between 5.9630 – 6.0000.

In addition, the result of the computation of the t-test of class VIII-A on the pre-test shows that t-value observed or t_0 (-0.66) is less than t-table or t_t with df 70 (69.307). The probably value or p (0.3704) is higher than the level of significance 5% or 0.05. It means that the class VIII A students belonging to the experimental group have almost the same level in the reading comprehension ability as those belonging to the control one.

When the post-test score of two groups are compared, the mean of the post-test score of experimental group (8.2130) is higher than of those of the control one (7.3148). If the mean of post-test of the experimental group is consulted to the table of categorization which is based on the theoretical mean (\bar{x}_t) and standard deviation (St), it is apparent that the students' reading comprehension ability after being given special treatments using PowerPoint media improves from the high category to the very high category in which the mean of the post-test lies between 7.3148 – 8.2130. On the other hand, if the mean of the post-test of control group is consulted to the table of categorization which is based on the theoretical mean (\bar{x}_t) and standard deviation (St), it is apparent that the students' reading comprehension ability of the control group remains in the high category in which the mean of the post-test lies between 5.9630 – 6.0000.

Additionally, the result of the computation of the *t-test* of class VIII-A on the post-test shows that *t-value* observed or t_0 (2.414) is higher than *t-*

table or t_t with df 70 (67.168). The probably value or p (0.89815) is less than the level of significance 0.19. It means that the class VIII A students belonging to the experimental group have better promotion in reading comprehension ability as than those belonging to the control one. This suggests that using Power Point to teach reading skills can improve students' reading comprehension ability.

To make the comparison between the experimental group and the control group clear, table 16 presents the summary of the statistical data of the experimental group and the control one.

Table 16: Summary of the Statistical Data of the Experimental Group and the Control Group

Group	Experimental Group			Control Group		
	Pre-test	Post-test	Gain	Pre-test	Post-test	Gain
N	36	36	36	36	36	36
Mean	5.9630	8.2130	2.25	6.0000	7.3148	1.31
SD	2.25061	1.73325	0.52	2.48807	1.40734	1.08

The data presented above show that the mean of the gain scores of the experimental group is better than that of those of the control group raises 2.25. The raising of the experimental group scores is higher than that of the control ones. Therefore, the hypothesis proposed in the research is acceptable.

B. Result of the Data Analysis

The research uses the *t-test* to reveal whether or not there is a significant difference of the students reading comprehension ability between the students who are taught using Power Point media and those who are taught using conventional ones. Before the analysis is done, pre-analysis testing should be met first.

1. The Pre-Analysis Testing

The pre-analysis testing consists of two statistical test, a test of normality and a test of homogeneity. The explanation of each test is as follows.

a. Test of Normality

This study applies Kolmogorov-Smirnov formula to analyze the normality of the data of each variable of the thesis. This test is aimed at finding whether the distribution of the responses in the population meets the normal distribution requirement or not. The complete explanation about the normal distribution of the data is presented as follows.

1) The Pre-Test and Post-Test Scores of the Class VIII-A Experimental Group

With regard to the data analysis, D_o of the pre-test of the experimental group (0.91) is less than D_t (1.24) and the probably value (p) of the pre-test of the experimental group (0.207) is higher than significance value of 5%. Additionally, D_o of the post-test of the experimental group (0.73) is less than D_t (1.24) and the probably value (p) of the pre-test of the experimental group

(0.214) is higher than significance value of 5%. It shows that the frequency distribution of the data of the pre-test and post-test of VIII-A on the experimental group is normal. The complete computation on the D_o (Kolmogorov-Smirnov) value of the experimental group is presented in appendix 5.

2) The Pre-Test and Post-Test Scores of the Class VIII-B Control Group

With regard to the data analysis, D_o of the pre-test of the control group (0.94) is less than D_t (1.23) and the probably value (p) of the pre-test of the control group (0.206) is higher than significance value of 5%. Additionally, D_o of the post-test of the control group (0.32) is less than D_t (1.23) and the probably value (p) of the pre-test of the control group (0.159) is higher than significance value of 5%. It shows that the frequency distribution of the data of the pre-test and post-test of VIII-B on the control group is normal. The complete computation on the D_o (Kolmogorov-Smirnov) value of the control group is presented in appendix 5.

The summary of the result of the test of normality is completely presented in table 17 below.

Table 17: **The Result of the Test of Normality**

Variable	D_o	D_t	Df	p	Decision
Pre-test of VIIIA (experimental)	0.91	1.24	70	0.207	Normal
Post-test of VIIIA (experimental)	0.73	1.24	70	0.214	Normal
Pre-test of VIIIB (control)	0.94	1.23	70	0.206	Normal
Post-test of VIIIB (control)	0.32	1.23	70	0.159	Normal

b. Test of Homogeneity

A homogeneity test is aimed at analyzing whether the sample variance is homogeneous or not. The *F-test* is employed to know whether the sample variance is homogeneous or not. To do so, the researcher used the SPSS program. A distribution of the sample variance of scores can be categorized as being homogeneous if F_o is less than F_t or if the probability value (p) is higher than 0.05. Table 18 below presents the result of the *F-test*.

Table 18: **The Result of Homogeneity Test**

Co Variable	F_o	$F_{t,5\%}$	df	P	Decision
Pre-test of VIIIA	1.222	2.414	70	0.207	Homogeneous
Pre-test of VIIIB	1.222	2.414	70	0.206	Homogeneous

In which:

F_o = F value observed

$F_{t,5\%}$ = F value on the table in the significance of 5%

df = degree of freedom

Table 18 shows that the value of F_o of the pre-test of VIII A (1.222) is less than F_t (2.414) and the probability value p of the pre-test of VIII A (0.207) is higher than significant value of 5%. It means that the sample of variance is homogeneous. The results are completely presented in appendix 5.

2. Hypothesis Testing

This test is aimed at knowing whether or not the proposed hypothesis is accepted. The *t-test* analysis, therefore, is applied here to analyze the significant difference of the English reading comprehension ability between the experimental group and the control group after the implementations of Microsoft PowerPoint media to teach reading skills (special treatments). The level of significance is set on 0.05 or 5%. The result of the *t-test* is presented in two parts: the result of the *t-test* of the pre-test class VIII and the result of the *t-test* of the post-test class VIII.

a. The Result of the T-test of the Pre-test Class VIII

The result of the computation of the *t-test* of the pre-test show that *t-value* observed (t_o) is -0.66. Then, *t table* (t_t) with df 70 is 69.307. If t_o is compared to t_t with df 70 is acquired that t_o (-0.66) is less than t_t (69.307). in addition, the probably value or $p(0.207)$ is higher than the level of significance 5% or 0.05. Table 19 below show the results of *t-test* of the pre-test.

Table 19: The Result of the T-test of the Pre-test

Variable	t_o	t_t	df	p	Statement
X1 – X2	-0.66	69.307	70	0.207	Not Significant

Where:

X1 = PowerPoint media to teach reading skills

X2 = Conventional media to teach reading skills

t_o = t value of observation

t_t = t value of table

df = degree of freedom

p = probability

In reference to the result of the *t-test* of the pre-test above, the hypothesis which states “there is significant difference in English reading comprehension achievement between the second grade students of SMP N 4 Depok Sleman Yogyakarta who are taught by using Power Point and those who are taught by using conventional media” is not accepted. Therefore, the null hypothesis (H_0) which states “there is no significant difference in English reading comprehension achievement between the second grade students of SMP N 4 Depok Sleman Yogyakarta who are taught by using Power Point and those who are taught by using conventional media” is accepted.

b. The Result of the T-test of the Post-test Class VIII

The result of the computation of the *t-test* of the post-test show that *t value* observed (t_o) is 2.414. Then, *t* table (t_t) with *df* 70 is 67.168. If t_o is compared to t_t with *df* 70 is acquired that t_o (2.414) is less than t_t (67.168). In addition, the probably value or p (0.214) is higher than the level of significance 5% or 0.05. Table 20 below show the results of *t-test* of the pre-test.

Table 20: **The Result of the T-test of the Post-test**

Variable	t_o	t_t	df	p	Statement
X1 – X2	2.414	67.168	70	0.214	Not Significant

Where:

X1 = PowerPoint media to teach reading skills

X2 = Conventional media to teach reading skills

t_o = t value of observation

t_t = t value of table

df = degree of freedom

p = probability

In reference to the result of the t-test of the post-test above, the hypothesis which states “there is no a significant difference in English reading comprehension achievement between the second grade students of SMP N 4 Depok Sleman Yogyakarta who are taught by using Power Point and those who are taught by using conventional media” is not accepted. Therefore, the nul hypothesis (H_0) which states “there issignificant difference in English reading comprehension achievement between the second grade students of SMP N 4 Depok Sleman Yogyakarta who are taught by using Power Point and those who are taught by using conventional media” is accepted.

Additionally, there is also a significant difference of the gain mean scores of the experimental group and the control one. Table 21 below shows the detailed information.

Table 21: **Group Statistic of class VIII**

Group	Experimental Group			Control Group		
	Pre-test	Post-test	Gain	Pre-test	Post-test	Gain
N	36	36	36	36	36	36
Mean	5.9630	8.2130	2.25	6.0000	7.3148	1.31
SD	2.25061	1.73325	0.52	2.48807	1.40734	1.08

Table 21 shows that the mean score of the pre-test of students on the experimental group is 5.9630, the mean score of the post-test ones is 8.2130, and the mean score on the experimental group increases 2.25. Then, the mean score of the pre-test of students on the control group is 6.0000, the mean score of the post-test ones is 7.3148, and the mean score on the experimental group increases 1.31.

With regard to the results of the *t-test*, the special treatments, the uses of Power Point media that given for about one month to the experimental group, definitely give the positive effect to the students' English reading comprehension achievement scores. In other word, using Power Point as media on teaching reading skills to improve students' reading comprehension ability is more effective than using conventional media.

C. Interpretation of the Findings

In reference to the data analysis, the research hypothesis which states that there is a significant difference in English reading comprehension achievement between the second grade students of SMP N 4 Depok Sleman Yogyakarta who are taught by using Power Point media and those who are

taught by using non-Power Point media is rejected. this implied that the use of Power Point does not give an effect to the reading comprehension achievement.

There are some reasons for the research rejection hypothesis. First, the technique of collecting data that the researcher used was not optimal because the time of data collection was closed to the national examination. Also, the headmaster only gave limited time to do so. In addition, the subjects of this research did not do the tests seriously. Last is the content of material used in Power Point did not refer to the course grid.

Actually, teaching reading skills using Power Point media is acknowledged to have some advantages for the students. First, Microsoft Power Point has many features to assist the students to get better comprehension and it's able to be modified by multiple sources, and also to increase the availability of the instruction. Second, the use of Microsoft Power Point can build up students' motivation, increase the interaction and engagement, and faster cooperation and collaboration. The presence of interesting features of Power Point makes the students feel motivated to keep in touch with the instructions. Better cooperation, collaboration, interaction, and engagement are also the factors that make the students keep motivated because the teaching and learning process does not only focus on the teacher but the teacher and the students are involved interactively in the process of teaching and learning by utilizing media of Power Point to present the materials.

CHAPTERV

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter consists of three parts. The first part deals with the summary of the research findings. The second part deals with the implications, and the third part deals with the suggestions, all of which are addressed to the teachers and other researchers.

A. Conclusions

In reference to the research findings and discussions in the preceding chapters, the writer draws the following conclusions as follows.

1. The statistical data of the post-test score of the experimental group show that the minimum score gained by the students of experimental group is 4.33 and the maximum score is 10.00. With the use of the SPSS program, the mean score of the post-test of experimental group is 8.2130 and the standard deviation is 1.73325. Most of the students of the experimental group are categorized into high category (27.8%) and very high category (66.7%). It means that the use of PowerPoint media on teaching reading skills is effective to improve the students' reading comprehension ability on the experimental group. On the other hand, the statistical data of the post-test score of the control group show that the minimum score gained by the students of control

group is 4.00 and the maximum score is 9.33. With the use of SPSS program, the mean score of the post-test of the control group is 7.3148 and the standard deviation is 1.40734. Most of students of the control group are categorized into high category (50.0%) and very high category (30.6%).

2. The different scores between the VIII A and VIII B students who are taught using PowerPoint media and those who are taught using conventional ones can be seen from the t-value of observation of the two groups. The value of t-observed (X_1-X_2) is -0.66. The value of the t-table with df 70 at the significant level of 5% is 69.307. then, the probability or p (0.207) is higher than the significance level of 5% or 0.05. It indicates that the hypothesis which states “there is a significant difference in English reading comprehension achievement between the second grade students of SMP N 4 Depok Sleman Yogyakarta who are taught by using PowerPoint and those who are taught by using conventional media” is not accepted.

B. Implications

The finding of the research shows a positive and significant difference in English reading comprehension achievement between the students taught using PowerPoint and those taught using conventional media.

With regard to the conclusions, this research implies that the use of PowerPoint media on teaching reading skills is capable of promoting the

improvement of the students' reading comprehension ability in which it can be seen from the progress of the students' reading achievement scores after being treated using PowerPoint. It is then that the teachers who highly recommended to utilize PowerPoint media on teaching reading skills in order to improve their students' reading comprehension ability.

C. Suggestions

In reference to the findings above, the researcher would like to propose suggestions which hopefully would be of great use for teachers and other researchers. Some suggestions are presented as follows.

1. For English Teachers

The research has proved that there is a positive and significant difference in English reading comprehension achievement between the students who are taught using PowerPoint and those who are taught using conventional media. Therefore, the teachers need to be creative in finding and applying appropriate techniques to teach reading skills in order to finally facilitate and help the students to improve better reading comprehension ability. In this case they should be more creative in selecting, producing, and using interesting media in the teaching-learning process. Microsoft PowerPoint which is kinds of several

features comes to solve the problem and can be an alternative media in teaching reading.

2. For Other Researchers

The present study has added more information to the inventory of research concerning with effectiveness of PowerPoint media of reading skills to improve reading comprehension ability among the second grade students of SMP N 4 Depok Sleman Yogyakarta. But the weakness of this research is students can not do their tasks seriously. However, it is still possible to carry out further studies on this issue using different focuses, methodologies, and subjects. Mita, as the researcher hopes that other researchers will conduct similar research on the other factors affecting English reading comprehension ability.

APPENDICES

APPENDIX 1

Blue-print of the Test

Blueprint of Reading Comprehension Test for SMP class VIII (Pre-test)

No	Reading Comprehension Skill	Item Number	Total
1	Finding the fact, concept, or definition based on the text.	2,6,7,9,10,12,14,15,16,17,22,23,25,27, 30	15
2	Identifying the topic or main idea of the text.	5	1
3	Making inference.	3,8,11,13,18,24,28,29	8
4	Understanding reference, applying vocabulary.	19,20,21	3
5	Identifying the purpose of the text.	1,4,26	3
	Total		30

Blueprint of Reading Comprehension Test for SMP class VIII (Post-test)

No	Reading Comprehension Skill	Item Number	Total
1	Finding the fact, concept, or definition based on the text.	1,2,3,4,5,6,7,12,15,19,22,24	12
2	Identifying the topic or main idea of the text.	11,13,17	3
3	Making inference.	16	1
4	Understanding reference, applying vocabulary.	8,9,10,14,18,20,25,27,28,29	10
5	Identifying the purpose of the text.	21,23,26,30	4
	Total		30

APPENDIX 2

Research Instrument of Pre-Test and Post-Test

Research Instrument of Pre-Test

Name :

Class/no :

READING TEST (Pre-test)

Read the following text and answer the question by crossing (X) one of the provided option!

Text 1 is for number 1-4

The Wind and the Sun

For a long time, the sun and the wind went on arguing about which of them was stronger. Just then, they saw a boy walking along the road below. He was wearing a coat. The wind suddenly had an idea. He said, "Let's see who can get the coat off that boy's back." The sun agreed.

The wind started first. He blew as hard as he could. He blew from behind and he blew from in front of the boy. The harder he blew, the more tightly the boy held on to his coat to keep it from blowing away. After a while the wind gave up.

Then, it was the sun's turn. It came out from behind the clouds and shone on the boy. The boy felt warm. It began to get hotter and hotter. Soon the boy could not stand the heat any longer. He took his coat off. The sun had won.

1. Why did the writer write the text?
 - a. to entertain the reader
 - b. to describe the wind and the sun
 - c. to inform about what happened
 - d. to show how to do something
2. The boy took his coat off because of
 - a. the blowing of the wind
 - b. the warm of the cloud
 - c. the heat of the sun
 - d. the argument of the wind and the sun
3. "*The sun had won.*" What is the antonym of the underlined word?
 - a. defeated
 - b. lead
 - c. lost
 - d. gave up

4. From the text we can learn that we may be successful by being
- | | |
|-----------|-----------|
| a. strong | c. rude |
| b. gentle | d. polite |

Text 2 is for number 4-8

Up the Mountain We Go

Last month, my family took a camping trip to the mountain in Yogyakarta. It is mount Merapi which is still an active volcano up to now. It is not far from my home town.

We went to the camping site by trucks. It took about an hour and a half to get there. Along the way I saw beautiful scenery of villages with green rice fields and trees. At 10.00 o'clock we arrived there and the air was very cold.

Every morning we went hiking and bicycling to warm our body. It was so cold. At night we built a fire. I had to keep the fire burning. We could sit around it and sing until midnight.

5. The main idea of the second paragraph is
- | |
|--|
| a. The place where the writer went camping . |
| b. The activity of the writer in the campsite. |
| c. The fire in the campsite at night. |
| d. The traveling to the camp site |
6. Which one is the correct statement according to the text?
- | |
|---|
| a. Mount Merapi never flow lava recently. |
| b. They made a fire because the air was very cold. |
| c. The writer went to camping site by bicycle. |
| d. The air was very cold along the way to the camping site. |
7. What time did the writer arrive for Mount Merapi?
- | | |
|----------|----------|
| a. 01.30 | c. 08.30 |
| b. 02.00 | d. 10.00 |

8. At 10.00 o'clock we arrived there. (par 2)

What does the underlined word refer to?

- | | |
|---------------------|---------------------|
| a. The camping fire | c. The camping site |
| b. The mount Merapi | d. Yogyakarta |

Text 3 is for number 9 - 14

Please Send Me A Card

Postcards always spoil my holidays. Last summer, I went to Italy. I visited museums and sat in public gardens. Friendly Water taught me a few words of Italian. Then, he lent me a book. I read a few lines, but I did not understand a word. Everyday I thought about postcards. My holidays passed **quickly**, but I did not send any cards to my friends. On the last day I made a big decision. I got up early and bought thirty-seven cards. I spent the whole day in my room, but I did not write a single card!

9. When did the writer go to Italy?

- | | |
|------------------|---------------|
| a. Last summer. | c. Everyday. |
| b. Last holiday. | d. Last year. |

10. Where did the writer buy the cards?

- | | |
|-----------|--------------|
| a. Paris. | c. New York. |
| b. Italy. | d. London. |

11. What does "I" in the text refer to?

- | | |
|----------------|------------------|
| a. The writer. | c. The postcard. |
| b. The reader. | d. The museums. |

12. What did he visit when he were in Italy?

- | | |
|-----------------|---------------------|
| a. Museum. | c. A public garden. |
| b. Post office. | d. A friend house. |

13. "My holidays passed quickly". The underlined word is closest in meaning to
- a. rapidly
 - b. slowly
 - c. lovely.
 - d. enjoyably
14. Which statement is **TRUE** based on the text?
- a. The writer always got up early.
 - b. The writer sent thirty seven cards for his friends.
 - c. The writer spent the holiday by writing postcard.
 - d. On the last day the writer bought thirty seven cards.

Text 4 is for number 15-21

A Stupid Man and His Cows

One day, a stupid man went to market. He bought six cows. After that, he rode on cow home and made the other walk in front of him. On the way he counted them, but he could only see five cows. He counted them again and again. He was certain that he had lost one. He was afraid that he would be scolded by his wife.

His wife was waiting for him in front of their house. As soon as he saw her, he said sadly that he had lost one of their cows. He did not know how it could happen. He was very careful.

15. How many cows did the stupid man buy?
- a. One.
 - b. Three.
 - c. Five.
 - d. Six.
16. On his way home, how many cows did he see?
- a. One.
 - b. Three.
 - c. Five.
 - d. Six.

17. Which of the following statements is **true** according to the text?
- a. The stupid man spent much money on cows.
 - b. The stupid man was scolded by his wife.
 - c. The stupid man thought that he lost one of his cows.
 - d. The stupid man lost one cow on his way home.
18. What does the word “them” in paragraph 1 line 3 refer to?
- a. The others.
 - b. The cows.
 - c. The lost cows.
 - d. One of the cows.
19. “As soon as he saw her, he said sadly that he had lost one of their cows.”
(paragraph 2). The underlined word refers to
- a. The stupid man’s wife
 - b. The stupid man
 - c. The stupid man
 - d. The lost cows
20. Which of the following words is the synonym of “stupid”?
- a. Unlucky.
 - b. Dull.
 - c. Bright.
 - d. Diligent.
21. Which of the following words is the antonym of “certain”?
- a. Doubtful.
 - b. Sure.
 - c. Unsure.
 - d. Positive.

Text 5 is for number 22-26

The Owl and the Nightingale

There was once a nightingale in a cage by a window that was his habit to sing only at night. An owl was puzzled by this and went to ask the nightingale what the reason was. "When I was captured," explained the nightingale, "it was day and I was singing. In this way I learnt to be more carefully and to sing only at night."

"Are you afraid you might be captured a second time?" asked the owl. "Oh, it would have been better if you had been more careful the first time when your freedom was at risk. Now it doesn't really matter any more, right?"

22. Where did the nightingale?
- a. On a window.
 - b. In a cage by a window.
 - c. In the forest.
 - d. On the tree.
23. What did nightingale's habit?
- a. Stayed in cage.
 - b. Alighted on window.
 - c. Sang only at night.
 - d. Stayed at tree.
24. ... that was **his** habit to sing only at night... (paragraph 1). **His** refers to
- a. the owl
 - b. the bird
 - c. the night
 - d. the nightingale
25. Why did nightingale just sing at night?
- a. He was afraid someone captured him.
 - b. He loved night.
 - c. He does not like a day.
 - d. He was in cage.
26. What can you learn from the text?
- a. Try the new experience.
 - b. Learn from experience.
 - c. Believe in friends.
 - d. Don't believe in friends.

Text 6 is for number 27-30

One day Sandra fell sick in the middle of the English lesson. All the students did reading tasks. Suddenly Sandra vomited. All other students stopped writing. Mrs. Lidia helped her immediately. The chairman of the class sent for the school's doctor.

In five minutes the doctor came. He examined her carefully. He examined her eyes. He checked her stomach. He listened to her heart beat. He measured her blood pressure. Then he took her temperature.

"I'm afraid she suffers from malaria. Her temperature is very high. That is why she vomited. She has a very bad cough, too. I'll give her some pills for her malaria, some tablets for her fever, and syrup for her cough. She needs a week's rest", said the doctor.

27. Who is sick?

- | | |
|--------------|----------------|
| a. Sandra. | c. Mrs. Lidia. |
| b. Students. | d. The doctor. |

28. "...Mrs. Lidia helped her immediately..." (paragraph 1). The word "her" refers to

- | | |
|-------------|---------------|
| a. Sandra | c. Mrs. Lidia |
| b. Students | d. The doctor |

29. "He examined her carefully." (paragraph 2). The word "he" refers to

- | | |
|------------------------------|----------------|
| a. the doctor | c. the teacher |
| b. the chairman of the class | d. Sandra |

30. What did the doctor predict?

- | | |
|------------------|-------------|
| a. Stomach ache. | c. Malaria. |
| b. Diarrhea. | d. Typhus. |

The Answer of the Pre-Test

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

Research Instrument of Post-Test

Name :

Class/no :

READING TEST (Post-test)

Read the following text and answer the question by crossing (X) one of the provided option!

Text 1 is for number 1-10

Babu and the Lion

One day, there was a slave whose name was Babu. His master was very, very bad. You know, he often punched Babu and did not offer him food for days. Poor Babu! So he escaped into a forest and slept in a cave.

Next morning, he heard a loud roar. In front of him..., at the mouth of the cave..., was a very big lion. You see, Babu was scared to death! Kind of scary, isn't it? But he could not escape.

But the lion didn't attack him. It was tame. There was a large thorn in its right front foot. The lion looked at Babu. It seemed to say something like: "Please help me. It's very painful." Babu walked bravely to the lion and pulled out the thorn. Babu and the lion turned out to be friends.

1. What was the slave's name?

- | | |
|---------|---------------|
| a. Lion | c. the Master |
| b. Babu | d. Baba |

2. What the master behave?

- | | |
|-----------|-----------|
| a. Bad | c. Kind |
| b. Honest | d. Grumpy |

3. Where did the slave run away?

- | | |
|------------------|-----------------|
| a. into a home | c. to the river |
| b. into a forest | d. in a cave |

4. Where did she/he sleep?

- | | |
|----------------|--------------|
| a. in a forest | c. in a home |
| b. in a yard | d. in a cave |

5. What animal did she/he see next morning?
- a. A lion
 - b. A bear
 - c. A monkey
 - d. A snake
6. What the lion looks like?
- a. small
 - b. tall
 - c. very big
 - d. very small
7. What did the slave do to the animal?
- a. escaped from the animal
 - b. hide from the animal
 - c. walked bravely and pulled out the thorn
 - d. stayed cool

Text 2 is for number 11-13

Our Trip to Blue Mountain

On Thursday we ... (8) to Blue Mountains. We stayed at David and Delia's house. It has a big garden with lots of colorful flowers and tennis court.

... (9) we saw the Three Sisters and went on the Scenic Railway. It was scary. Then Mommy and I went shopping with Delia. We went to some ... (10) shops and I tried on some old hats.

On Saturday we went on the Scenic Skyway and it rocked. We saw cockatoos having a shower. We went home on Saturday afternoon.

8. a. visited
- b. arrived
 - c. came
 - d. went
9. a. The other day
- b. The next day
 - c. The last day
 - d. The third day
10. a. unique
- b. modern
 - c. antique
 - d. strange

Text 3 is for number 14-19

Once upon a time, a duck hatched six pretty yellow ducklings. But there one which hatched from a huge egg was the ugliest duckling on the farm.

His own mother wished him away and a hen pecked the ugly duckling. He was so unhappy that he runs away. As he flew, he **scared** the little bird in the bushes. “It’s because I’m so ugly”, sighed the duckling, and a tear rolled his beak. Everywhere he went it was the same, so the ugly duckling becomes more and more miserable.

When the spring came, the ugly duckling could not face life anymore. One day he saw three beautiful swans on the lake. He flew out onto the water until the swans saw him rushed towards him. He thought the swans would eat him, so his miserable life would be over.

Instead the swans swam around him, making friendly noises. The duckling asked them “you are one of us”, they replied “look at yourself”. So he saw his reflection in the water. A magnificent white swan looked back at him. He was no longer an ugly duckling and all the other swans bowed to him.

11. What is the topic of the text?

- | | |
|--------------------------------|---------------------------|
| a. Six pretty yellow duckling. | c. Three beautiful swans. |
| b. The ugly duckling. | d. A huge egg. |

12. Why did the mother duckling hate her seventh duckling? Because he was...

- | | |
|-----------|-----------------|
| a. ugly | c. scared |
| b. yellow | d. good-looking |

13. What is the main idea of the third paragraph? The ugly duckling that. . .
- a. felt glad
 - b. wanted to die
 - c. look foe friend
 - d. felt happy
14. “As he flew, he scared the litle bird in the bushes”. The similar meaning of scared is. . .
- a. loved
 - b. drove away
 - c. liked
 - d. frightened
15. Which statement is **TRUE** based on the text ?
- a. The ugly duckling was very disappointed with his mother.
 - b. The three swans ate the ugly duckling.
 - c. Mother duckling hated all her children.
 - d. Finally the other swans did not respect to the ugly duckling.
16. From the text above we can conclude that?
- a. Never believe someone’s word.
 - b. Bad appearance will frighten others.
 - c. Always be happy in any condition.
 - d. Physical appearance does not show one’s personality.

Text 4 is for number 20-24

After the movie was over, I left the cinema quickly. My watch showed 11.30 p.m. as I got on to my cycle. I pedaled hard on my bicycle and was soon speeding home. My thought went back to the movie I had just seen. It was a scary story. I could remember clearly a woman screaming as she was being attacked by a monster. Somehow that frightful scene stayed in my mind and I could not forget it.

The road was dark and quite. As I approached **a graveyard**, I heard some sounds behind me. I was frightened and began to cycle faster. The sound came nearer and nearer. Then, I heard a familiar voice calling me. I looked back and saw Hadi, my classmate. He had also seen the movie and was frightened too. He had cycled after me so that he could not be alone. Both of us laughed out loud over our behavior.

17. What is the text mostly about?
- | | |
|-------------------------------|-------------------------|
| a. Going home from the movie. | c. The frightful scene. |
| b. An unforgettable. | d. The scary feeling. |
18. What does "I" in the text refer to?
- | | |
|----------------|-----------------|
| a. The reader. | c. The movie. |
| b. The writer. | d. The monster. |
19. When did they see the movie?
- | | |
|--------------------|----------------------|
| a. In the evening. | c. In the morning. |
| b. At night. | d. In the afternoon. |
20. "As I approach a grave yard". The underlined word is **closest in meaning** to
- | | |
|----------------|-----------------|
| a. cemetery | c. dark place |
| b. back ground | d. ground floor |

21. What is the purpose of the text above?

- a. To amuse and entertain the reader.
- b. To describe a particular place.
- c. To inform the writer.
- d. To retell events.

Text 4 is for number 25-28

The Dog and the Bone

Once, a dog was looking for food. He was very hungry. He saw a big bone in a butcher's shop. He stole the bone and run away as fast as he could. He wanted to eat all the bone by himself.

As he run, he came to a river. He saw a bridge across the river. He had to cross the bridge. As he crossed the bridge he looked down at the water below. He saw his own reflection in the water. He thought it was another dog in the water. The other dog has bigger bone than his. Without thinking he jumped into the river. He was very greedy. He wanted to have the other dog's bone, too.

The river was very deep. The greedy dog lost his bone in the water. He swam and looked everywhere for the other dog. It was nowhere to be found. Finally, the greedy dog came out of the river. He was wet, tired, and hungry. He had lost the bone.

22. Where did the dog steal the bone from?

- a. The other dog's home.
- b. A butcher's shop.
- c. The street.
- d. A river

23. What is the purpose of the text?

- a. To describe the behavior of a greedy dog.
- b. To tell the reader how the dog steal the bone.
- c. To inform the reader about the dog.
- d. To entertain the reader by narrating.

24. Which information is true according to the story?

- a. The dog got the bone from another dog.
- b. The dog could found the bone in the river.
- c. The other dog is only his reflection.
- d. There was another dog in the river.

25. He was very **greedy** (par. 2).

The **opposite** meaning of the underlined word is

- a. generous
- b. hungry
- c. selfish
- d. stingy

Text 8 is for number 36 - 40

Once upon a time, a hawk fell in love with the hen. The hawk flew down from the sky and asked the hen, will you marry me? The hen loved the brave, strong hawk, and wished to marry him, but she said, “I can’t fly as high as you can. If you give me a time, I may learn to fly as high as you can. Then we can fly together.”

Then hawk agreed. Before he went away, he gave the hen a ring. “This is to show that you have **promised** to marry me,” said the hawk. It so happened that the hen already promised to marry the roaster. So, when the roaster saw the ring, he became very angry. “Throw that ring away”, shouted the roaster. The hen threw the ring immediately.

When the hawk came a few months later, the hen told him the **truth**. The hawk was so furious that he cursed the hen, “why didn’t tell me earlier?” Now, you will always be scratching to the earth, and I will always be flying above to catch your children”.

26. What is the moral value that we can learn from the text?
- a. Be honest.
 - b. Friendly.
 - c. Kindness.
 - d. Loveable.
27. “It so happened that the hen had already promised to marry the roaster. So, when the roaster saw the ring, he became very angry” (prg.3). The underlined word is **closest in meaning** to
- a. committed
 - b. assisted
 - c. prominent
 - d. Supported
28. “Will you marry me?” The word “you” in line 2 refers to?

- a. the hen
- b. the hawk
- c. the brave.
- d. the sky

29. "When the hawk came a few months later, the hen told him the truth"(prg.3). The underlined word is **closest in meaning** to

- b. mistake
- c. opportunity
- c. fact
- d. fault

30. What is the purpose of the text?

- a. To give information to the reader.
- b. To entertain the reader.
- c. To tell how the process happened.
- d. To describe something.

The answer of the post-test

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

APPENDIX 3

The Validity and Reliability Analysis of Pre-Test

ID File	Pre-test Eksperimen
Title	Instrumen
Number Of Item	30
Number Of Case	36

Item	Mean Correct	Item Difficulty	Correlation		Decision *
			Pearson	Corrected	
1	22.286	0.389	0.527	0.471	valid
2	20.160	0.694	0.514	0.461	valid
3	19.840	0.694	0.442	0.384	valid
4	21.071	0.389	0.381	0.316	valid
5	21.867	0.417	0.505	0.447	valid
6	20.045	0.611	0.406	0.342	valid
7	20.160	0.694	0.514	0.461	valid
8	20.043	0.639	0.430	0.369	valid
9	19.783	0.639	0.378	0.314	valid
10	20.440	0.694	0.578	0.529	valid
11	20.200	0.694	0.523	0.470	valid
12	20.208	0.667	0.493	0.436	valid
13	19.826	0.639	0.387	0.323	valid
14	21.500	0.389	0.433	0.370	valid
15	20.542	0.667	0.564	0.512	valid
16	19.760	0.694	0.424	0.364	valid
17	21.583	0.333	0.392	0.330	valid
18	20.120	0.694	0.505	0.451	valid
19	20.826	0.639	0.587	0.536	valid
20	19.560	0.694	0.378	0.317	valid
21	20.875	0.444	0.401	0.336	valid
22	20.154	0.722	0.549	0.499	valid
23	20.174	0.639	0.457	0.397	valid
24	21.188	0.444	0.443	0.380	valid
25	19.913	0.639	0.404	0.341	valid
26	21.133	0.417	0.412	0.348	valid
27	20.280	0.694	0.541	0.490	valid
28	20.120	0.694	0.505	0.451	valid
29	20.842	0.528	0.469	0.407	valid
30	20.120	0.694	0.505	0.451	valid

Reliability KR - 20 : 0.8766

All Item : 30

* r-table 5% (1 tail) : 0.239

ID File	Pre-test Kontrol
Title	Instrumen
Number Of Item	30
Number Of Case	36

Item	Mean Correct	Item Difficulty	Correlation		Decision *
			Pearson	Corrected	
1	21.063	0.444	0.372	0.312	valid
2	20.667	0.667	0.512	0.463	valid
3	21.286	0.583	0.528	0.477	valid
4	20.600	0.556	0.395	0.336	valid
5	22.333	0.583	0.697	0.660	valid
6	20.476	0.583	0.398	0.339	valid
7	20.409	0.611	0.410	0.353	valid
8	20.960	0.694	0.606	0.564	valid
9	20.174	0.639	0.393	0.336	valid
10	21.000	0.694	0.615	0.573	valid
11	20.400	0.694	0.492	0.442	valid
12	22.130	0.639	0.746	0.715	valid
13	21.565	0.639	0.644	0.604	valid
14	20.882	0.472	0.370	0.310	valid
15	20.273	0.611	0.387	0.329	valid
16	21.320	0.694	0.680	0.644	valid
17	21.786	0.389	0.410	0.353	valid
18	20.400	0.694	0.492	0.442	valid
19	20.480	0.694	0.508	0.459	valid
20	23.250	0.556	0.798	0.771	valid
21	21.846	0.361	0.393	0.336	valid
22	21.368	0.528	0.484	0.429	valid
23	20.720	0.694	0.557	0.512	valid
24	21.000	0.556	0.456	0.400	valid
25	21.609	0.639	0.652	0.612	valid
26	21.571	0.389	0.387	0.329	valid
27	20.640	0.694	0.541	0.494	valid
28	20.542	0.667	0.488	0.437	valid
29	20.000	0.694	0.410	0.356	valid
30	21.043	0.639	0.550	0.502	valid

Reliability KR - 20 : 0.9026

All Item : 30

* r-table 5% (1 tail) : 0.239

APPENDIX 4

**The Result of Descriptive Analysis of the
Experimental Group**

**The Result of Descriptive Analysis of the
Control Group**

The Result of Descriptive Analysis of the Experimental Group

Perlakuan * Pre test Crosstabulation

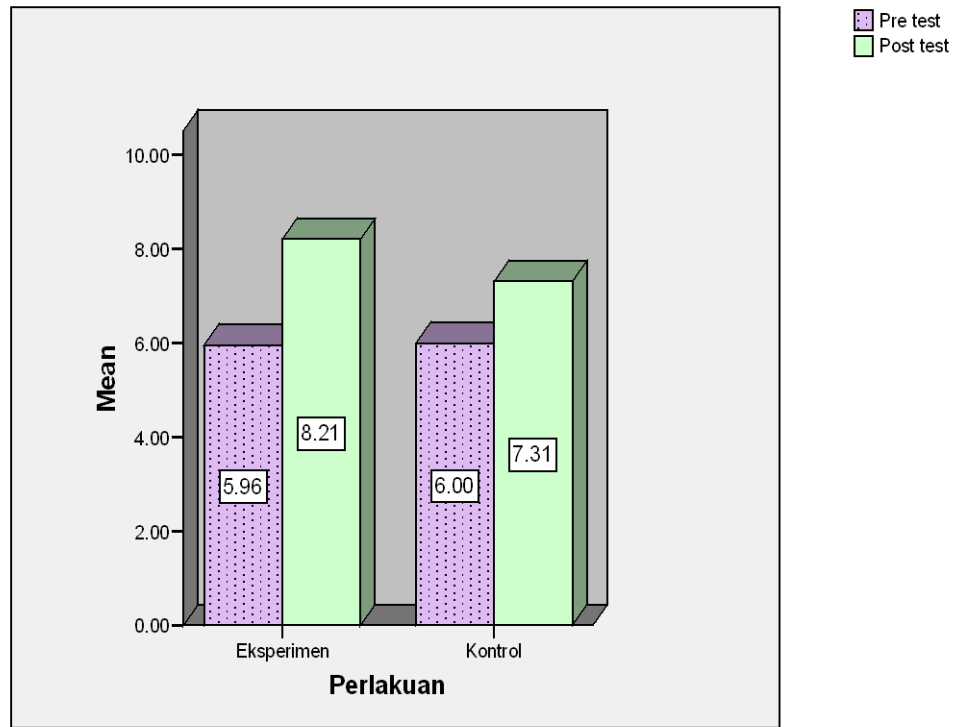
			Pre test				
			Rendah (> 2.00 - 4.00)	Sedang (> 4.00 - 6.00)	Tinggi (> 6.00 - 8.00)	Sangat Tinggi (> 8.00 - 10.00)	Total
Perlakuan	Eksperimen	Count	14	4	8	10	36
		% within Perlakuan	38.9%	11.1%	22.2%	27.8%	100.0%
	Kontrol	Count	15	6	3	12	36
		% within Perlakuan	41.7%	16.7%	8.3%	33.3%	100.0%
Total		Count	29	10	11	22	72
		% within Perlakuan	40.3%	13.9%	15.3%	30.6%	100.0%

Perlakuan * Post test Crosstabulation

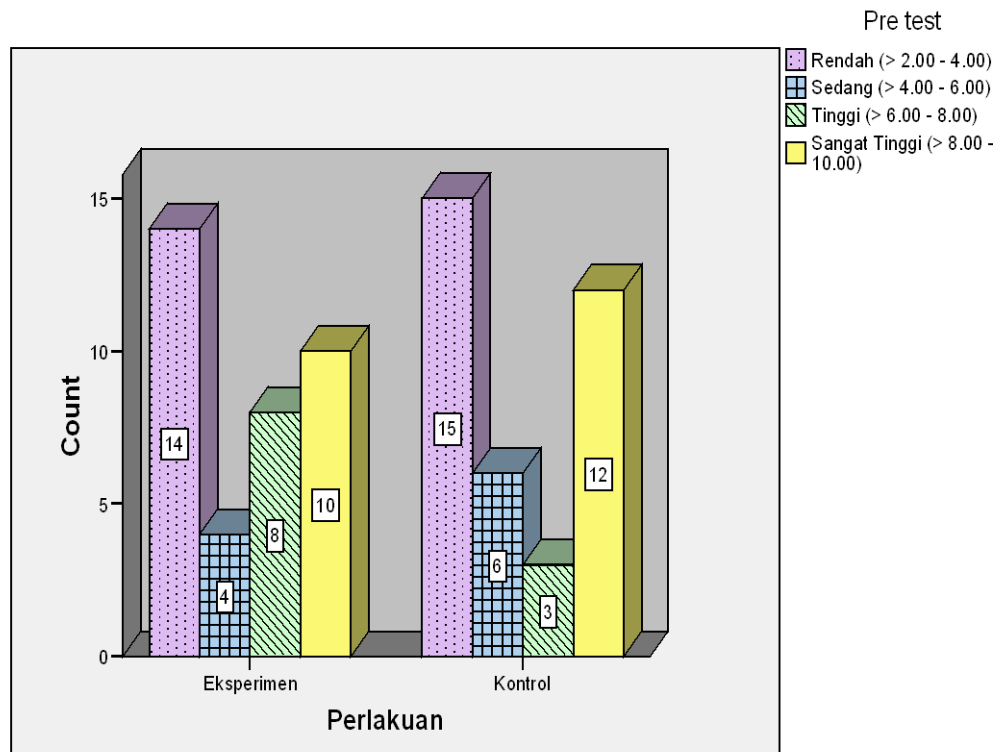
		Post test				Total	
		Rendah (> 2.00 - 4.00)	Sedang (> 4.00 - 6.00)	Tinggi (> 6.00 - 8.00)	Sangat Tinggi (> 8.00 - 10.00)		
Perlakuan	Eksperimen	Count	0	7	5	24	36
		% within Perlakuan	.0%	19.4%	13.9%	66.7%	100.0%
	Kontrol	Count	1	6	18	11	36
		% within Perlakuan	2.8%	16.7%	50.0%	30.6%	100.0%
Total		Count	1	13	23	35	72
		% within Perlakuan	1.4%	18.1%	31.9%	48.6%	100.0%

Descriptive Statistics

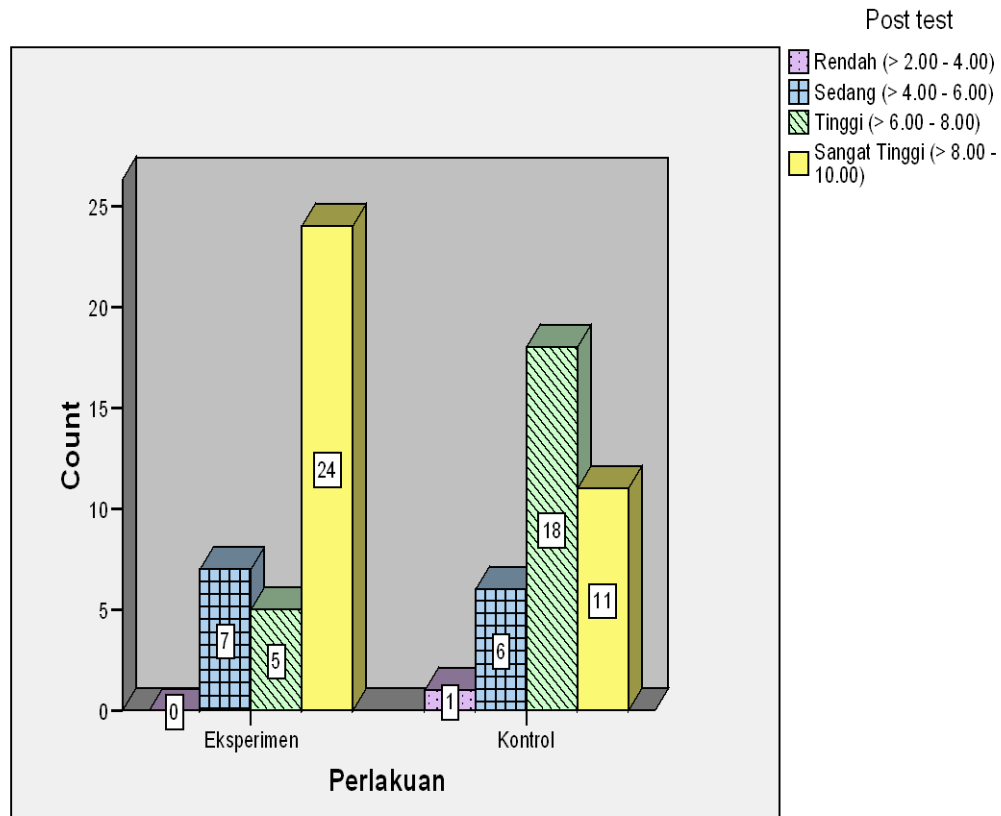
Perlakuan		Pre test	Post test
Eksperimen	N	36	36
	Sum	214.67	295.67
	Mean	5.9630	8.2130
	Std. Deviation	2.25061	1.73325
	Median	6.1667	9.0000
	Mode	3.33	9.67
	Range	5.67	5.67
	Variance	5.065	3.004
	Minimum	3.33	4.33
	Maximum	9.00	10.00
Kontrol	N	36	36
	Sum	216.00	263.33
	Mean	6.0000	7.3148
	Std. Deviation	2.48807	1.40734
	Median	5.5000	7.6667
	Mode	3.33	8.00
	Range	6.33	5.33
	Variance	6.190	1.981
	Minimum	3.33	4.00
	Maximum	9.67	9.33
Total	N	72	72
	Sum	430.67	559.00
	Mean	5.9815	7.7639
	Std. Deviation	2.35562	1.63150
	Median	5.6667	8.0000
	Mode	3.33	9.67
	Range	6.33	6.00
	Variance	5.549	2.662
	Minimum	3.33	4.00
	Maximum	9.67	10.00



Pre test



Post test



The Result of Descriptive Analysis of the Control Group

Perlakuan * Pre test Crosstabulation

		Pre test					
			Rendah (> 2.00 - 4.00)	Sedang (> 4.00 - 6.00)	Tinggi (> 6.00 - 8.00)	Sangat Tinggi (> 8.00 - 10.00)	Total
Perlakuan	Eksperimen	Count	14	4	8	10	36
		% within Perlakuan	38.9%	11.1%	22.2%	27.8%	100.0%
	Kontrol	Count	15	6	3	12	36
		% within Perlakuan	41.7%	16.7%	8.3%	33.3%	100.0%
Total		Count	29	10	11	22	72
		% within Perlakuan	40.3%	13.9%	15.3%	30.6%	100.0%

Perlakuan * Post test Crosstabulation

			Post test				
			Rendah (> 2.00 - 4.00)	Sedang (> 4.00 - 6.00)	Tinggi (> 6.00 - 8.00)	Sangat Tinggi (> 8.00 - 10.00)	Total
Perlakuan	Eksperimen	Count	0	7	5	24	36
		% within Perlakuan	.0%	19.4%	13.9%	66.7%	100.0%
	Kontrol	Count	1	6	18	11	36
		% within Perlakuan	2.8%	16.7%	50.0%	30.6%	100.0%
Total		Count	1	13	23	35	72
		% within Perlakuan	1.4%	18.1%	31.9%	48.6%	100.0%

Descriptive Statistics

Perlakuan		Pre test	Post test
Eksperimen	N	36	36
	Sum	214.67	295.67
	Mean	5.9630	8.2130
	Std. Deviation	2.25061	1.73325
	Median	6.1667	9.0000
	Mode	3.33	9.67
	Range	5.67	5.67
	Variance	5.065	3.004
	Minimum	3.33	4.33
	Maximum	9.00	10.00
Kontrol	N	36	36
	Sum	216.00	263.33
	Mean	6.0000	7.3148
	Std. Deviation	2.48807	1.40734
	Median	5.5000	7.6667
	Mode	3.33	8.00
	Range	6.33	5.33
	Variance	6.190	1.981
	Minimum	3.33	4.00
	Maximum	9.67	9.33
Total	N	72	72
	Sum	430.67	559.00
	Mean	5.9815	7.7639
	Std. Deviation	2.35562	1.63150
	Median	5.6667	8.0000
	Mode	3.33	9.67
	Range	6.33	6.00
	Variance	5.549	2.662
	Minimum	3.33	4.00
	Maximum	9.67	10.00

APPENDIX 5

The Result of the Inferential Analysis

- Test of Normality**
- Test of Homogeneity and T-Test**

Test of Normality

One-Sample Kolmogorov-Smirnov Test

N	
Normal Parameters ^{a,b}	Mean
	Std. Deviation
Most Extreme Differences	Absolute
	Positive
	Negative
Kolmogorov-Smirnov Z	
Asymp. Sig. (2-tailed)	
a. Test distribution is Normal.	
b. Calculated from data.	

One-Sample Kolmogorov-Smirnov Test - Kontrol

		Pre test	Post test
N		36	36
Normal Parameters ^{a,b}	Mean	6.0000	7.3148
	Std. Deviation	2.48807	1.40734
Most Extreme Differences	Absolute	.206	.159
	Positive	.206	.076
	Negative	-.164	-.159
Kolmogorov-Smirnov Z		1.236	.954
Asymp. Sig. (2-tailed)		.094	.322

a. Test distribution is Normal.

b. Calculated from data.

Test of Homogeneity and T-Test

Group Statistics

	Perlakuan	N	Mean	Std. Deviation	Std. Error Mean
Pre test	Eksperimen	36	5.9630	2.25061	.37510
	Kontrol	36	6.0000	2.48807	.41468
Post test	Eksperimen	36	8.2130	1.73325	.28887
	Kontrol	36	7.3148	1.40734	.23456
Peningkatan	Eksperimen	36	2.2500	1.30293	.21715
	Kontrol	36	1.3148	1.63289	.27215

Independent Samples Test

		F Test		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pre test	Equal variances assumed	1.222	.275	-.066	70	.947	-.03704	.55916	-1.15225	1.07817
	Equal variances not assumed			-.066	69.307	.947	-.03704	.55916	-1.15244	1.07837
Post test	Equal variances assumed	1.517	.108	2.414	70	.018	.89815	.37211	.15600	1.64030
	Equal variances not assumed			2.414	67.168	.019	.89815	.37211	.15545	1.64085
Peningkatan	Equal variances assumed	1.571	.090	2.686	70	.009	.93519	.34817	.24079	1.62958
	Equal variances not assumed			2.686	66.713	.009	.93519	.34817	.24019	1.63018

APPENDIX 6

Lesson Plans

Lesson Plan of Experimental Group

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMP N 4 Depok
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/2
Jumlah Pertemuan : 1 x pertemuan

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

KOMPETENSI DASAR :11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancer dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*

INDIKATOR

Padaakhir dari pembelajaran, siswa dapat:

- Mengidentifikasi generic structure dari narrative teks
- Mengidentifikasi tujuan komunikatif teks *narrative*
- Mengidentifikasi langkah retorika dan ciri kebahasaan teks *narrative*

ALOKASI WAKTU : 2 X 40 menit

JENIS TEKS : Narrative

ASPEK/SKILL : Membaca

TUJUAN PEMBELAJARAN

- Siswa dapat mengidentifikasi generic structure dan ciri kebahasaan dari narrative teks
- Siswa dapat mengidentifikasi tujuan komunikatif dari narrative teks

- Siswa dapat mengerti bagaimana memperoleh informasi dari narrative teks

MATERI AJAR

Teks Essai berbentuk *narrative*

PENDEKATAN, METODE, MODEL, TEKNIK

- *Three-phase technique (Pre-reading, Whilst-reading, Post-reading)*

SUMBER BELAJAR, MEDIA, ALAT, BAHAN

- Sumber Belajar :
Priyana Jaka, dkk. 2008. *Scaffolding*. Jakarta: Pusat Perbukuan Dep. Pend. Nasional
- Media :
Power Point

KEGIATAN PEMBELAJARAN

- KegiatanAwal / Pendahuluan
 - Menanyakan kabar siswa, doa, menanyakan kesiapan siswa dan absensi.
 - Memeriksa kesiapan media dan fasilitas.
 - Memperkenalkan topik baru.
- KegiatanInti
 - Memberikan contoh dari sebuah teks narrative
 - Membahas generic structure terkait dengan teks narrative
 - Berdiskusi membahas informasi yang ada dalam narrative teks
- Kegiatanakhir / Penutup
 - Menyimpulkan materi pembelajaran.
 - Menanyakan kesulitan siswa selama PBM.
 - Melakukan refleksi dengan memberikan tugas pada siswa.

PENILAIAN

- Teknik: testertulis
- Bentuk Instrumen, soal: objective test

ORIENTASI PENILAIAN

- Each correct answers gets 1 score for each number.
- Total maximum score: $1 \times 10 = 10$
- Maximum score: 10
- Achievement score : $\frac{\text{achivement score}}{\text{maximum score}} \times 10$

Guru Mata Pelajaran

Yogyakarta, 27 Maret 2013
Mahasiswa

Nur Siti Fatimah, S.Pd
NIP. 19690924 199303 2 006

Mita Dwi Astuti
NIM.06202244131

Appendix 1

Kegiatan Belajar Mengajar

1. Pre – Teaching
 - Good morning class. How are you today?
 - Before we start our lesson today, let's pray together, shall we!
 - Who is absent in the class today?
 - What was the lesson a week ago about?

- Now, we are going to discuss narrative text.
- Who have ever read a narrative text before?
- Do you know the purpose of narrative text?

2. Whilst Teaching

a. Presentation

- This is the example of narrative text.
- Read silently please. I give you three minutes.
- What does the first paragraph tell about?
- Let us discuss the generic structure, language features, and information in narrative text.

b. Practice

- I'll give you a narrative text. Read them carefully then, find out the information in a narrative text.

c. Production

- Students understand the information of a narrative text.

3. Post Teaching

- So, we can conclude that narrative text consist of orientation, complication and resolution.
- Is there any questions?
- Okay, if you don't have any questions I'll give you an assignment. Please look for a narrative text and then find out the information of a narrative text. And submit it next week.
- See you.



1. Do you have a best friend?
2. What kind of friend do you want to have?

Appendix2

Read the following text! STORY TALES

The Prince and His Best Friends



Once upon a time, there lived a kind young prince named Jonathan. He was loved, and adored by his people. His two close friends were Peter Piper, the servant of the palace and Franklin Greedy, the son of an Aristocrat.

One day, The Prince, Peter Piper, and Franklin Greedy were walking through the forest. Suddenly a group of bandits attacked the three boys near an old house. They entered the old house and blockaded the gate and doors. The three boys were trapped inside the house.

Franklin was very terrified and asked the Prince to surrender immediately, but Peter was not afraid. He urged and supported the Prince not to give up. The Prince decided not to surrender because he realised that he would become a hostage for the bandits to ask for ransom to his father, but Franklin was scared and wanted to make a deal, it made Peter suspicious about Franklin's behaviour. So he quietly made up a plan for him and the Prince to escape.

Early at dawn, Franklin opened the front gate and unlocked the doors. The bandits entered the house in search of the Prince. When they came to the room where the Prince was supposed to be sleeping, no one was there. Suddenly they heard a horse running outside the house and

Purpose

To amuse or entertain the readers with actual or vicarious experiences in different ways; narrative always deal with some problems which lead to the climax and then turn into a solution to the problem.

Generic Structure

- Orientation : set the scene and introduces the participants.
One morning, one of the Witch`s friends came over to visit.
- Complication : a problem arises followed by other problems.
Sequence of events: After her friend left, the Witch looked around her house....
Sequence of events: after lunch, she started to paint, and she worked carefully.
- Resolution : the crisis is resolved, for better or for worse.
Suddenly, the broom turned into a paint brush and it started to paint the upper walls.

Language Features

- The use of connectives: after, then.
- The use of adverbial phrases of time: one morning, in the afternoon, in ten minutes.
- The use of simple past tense:
 - One morning, one of the Witch`s friends came over to visit.
 - The Witch was very angry.

A. Answer the following questions based on the text above!

1. What kind of person was Prince Jonathan?
2. Who were Prince Jonathan`s friends?

3. What happened when the Prince and his two friends were walking in the forest?
4. Why did Franklin try to persuade the Prince to surrender?
5. What did Peter Piper do when Franklin tried to persuade the Prince to surrender?
6. Why did Franklin sneak out to meet the bandits' leader?
7. Did the Prince manage to escape from the bandits? How?
8. After you read the story, what did you think of the Prince's friends?

B. Decide whether these statements are true (T) or false (F)

1. The young Prince was hated by his people.
2. The young Prince was kind to others.
3. The Prince had two best friends.
4. Both of the Prince's friends were rich people.
5. When the bandits attacked, they hurried back to the castle.
6. The Prince and his friends hid in an old house.
7. The Prince did not want to surrender.
8. Franklin made an agreement with the bandits.
9. The bandits managed to enter the house by breaking the front door.
10. The Prince and Peter managed to escape but Franklin did not.

C. Complete this paragraph with the past tense of the verbs in the box.

Rob

happen

finish walk

grab

scream

push

take

escape

Once upon a time, two bandits 1 _____ an old lady. The robbery 2 near the old
bridge over the river. The old lady 3 shopping and 4 toward the bridge. When
she was near the bridge, two bandits 5 _____ toward her and 6 her purse. She 7
and they 8 _____ it. Then, they 9 through the forest. _____

Appendix 3

Snow White



Long ago, in the Neverland, there lived a very beautiful princess, Snow White. The Queen was her stepmother. She was very jealous of her beauty. So she wanted her to die. Snow White knew about the evil plan. She escaped into a forest. There she made friends with seven dwarfs. The queen turned Snow White into a witch. Snow White did not realize it. The witch gave her a poisoned apple. As a result, Snow White was put into sleep for years. Fortunately, in the end, Prince Charming revived her with a kiss. They lived together happily ever after.

(Free adaptation from Grimms' fairy tale)

Answer these questions.

1. What is the story about?
2. When and where did the story happen?
3. What problems did Snow White have?
4. Who came to help her?
5. What did he do to Snow White?

According to the story, say whether each statement below is True or False.

1. Snow White was a beautiful queen.
2. Her own mother was jealous of her beauty.
3. Snow White ran away from her palace.
4. She lived with Prince Charming in a forest.
5. Snow White was poisoned by her stepmother.

Appendix 4

The Answer of the questions

Appendix 2

- A 1. Prince Jonathan is a kind young person.
2. Peter Piper the servant of the palace and Franklin Greedy the son of an Aristocrat.
3. When the Prince and his two friends were walking in the forest a group of bandits
4. Franklin tried to persuade the Prince to surrender because he was very terrified.
5. He urged and supported the Prince not to give up.

B 1. F

6. T

2. T

7. T

3. T

8. T

4. F

9. F

5. F

10. T

C 1.rob

6. grab

2. happen

7. scream

3. finish

8. take

4. walk

9. escape

5. push

Appendix 3

A 1. The story is about a very beautiful princess called Snow White.

2. The story happens at long ago in the Neverland.

3. Her step mother wanted her to die.

4. A Prince charming

5. He revived her with a kiss.

B 1. F

2. F

3. T

4. F

5. F

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMP N 4 Depok
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/2
Jumlah Pertemuan : 1 x pertemuan

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

KOMPETENSI DASAR : 11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*

INDIKATOR

Pada akhir dari pembelajaran, siswa dapat:

- Mengidentifikasi tujuan komunikatif teks *narrative*
- Mengidentifikasi berbagai makna teks *narrative*
- Mengidentifikasi rujukan kata dalam teks *narrative* yang dibaca

ALOKASI WAKTU : 2 X 40 menit

JENIS TEKS : Narrative

ASPEK/SKILL : Membaca

TUJUAN PEMBELAJARAN

- Mengidentifikasi tujuan komunikatif teks *narrative*
- Siswa dapat mengerti bagaimana memperoleh informasi dari *narrative* teks

MATERI AJAR

- a. Teks Essai berbentuk *narrative*

PENDEKATAN, METODE, MODEL, TEKNIK

- *Three-phase technique (Pre-reading, Whilst-reading, Post-reading)*

SUMBER BELAJAR, MEDIA, ALAT, BAHAN

- Sumber Belajar : Utami Widiati, dkk. 2008. Contextual Teaching and Learning Bahasa Inggris SMP kelas VIII edisi 4. Jakarta: Pusat Perbukuan Dep. Pend. Nasional
- Media :
Power Point

KEGIATAN PEMBELAJARAN

- Kegiatan Awal / Pendahuluan
 - Menanyakan kabar siswa, doa, menanyakan kesiapan siswa dan absensi.
 - Memeriksa kesiapan media dan fasilitas.
 - Memperkenalkan topik baru.
- Kegiatan Inti
 - Tanya jawab terkait dengan teks narrative.
Ex: have you ever read the story about a girl or the lion?
 - Memberikan contoh dari sebuah teks narrative.
 - Berdiskusi membahas informasi yang ada dalam narrative teks.
- Kegiatan akhir / Penutup
 - Menyimpulkan materi pembelajaran.
 - Menanyakan kesulitan siswa selama PBM.
 - Melakukan refleksi dengan menugaskan siswa untuk mengamati narrative text.

PENILAIAN

- Teknik: tes tertulis
- Bentuk Instrumen, soal: objective test

ORIENTASI PENILAIAN

- Each correct answers gets 1 score for each number.
- Total maximum score: 1 x 10 = 10
- Maximum score: 10
- Achievement score : $\frac{\text{achivement score}}{\text{maximum score}} \times 10$

Guru Mata Pelajaran

Yogyakarta, 20 Maret 2013
Mahasiswa

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Appendix 1

Kegiatan Belajar Mengajar

4. Pre – Teaching

- Good morning class. How are you today?
- Before we start our lesson today, lets pray together, shall we!
- Who is absent in the class today?
- What was the lesson a week ago about?
- Now, we are going to discuss narrative text.
- Who have ever read a narrative text before?
- Do you know the purpose of narrative text?

5. Whilst Teaching

d. Presentation

- Look at the text carefully.
- This is the example of narrative text.
- Read silently please. I give you three minutes.
- What does the first paragraph tell about?

- Answer the question below.
- e. Practice
 - I'll give you a narrative text. Read them carefully then, find out the information in narrative text.
- f. Production
 - Students understand the information of narrative text.
- 6. Post Teaching
 - So, we can conclude that narrative text consist of orientation, complication and resolution.
 - Is there any questions?
 - Okay, if you don't have any questions I'll give you an assignment. Please look for a narrative text and then find out the information of narrative text. And submit it next week.
 - See you.

Appendix 2

Once upon a time there was a beautiful girl called Sarah, who lived with her step mother. Her step mother was very bossy, greedy and arrogant. She hated Sarah a lot.

One day when her father was working out side, the step mother hit Sarah and expelled her from the house. She went out side and walked far away from the house. Suddenly she saw a big melon farm and went in it. After that she hid in a big melon. She used to go out of the melon and get her food.

One day a prince visited the farm and saw the big melon. "Cut this melon I want to eat it," the prince said. The prince's guards started to cut the melon but they heard a voice from it. Sarah said "Don't cut me please!" They were all surprised at this situation. The prince said "Who are you? Calm down, please come out." After that she came out. He fell in love with her.

She told him her story so the prince decided to marry her and they lived happily ever after.

Complete these sentences based on the information in the story above.

1. The story talk about
2. The step mother behave in the family.
3. Sarah left the house one day because
4. Sarah saw a very big melon and decided to in side it.
5.saw a big melon wanted to eat the melon.
6. The guards stopped cutting the melon because
7. In the end Sarah

Appendix 3

Babu and the Lion

One day, there was a slave whose name was Babu. His master was very, very bad. You know, he often punched Babu and did not offer him food for days. Poor Babu! So he escaped into a forest and slept in a cave.

Next morning, he heard a loud roar. In front of him..., at the mouth of the cave..., was a very big lion. You see, Babu was scared to death! Kind of scary, isn't it? But he could not escape.

But the lion didn't attack him. It was tame. There was a large thorn in its right front foot. The lion looked at Babu. It seemed to say something like: "Please help me. It's very painful." Babu walked bravely to the lion and pulled out the thorn. Babu and the lion turned out to be friends.

1. What was the slave's name?

- | | |
|---------|---------------|
| a. Lion | c. the Master |
| b. Babu | d. Baba |

2. What the slave gender?

- | | |
|------------|-----------|
| a. A women | c. A man |
| b. A kid | d. A girl |

3. What the master behave?

- | | |
|-----------|-----------|
| a. Bad | c. Kind |
| b. Honest | d. Grumpy |

4. Where did the slave run away?

- | | |
|------------------|-----------------|
| a. into a home | c. to the river |
| b. into a forest | d. in a cave |

5. Where did she/he sleep?

- | | |
|----------------|--------------|
| a. in a forest | c. in a home |
| b. in a yard | d. in a cave |

6. What animal did she/he see next morning?

- | | |
|-----------|-------------|
| a. A lion | c. A monkey |
| b. A bear | d. A snake |

7. What the lion looks like?

- | | |
|----------|---------------|
| a. small | c. very big |
| b. tall | d. very small |

8. Was the slave afraid of the animal?

- | | |
|--------------------|----------------|
| a. No, he was not. | c. May be |
| b. Yes, he was. | d. Not mention |

9. Did the animal attack him?

- a. No, it did not.
- b. Yes, it did.
- c. May be
- d. Not mention

10. What did the slave do to the animal?

- a. escaped from the animal
- b. hide from the animal
- c. walked bravely and pulled out the thorn
- d. stayed cool

Complete each sentence below with the correct word from the box.

punched	slept	ranaway	bad	lame
bravely	frightened	attack	painful	heard

1. The ... master didn't give him food.
2. The master often ... his slave.
3. The slave from his master.
4. He ... in a cave.
5. Babu ... a loud roar.
6. He was ... by the roar of the lion.
7. The lion did not ... him.
8. The lion walked unsteadily. It was....
9. A thorn pained its right foot. The foot was....
10. Babu walked ... towards the lion.

Appendix 4

The Answer of the questions

Appendix 2

1. a beautiful girl that met the prince and married
2. bossy, greedy, and arrogant
3. went
4. The Prince
5. they heard a voice from it.
6. married to the Prince and lived happily ever after.

Appendix 3

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

- | | |
|------------|---------------|
| 1. bad | 6. frightened |
| 2. punched | 7. attack |
| 3. runaway | 8. lame |
| 4. slept | 9. painful |
| 5. heard | 10. bravely |

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMP N 4 Depok
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/2
Jumlah Pertemuan : 1 x pertemuan

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

KOMPETENSI DASAR : 11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*

INDIKATOR

Pada akhir dari pembelajaran, siswa dapat:

- Mengidentifikasi topik bacaan yang ada dalam teks *recount*
- Mengidentifikasi tujuan komunikatif teks *recount*
- Mengidentifikasi langkah retorika dan ciri kebahasaan teks *recount*

ALOKASI WAKTU : 2 X 40 menit

JENIS TEKS : *Recount*

ASPEK/SKILL : Membaca

TUJUAN PEMBELAJARAN

- Siswa dapat mengerti bagaimana memperoleh informasi dari *recount* teks
- Siswa dapat mengidentifikasi topik bacaan dari *recount* teks

MATERI AJAR

Teks Essai berbentuk *recount*

PENDEKATAN, METODE, MODEL, TEKNIK

- *Three-phase technique (Pre-reading, Whilst-reading, Post-reading)*

SUMBER BELAJAR, MEDIA, ALAT, BAHAN

- Sumber Belajar : Artono Wardiman, dkk. 2008. *English in Focus for Grade VIII Junior High School*. Jakarta: Pusat Perbukuan Dep. Pend. Nasional
- Media :
Power Point

KEGIATAN PEMBELAJARAN

- KegiatanAwal / Pendahuluan
 - Menanyakan kabar siswa, doa, menanyakan kesiapan siswa dan bsensi.
 - Memeriksa kesiapan media dan fasilitas.
 - Memperkenalkan topik baru.
- Kegiatan Inti
 - Memberikan contoh dari sebuah teks recount
 - Berdiskusi membahas informasi yang ada dalam teks recount
- Kegiatan akhir / Penutup
 - Menyimpulkan materi pembelajaran
 - Menanyakan kesulitan siswa selama PBM
 - Melakukan refleksi dengan menugaskan siswa terkait dengan recount teks

PENILAIAN

- Teknik: tes tertulis
- Bentuk Instrumen, soal: uraian/essay

PEDOMAN PENILAIAN

- Tiap nomor yang benar skor 2
- Skor maximal 10

Guru Mata Pelajaran

Yogyakarta, 21 Maret 2013

Mahasiswa

Nur Siti Fatimah, S.Pd

MitaDwiAstuti

NIP. 19690924 199303 2 006

NIM.06202244131

Appendix 1

Kegiatan Belajar Mengajar

7. Pre – Teaching

- Good morning class. How are you today?
- Before we start our lesson today, let's pray together, shall we!
- Who is absent in the class today?
- What was the lesson a week ago about?
- Now, we are going to discuss a recount text.
- Who have ever read a recount text before?
- Do you know the example of recount text?

8. Whilst Teaching

g. Presentation

- Look at the picture.
- Do you know them?
- Read the recount text and then answer the questions.

h. Practice

- I'll give you a recount text. Read them carefully. Find out the information in recount text.

i. Production

- Students understand the information of recount text.

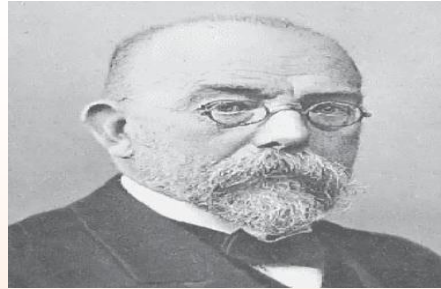
9. Post Teaching

- So, we can conclude that a recount text is a text that tells the reader about one story, action or activity. Its goal is to entertain or inform the reader.
- Is there any question?
- Okay, if you don't have any questions I'll give you an assignment. Please look for a recount text and then find out the information of the text. And submit it next week.
- See you.

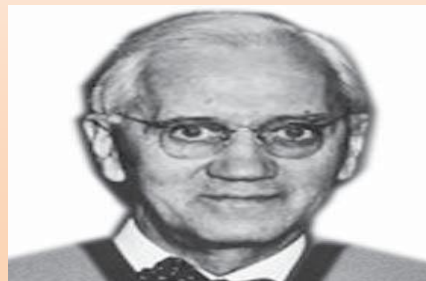
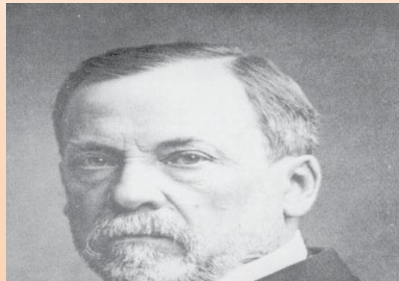
Appendix 2



Edward Jenner



Robert Koch



Do you have an experience likes Robert Koch or Alexander Fleming?

Have you heard the story about their experience?

Let's read the story below about experience.

My Personal Experience

When I was in junior high school, I was not a very diligent student. In fact, I was quite lazy. I hated all the subjects that I took during school, especially science. For me science was very difficult. It was hard for me to remember the chemical processes, physics calculations, and biological processes.

Once, my teacher grounded me in the library because I did not do my Biology homework. The teacher asked me to read several books and make a summary about them. When I was browsing the shelves, I found a book entitled "The inventors of Medicine". I thought "OK, this is a start". I took it out then began reading it.

I learned from the book about Edward Jenner. He was an English doctor who found the cure for smallpox. The next one was Louis Pasteur. His interest in bacteria led him to discover the treatments for rabies and anthrax. Just like Pasteur, Robert Koch's experiments on bacteria also proved that tuberculosis can be spread to others by contact. Finally, there was Alexander Flemming, a British bacteriologist who found the first antibiotic and penicillin.

After I read the book, I realised that science is useful for human kind. By studying, we can discover things that can help human kind.

Read the text carefully and then answer the question.

1. When did the story take place?
2. Was the writer a diligent student?
3. What lessons did the writer hate?
4. What was the title of the book that the writer read?
5. What happened to the writer after he read the book?

Decide whether these statements are true (T) or false (F).

1. The writer was a lazy student when he was in junior high school.
2. The writer was grounded because he did not do his Biology homework.
3. The writer was told to make a book review.
4. He looked for the books in a bookstore.
5. He found a book about medical health.

Appendix 3

Adolescence

Last night, I read an article about adolescence in a magazine. I learned that it was a time of change between childhood and adulthood.

After I finished reading the article from the magazine, I remembered my own adolescence. I was fourteen at that time. I felt very emotional about everything. But I tried to learn more about myself. I tried to discover what I wanted to do, and what kind of people I wanted to be.

To divert my emotions, I took many extra curricular activities. I took piano lessons on Mondays. On Tuesdays, I joined an English course. Then on Wednesdays and Thursdays, I had extra science and math lessons. Fridays, it was my time to play basketball with my friends. Finally, I spent most of my weekends with my family.

I was able to control my emotions and to have a place where I could express my creativity in positive ways.

Answer the following questions based on the text

1. Where did the writer find out about adolescence?
2. What is adolescence?
3. How old was the writer when he experienced adolescence?
4. How did it make him feel?

5. What did the writer do to divert his emotions?

6. When did the writer spend the days with his family?

7. Did the writer benefit from the activities?

Appendix 4

After the movie was over, I left the cinema quickly. My watch showed 11.30 p.m. as I got on to my cycle. I pedaled hard on my bicycle and was soon speeding home. My thought went back to the movie I had just seen. It was a scary story. I could remember clearly a woman screaming as she was being attacked by a monster. Somehow that frightful scene stayed in my mind and I could not forget it.

The road was dark and quite. As I approached **a graveyard**, I heard some sounds behind me. I was frightened and began to cycle faster. The sound came nearer and nearer. Then, I heard a familiar voice calling me. I looked back and saw Hadi, my classmate. He had also seen the movie and was frightened too. He had cycled after me so that he could not be alone. Both of us laughed out loud over our behavior.

1. What is the text mostly about?

- | | |
|-------------------------------|-------------------------|
| c. Going home from the movie. | c. The frightful scene. |
| d. An unforgettable. | d. The scary feeling. |

2. What does "I" in the text refer to?

- | | |
|----------------|-----------------|
| c. The reader. | c. The movie. |
| d. The writer. | d. The monster. |

3. When did they see the movie?

c. In the evening.	c. In the morning.
d. At night.	d. In the afternoon.
4. "As I approach a grave yard". The underlined word is closest in meaning to

c. cemetery	c. dark place
d. back ground	d. ground floor
5. What is the purpose of the text above?

c. To amuse and entertain the reader.	c. To inform the writer.
d. To describe a particular place.	d. To retell events.

Appendix 5

Answer of the questions.

Appendix 2

1. When the writer was in Junior High School
2. No, he was not.
3. He hate science
4. The Inventors of Medicine
5. He realized that science is useful for human kind.

1. T
2. T
3. T
4. F
5. T

Appendix 3

1. An article in a magazine.
2. It was a time of change between childhood and adulthood.

3. He was fourteen years old.
4. He felt very emotional about everything.
5. He took many extra curricular activities.
6. Most of his weekend he spent with his family.
7. Yes, he did.

Appendix 4

1. D
2. B
3. B
4. A
5. D

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMP N 4 Depok
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/2
Jumlah Pertemuan : 1 x pertemuan

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

KOMPETENSI DASAR : 11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*

INDIKATOR

Pada akhir dari pembelajaran, siswa dapat:

- Mengidentifikasi tujuan komunikatif teks *recount*
- Mengidentifikasi langkah retorika dan ciri kebahasaan teks *recount*

ALOKASI WAKTU : 2 X 40 menit

JENIS TEKS : Recount

ASPEK/SKILL : Membaca

TUJUAN PEMBELAJARAN

- Siswa dapat mengerti bagaimana memperoleh informasi dari recount teks
- Siswa dapat mengidentifikasi topik bacaan dari recount teks

MATERI AJAR

Teks Essai berbentuk *recount*

PENDEKATAN, METODE, MODEL, TEKNIK

- *Three-phase technique (Pre-reading, Whilst-reading, Post-reading)*

SUMBER BELAJAR, MEDIA, ALAT, BAHAN

- Sumber Belajar : Utami Widiati, dkk. 2008. *Contextual Teaching and Learning Bahasa Inggris SMP kelas VIII edisi4*. Jakarta: Pusat Perbukuan Dep. Pend. Nasional
- Media :
Power Point

KEGIATAN PEMBELAJARAN

- Kegiatan Awal / Pendahuluan
 - Menanyakan kabar siswa, doa, menanyakan kesiapan siswa dan absensi.
 - Memperkenalkan topik baru
 - Tanya jawab terkait dengan teks recount
Ex: have you ever gone a study tour?
- Kegiatan Inti
 - Memberikan contoh dari sebuah teks recount
 - Membaca teks recount
 - Berdiskusi membahas informasi yang ada dalam teks recount
- Kegiatan akhir / Penutup
 - Menyimpulkan materi pembelajaran
 - Menanyakan kesulitan siswa selama PBM
 - Melakukan refleksi dengan menugaskan siswa terkait dengan recount teks

PENILAIAN

- Teknik: tes tertulis
- Bentuk Instrumen, soal: uraian/essay

PEDOMAN PENILAIAN

- Tiap nomor yang benar skor 2
- Skor maksimal 10

Guru Mata Pelajaran

Yogyakarta, 28 Maret 2013

Mahasiswa

Nur Siti Fatimah, S.Pd
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Appendix 1

Kegiatan Belajar Mengajar

10. Pre – Teaching

- Good morning class. How are you today?
- Before we start our lesson today, let's pray together, shall we!
- Who is absent in the class today?
- What was the lesson a week ago about?
- Now, we are going to discuss a recount text.
- Who have ever read a recount text before?

11. Whilst Teaching

j. Presentation

- See the picture and talk about recount.
Have you ever gone on a study tour?
What places did you visit during your study tour?
Did you also keep what you experienced in a diary?
Did your teacher ask you to write a recount or story after the trip?
- Read the recount text and then answer the questions.

k. Practice

- I'll give you a recount text. Read them carefully. Find out the information in recount text.

l. Production

- Students understand the information of a recount text.

12. Post Teaching

- So, we can conclude that a recount text is a text that tells the reader about one story, action or activity. Its goal is to entertain or inform the reader.
- Is there any question?

- Okay, if you don't have any questions I'll give you an assignment. Please look for a recount text and then find out the information of the text. And submit it next week.
- See you.

Appendix 2

Work in pairs and discuss these questions.



1. Have you ever gone on a study tour ?
2. What places did you visit during your study tour?
3. Did you tell your experience to your Dad or Mum?
4. Did you also keep what you experienced in a diary?
5. Did your teacher ask you to write a recount or story after the trip?

Hi, every body. Let me tell you something. Last night I went to my neighbor's wedding party with my family. You know, it was the wedding party of my dad's boss' son.

Well, in the party I had *rawon* and *sate madura*. It's really nice to have them in a traditional wedding like this one. Then I had, you know what, some *dawet ayu*. After that, I sang for the happy couple.

At about 09.15 we went home. We arrived home rather late. I felt really

Answer the following questions.

1. What did the speaker do last night?
2. Whose birthday was it?
3. What did the speaker have for dinner first?
4. When did the speaker go home?
5. How did the speaker feel?

Appendix 3

Please Send Me A Card

Postcards always spoil my holidays. Last summer, I went to Italy. I visited museums and sat in public gardens. Friendly Water taught me a few words of Italian. Then, he lent me a book. I read a few lines, but I did not understand a word. Everyday I thought about postcards. My holidays passed **quickly**, but I did not send any cards to my friends. On the last day I made a big decision. I got up early and bought thirty-seven cards. I spent the whole day in my room, but I did not write a single card!

1. Where did the writer buy the cards?
 - a. Paris.
 - c. New York.
 - c. Italy.
 - d. London.
2. What does "I" in the text refer to?
 - c. The writer.
 - c. The postcard.
 - d. The reader.
 - d. The museums.
3. What did he visit when he were in Italy?
 - c. Museum.
 - c. A public garden.
 - d. Post office.
 - d. A friend house.
4. "My holidays passed quickly". The underlined word is closest in meaning to
 - c. rapidly
 - c. lovely.
 - d. slowly
 - d. enjoyably
5. Which statement is **TRUE** based on the text?
 - e. The writer always got up early.
 - f. The writer sent thirty seven cards for his friends.
 - g. The writer spent the holiday by writing postcard.
 - h. On the last day the writer bought thirty seven cards.

Appendix 4

A Tour to the Botanic Gardens

by Nida

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

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

Next we took some pictures and then we went back to the Education Centre to have lunch. After that we went for a walk. A lady took us around and introduced herself, then she explained what we were going to do. Next she took us in to the green house. It was most interesting.

Soon after we had finished we went back outside. Finally we got into

Answer these questions.

1. What is the text about?
2. 'We' in the text above refers to
3. Did Nida tell what Year Eight students do?
4. When did they do it? Where?
5. What was the first thing they did when they arrived?

6. What did they do next?
7. Who do you think Mrs. Rita was?
8. What did she do?
9. Where did Year Eight go next?
10. How did they return to school?

**Nida wrote the event of the day in the order they happened. Check her story again.
Then number these events in their correct order.**

- We walked down and got into the bus.
- We had morning tea.
- We walked down to the Education Centre.
- We took some pictures.
- We went to the Orchid Farm.
- She took us to the green house.
- We went down to a little spot in the Botanic Gardens.
- We went back to the Education Centre to have lunch.
- A lady took us around and introduced herself then she explained what we were going to do.
- We got into the bus and returned to school.

Appendix 5

Answer of the questions.

Appendix 2

1. He/She went to his/her neighbor's wedding party.
2. The wedding party of her/his dad's boss' son.
3. He/She had rawon and sate Madura.
4. He/She went home at about 09.15.
5. He/She felt really very happy.

Appendix 3

1. B
2. A
3. A
4. A
5. D

Appendix 4

1. A tour to the botanic gardens.
2. year eight students.
3. Yes, she did.
4. They went to the Orchid farm.
5. They looked at all the lovely plants.
6. Mrs. Rita is an informant or tour guide.
7. She read/told some information about botanic gardens.
8. They return to school by bus.

1 – 5 – 6 – 2 – 3 – 9 – 4 – 7 – 8 – 10

Lesson Plan of Control Group

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMP N 4 Depok
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/2
Jumlah Pertemuan : 1 x pertemuan

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

KOMPETENSI DASAR : 11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*

INDIKATOR

Pada akhir dari pembelajaran, siswa dapat:

- Mengidentifikasi generic structure dari narrative teks
- Mengidentifikasi tujuan komunikatif teks *narrative*
- Mengidentifikasi langkah retorika dan ciri kebahasaan teks *narrative*

ALOKASI WAKTU : 2 X 40 menit

JENIS TEKS : Narrative

ASPEK/SKILL : Membaca

TUJUAN PEMBELAJARAN

- Siswa dapat mengidentifikasi generic structure dan ciri kebahasaan dari narrative teks
- Siswa dapat mengidentifikasi tujuan komunikatif dari narrative teks
- Siswa dapat mengerti bagaimana memperoleh informasi dari narrative teks

MATERI AJAR

Teks Essai berbentuk *narrative*

PENDEKATAN, METODE, MODEL, TEKNIK

- *Three-phase technique (Pre-reading, Whilst-reading, Post-reading)*

SUMBER BELAJAR, MEDIA, ALAT, BAHAN

- Sumber Belajar :
PriyanaJaka, dkk. 2008. Scaffolding. Jakarta: PusatPerbukuan Dep. Pend.
Nasional
- Media :
Text book

KEGIATAN PEMBELAJARAN

- KegiatanAwal / Pendahuluan
 - Menanyakan kabar siswa, doa, menanyakan kesiapan siswa dan bsensi.
 - Memeriksa kesiapan media dan fasilitas.
 - Memperkenalkan topik baru.
- KegiatanInti
 - Memberikan contoh dari sebuah teks narrative
 - Membahas generic structure terkait dengan teks narrative
 - Berdiskusi membahas informasi yang ada dalam narrative teks
- Kegiatanakhir / Penutup
 - Menyimpulkan materi pembelajaran.
 - Menanyakan kesulitan siswa selama PBM.
 - Melakukan refleksi dengan memberikan tugas pada siswa.

PENILAIAN

- Teknik: tes tertulis
- Bentuk Instrumen, soal: objective test

ORIENTASI PENILAIAN

- Each correct answers gets 1 score for each number.
- Total maximum score: 1 x 10 = 10
- Maximum score: 10

- Achievement score : $\frac{\text{achivement score}}{\text{maximum score}} \times 10$

Guru Mata Pelajaran

Nur Siti Fatimah, S.Pd
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Yogyakarta, 27 Maret 2013
Mahasiswa

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Appendix 1

Kegiatan Belajar Mengajar

13. Pre – Teaching

- Good morning class. How are you today?
- Before we start our lesson today, let's pray together, shall we!
- Who is absent in the class today?
- What was the lesson a week ago about?
- Now, we are going to discuss narrative text.
- Who have ever read a narrative text before?
- Do you know the purpose of narrative text?

14. Whilst Teaching

m. Presentation

- This is the example of narrative text.
- Read silently please. I give you three minutes.
- What does the first paragraph tell about?
- Let us discuss the generic structure, language features, and information in narrative text.

n. Practice

- I'll give you a narrative text. Read them carefully then, find out the information in a narrative text.

o. Production

- Students understand the information of a narrative text.

15. Post Teaching

- So, we can conclude that narrative text consist of orientation, complication and resolution.
- Is there any questions?

- Okay, if you don't have any questions I'll give you an assignment. Please look for a narrative text and then find out the information of a narrative text. And submit it next week.
- See you.



1. Do you have a best friend?
2. What kind of friend do you want to have?

Appendix 2

Read the following text! STORY TALES

The Prince and His Best Friends



Once upon a time, there lived a kind young prince named Jonathan. He was loved, and adored by his people. His two close friends were Peter Piper, the servant of the palace and Franklin Greedy, the son of an Aristocrat.

One day, The Prince, Peter Piper, and Franklin Greedy were walking through the forest. Suddenly a group of bandits attacked the three boys near an old house. They entered the old house and blockaded the gate and doors. The three boys were trapped inside the house.

Franklin was very terrified and asked the Prince to surrender immediately, but Peter was not afraid. He urged and supported the Prince not to give up. The Prince decided not to surrender because he realised that he would become a hostage for the bandits to ask for ransom to his father, but Franklin was scared and wanted to make a deal, it made Peter suspicious about Franklin's behaviour. So he quietly made up a plan for him and the Prince to escape.

Early at dawn, Franklin opened the front gate and unlocked the doors. The bandits entered the house in search of the Prince. When they came to the room where the Prince was supposed to be sleeping, no one was there. Suddenly they heard a horse running outside the house and

Purpose

To amuse or entertain the readers with actual or vicarious experiences in different ways; narrative always deal with some problems which lead to the climax and then turn into a solution to the problem.

Generic Structure

- Orientation : set the scene and introduces the participants.
One morning, one of the Witch`s friends came over to visit.
- Complication : a problem arises followed by other problems.
Sequence of events: After her friend left, the Witch looked around her house....
Sequence of events: after lunch, she started to paint, and she worked carefully.
- Resolution : the crisis is resolved, for better or for worse.
Suddenly, the broom turned into a paint brush and it started to paint the upper walls.

Language Features

- The use of connectives: after, then.
- The use of adverbial phrases of time: one morning, in the afternoon, in ten minutes.
- The use of simple past tense:
 - One morning, one of the Witch`s friends came over to visit.
 - The Witch was very angry.

A. Answer the following questions based on the text above!

1. What kind of person was Prince Jonathan?
2. Who were Prince Jonathan`s friends?
3. What happened when the Prince and his two friends were walking in the forest?
4. Why did Franklin try to persuade the Prince to surrender?
5. What did Peter Piper do when Franklin tried to persuade the Prince to surrender?

6. Why did Franklin sneak out to meet the bandits' leader?
7. Did the Prince manage to escape from the bandits?How?
8. After you read the story, what did you think of the Prince's friends?

B. Decide whether these statements are true (T) or false (F)

1. The young Prince was hated by his people.
2. The young Prince was kind to others.
3. The Prince had two best friends.
4. Both of the Prince's friends were rich people.
5. When the bandits attacked, they hurried back to the castle.
6. The Prince and his friends hid in an old house.
7. The Prince did not want to surrender.
8. Franklin made an agreement with the bandits.
9. The bandits managed to enter the house by breaking the front door.
10. The Prince and Peter managed to escape but Franklin did not.

C. Complete this paragraph with the past tense of the verbs in the box.

Rob

happen

finish walk

grab

scream

push

take

escape

Once upon a time, two bandits 1 _____ an old lady. The robbery 2 _____ near the old bridge over the river. The old lady 3 _____ shopping and 4 _____ toward the bridge. When she was near the bridge, two bandits 5 _____ toward her and 6 _____ her purse. She 7 _____ and they 8 _____ it. Then, they 9 _____ through the forest.

Appendix 3

Snow White



Long ago, in the Neverland, there lived a very beautiful princess, Snow White. The Queen was her stepmother. She was very jealous of her beauty. So she wanted her to die. Snow White knew about the evil plan. She escaped into a forest. There she made friends with seven dwarfs. The queen turned Snow White into a witch. Snow White did not realize it. The witch gave her a poisoned apple. As a result, Snow White was put into sleep for years. Fortunately, in the end, Prince Charming revived her with a kiss. They lived together happily ever after.

(Free adaptation from Grimms' fairy tale)

Answer these questions.

1. What is the story about?
2. When and where did the story happen?
3. What problems did Snow White have?
4. Who came to help her?
5. What did he do to Snow White?

According to the story, say whether each statement below is True or False.

1. Snow White was a beautiful queen.
2. Her own mother was jealous of her beauty.
3. Snow White ran away from her palace.
4. She lived with Prince Charming in a forest.
5. Snow White was poisoned by her stepmother.

Appendix 4

The Answer of the questions

Appendix 2

- A 1. Prince Jonathan is a kind young person.
6. Peter Piper the servant of the palace and Franklin Greedy the son of an Aristocrat.
7. When the Prince and his two friends were walking in the forest a group of bandits
8. Franklin tried to persuade the Prince to surrender because he was very terrified.
9. He urged and supported the Prince not to give up.

- | | |
|--------|-------|
| B 1. F | 6. T |
| 2. T | 7. T |
| 3. T | 8. T |
| 4. F | 9. F |
| 5. F | 10. T |

- C 1. rob 6. grab

- | | |
|-----------|-----------|
| 2. happen | 7. scream |
| 3. finish | 8. take |
| 4. walk | 9. escape |
| 5. push | |

Appendix 3

A 1. The story is about a very beautiful princess called Snow White.

2. The story happens at long ago in the Neverland.

3. Her step mother wanted her to die.

4. A Prince charming

5. He revived her with a kiss.

B 1. F

2. F

3. T

4. F

5. F

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMP N 4 Depok
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/2
Jumlah Pertemuan : 1 x pertemuan

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

KOMPETENSI DASAR : 11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*

INDIKATOR

Pada akhir dari pembelajaran, siswa dapat:

- Mengidentifikasi tujuan komunikatif teks *narrative*
- Mengidentifikasi berbagai makna teks *narrative*
- Mengidentifikasi rujukan kata dalam teks *narrative* yang dibaca

ALOKASI WAKTU : 2 X 40 menit

JENIS TEKS : Narrative

ASPEK/SKILL : Membaca

TUJUAN PEMBELAJARAN

- Mengidentifikasi tujuan komunikatif teks *narrative*
- Siswa dapat mengerti bagaimana memperoleh informasi dari *narrative* teks

MATERI AJAR

- b. Teks Essai berbentuk *narrative*

PENDEKATAN, METODE, MODEL, TEKNIK

- *Three-phase technique (Pre-reading, Whilst-reading, Post-reading)*

SUMBER BELAJAR, MEDIA, ALAT, BAHAN

- Sumber Belajar : Utami Widiati, dkk. 2008. Contextual Teaching and Learning Bahasa Inggris SMP kelas VIII edisi 4. Jakarta: Pusat Perbukuan Dep. Pend. Nasional
- Media :
Text book

KEGIATAN PEMBELAJARAN

- Kegiatan Awal / Pendahuluan
 - Menanyakan kabar siswa, doa, menanyakan kesiapan siswa dan absensi.
 - Memeriksa kesiapan media dan fasilitas.
 - Memperkenalkan topik baru.
- Kegiatan Inti
 - Tanya jawab terkait dengan teks narrative.
Ex: have you ever read the story about a girl or the lion?
 - Memberikan contoh dari sebuah teks narrative.
 - Berdiskusi membahas informasi yang ada dalam narrative teks.
- Kegiatan akhir / Penutup
 - Menyimpulkan materi pembelajaran.
 - Menanyakan kesulitan siswa selama PBM.
 - Melakukan refleksi dengan menugaskan siswa untuk mengamati narrative text.

PENILAIAN

- Teknik: tes tertulis
- Bentuk Instrumen, soal: objective test

ORIENTASI PENILAIAN

- Each correct answers gets 1 score for each number.
- Total maximum score: 1 x 10 = 10
- Maximum score: 10
- Achievement score : $\frac{\text{achievement score}}{\text{maximum score}} \times 1$

Guru Mata Pelajaran

Yogyakarta, 20 Maret 2013

Mahasiswa

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Appendix 1

Kegiatan Belajar Mengajar

16. Pre – Teaching

- Good morning class. How are you today?
- Before we start our lesson today, lets pray together, shall we!
- Who is absent in the class today?
- What was the lesson a week ago about?
- Now, we are going to discuss narrative text.
- Who have ever read a narrative text before?
- Do you know the purpose of narrative text?

17. Whilst Teaching

p. Presentation

- Look at the text carefully.
- This is the example of narrative text.
- Read silently please. I give you three minutes.
- What does the first paragraph tell about?
- Answer the question below.

q. Practice

- I'll give you a narrative text. Read them carefully then, find out the information in narrative text.

r. Production

- Students understand the information of narrative text.

18. Post Teaching

- So, we can conclude that narrative text consist of orientation, complication and resolution.
- Is there any questions?
- Okay, if you don't have any questions I'll give you an assignment. Please look for a narrative text and then find out the information of narrative text. And submit it next week.
- See you.

Appendix 2

Once upon a time there was a beautiful girl called Sarah, who lived with her step mother. Her step mother was very bossy, greedy and arrogant. She hated Sarah a lot.

One day when her father was working out side, the step mother hit Sarah and expelled her from the house. She went out side and walked far away from the house. Suddenly she saw a big melon farm and went in it. After that she hid in a big melon. She used to go out of the melon and get her food.

One day a prince visited the farm and saw the big melon. "Cut this melon I want to eat it," the prince said. The prince's guards started to cut the melon but they heard a voice from it. Sarah said "Don't cut me please!" They were all surprised at this situation. The prince said "Who are you? Calm down, please come out." After that she came out. He fell in love with her.

She told him her story so the prince decided to marry her and they lived happily ever after.

Complete these sentences based on the information in the story above.

1. The story talk about
2. The step mother behave in the family.
3. Sarah left the house one day because
4. Sarah saw a very big melon and decided to in side it.
5.saw a big melon wanted to eat the melon.
6. The guards stopped cutting the melon because
7. In the end Sarah

Appendix 3

Babu and the Lion

One day, there was a slave whose name was Babu. His master was very, very bad. You know, he often punched Babu and did not offer him food for days. Poor Babu! So he escaped into a forest and slept in a cave.

Next morning, he heard a loud roar. In front of him..., at the mouth of the cave..., was a very big lion. You see, Babu was scared to death! Kind of scary, isn't it? But he could not escape.

But the lion didn't attack him. It was tame. There was a large thorn in its right front foot. The lion looked at Babu. It seemed to say something like:"Please help me. It's very painful." Babu walked bravely to the lion and pulled out the thorn. Babu and the lion turned out to be friends.

Read the text and find the answers to the questions below.

1. What was the slave's name?

- | | |
|---------|---------------|
| a. Lion | c. the Master |
| b. Babu | d. Baba |

2. What the slave gender?

- | | |
|------------|-----------|
| a. A women | c. A man |
| b. A kid | d. A girl |

3. What the master behave?

- | | |
|-----------|-----------|
| a. Bad | c. Kind |
| b. Honest | d. Grumpy |

4. Where did the slave run away?

- | | |
|------------------|-----------------|
| a. into a home | c. to the river |
| b. into a forest | d. in a cave |

5. Where did she/he sleep?

- | | |
|----------------|--------------|
| a. in a forest | c. in a home |
| b. in a yard | d. in a cave |

6. What animal did she/he see next morning?

- | | |
|-----------|-------------|
| a. A lion | c. A monkey |
| b. A bear | d. A snake |

7. What the lion looks like?

- a. small
- b. tall
- c. very big
- d. very small

8. Was the slave afraid of the animal?

- a. No, he was not.
- b. Yes, he was.
- c. May be
- d. Not mention

9. Did the animal attack him?

- a. No, it did not.
- b. Yes, it did.
- c. May be
- d. Not mention

10. What did the slave do to the animal?

- a. escaped from the animal
- b. hide from the animal
- c. walked bravely and pulled out the thorn
- d. stayed cool

Complete each sentence below with the correct word from the box.

punched	slept	ranaway	bad	lame
bravely	frightened	attack	painful	heard

1. The ... master didn't give him food.
2. The master often ... his slave.
3. The slave from his master.
4. He ... in a cave.

5. Babu ... a loud roar.
6. He was ... by the roar of the lion.
7. The lion did not ... him.
8. The lion walked unsteadily. It was....
9. A thorn pained its right foot. The foot was....
10. Babu walked ... towards the lion.

Appendix 4

The Answer of the questions

Appendix 2

7. a beautiful girl that met the prince and married
8. bossy, greedy, and arrogant
9. went
10. The Prince
11. they heard a voice from it.
12. married to the Prince and lived happily ever after.

Appendix 3

- | | |
|-------|-------|
| 6. B | 6. A |
| 7. C | 7. C |
| 8. A | 8. B |
| 9. B | 9. A |
| 10. D | 10. C |

- | | |
|------------|---------------|
| 6. bad | 6. frightened |
| 7. punched | 7. attack |
| 8. runaway | 8. lame |
| 9. slept | 9. painful |
| 10. heard | 10. bravely |

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMP N 4 Depok
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/2
Jumlah Pertemuan : 1 x pertemuan

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

KOMPETENSI DASAR : 11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*

INDIKATOR

Pada akhir dari pembelajaran, siswa dapat:

- Mengidentifikasi topik bacaan yang ada dalam teks *recount*
- Mengidentifikasi tujuan komunikatif teks *recount*
- Mengidentifikasi langkah retorika dan ciri kebahasaan teks *recount*

ALOKASI WAKTU : 2 X 40 menit

JENIS TEKS : *Recount*

ASPEK/SKILL : Membaca

TUJUAN PEMBELAJARAN

- Siswa dapat mengerti bagaimana memperoleh informasi dari *recount* teks
- Siswa dapat mengidentifikasi topik bacaan dari *recount* teks

MATERI AJAR

Teks Essai berbentuk *recount*

PENDEKATAN, METODE, MODEL, TEKNIK

- *Three-phase technique (Pre-reading, Whilst-reading, Post-reading)*

SUMBER BELAJAR, MEDIA, ALAT, BAHAN

- Sumber Belajar : Artono Wardiman, dkk. 2008. *English in Focus for Grade VIII Junior High School*. Jakarta: Pusat Perbukuan Dep. Pend. Nasional
- Media :
Text book

KEGIATAN PEMBELAJARAN

- Kegiatan Awal / Pendahuluan
 - Menanyakan kabar siswa, doa, menanyakan kesiapan siswa dan bseni.
 - Memeriksa kesiapan media dan fasilitas.
 - Memperkenalkan topik baru.
- Kegiatan Inti
 - Memberikan contoh dari sebuah teks recount
 - Berdiskusi membahas informasi yang ada dalam teks recount
- Kegiatan akhir / Penutup
 - Menyimpulkan materi pembelajaran
 - Menanyakan kesulitan siswa selama PBM
 - Melakukan refleksi dengan menugaskan siswa terkait dengan recount teks

PENILAIAN

- Teknik: tes tertulis
- Bentuk Instrumen, soal: uraian/essay

PEDOMAN PENILAIAN

- Tiap nomor yang benar skor 2
- Skor maximal 10

Guru Mata Pelajaran

Yogyakarta, 21 Maret 2013
Mahasiswa

Nur Siti Fatimah, S.Pd
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Appendix 1

Kegiatan Belajar Mengajar

19. Pre – Teaching

- Good morning class. How are you today?
- Before we start our lesson today, let's pray together, shall we!
- Who is absent in the class today?
- What was the lesson a week ago about?
- Now, we are going to discuss a recount text.
- Who have ever read a recount text before?
- Do you know the example of recount text?

20. Whilst Teaching

s. Presentation

- Look at the picture.
- Do you know them?
- Read the recount text and then answer the questions.

t. Practice

- I'll give you a recount text. Read them carefully. Find out the information in recount text.

u. Production

- Students understand the information of recount text.

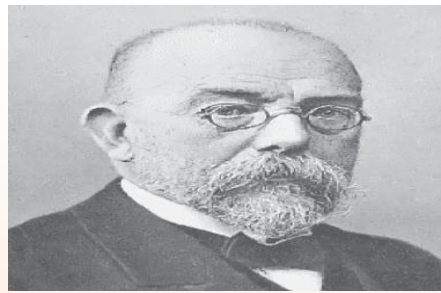
21. Post Teaching

- So, we can conclude that a recount text is a text that tells the reader about one story, action or activity. Its goal is to entertain or inform the reader.
- Is there any question?
- Okay, if you don't have any questions I'll give you an assignment. Please look for a recount text and then find out the information of the text. And submit it next week.
- See you

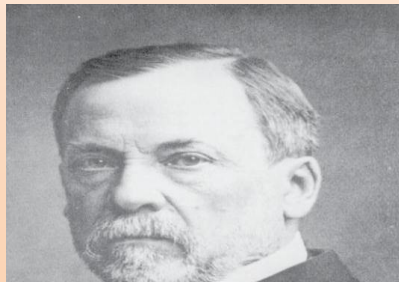
Appendix 2



Edward Jenner



Robert Koch



Do you have an experience likes Robert Koch or Alexander Fleming?

Have you heard the story about their experience?

Let's read the story below about experienc

My Personal Experience

When I was in junior high school, I was not a very diligent student. In fact, I was quite lazy. I hated all the subjects that I took during school, especially science. For me science was very difficult. It was hard for me to remember the chemical processes, physics calculations, and biological processes.

Once, my teacher grounded me in the library because I did not do my Biology homework. The teacher asked me to read several books and make a summary about them. When I was browsing the shelves, I found a book entitled "The inventors of Medicine". I thought "OK, this is a start". I took it out then began reading it.

I learned from the book about Edward Jenner. He was an English doctor who found the cure for smallpox. The next one was Louis Pasteur. His interest in bacteria led him to discover the treatments for rabies and anthrax. Just like Pasteur, Robert Koch's experiments on bacteria also proved that tuberculosis can be spread to others by contact. Finally, there was Alexander Flemming, a British bacteriologist who found the first antibiotic and penicillin.

After I read the book, I realised that science is useful for human kind. By studying, we can discover things that can help human kind.

Read the text carefully and then answer the question.

1. When did the story take place?
2. Was the writer a diligent student?
3. What lessons did the writer hate?
4. What was the title of the book that the writer read?

5. What happened to the writer after he read the book?

Decide whether these statements are true (T) or false (F).

1. The writer was a lazy student when he was in junior high school.
2. The writer was grounded because he did not do his Biology homework.
3. The writer was told to make a book review.
4. He looked for the books in a bookstore.
5. He found a book about medical health.

Appendix 3

Adolescence

Last night, I read an article about adolescence in a magazine. I learned that it was a time of change between childhood and adulthood.

After I finished reading the article from the magazine, I remembered my own adolescence. I was fourteen at that time. I felt very emotional about everything. But I tried to learn more about myself. I tried to discover what I wanted to do, and what kind of people I wanted to be.

To divert my emotions, I took many extra curricular activities. I took piano lessons on Mondays. On Tuesdays, I joined an English course. Then on Wednesdays and Thursdays, I had extra science and math lessons. Fridays, it was my time to play basketball with my friends. Finally, I spent most of my weekends with my family.

I was able to control my emotions and to have a place where I could express my creativity in positive ways.

Answer the following questions based on the text

1. Where did the writer find out about adolescence?
2. What is adolescence?
3. How old was the writer when he experienced adolescence?
4. How did it make him feel?

5. What did the writer do to divert his emotions?

6. When did the writer spend the days with his family?

7. Did the writer benefit from the activities?

Appendix 4

After the movie was over, I left the cinema quickly. My watch showed 11.30 p.m. as I got on to my cycle. I pedaled hard on my bicycle and was soon speeding home. My thought went back to the movie I had just seen. It was a scary story. I could remember clearly a woman screaming as she was being attacked by a monster. Somehow that frightful scene stayed in my mind and I could not forget it.

The road was dark and quite. As I approached **a graveyard**, I heard some sounds behind me. I was frightened and began to cycle faster. The sound came nearer and nearer. Then, I heard a familiar voice calling me. I looked back and saw Hadi, my classmate. He had also seen the movie and was frightened too. He had cycled after me so that he could not be alone. Both of us laughed out loud over our behavior.

1. What is the text mostly about?

- a. Going home from the movie.
- b. An unforgettable.
- c. The frightful scene.
- d. The scary feeling.

2. What does "I" in the text refer to?

- a. The reader.
- b. The writer.
- c. The movie.
- d. The monster.

3. When did they see the movie?

- a. In the evening.
- b. At night.
- c. In the morning.
- d. In the afternoon.

4. "As I approach a grave yard". The underlined word is closest in meaning to

- a. cemetery
- b. back ground
- c. dark place
- d. ground floor

5. What is the purpose of the text above?

- a. To amuse and entertain the reader.
- b. To describe a particular place.
- c. To inform the writer.
- d. To retell events.

Appendix 5

Answer of the questions.

Appendix 2

- 6. When the writer was in Junior High School
- 7. No, he was not.
- 8. He hate science
- 9. The Inventors of Medicine
- 10. He realized that science is useful for human kind.
- 6. T
- 7. T
- 8. T

9. F

10. T

Appendix 3

8. An article in a magazine.

9. It was a time of change between childhood and adulthood.

10. He was fourteen years old.

11. He felt very emotional about everything.

12. He took many extra curricular activities.

13. Most of his weekend he spent with his family.

14. Yes, he did.

Appendix 4

6. D

7. B

8. B

9. A

10. D

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMP N 4 Depok
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/2
Jumlah Pertemuan : 1 x pertemuan

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

KOMPETENSI DASAR : 11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*

INDIKATOR

Pada akhir dari pembelajaran, siswa dapat:

- Mengidentifikasi tujuan komunikatif teks *recount*
- Mengidentifikasi langkah retorika dan ciri kebahasaan teks *recount*

ALOKASI WAKTU : 2 X 40 menit

JENIS TEKS : Recount

ASPEK/SKILL : Membaca

TUJUAN PEMBELAJARAN

- Siswa dapat mengerti bagaimana memperoleh informasi dari recount teks
- Siswa dapat mengidentifikasi topik bacaan dari recount teks

MATERI AJAR

Teks Essai berbentuk *recount*

PENDEKATAN, METODE, MODEL, TEKNIK

- *Three-phase technique (Pre-reading, Whilst-reading, Post-reading)*

SUMBER BELAJAR, MEDIA, ALAT, BAHAN

- Sumber Belajar : Utami Widiati, dkk. 2008. *Contextual Teaching and Learning Bahasa Inggris SMP kelas VIII edisi 4*. Jakarta: Pusat Perbukuan Dep. Pend. Nasional
- Media :
Text book

KEGIATAN PEMBELAJARAN

- Kegiatan Awal / Pendahuluan
 - Menanyakan kabar siswa, doa, menanyakan kesiapan siswa dan absensi.
 - Memperkenalkan topik baru
 - Tanya jawab terkait dengan teks recount
Ex: have you ever gone a study tour?
- Kegiatan Inti
 - Memberikan contoh dari sebuah teks recount
 - Membaca teks recount
 - Berdiskusi membahas informasi yang ada dalam teks recount
- Kegiatan akhir / Penutup
 - Menyimpulkan materi pembelajaran
 - Menanyakan kesulitan siswa selama PBM
 - Melakukan refleksi dengan menugaskan siswa terkait dengan recount teks

PENILAIAN

- Teknik: tes tertulis
- Bentuk Instrumen, soal: uraian/essay

PEDOMAN PENILAIAN

- Tiap nomor yang benar skor 2
- Skor maksimal 10

Guru Mata Pelajaran

Nur Siti Fatimah, S.Pd
NIP. 19690924 199303 2 006

Yogyakarta, 28 Maret 2013

Mahasiswa

MitaDwiAstuti
NIM.06202244131

Appendix 1

Kegiatan Belajar Mengajar

22. Pre – Teaching

- Good morning class. How are you today?
- Before we start our lesson today, let's pray together, shall we!
- Who is absent in the class today?
- What was the lesson a week ago about?
- Now, we are going to discuss a recount text.
- Who have ever read a recount text before?

23. Whilst Teaching

v. Presentation

- See the picture and talk about recount.
Have you ever gone on a study tour?
What places did you visit during your study tour?
Did you also keep what you experienced in a diary?
Did your teacher ask you to write a recount or story after the trip?
- Read the recount text and then answer the questions.

w. Practice

- I'll give you a recount text. Read them carefully. Find out the information in recount text.

x. Production

- Students understand the information of a recount text.

24. Post Teaching

- So, we can conclude that a recount text is a text that tells the reader about one story, action or activity. Its goal is to entertain or inform the reader.
- Is there any question?

- Okay, if you don't have any questions I'll give you an assignment. Please look for a recount text and then find out the information of the text. And submit it next week.
- See you.

Appendix 2

Work in pairs and discuss these questions.



1. Have you ever gone on a study tour ?
2. What places did you visit during your study tour?
3. Did you tell your experience to your Dad or Mum?
4. Did you also keep what you experienced in a diary?
5. Did your teacher ask you to write a recount or story after the trip?

Hi, every body. Let me tell you something. Last night I went to my neighbor's wedding party with my family. You know, it was the wedding party of my dad's boss' son.

Well, in the party I had *rawon* and *sate madura*. It's really nice to have them in a traditional wedding like this one. Then I had, you know what, some *dawet ayu*. After that, I sang for the happy couple.

At about 09.15 we went home. We arrived home rather late. I felt really

Answer the following questions.

1. What did the speaker do last night?
2. Whose birthday was it?
3. What did the speaker have for dinner first?
4. When did the speaker go home?
5. How did the speaker feel?

Appendix 3

Please Send Me A Card

Postcards always spoil my holidays. Last summer, I went to Italy. I visited museums and sat in public gardens. Friendly Water taught me a few words of Italian. Then, he lent me a book. I read a few lines, but I did not understand a word. Everyday I thought about postcards. My holidays passed **quickly**, but I did not send any cards to my friends. On the last day I made a big decision. I got up early and bought thirty-seven cards. I spent the whole day in my room, but I did not write a single card!

1. Where did the writer buy the cards?
 - a. Paris.
 - c. New York.
 - d. Italy.
 - d. London.
6. What does "I" in the text refer to?
 - e. The writer.
 - c. The postcard.
 - f. The reader.
 - d. The museums.
7. What did he visit when he were in Italy?
 - c. Museum.
 - c. A public garden.
 - d. Post office.
 - d. A friend house.
8. "My holidays passed quickly". The underlined word is closest in meaning to
 - a. rapidly
 - c. lovely.
 - b. slowly
 - d. enjoyably
9. Which statement is **TRUE** based on the text?
 - c. The writer always got up early.
 - d. The writer sent thirty seven cards for his friends.
 - e. The writer spent the holiday by writing postcard.
 - f. On the last day the writer bought thirty seven cards.

Appendix 4

A Tour to the Botanic Gardens

by Nida

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

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

Next we took some pictures and then we went back to the Education Centre to have lunch. After that we went for a walk. A lady took us around and introduced herself, then she explained what we were going to do. Next she took us in to the green house. It was most interesting.

Soon after we had finished we went back outside. Finally we got into

Answer these questions.

1. What is the text about?
2. 'We' in the text above refers to
3. Did Nida tell what Year Eight students do?
4. When did they do it? Where?

5. What was the first thing they did when they arrived?

6. What did they do next?

7. Who do you think Mrs. Rita was?

8. What did she do?

9. Where did Year Eight go next?

10. How did they return to school?

**Nida wrote the event of the day in the order they happened. Check her story again.
Then number these events in their correct order.**

—— We walked down and got into the bus.

—— We had morning tea.

—— We walked down to the Education Centre.

—— We took some pictures.

—— We went to the Orchid Farm.

—— She took us to the green house.

—— We went down to a little spot in the Botanic Gardens.

—— We went back to the Education Centre to have lunch.

—— A lady took us around and introduced herself then she explained what we were
going to do.

—— We got into the bus and returned to school.

Appendix 5

Answer of the questions.

Appendix 2

- g. He/She went to his/her neighbor's wedding party.
- h. The wedding party of her/his dad's boss' son.
- i. He/She had rawon and sate Madura.
- j. He/She went home at about 09.15.
- k. He/She felt really very happy.

Appendix 3

- i. B
- ii. A
- iii. A
- iv. A
- v. D

Appendix 4

- 1. A tour to the botanic gardens.
- 2. year eight students.
- 3. Yes, she did.
- 4. They went to the Orchid farm.
- 5. They looked at all the lovely plants.
- 6. Mrs. Rita is an informant or tour guide.
- 7. She read/told some information about botanic gardens.
- 8. They return to school by bus.

1 – 5 – 6 – 2 – 3 – 9 – 4 – 7 – 8 – 10

APPENDIX 7

Letter of Permission

Pre test - Eksperimen

	Pre1	Pre2	Pre3	Pre4	Pre5	
1		1	1	0	0	0
2		0	1	1	0	0
3		0	0	1	0	0
4		0	1	1	1	1
5		1	1	1	1	1
6		0	1	0	1	0
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8		0	1	1	0	0
9		1	1	1	0	1
10		0	0	1	0	0
11		1	1	1	0	1
12		1	1	1	0	1
13		1	1	1	1	1
14		1	1	0	1	1
15		0	1	1	0	0
16		0	0	0	0	0
17		0	1	1	0	0
18		0	0	0	0	0
19		0	0	0	0	0
20		0	0	0	0	0
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22		0	0	0	1	0
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24		0	0	0	1	1
25		0	0	1	0	0
26		1	1	1	1	1
27		0	1	1	1	1
28		1	0	0	1	1
29		0	1	1	0	1
30		0	1	1	0	0
31		1	1	1	1	0
32		0	0	1	0	1
33		0	1	1	1	0
34		1	1	1	0	0
35		0	1	0	0	0
36		1	1	1	1	1
Total	N	36	36	36	36	36

Pre6	Pre7	Pre8	Pre9	Pre10	Pre11	Pre12	
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	0	0	1	0	1	0	1
	1	1	1	1	1	1	1
	36	36	36	36	36	36	36

Pre13	Pre14	Pre15	Pre16	Pre17	Pre18	Pre19	
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36	36	36	36	36	36	36	

Pre20	Pre21	Pre22	Pre23	Pre24	Pre25	Pre26	
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36	36	36	36	36	36	36	36

Pre27	Pre28	Pre29	Pre30	Tot	
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1	1	0	1	26	
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0	0	0	1	10	
1	1	1	1	22	
0	1	1	1	20	
0	0	0	0	10	
1	1	1	1	25	
36	36	36	36	36	

Post test - Eksperimen

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17		1	1	1	0		1
18		1	1	1	1		1
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21		1	1	1	1		1
22		1	1	1	1		1
23		1	1	1	1		1
24		1	0	1	1		0
25		1	1	1	1		1
26		1	1	1	1		1
27		1	1	1	1		1
28		1	1	1	1		1
29		1	1	1	1		1
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31		1	1	1	1		1
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33		1	1	1	1		1
34		1	1	1	1		1
35		1	1	1	1		1
36		1	1	1	1		1
Total	N	36	36	36	36	36	36

Post6	Post7	Post8	Post9	Post10	Post11	Post12	
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36	36	36	36	36	36	36	36

Post13	Post14	Post15	Post16	Post17	Post18	Post19
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36	36	36	36	36	36	36

Post20	Post21	Post22	Post23	Post24	Post25	Post26	
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36	36	36	36	36	36	36	36

					Pre test - K
Post27	Post28	Post29	Post30	Tot	
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1	1	1	1	28	3
1	1	1	1	29	4
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1	1	1	1	28	34
1	1	0	0	21	35
1	1	1	1	28	36
36	36	36	36	36	Total

ontrol

Pre1	Pre2	Pre3	Pre4	Pre5	Pre6	
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N	36	36	36	36	36	36

Pre7	Pre8	Pre9	Pre10	Pre11	Pre12	Pre13	
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36	36	36	36	36	36	36	36

Pre14	Pre15	Pre16	Pre17	Pre18	Pre19	Pre20	
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0	0	0	1	0	0	0	1
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1	0	0	0	0	0	1	0
1	1	1	0	1	1	1	1
1	0	1	0	0	1	1	0
0	1	0	0	0	1	1	0
1	1	1	1	1	1	1	1
1	1	1	0	0	0	0	1
0	0	1	1	0	0	0	0
1	1	0	0	0	1	1	0
1	1	1	0	1	1	1	1
1	1	0	0	0	0	0	0
1	0	1	0	1	1	1	1
0	1	1	1	1	1	1	1
0	0	1	0	1	1	1	0
0	1	1	1	1	1	1	1
0	1	1	0	1	1	1	1
0	0	0	0	1	0	0	0
1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1
1	1	1	0	1	1	1	1
1	1	1	1	1	1	1	1
0	1	1	0	1	1	1	1
0	1	1	1	1	1	1	1
0	1	0	0	1	0	0	0
0	1	1	1	1	1	1	1
0	0	1	0	1	0	0	0
36	36	36	36	36	36	36	36

Pre21	Pre22	Pre23	Pre24	Pre25	Pre26	Pre27	
	0	1	1	1	1	0	1
	0	1	1	1	1	0	0
	0	1	1	0	1	0	0
	0	0	1	1	1	0	1
	1	1	0	0	0	0	0
	0	0	1	0	1	0	1
	0	1	1	1	1	0	1
	1	1	1	1	0	0	1
	0	0	1	1	1	1	1
	0	0	0	0	1	0	1
	1	1	0	0	1	0	1
	0	0	0	0	1	0	0
	1	1	1	0	1	0	1
	0	1	1	1	0	0	0
	0	0	1	0	0	0	1
	1	1	1	1	1	1	1
	1	0	1	0	1	1	1
	0	0	1	1	0	1	0
	0	0	0	1	0	0	0
	1	1	1	1	1	1	1
	0	0	0	0	0	1	0
	0	0	1	1	1	1	1
	0	1	1	1	1	0	1
	0	0	0	0	0	0	1
	0	0	1	1	1	1	1
	0	0	0	0	0	0	0
	1	0	0	0	0	0	1
	1	1	1	1	1	0	1
	1	0	1	1	1	1	1
	0	1	1	1	1	1	1
	1	1	1	1	1	1	1
	1	1	1	1	1	1	1
	0	1	1	0	0	0	1
	0	1	0	0	0	1	0
	0	1	1	1	1	1	1
	1	0	0	0	0	0	0
	36	36	36	36	36	36	36

					Post test - Kontrol	
Pre28	Pre29	Pre30	Tot			
1	0	0	14		1	
1	1	0	16		2	
0	0	1	16		3	
0	1	0	18		4	
1	1	0	10		5	
1	1	1	12		6	
0	1	0	22		7	
0	0	1	11		8	
0	1	0	10		9	
1	1	0	12		10	
1	1	1	25		11	
0	0	1	10		12	
1	1	1	26		13	
1	1	1	17		14	
0	1	1	10		15	
1	1	1	27		16	
1	1	1	24		17	
0	0	0	10		18	
0	1	0	10		19	
1	1	1	28		20	
1	0	1	10		21	
0	0	1	17		22	
1	1	1	26		23	
1	0	0	10		24	
1	1	1	27		25	
1	0	0	12		26	
1	0	0	10		27	
1	1	1	28		28	
1	1	1	29		29	
1	1	1	28		30	
1	0	1	28		31	
1	1	1	27		32	
1	1	1	20		33	
0	1	0	10		34	
1	1	1	27		35	
0	1	1	11		36	
36	36	36	36	Total	N	

Post1	Post2	Post3	Post4	Post5	Post6	Post7	
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1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	0
1	1	1	0	1	1	1	0
1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1
1	1	1	0	1	1	1	1
1	1	1	1	1	1	1	0
1	1	1	1	1	1	1	1
0	1	0	1	1	1	1	1
1	1	0	1	1	1	1	1
1	1	0	1	1	1	1	1
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1	1	1	1	1	1	1	1
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1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	0
1	1	1	1	1	1	1	1
1	1	1	0	1	1	1	1
36	36	36	36	36	36	36	36

Post8	Post9	Post10	Post11	Post12	Post13	Post14	
1	1	1	1	1	1	0	0
1	1	1	1	1	1	1	1
1	1	1	1	1	1	0	1
1	1	1	1	1	1	1	1
0	0	1	0	1	1	1	1
1	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1
0	1	1	0	1	1	0	0
1	1	0	1	1	1	1	0
0	1	1	1	1	1	0	1
1	1	1	1	1	1	0	1
0	0	1	0	1	1	0	1
1	1	1	1	1	0	1	1
1	1	1	1	1	1	1	1
1	0	0	0	0	0	0	0
1	1	1	1	1	1	0	1
0	1	0	1	1	1	1	1
0	1	1	1	1	0	1	1
1	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1
1	1	1	1	1	1	1	1
0	1	1	0	0	0	0	0
0	1	1	1	1	1	1	1
1	1	1	1	1	1	0	1
1	1	0	0	1	1	1	1
0	1	1	1	1	1	1	1
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1	1	0	0	0	0	0	0
1	1	1	1	1	1	1	1
1	0	0	0	0	0	0	0
36	36	36	36	36	36	36	36

Post15	Post16	Post17	Post18	Post19	Post20	Post21
0	1	1	1	0	0	0
0	0	0	1	1	1	1
0	1	1	1	0	1	1
0	0	0	0	1	0	1
1	1	1	0	1	1	0
1	1	0	1	0	1	0
1	1	0	1	1	1	1
1	1	0	1	1	0	1
0	1	0	1	1	0	0
0	1	1	1	0	1	1
0	1	0	1	1	1	1
0	0	0	1	1	0	1
0	1	0	1	0	1	1
1	1	0	1	0	1	1
1	0	0	1	0	0	0
0	1	1	1	1	1	1
1	1	0	1	1	1	1
1	1	1	1	1	1	1
1	1	0	1	0	1	0
0	0	0	1	1	0	1
1	1	0	1	0	1	1
1	1	1	0	1	0	1
1	1	0	1	1	1	1
0	1	0	1	1	0	1
0	0	1	1	1	1	0
1	1	0	1	0	0	0
0	1	0	1	1	0	0
0	1	0	1	1	1	1
0	1	1	1	0	1	0
0	0	1	1	1	1	1
0	1	0	1	1	1	0
0	1	1	1	1	1	1
1	1	1	1	1	0	1
0	1	0	1	0	0	0
1	1	1	1	1	1	1
1	1	0	1	0	1	0
36	36	36	36	36	36	36

Post22	Post23	Post24	Post25	Post26	Post27	Post28
1	0	0	0	1	0	1
1	1	0	1	1	1	1
1	1	0	0	0	0	0
1	1	0	1	1	1	1
1	0	0	0	0	0	1
0	0	1	1	1	1	0
1	1	1	1	0	0	1
1	1	0	1	0	1	1
1	0	1	0	0	1	1
1	0	1	0	0	1	0
1	0	0	1	1	1	1
0	0	1	1	1	0	0
1	1	1	1	1	1	1
0	1	1	0	0	1	1
0	0	0	1	1	0	0
1	1	1	1	1	1	1
0	1	1	1	1	0	1
1	0	0	1	1	1	0
0	0	1	1	1	1	0
1	0	0	1	1	1	1
1	0	0	0	1	0	1
1	0	0	1	1	1	1
1	0	0	1	1	1	1
1	1	1	0	1	1	1
1	0	0	1	1	1	1
1	1	0	1	0	1	1
1	0	0	0	1	1	0
1	0	0	1	1	0	0
1	1	1	1	1	1	1
1	1	1	0	1	1	1
0	1	1	1	1	1	1
0	0	1	1	1	1	1
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1	1	1	0	1	0	1
1	0	0	0	0	1	1
1	0	0	1	1	1	1
0	0	1	1	1	1	0
36	36	36	36	36	36	36

Post29	Post30	Tot
1	0	19
1	1	26
1	1	21
1	1	24
1	1	19
1	1	16
1	0	26
1	0	21
1	0	19
1	1	21
1	1	25
0	0	14
1	0	24
1	0	23
0	0	12
1	1	28
1	0	24
0	0	22
1	1	17
1	1	24
1	0	22
1	1	26
1	0	27
1	1	20
1	1	24
1	1	19
0	0	17
1	0	26
1	0	23
1	1	26
1	0	24
1	1	27
1	0	25
1	1	15
1	1	28
0	1	16
36	36	36