

APPENDICES

Appendix 1: Sample of the research

THIEVES Class (8A)		CSR Class (8B)		Control Class (8C)	
No	Name	No	Name	No	Name
1	Ahmad Irfan Nudin	1	Ahmad Athoul Maula	1	A. Zussirlana Ikhsanu T.
2	Ak. Reman Aibed	2	Ahmad Saifur Nizam	2	Abdulloh Miftahul Amin
3	Eko Wahyu Purnomo	3	Aliya Dwi Fatmawati	3	Ahmad Mujib Amin
4	Fitria Nurul Latifah	4	Alya Siska Yuliantika	4	Ahmad Nailul Farhan
5	Hananda Fristiyani	5	Della Kusuma Anggraini	5	Andrey Eka Saputra
6	Hidayatul Faizah	6	Deny Amanda Setyo N.	6	Anif Isma Zuliana
7	Hylda Tryan Purbaningtyas	7	Devanca Ayodya Lintang M	7	Dewi Ani Purwanti
8	Intan Jauharotus Syarifah	8	Diah Syafarotul Aprilliani	8	Dia Nalaratih
9	Irfan Aji Saputra	9	Gita Della Savira	9	Eka Febriansyah
10	Irfan Yulia Saputra	10	Hesty Ayu Latifah	10	Erliana Tri Octavia
11	Laila Ayu Ainurrahma	11	Ixvan Alek Andriyanto	11	Firda Richo Andriansah
12	M. Debit Aria J	12	Khoirul Ardiyanto	12	Hevita Intan Mayasari
13	M. Abdul Rozaq	13	Lia Septiani	13	Irma Nurkhanikmah
14	Marisa Listiani	14	M. Irfan Ali Ridho	14	Itsnataniya Farkhatin
15	Melisa Prastika Dwi N	15	M. Saputra Agung Pratama	15	Lailatul Nor Azizah
16	Mely Rahayu Ningtyas	16	Marwan Firmasyah	16	Lukmanul Hakim
17	Muhamad Andi Mulyawan	17	Maryyo Kusma Rendi Adhi S.	17	Lusi Itania Ramadhani
18	Muhammad Hakim Ashraf	18	Melisa Aureliya Anggraheni	18	Lusi Mei Lani
19	Muhammad Irfana	19	Muhammad Faizal Afandi	19	Maulana Eri Esti Wahyuni
20	Muhammad Khoirul Umam	20	Muhammad Farid S.	20	Maulidatus Tsaniyah A.
21	Muhammad Misbah Udin	21	Muhammad Ilham	21	Merinda Rahmawati
22	Muhammad Muwaafiq Ilzam	22	Muhammad Nizamuddin	22	Muhammad Fian Al Fatah
23	Maulana Naufal Aulia	23	Muhammad Sendy Eka S.	23	Muhammad Itmamun Niam
24	Muhammad Shendy Saputra	24	Muhammad Ulin Nuha	24	Muhammad Nur Syarif
25	Mukhlisin	25	Murtini	25	Muhammad Rudiyanto
26	Nia Carissa Marsanda	26	Nadia Salma Miladina	26	Nadilla Salsabil Wahyudi
27	Nur Kholifah Adiningtyas	27	Nur Isna Shofiati	27	Rahma Dwi Zulfiyanti
28	Revi Mariska	28	Putri Natasya	28	Reza Ufaldo Rama Dhani
29	Riyo Adi Winata	29	Rahma Nita Fatikhah	29	Selly Novita Sari
30	Salma Farhatin	30	Shofiana Paramita Nur Isnaini	30	Selvia Lailatul Fatimah
31	Selvi Riska Umami	31	Siti Mu'arifah	31	Sholikhul Khakim Mufid
32	Sendica Davit Frinzy Ardhani	32	Umaroh	32	Sinta Febiola Armandani
33	Shelly Salista Rahmayanti	33	Vina Evita Sari	33	Siti Aisyah
34	Silvi Yunita Sari	34	Wahyu Puji Astutik	34	Tegar Rafly Alfajar
35	Siti Musanadah	35	Zahrotul Fitri	35	Teguh Prasetyo
36	Siti Nafara Kamelia	36	Zyhan Abelia	36	Vita Diah Meilani
37	Syafa'atul Ula Fin Nukha				
38	Vika Rofi'un Nuriah				

Appendix 2: Research instrument

Appendix 2a: Lesson Plan

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Satuan Pendidikan	: MTs. Negeri 2 Jepara
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/Genap
Materi Pokok	: <i>Recount Text (in THIEVES Strategy)</i>
Alokasi waktu	: 10 x 40 menit

A. Kompetensi Dasar

3.11 Membandingkan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana sesuai dengan konteks penggunaannya.

4.11 Teks *recount*

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

4.11.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (*personal recount*), dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks.

B. Indikator Pencapaian Kompetensi

Siswa dapat mengkomunikasikan secara integrasi lisan dan tulis tentang beberapa *personal recount* untuk dapat mengambil pelajaran yang termuat di dalamnya secara kontekstual, terkait ketiga aspek berikut ini:

- Fungsi sosial
 - Melaporkan, mengambil teladan dan membanggakan
- Struktur teks

- Orientasi (*orientation*)
- Urutan kejadian/kegiatan (*events*)
- Orientasi ulang (*re-orientation*)
- Unsur kebahasaan
 - Kalimat deklaratif dan interogatif dalam *simple past tense*
 - Adverbia dan frasa preposisional penunjuk waktu: *yesterday, last week, last month, last year, an hour ago*, dan lain sebagainya.
 - Adverbia penghubung waktu: *first, then, after that, before, at last, finally* dan sebagainya
 - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their* dsb.
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca dan tulisan tangan.

C. Tujuan Pembelajaran

Selama proses pembelajaran, siswa dapat mengkomunikasikan secara integrasi dengan guru dan teman dalam interaksi pendek dan sederhana, untuk memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks yang relevan dengan kehidupan nyata siswa selama proses pembelajaran serta dalam kehidupan nyata di rumah, di sekolah, masyarakat, terintegrasi lisan dan tulis, secara kontekstual dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang tepat.

D. Materi Pembelajaran

Beberapa teks *personal recount* yang memuat tiga aspek berikut ini, secara kontekstual, terintegrasi lisan dan tulis:

- Fungsi sosial
 - Tindakan komunikatif menentukan (menyebutkan/memilih):
 - Tujuan dari beberapa teks pendek dan sederhana tentang pengalaman pribadi
 - Fokus yang dibicarakan dalam teks

- Manfaat yang dapat dipetik dari masing-masing pengalaman
- Struktur teks

Tindakan komunikatif menentukan (menyebutkan/memilih)

 - Orientation
 - Events
 - Re-orientation
- Unsur kebahasaan

Tindakan menggunakan unsur-unsur kebahasaan dalam melaksanakan tindakan-tindakan komunikatif tersebut di atas:

 - Makna kata dan ungkapan tertentu (verba, nomina, adjectiva, adverbial, frasa)
 - Tata bahasa (kalimat, klausa, verba, nomina konjungsi dll)
 - Ucapan, tekanan kata, dan intonasi yang benar
 - Ejaan dan tanda baca yang benar
 - Tulisan tangan yang rapi dan benar

E. Metode Pembelajaran

Pembelajaran ini menggunakan *THIEVES strategy*. *THIEVES* merupakan singkatan dari *Title – Heading – Introduction – Every first sentence – Visual and vocabularies – End of chapter – Summary*. Dengan menggunakan strategi ini diharapkan siswa akan dengan mudah mencari dan memprediksi informasi dari teks yang telah mereka baca.

F. Media/Alat dan Bahan

- Media/alat : beberapa gambar visual sebagai pelengkap *recount texts* yang telah disediakan.
- Teks : beberapa *recount text* pendek yang menceritakan pengalaman seseorang baik menyenangkan maupun menyedihkan serta tentang biografi seseorang.

G. Sumber Belajar

- Buku teks Kementrian Pendidikan dan Kebudayaan, Bahasa Inggris, *When English Rings the Bell*, SMP/MTs Kelas VIII hal 2 – 18.
- Buku LKS Semester Genap Kelas VIII

H. Langkah-langkah Kegiatan Pembelajaran

1. Pertemuan ke-1 (2 x 40 menit)

Langkah pembelajaran	Deskripsi	Alokasi waktu
Kegiatan pendahuluan	Siswa dengan bimbingan guru: <ul style="list-style-type: none">- Mengucapkan salam dan tegur sapa- Menunjukkan kehadirannya, berdoa, menyiapkan suasana belajar yang kondusif- Menyebutkan tujuan pembelajaran- Menyebutkan kegiatan belajar yang akan dilakukan	10'
Kegiatan inti	Selama proses pembelajaran di kelas, <ul style="list-style-type: none">- Siswa mengerjakan SOAL PRE-TEST selama 60 menit. Selama proses pembelajaran, senantiasa mendapatkan masukan dan balikan dari guru/teman untuk meningkatkan penguasaan unsur kebahasaan yang digunakan secara lisan dan tulis.	60'
Kegiatan penutup	Siswa, dengan bimbingan guru: <ul style="list-style-type: none">- Mendapatkan umpan balik terhadap proses pembelajaran- Membahas kesulitan dalam melakukan aktivitas pembelajaran- Menyimpulkan proses dan hasil pembelajaran Menyebutkan kegiatan pokok dan topik rencana pembelajaran untuk pertemuan berikutnya.	10'

2. Pertemuan ke-2 (2 x 40 menit)

Langkah pembelajaran	Deskripsi	Alokasi waktu
Kegiatan pendahuluan	Siswa dengan bimbingan guru: <ul style="list-style-type: none">- Mengucapkan salam dan tegur sapa- Menunjukkan kehadirannya, berdoa, menyiapkan suasana belajar yang kondusif	10'

	<ul style="list-style-type: none"> - Menyebutkan tujuan pembelajaran - Menyebutkan kegiatan belajar yang akan dilakukan 	
Kegiatan inti	<p>Selama proses pembelajaran di kelas, siswa berpartisipasi aktif, bekerja sama dengan teman dan memanfaatkan bimbingan guru dalam:</p> <ul style="list-style-type: none"> - Membaca sekilas <i>recount text</i> (yang meliputi teks 1 dan teks 2) dan memprediksi judul/topik dari <i>recount text</i> yang mereka baca. (<i>Title</i>) - Mengubah judul menjadi beberapa pertanyaan yang mungkin berkaitan dengan isi teks tersebut. (<i>Heading</i>) - Membaca bagian <i>orientation</i> dari <i>recount text</i> yang telah disediakan, dan memprediksi dengan cara membuat beberapa pertanyaan terkait informasi yang akan ditemukan dalam teks tersebut. (<i>Introduction</i>) - Membaca kalimat pertama dalam setiap paragraf untuk memprediksi ide pokok paragraf. (<i>Every first sentence in a paragraph</i>) - Mengidentifikasi gambar visual dan kosa kata sulit yang ada dalam teks tersebut. (<i>Visual and Vocabularies</i>) - Membaca paragraf terakhir dalam <i>recount text</i> tersebut/<i>re-orientation</i> dan mencoba untuk membuat kesimpulan dari teks tersebut. (<i>End of chapter</i>) - Menulis kesimpulan dari teks yang telah dibaca dan dapat mengambil pelajaran dari teks yang telah dibaca. (<i>Summary</i>) <div style="border: 1px solid black; padding: 10px; margin-top: 10px;"> <p>Teks 1</p> <p style="text-align: center;">Last month my parents, my sister, my brother and I went the zoo. We went there for recreation. We left at 06.00a.m and arrived there at 08.00a.m. It is about a hundred kilometers to get the zoo from my house.</p> <p style="text-align: center;">There were a lot of people watching a giant snake. The snake was there about a week. It was 9 meters long. I thought it was the biggest snake I had ever seen. After going around and watching various animals, we went home. On the way home, we stopped at the Borobudur temple for a half an hour.</p> <p style="text-align: center;">We were very tired but very pleased.</p> </div>	60'

	<p>Teks 2</p> <p>One day, a boy got up with the feeling that the day was going to be unlucky day for him. He found that it was already 6.50 a.m. He rushed into the bathroom. In a hurry he didn't see a piece of soap lying on the floor., he steeped on it and slipped.</p> <p>Then, he went to the dining room for his breakfast. He gulped down the tea without realizing that it was very hot, so it burnt his tongue. He got dressed and rushed to the bus stop. Unfortunately, he just missed the bus. His heart sank and knew that he would be late for school and his teacher would be angry with him again.</p> <p>Selama proses pembelajaran, siswasenantiasa mendapatkan masukan dan balikan dari guru/teman untuk meningkatkan penguasaan unsur kebahasaan yang digunakan secara lisan dan tulis.</p>	
Kegiatan penutup	<p>Siswa, dengan bimbingan guru:</p> <ul style="list-style-type: none"> - Mendapatkan umpan balik terhadap proses pembelajaran - Membahas kesulitan dalam melakukan aktivitas pembelajaran - Menyimpulkan proses dan hasil pembelajaran <p>Menyebutkan kegiatan pokok dan topik rencana pembelajaran untuk pertemuan berikutnya.</p>	10'

3. Pertemuan ke-3 (2 x 40 menit)

Langkah pembelajaran	Deskripsi	Alokasi waktu
Kegiatan pendahuluan	<p>Siswa dengan bimbingan guru:</p> <ul style="list-style-type: none"> - Mengucapkan salam dan tegur sapa - Menunjukkan kehadirannya, berdoa, menyiapkan suasana belajar yang kondusif - Menyebutkan tujuan pembelajaran - Menyebutkan kegiatan belajar yang akan dilakukan - 	10'
Kegiatan inti	Selama proses pembelajaran di kelas, siswa berpartisipasi aktif,	60'

	<p>bekerja sama dengan teman dan memanfaatkan bimbingan guru dalam:</p> <ul style="list-style-type: none"> - Membaca sekilas <i>recount text</i> (yang meliputi teks 3 dan teks 4) dan memprediksi judul/topik dari <i>recount text</i> yang mereka baca. (<i>Title</i>) - Mengubah judul menjadi beberapa pertanyaan yang mungkin berkaitan dengan isi teks tersebut. (<i>Heading</i>) - Membaca bagian <i>orientation</i> dari <i>recount text</i> yang telah disediakan, dan memprediksi dengan cara membuat beberapa pertanyaan terkait informasi yang akan ditemukan dalam teks tersebut. (<i>Introduction</i>) - Membaca kalimat pertama dalam setiap paragraf untuk memprediksi ide pokok paragraf. (<i>Every first sentence in a paragraph</i>) - Mengidentifikasi gambar visual dan kosa kata sulit yang ada dalam teks tersebut. (<i>Visual and Vocabularies</i>) - Membaca paragraf terakhir dalam <i>recount text</i> tersebut/<i>re-orientation</i> dan mencoba untuk membuat kesimpulan dari teks tersebut. (<i>End of chapter</i>) - Menulis kesimpulan dari teks yang telah dibaca dan dapat mengambil pelajaran dari teks yang telah dibaca. (<i>Summary</i>) 	
	<p>Teks 3</p> <p>One day I went to Bandung with my friend for a vacation. We went there on night bus when we arrived in Cianjur, the bus stopped for a rest. I got off the bus to get a cup of coffee, but my friend didn't. He went to a mosque to pray. It took only a few minutes to pray, but when I came out again the bus was not there. It had gone. Shocked and confused. I asked the shopkeeper about the bus. She said that the bus has departure about five minutes ago.</p> <p>I tried to call my friend on my cell phone, but the battery was running low. I couldn't do anything but hope and pray. After several minutes my wish came true. The bus came back. I got on the bus and walked to my seat. I was so ashamed when everybody on the bus looked at me. I could feel my face turned red.</p> <p>I asked my friend why she didn't tell the driver that I was still outside. "I did, I told him several times that you were outside, but he said that you were in the bus toilet because he saw a man going into the toilet," my friend replied, laughing. The other passengers smiled at me. I was so embarrassed.</p>	

	<p>Teks 4</p> <p>On 17 August 2014, there was a special event in my hometown. The mayor held a big competition of Pinang Climbing. This competition was held to celebrate the Independence Day.</p> <p>Early in the morning, many people had gathered in the town square. In the middle, there were exactly one hundred poles. Various prizes, such as t-shirts, radios, pans, and bicycles were hung on the top of each pole.</p> <p>At 10 o'clock, the competition started. Unlike the usual Pinang Climbing competition in which the competitors work individually, this time the competitors worked in teams. There were ten teams in this event. They would compete to get the prizes as many as they could.</p> <p>The crowd enjoyed watching the teams struggle to reach the top. They yelled and gave applauses when the team can reach the top of the pole. But, it was very hard, because the poles were covered by oil, so it was so slippery.</p> <p>At 12.30 pm all the prizes had been taken away by the teams. They were very happy either the crowd.</p>	
Kegiatan penutup	<p>Siswa, dengan bimbingan guru:</p> <ul style="list-style-type: none"> - Mendapatkan umpan balik terhadap proses pembelajaran - Membahas kesulitan dalam melakukan aktivitas pembelajaran - Menyimpulkan proses dan hasil pembelajaran <p>Menyebutkan kegiatan pokok dan topik rencana pembelajaran untuk pertemuan berikutnya.</p>	10'

4. Pertemuan ke-4 (2 x 40 menit)

Langkah pembelajaran	Deskripsi	Alokasi waktu
Kegiatan pendahuluan	<p>Siswa dengan bimbingan guru:</p> <ul style="list-style-type: none"> - Mengucapkan salam dan tegur sapa - Menunjukkan kehadirannya, berdoa, menyiapkan suasana belajar yang kondusif - Menyebutkan tujuan pembelajaran - Menyebutkan kegiatan belajar yang akan dilakukan 	10'

Kegiatan inti	<p>Selama proses pembelajaran di kelas, siswa berpartisipasi aktif, bekerja sama dengan teman dan memanfaatkan bimbingan guru dalam:</p> <ul style="list-style-type: none"> - Membaca sekilas <i>recount text</i> (yang meliputi teks 5 dan teks 6) dan memprediksi judul/topik dari <i>recount text</i> yang mereka baca. (Title) - Mengubah judul menjadi beberapa pertanyaan yang mungkin berkaitan dengan isi teks tersebut. (Heading) - Membaca bagian <i>orientation</i> dari <i>recount text</i> yang telah disediakan, dan memprediksi dengan cara membuat beberapa pertanyaan terkait informasi yang akan ditemukan dalam teks tersebut. (Introduction) - Membaca kalimat pertama dalam setiap paragraf untuk memprediksi ide pokok paragraf. (Every first sentence in a paragraph) - Mengidentifikasi gambar visual dan kosa kata sulit yang ada dalam teks tersebut. (Visual and Vocabularies) - Membaca paragraf terakhir dalam <i>recount text</i> tersebut/<i>re-orientation</i> dan mencoba untuk membuat kesimpulan dari teks tersebut. (End of chapter) - Menulis kesimpulan dari teks yang telah dibaca dan dapat mengambil pelajaran dari teks yang telah dibaca. (Summary) <p>Selama proses pembelajaran, senantiasa mendapatkan masukan dan balikan dari guru/teman untuk meningkatkan penguasaan unsur kebahasaan yang digunakan secara lisan dan</p>	60'
Kegiatan penutup	<p>Siswa, dengan bimbingan guru:</p> <ul style="list-style-type: none"> - Mendapatkan umpan balik terhadap proses pembelajaran - Membahas kesulitan dalam melakukan aktivitas pembelajaran - Menyimpulkan proses dan hasil pembelajaran 	10'

	Menyebutkan kegiatan pokok dan topik rencana pembelajaran untuk pertemuan berikutnya.	
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5. Pertemuan ke-5 (2 x 40 menit)

Langkah pembelajaran	Deskripsi	Alokasi waktu
Kegiatan pendahuluan	Siswa dengan bimbingan guru: <ul style="list-style-type: none"> - Mengucapkan salam dan tegur sapa - Menunjukkan kehadirannya, berdoa, menyiapkan suasana belajar yang kondusif - Menyebutkan tujuan pembelajaran - Menyebutkan kegiatan belajar yang akan dilakukan 	10'
Kegiatan inti	Selama proses pembelajaran di kelas, <ul style="list-style-type: none"> - Siswa mengerjakan SOAL POST-TEST selama 60 menit. Selama proses pembelajaran, senantiasa mendapatkan masukan dan balikan dari guru/teman untuk meningkatkan penguasaan unsur kebahasaan yang digunakan secara lisan dan tulis.	60'
Kegiatan penutup	Siswa, dengan bimbingan guru: <ul style="list-style-type: none"> - Mendapatkan umpan balik terhadap proses pembelajaran - Membahas kesulitan dalam melakukan aktivitas pembelajaran - Menyimpulkan proses dan hasil pembelajaran Menyebutkan kegiatan pokok dan topik rencana pembelajaran untuk pertemuan berikutnya.	10'

Keling, 20 Februari 2019

Pengajar

Adi Khoirul Anwar, S.Pd

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Satuan Pendidikan	: MTs. Negeri 2 Jepara
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VIII/Genap
Materi Pokok	: <i>Recount Text (in Collaborative Strategic Reading)</i>
Alokasi waktu	: 10 x 40 menit

A. Kompetensi Dasar

- 3.11 Membandingkan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks personal recount lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana sesuai dengan konteks penggunaannya.
- 4.11 Teks *recount*
- 4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (*personal recount*)
- 4.11.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (*personal recount*), dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks.

B. Indikator Pencapaian Kompetensi

Siswa dapat mengkomunikasikan secara integrasi lisan dan tulis tentang beberapa *personal recount* untuk dapat mengambil pelajaran yang termuat di dalamnya secara kontekstual, terkait ketiga aspek berikut ini:

- Fungsi sosial
 - Melaporkan, mengambil teladan dan membanggakan
- Struktur teks
 - Orientasi (*orientation*)
 - Urutan kejadian/kegiatan (*events*)

- Orientasi ulang (*re-orientation*)
- Unsur kebahasaan
 - Kalimat deklaratif dan interogatif dalam *simple past tense*
 - Adverbia dan frasa preposisional penunjuk waktu: *yesterday, last week, last month, last year, an hour ago*, dan lain sebagainya.
 - Adverbia penghubung waktu: *first, then, after that, before, at last, finally* dan sebagainya
 - Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their* dsb.
 - Ucapan, tekanan kata, intonasi, ejaan, tanda baca dan tulisan tangan.

C. Tujuan Pembelajaran

Selama proses pembelajaran, siswa dapat mengkomunikasikan secara integrasi dengan guru dan teman dalam interaksi pendek dan sederhana, untuk memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks yang relevan dengan kehidupan nyata siswa selama proses pembelajaran serta dalam kehidupan nyata di rumah, di sekolah, masyarakat, terintegrasi lisan dan tulis, secara kontekstual dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang tepat.

D. Materi Pembelajaran

Beberapa teks *personal recount* yang memuat tiga aspek berikut ini, secara kontekstual, terintegrasi lisan dan tulis:

- Fungsi sosial

Tindakan komunikatif menentukan (menyebutkan/memilih):

 - Tujuan dari beberapa teks pendek dan sederhana tentang pengalaman pribadi
 - Fokus yang dibicarakan dalam teks
 - Manfaat yang dapat dipetik dari masing-masing pengalaman
- Struktur teks

Tindakan komunikatif menentukan (menyebutkan/memilih)

- Orientation
- Events
- Re-orientation
- Unsur kebahasaan

Tindakan menggunakan unsur-unsur kebahasaan dalam melaksanakan tindakan-tindakan komunikatif tersebut di atas:

- Makna kata dan ungkapan tertentu (verba, nomina, adjectiva, adverbia, frasa)
- Tata bahasa (kalimat, klausa, verba, nomina konjungsi dll)
- Ucapan, tekanan kata, dan intonasi yang benar
- Ejaan dan tanda baca yang benar
- Tulisan tangan yang rapi dan benar

E. Metode Pembelajaran

Pembelajaran ini akan menggunakan CSR (*Collaborative Strategic Reading*). CSR merupakan strategi pembelajaran dengan memaksimalkan kemampuan siswa untuk belajar dalam kelompok, yang mana setiap kelompok terdiri dari 3-5 siswa. Strategi ini terdiri dari beberapa langkah pembelajaran, antara lain:

1. Preview
2. Click and clunk
3. Get the gist
4. Wrap up.

F. Media/Alat dan Bahan

- Media/alat : beberapa gambar visual sebagai ilustrasi kegiatan CSR
- Teks : beberapa *recount text* pendek yang menceritakan pengalaman seseorang baik menyenangkan maupun menyedihkan.

G. Sumber Belajar

- Buku teks Kementerian Pendidikan dan Kebudayaan, Bahasa Inggris, *When English Rings the Bell*, SMP/MTs Kelas VIII hal 2 – 18.
- Buku LKS Semester Genap Kelas VIII

H. Langkah-langkah Kegiatan Pembelajaran

1. Pertemuan ke-1 (2 x 40 menit)

Langkah pembelajaran	Deskripsi	Alokasi waktu
Kegiatan pendahuluan	Siswa dengan bimbingan guru: <ul style="list-style-type: none">- Mengucapkan salam dan tegur sapa- Menunjukkan kehadirannya, berdoa, menyiapkan suasana belajar yang kondusif- Menyebutkan tujuan pembelajaran- Menyebutkan kegiatan belajar yang akan dilakukan	10'
Kegiatan inti	Selama proses pembelajaran di kelas, <ul style="list-style-type: none">- Siswa mengerjakan SOAL PRE-TEST selama 60 menit. Selama proses pembelajaran, senantiasa mendapatkan masukan dan balikan dari guru/teman untuk meningkatkan penguasaan unsur kebahasaan yang digunakan secara lisan dan tulis.	60'
Kegiatan penutup	Siswa, dengan bimbingan guru: <ul style="list-style-type: none">- Mendapatkan umpan balik terhadap proses pembelajaran- Membahas kesulitan dalam melakukan aktivitas pembelajaran- Menyimpulkan proses dan hasil pembelajaran Menyebutkan kegiatan pokok dan topik rencana pembelajaran untuk pertemuan berikutnya.	10'

2. Pertemuan ke-2 (2 x 40 menit)

Langkah pembelajaran	Deskripsi	Alokasi waktu
Kegiatan pendahuluan	Siswa dengan bimbingan guru: <ul style="list-style-type: none">- Mengucapkan salam dan tegur sapa- Menunjukkan kehadirannya, berdoa, menyiapkan suasana belajar yang kondusif- Menyebutkan tujuan pembelajaran- Menyebutkan kegiatan belajar yang akan dilakukan	10'
Kegiatan inti	Selama proses pembelajaran di kelas, siswa berpartisipasi aktif, bekerja sama dengan teman dan memanfaatkan	60'

	<p>bimbingan guru:</p> <ul style="list-style-type: none"> - Membaca sekilas <i>recount text</i> (yang meliputi teks 1 dan teks 2) dan membuat prediksi tentang isi dari <i>recount text</i> yang akan mereka baca. (<i>preview</i>) - Membaca <i>recount text</i> yang telah disediakan, dan mengidentifikasi kosa kata yang sulit dari <i>recount text</i> tersebut. (<i>click and clunk</i>) - Mengidentifikasi informasi yang paling penting dari <i>recount text</i> yang telah dibaca. (<i>get the gist</i>) - Bertanya dan mempertanyakan terkait arti dan maksud dari <i>recount text</i> yang telah dibaca. (<i>wrap up</i>) <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Teks 1</p> <p>Last month my parents, my sister, my brother and I went the zoo. We went there for recreation. We left at 06.00a.m and arrived there at 08.00a.m. It is about a hundred kilometers to get the zoo from my house.</p> <p>There were a lot of people watching a giant snake. The snake was there about a week. It was 9 meters long. I thought it was the biggest snake I had ever seen. After going around and watching various animals, we went home. On the way home, we stopped at the Borobudur temple for a half an hour. We were very tired but very pleased.</p> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Teks 2</p> <p>One day, a boy got up with the feeling that the day was going to be unlucky day for him. He found that it was already 6.50 a.m. He rushed into the bathroom. In a hurry he didn't see a piece of soap lying on the floor., he stepped on it and slipped.</p> <p>Then, he went to the dining room for his breakfast. He gulped down the tea without realizing that it was very hot, so it burnt his tongue. He got dressed and rushed to the bus stop. Unfortunately, he just missed the bus. His heart sank and knew that he would be late for school and his teacher would be angry with him again.</p> </div> <p>Selama proses pembelajaran, senantiasa mendapatkan masukan dan balikan dari guru/teman untuk meningkatkan penguasaan unsur kebahasaan yang digunakan secara lisan dan tulis.</p>	
Kegiatan penutup	<p>Siswa, dengan bimbingan guru:</p> <ul style="list-style-type: none"> - Mendapatkan umpan balik terhadap proses pembelajaran - Membahas kesulitan dalam melakukan aktivitas pembelajaran - Menyimpulkan proses dan hasil pembelajaran <p>Menyebutkan kegiatan pokok dan topik rencana pembelajaran untuk pertemuan berikutnya.</p>	10'

3. Pertemuan ke-3 (2 x 40 menit)

Langkah pembelajaran	Deskripsi	Alokasi waktu
Kegiatan pendahuluan	Siswa dengan bimbingan guru: <ul style="list-style-type: none"> - Mengucapkan salam dan tegur sapa - Menunjukkan kehadirannya, berdoa, menyiapkan suasana belajar yang kondusif - Menyebutkan tujuan pembelajaran - Menyebutkan kegiatan belajar yang akan dilakukan 	10'
Kegiatan inti	Selama proses pembelajaran di kelas, siswa berpartisipasi aktif, bekerja sama dengan teman dan memanfaatkan bimbingan guru: <ul style="list-style-type: none"> - Membaca sekilas <i>recount text</i> (yang meliputi teks 1 dan teks 2) dan membuat prediksi tentang isi dari <i>recount text</i> yang akan mereka baca. (<i>preview</i>) - Membaca <i>recount text</i> yang telah disediakan, dan mengidentifikasi kosa kata yang sulit dari <i>recount text</i> tersebut. (<i>click and clunk</i>) - Mengidentifikasi informasi yang paling penting dari <i>recount text</i> yang telah dibaca. (<i>get the gist</i>) - Bertanya dan mempertanyakan terkait arti dan maksud dari <i>recount text</i> yang telah dibaca. (<i>wrap up</i>) - <div style="border: 1px solid black; padding: 10px; margin-top: 20px;"> <p>Teks 4</p> <p>On 17 August 2014, there was a special event in my hometown. The mayor held a big competition of Pinang Climbing. This competition was held to celebrate the Independence Day.</p> <p>Early in the morning, many people had gathered in the town square. In the middle, there were exactly one hundred poles. Various prizes, such as t-shirts, radios, pans, and bicycles were hung on the top of each pole.</p> <p>At 10 o'clock, the competition started. Unlike the usual Pinang Climbing competition in which the competitors work individually, this time the competitors worked in teams. There were ten teams in this event. They would compete to get the prizes as many as they could.</p> <p>The crowd enjoyed watching the teams struggle to reach the top. They yelled and gave applauses when the team can reach the top of the pole. But, it was very hard, because the poles were covered by oil, so it was so slippery.</p> <p>At 12.30 pm all the prizes had been taken away by the teams. They were very happy either the crowd.</p> </div>	60'

	<p>Teks 3</p> <p>One day I went to Bandung with my friend for a vacation. We went there on night bus when we arrived in Cianjur, the bus stopped for a rest. I got off the bus to get a cup of coffee, but my friend didn't. He went to a mosque to pray. It took only a few minutes to pray, but when I came out again the bus was not there. It had gone. Shocked and confused. I asked the shopkeeper about the bus. She said that the bus has departure about five minutes ago.</p> <p>I tried to call my friend on my cell phone, but the battery was running low. I couldn't do anything but hope and pray. After several minutes my wish came true. The bus came back. I got on the bus and walked to my set. I was so ashamed when everybody on the bus looked at me. I could feel my face turned red.</p>	
	<p>Selama proses pembelajaran, senantiasa mendapatkan masukan dan balikan dari guru/teman untuk meningkatkan penguasaan unsur kebahasaan yang digunakan secara lisan dan tulis.</p>	
Kegiatan penutup	<p>Siswa, dengan bimbingan guru:</p> <ul style="list-style-type: none"> - Mendapatkan umpan balik terhadap proses pembelajaran - Membahas kesulitan dalam melakukan aktivitas pembelajaran - Menyimpulkan proses dan hasil pembelajaran <p>Menyebutkan kegiatan pokok dan topik rencana pembelajaran untuk pertemuan berikutnya.</p>	10'

4. Pertemuan ke-4 (2 x 40 menit)

Langkah pembelajaran	Deskripsi	Alokasi waktu
Kegiatan pendahuluan	<p>Siswa dengan bimbingan guru:</p> <ul style="list-style-type: none"> - Mengucapkan salam dan tegur sapa - Menunjukkan kehadirannya, berdoa, menyiapkan suasana belajar yang kondusif - Menyebutkan tujuan pembelajaran - Menyebutkan kegiatan belajar yang akan dilakukan 	10'
Kegiatan inti	<p>Selama proses pembelajaran di kelas, siswa berpartisipasi aktif, bekerja sama dengan teman dan memanfaatkan</p>	60'

	<p>bimbingan guru:</p> <ul style="list-style-type: none"> - Membaca sekilas <i>recount text</i> (yang meliputi teks 5 dan teks 6) dan membuat prediksi tentang isi dari <i>recount text</i> yang akan mereka baca. (<i>preview</i>) - Membaca <i>recount text</i> yang telah disediakan, dan mengidentifikasi kosa kata yang sulit dari <i>recount text</i> tersebut. (<i>click and clunk</i>) - Mengidentifikasi informasi yang paling penting dari <i>recount text</i> yang telah dibaca. (<i>get the gist</i>) - Bertanya dan mempertanyakan terkait arti dan maksud dari <i>recount text</i> yang telah dibaca. (<i>wrap up</i>) <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Teks 5</p> <p>William Shakespeare was born in Stratford-upon-Avon in 1564. His mother, Mary Arden, was a daughter of Robert Arden, a yeomen farmer of Wilmcote. His father, John Shakespeare was a glove maker, wool dealer of good standing and Bailiff of the Borough in 1568. From the age of seven to about fourteen, he attended Stratford Grammar School receiving an excellent and well-rounded education.</p> <p>In 1587 he moved to London. He became an actor and playwright. By 1592 William Shakespeare was making a name for himself. In that year a man named Robert Greene wrote about ‘an upstart crow’ who is in his own conceit the only Shake-scene in the country. He didn’t actually name William Shakespeare, but it is clear who he meant. The theatres in London were closed from 1592 to 1594 because of the plague, but Shakespeare wrote two poems during that time, <i>Venus and Adonis</i> in 1593 and <i>Lucerce</i> in 1594.</p> <p>William Shakespeare prospered and in 1597 he bought a house and garden in Stratford for £60. William Shakespeare made his will on 25th March 1616 shortly before his death. He died on 23rd April 1616.</p> </div> <div style="border: 1px solid black; padding: 5px; margin: 5px 0;"> <p>Teks 6</p> <p>On Saturday night, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike twelve in twenty minutes’ time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted, ‘It’s two minutes past twelve! The clock has stopped!’</p> <p>I looked at my watch. It was true. The big clock refused to welcome the New Year. At that moment, everybody began to laugh and sing</p> </div> <p>Selama proses pembelajaran, senantiasa mendapatkan masukan dan balikan dari guru/teman untuk meningkatkan penguasaan unsur kebahasaan yang digunakan secara lisan dan tulis.</p>	
Kegiatan penutup	<p>Siswa, dengan bimbingan guru:</p> <ul style="list-style-type: none"> - Mendapatkan umpan balik terhadap proses pembelajaran 	10’

	<ul style="list-style-type: none"> - Membahas kesulitan dalam melakukan aktivitas pembelajaran - Menyimpulkan proses dan hasil pembelajaran <p>Menyebutkan kegiatan pokok dan topik rencana pembelajaran untuk pertemuan berikutnya.</p>	
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5. Pertemuan ke-5 (2 x 40 menit)

Langkah pembelajaran	Deskripsi	Alokasi waktu
Kegiatan pendahuluan	<p>Siswa dengan bimbingan guru:</p> <ul style="list-style-type: none"> - Mengucapkan salam dan tegur sapa - Menunjukkan kehadirannya, berdoa, menyiapkan suasana belajar yang kondusif - Menyebutkan tujuan pembelajaran - Menyebutkan kegiatan belajar yang akan dilakukan 	10'
Kegiatan inti	<p>Selama proses pembelajaran di kelas,</p> <ul style="list-style-type: none"> - Siswa mengerjakan SOAL POST-TEST selama 60 menit. <p>Selama proses pembelajaran, senantiasa mendapatkan masukan dan balikan dari guru/teman untuk meningkatkan penguasaan unsur kebahasaan yang digunakan secara lisan dan tulis.</p>	60'
Kegiatan penutup	<p>Siswa, dengan bimbingan guru:</p> <ul style="list-style-type: none"> - Mendapatkan umpan balik terhadap proses pembelajaran - Membahas kesulitan dalam melakukan aktivitas pembelajaran - Menyimpulkan proses dan hasil pembelajaran <p>Menyebutkan kegiatan pokok dan topik rencana pembelajaran untuk pertemuan berikutnya.</p>	10'

Keling, 20 Februari 2019
Pengajar

Adi Khoirul Anwar, S.Pd

Appendix 2b: Outline of pre-test

KISI-KISI SOAL PRE-TEST							
The Effectiveness of Using THIEVES and CSR Strategies to Improve Reading Comprehension of Eight Grade Students in MTs N 2 Jepara							
Satuan Pendidikan		: Madrasah Tsanawiyah			Kelas		: VIII
Mata Pelajaran		: Bahasa Inggris			Alokasi Waktu		: 60 Menit
Kurikulum		: K 2013			Bentuk Soal		: 40 Pilihan Ganda
<u>KOMPETENSI DASAR</u>							
<p>KD 3.11 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recout, lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampu, pendek dan sederhana sesuai dengan konteks penggunaannya.</p> <p>KD 4.11 Teks <i>Recount</i></p> <p>4.11.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount).</p> <p>4.11.2 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount), dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks.</p>							
KOMPETENSI	LEVEL KOGNITIF	CAKUPAN MATERI	MATERI	INDIKATOR SOAL	BENTUK SOAL	No. SOAL	
3.11 & 4.11 <i>Recount Text</i> (Teks Recount)	Pengetahuan dan Pemahaman	Fungsi sosial	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> terkait dengan kegiatan LIBURAN SEKOLAH yang telah dilakukan, peserta didik dapat menentukan TUJUAN TEKS tersebut dengan tepat.	Pilihan Ganda	1	
	Pengetahuan dan Pemahaman	Struktur teks	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> yang sama, peserta didik dapat menentukan INFORMASI RINCI yang ada dalam teks tersebut dengan tepat.	Pilihan Ganda	2	
	Penalaran	Struktur teks	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> yang sama, peserta didik dapat menyimpulkan hasil dari kegiatan dalam teks tersebut dengan tepat.	Pilihan Ganda	3	
	Pengetahuan dan Pemahaman	Unsur Kebahasaan	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> yang sama, peserta didik dapat mengidentifikasi makna kata yang sama dalam teks tersebut dengan tepat.	Pilihan Ganda	4	

3.11 & 4.11 <i>Recount Text</i> (Teks Recount)	Pengetahuan dan Pemahaman	Fungsi sosial	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> terkait dengan pengalaman yang menyedihkan, peserta didik dapat menentukan TUJUAN TEKS tersebut dengan tepat.	Pilihan Ganda	5
	Pengetahuan dan Pemahaman	Struktur teks	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> yang sama, peserta didik dapat menentukan ALUR dalam teks tersebut dengan tepat.	Pilihan Ganda	6
	Pengetahuan dan Pemahaman	Struktur teks	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> yang sama, peserta didik dapat mengidentifikasi kata yang memiliki makna sama dengan kata dalam teks tersebut.	Pilihan Ganda	7
3.11 & 4.11 <i>Recount Text</i> (Teks Recount)	Aplikasi	Unsur Kebahasaan	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> yang rumpang tentang hari sial, peserta didik dapat menentukan kata yang tepat untuk melengkapi teks tersebut.	Pilihan Ganda	8
	Aplikasi	Unsur Kebahasaan	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> yang sama, peserta didik dapat menentukan kata yang tepat untuk melengkapi teks tersebut.	Pilihan Ganda	9
	Aplikasi	Unsur Kebahasaan	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> yang sama, peserta didik dapat menentukan kata yang tepat untuk melengkapi teks tersebut.	Pilihan Ganda	10
3.11 & 4.11 <i>Recount Text</i> (Teks Recount)	Pengetahuan dan Pemahaman	Fungsi sosial	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> terkait dengan pengalaman liburan, peserta didik dapat menentukan TOPIK TEKS tersebut dengan tepat.	Pilihan Ganda	11
	Pengetahuan dan Pemahaman	Struktur teks	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> yang sama, peserta didik dapat mengidentifikasi RUNTUTAN KEJADIAN yang terjadi dalam teks tersebut dengan tepat.	Pilihan Ganda	12
	Pengetahuan dan Pemahaman	Struktur teks	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> yang sama, peserta didik dapat mengidentifikasi INFORMASI RINCI dalam teks tersebut dengan tepat.	Pilihan Ganda	13
	Pengetahuan dan Pemahaman	Unsur Kebahasaan	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> yang sama, peserta didik dapat mengidentifikasi kata yang memiliki makna sama dengan kata dalam teks tersebut.	Pilihan Ganda	14

3.11 & 4.11 <i>Recount Text</i> (Teks Recount)	Pengetahuan dan Pemahaman	Struktur teks	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> yang berkaitan dengan kegiatan peringatan hari besar, peserta didik dapat menentukan IDE POKOK PARAGRAF dalam teks tersebut dengan tepat.	Pilihan Ganda	15
	Pengetahuan dan Pemahaman	Struktur teks	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> yang sama, peserta didik dapat mengidentifikasi INFORMASI RINCI yang ada dalam teks tersebut dengan tepat.	Pilihan Ganda	16
	Pengetahuan dan Pemahaman	Struktur teks	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> yang sama, peserta didik dapat menentukan ALUR yang terjadi dalam teks tersebut dengan tepat.	Pilihan Ganda	17
	Pengetahuan dan Pemahaman	Unsur Kebahasaan	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> yang sama, peserta didik dapat menentukan RUJUKAN KATA yang ada dalam teks tersebut dengan tepat.	Pilihan Ganda	18
3.11 & 4.11 <i>Recount Text</i> (Teks Recount)	Aplikasi	Unsur Kebahasaan	Teks Recount	Disajikan beberapa kalimat acak, peserta didik dapat mengurutkan kalimat acak tersebut menjadi <i>RECOUNT TEXT</i> dengan tepat.	Pilihan Ganda	19
3.11 & 4.11 <i>Recount Text</i> (Teks Recount)	Pengetahuan dan Pemahaman	Fungsi sosial	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> yang berkaitan dengan biografi seseorang, peserta didik dapat menentukan TOPIK teks tersebut dengan tepat.	Pilihan Ganda	20
	Pengetahuan dan Pemahaman	Struktur teks	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> yang sama, peserta didik dapat mengidentifikasi INFORMASI RINCI yang ada dalam teks tersebut dengan tepat.	Pilihan Ganda	21
	Pengetahuan dan Pemahaman	Struktur teks	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> yang sama, peserta didik dapat mengidentifikasi INFORMASI RINCI yang ada dalam teks tersebut dengan tepat.	Pilihan Ganda	22
	Pengetahuan dan Pemahaman	Struktur teks	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> yang sama, peserta didik dapat mengidentifikasi INFORMASI RINCI yang ada dalam teks tersebut dengan tepat.	Pilihan Ganda	23
3.11 & 4.11 <i>Recount Text</i> (Teks Recount)	Aplikasi	Struktur teks	Teks Recount	Disajikan KALIMAT ACAK, peserta didik dapat menentukan susunan kalimat acak tersebut menjadi <i>RECOUNT TEXT/passage</i> dengan tepat.	Pilihan Ganda	24

3.11 & 4.11 Recount Text (Teks Recount)	Pengetahuan dan Pemahaman	Fungsi sosial	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> yang berkaitan dengan pengalaman seseorang di masa lampau, peserta didik dapat menentukan TUJUAN teks tersebut dengan tepat.	Pilihan Ganda	25
	Pengetahuan dan Pemahaman	Struktur teks	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> yang sama, peserta didik dapat menentukan IDE POKOK PARAGRAF dari teks tersebut dengan tepat.	Pilihan Ganda	26
	Penalaran	Struktur teks	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> yang sama, peserta didik dapat menyimpulkan sifat dari tokoh dalam teks tersebut dengan tepat.	Pilihan Ganda	27
	Penalaran	Fungsi sosial	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> yang sama, peserta didik dapat menyimpulkan pesan moral dari teks tersebut dengan tepat.	Pilihan Ganda	28
3.11 & 4.11 Recount Text (Teks Recount)	Aplikasi	Unsur Kebahasaan	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> yang rumpang tentang pengalaman peristiwa alam, peserta didik dapat menentukan kata yang tepat untuk melengkapi teks tersebut.	Pilihan Ganda	29
	Aplikasi	Unsur Kebahasaan	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> yang sama, peserta didik dapat menentukan kata yang tepat untuk melengkapi teks tersebut.	Pilihan Ganda	30
	Aplikasi	Unsur Kebahasaan	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> yang sama, peserta didik dapat menentukan kata yang tepat untuk melengkapi teks tersebut.	Pilihan Ganda	31
3.11 & 4.11 Recount Text (Teks Recount)	Pengetahuan dan Pemahaman	Struktur teks	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> yang berkaitan dengan pengalaman seseorang di masa lampau, peserta didik dapat menentukan TUJUAN teks tersebut dengan tepat.	Pilihan Ganda	32
	Pengetahuan dan Pemahaman	Unsur Kebahasaan	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> yang sama, peserta didik dapat menentukan RUJUKAN KATA dalam teks tersebut dengan tepat.	Pilihan Ganda	33
	Aplikasi	Struktur teks	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> yang sama, peserta didik dapat mengidentifikasi INFORMASI TERSIRAT dari teks tersebut dengan tepat.	Pilihan Ganda	34
	Penalaran	Fungsi sosial	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> yang sama, peserta didik dapat menyimpulkan PESAN MORAL dari teks tersebut dengan tepat.	Pilihan Ganda	35

3.11 & 4.11 <i>Recount Text</i> (Teks Recount)	Pengetahuan dan Pemahaman	Fungsi sosial	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> yang berkaitan dengan pengalaman seseorang di masa lampau, peserta didik dapat mengidentifikasi TOPIK teks tersebut dengan tepat.	Pilihan Ganda	36
	Pengetahuan dan Pemahaman	Struktur teks	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> yang sama, peserta didik dapat menentukan INFORMASI RINCI dari teks tersebut dengan tepat.	Pilihan Ganda	37
	Pengetahuan dan Pemahaman	Struktur teks	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> yang sama, peserta didik dapat menentukan INFORMASI RINCI dari teks tersebut dengan tepat.	Pilihan Ganda	38
	Pengetahuan dan Pemahaman	Struktur teks	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> yang sama, peserta didik dapat menentukan INFORMASI RINCI dari teks tersebut dengan tepat.	Pilihan Ganda	39
3.11 & 4.11 <i>Recount Text</i> (Teks Recount)	Aplikasi	Struktur teks	Teks Recount	Disajikan beberapa kalimat acak, peserta didik dapat mengurutkan kalimat acak tersebut menjadi <i>RECOUNT TEXT</i> dengan tepat.	Pilihan Ganda	40

Jepara, 20 Februari 2019
Penyusun,

Adi Khoirul Anwar, S.Pd

Appendix 2c: Outline of Post-test

KISI-KISI SOAL POST-TEST							
The Effectiveness of Using THIEVES and CSR Strategies to Improve Reading Comprehension of Eight Grade Students in MTs N 2 Jepara							
Satuan Pendidikan		: Madrasah Tsanawiyah			Kelas		: VIII
Mata Pelajaran		: Bahasa Inggris			Alokasi Waktu		: 60 Menit
Kurikulum		: K 2013			Bentuk Soal		: 40 Pilihan Ganda
KOMPETENSI DASAR							
KD 3.11		Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks personal recout, lisan dan tulis dengan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau, pendek dan sederhana sesuai dengan konteks penggunaannya.					
KD 4.11		Teks <i>Recount</i>					
4.11.1		Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount).					
4.11.2		Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount), dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan secara benar dan sesuai konteks.					
KOMPETENSI	LEVEL KOGNITIF	CAKUPAN MATERI	MATERI	INDIKATOR SOAL	BENTU K SOAL	No. SOAL	
3.11 & 4.11 <i>Recount Text</i> (Teks Recount)	Pengetahuan dan Pemahaman	Fungsi sosial	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> terkait dengan pengalaman liburan, peserta didik dapat menentukan TOPIK TEKS tersebut dengan tepat.	Pilihan Ganda	1	
	Pengetahuan dan Pemahaman	Struktur teks	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> yang sama, peserta didik dapat mengidentifikasi RUNTUTAN KEJADIAN yang terjadi dalam teks tersebut dengan tepat.	Pilihan Ganda	2	
	Pengetahuan dan Pemahaman	Struktur teks	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> yang sama, peserta didik dapat mengidentifikasi INFORMASI RINCI dalam teks tersebut dengan tepat.	Pilihan Ganda	3	
	Pengetahuan dan Pemahaman	Unsur Kebahasaan	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> yang sama, peserta didik dapat mengidentifikasi kata yang memiliki makna sama dengan kata dalam teks tersebut.	Pilihan Ganda	4	

3.11 & 4.11 <i>Recount Text</i> (Teks Recount)	Pengetahuan dan Pemahaman	Fungsi sosial	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> terkait dengan kegiatan LIBURAN SEKOLAH yang telah dilakukan, peserta didik dapat menentukan TUJUAN TEKS tersebut dengan tepat.	Pilihan Ganda	5
	Pengetahuan dan Pemahaman	Struktur teks	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> yang sama, peserta didik dapat menentukan INFORMASI RINCI yang ada dalam teks tersebut dengan tepat.	Pilihan Ganda	6
	Penalaran	Struktur teks	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> yang sama, peserta didik dapat menyimpulkan hasil dari kegiatan dalam teks tersebut dengan tepat.	Pilihan Ganda	7
	Pengetahuan dan Pemahaman	Unsur Kebahasaan	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> yang sama, peserta didik dapat mengidentifikasi makna kata yang sama dalam teks tersebut dengan tepat.	Pilihan Ganda	8
3.11 & 4.11 <i>Recount Text</i> (Teks Recount)	Aplikasi	Unsur Kebahasaan	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> yang rumpang tentang pengalaman peristiwa alam, peserta didik dapat menentukan kata yang tepat untuk melengkapi teks tersebut.	Pilihan Ganda	9
	Aplikasi	Unsur Kebahasaan	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> yang sama, peserta didik dapat menentukan kata yang tepat untuk melengkapi teks tersebut.	Pilihan Ganda	10
	Aplikasi	Unsur Kebahasaan	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> yang sama, peserta didik dapat menentukan kata yang tepat untuk melengkapi teks tersebut.	Pilihan Ganda	11
3.11 & 4.11 <i>Recount Text</i> (Teks Recount)	Pengetahuan dan Pemahaman	Fungsi sosial	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> yang berkaitan dengan pengalaman seseorang di masa lampau, peserta didik dapat mengidentifikasi TOPIK teks tersebut dengan tepat.	Pilihan Ganda	12
	Pengetahuan dan Pemahaman	Struktur teks	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> yang sama, peserta didik dapat menentukan INFORMASI RINCI dari teks tersebut dengan tepat.	Pilihan Ganda	13
	Pengetahuan dan Pemahaman	Struktur teks	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> yang sama, peserta didik dapat menentukan INFORMASI RINCI dari teks tersebut dengan tepat.	Pilihan Ganda	14
	Pengetahuan dan Pemahaman	Struktur teks	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> yang sama, peserta didik dapat menentukan INFORMASI RINCI dari teks tersebut dengan tepat.	Pilihan Ganda	15

3.11 & 4.11 <i>Recount Text</i> (Teks Recount)	Aplikasi	Struktur teks	Teks Recount	Disajikan KALIMAT ACAK, peserta didik dapat menentukan susunan kalimat acak tersebut menjadi <i>RECOUNT TEXT/passage</i> dengan tepat.	Pilihan Ganda	16
3.11 & 4.11 <i>Recount Text</i> (Teks Recount)	Aplikasi	Unsur Kebahasaan	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> yang rumpang tentang hari sial, peserta didik dapat menentukan kata yang tepat untuk melengkapi teks tersebut.	Pilihan Ganda	17
	Aplikasi	Unsur Kebahasaan	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> yang sama, peserta didik dapat menentukan kata yang tepat untuk melengkapi teks tersebut.	Pilihan Ganda	18
	Aplikasi	Unsur Kebahasaan	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> yang sama, peserta didik dapat menentukan kata yang tepat untuk melengkapi teks tersebut.	Pilihan Ganda	19
3.11 & 4.11 <i>Recount Text</i> (Teks Recount)	Pengetahuan dan Pemahaman	Fungsi sosial	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> yang berkaitan dengan biografi seseorang, peserta didik dapat menentukan TOPIK teks tersebut dengan tepat.	Pilihan Ganda	20
	Pengetahuan dan Pemahaman	Struktur teks	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> yang sama, peserta didik dapat mengidentifikasi INFORMASI RINCI yang ada dalam teks tersebut dengan tepat.	Pilihan Ganda	21
	Pengetahuan dan Pemahaman	Struktur teks	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> yang sama, peserta didik dapat mengidentifikasi INFORMASI RINCI yang ada dalam teks tersebut dengan tepat.	Pilihan Ganda	22
	Pengetahuan dan Pemahaman	Struktur teks	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> yang sama, peserta didik dapat mengidentifikasi INFORMASI RINCI yang ada dalam teks tersebut dengan tepat.	Pilihan Ganda	23

3.11 & 4.11 <i>Recount Text</i> (Teks Recount)	Pengetahuan dan Pemahaman	Struktur teks	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> yang berkaitan dengan kegiatan peringatan hari besar, peserta didik dapat menentukan IDE POKOK PARAGRAF dalam teks tersebut dengan tepat.	Pilihan Ganda	24
	Pengetahuan dan Pemahaman	Struktur teks	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> yang sama, peserta didik dapat mengidentifikasi INFORMASI RINCI yang ada dalam teks tersebut dengan tepat.	Pilihan Ganda	25
	Pengetahuan dan Pemahaman	Struktur teks	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> yang sama, peserta didik dapat menentukan ALUR yang terjadi dalam teks tersebut dengan tepat.	Pilihan Ganda	26
	Pengetahuan dan Pemahaman	Unsur Kebahasaan	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> yang sama, peserta didik dapat menentukan RUJUKAN KATA yang ada dalam teks tersebut dengan tepat.	Pilihan Ganda	27
3.11 & 4.11 <i>Recount Text</i> (Teks Recount)	Aplikasi	Unsur Kebahasaan	Teks Recount	Disajikan beberapa kalimat acak, peserta didik dapat mengurutkan kalimat acak tersebut menjadi <i>RECOUNT TEXT</i> dengan tepat.	Pilihan Ganda	28
3.11 & 4.11 <i>Recount Text</i> (Teks Recount)	Pengetahuan dan Pemahaman	Fungsi sosial	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> terkait dengan pengalaman yang menyedihkan, peserta didik dapat menentukan TUJUAN TEKS tersebut dengan tepat.	Pilihan Ganda	29
	Pengetahuan dan Pemahaman	Struktur teks	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> yang sama, peserta didik dapat menentukan ALUR dalam teks tersebut dengan tepat.	Pilihan Ganda	30
	Pengetahuan dan Pemahaman	Struktur teks	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> yang sama, peserta didik dapat mengidentifikasi kata yang memiliki makna sama dengan kata dalam teks tersebut.	Pilihan Ganda	31
3.11 & 4.11 <i>Recount Text</i> (Teks Recount)	Pengetahuan dan Pemahaman	Fungsi sosial	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> yang berkaitan dengan pengalaman seseorang di masa lampau, peserta didik dapat menentukan TUJUAN teks tersebut dengan tepat.	Pilihan Ganda	32
	Pengetahuan dan Pemahaman	Struktur teks	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> yang sama, peserta didik dapat menentukan IDE POKOK PARAGRAF dari teks tersebut dengan tepat.	Pilihan Ganda	33
	Penalaran	Struktur teks	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> yang sama, peserta didik dapat menyimpulkan sifat dari tokoh dalam teks tersebut dengan tepat.	Pilihan Ganda	34
	Penalaran	Fungsi sosial	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> yang sama, peserta didik dapat menyimpulkan pesan moral dari teks tersebut dengan tepat.	Pilihan Ganda	35

3.11 & 4.11 Recount Text (Teks Recount)	Aplikasi	Struktur teks	Teks Recount	Disajikan beberapa kalimat acak, peserta didik dapat mengurutkan kalimat acak tersebut menjadi <i>RECOUNT TEXT</i> dengan tepat.	Pilihan Ganda	36
3.11 & 4.11 Recount Text (Teks Recount)	Pengetahuan dan Pemahaman	Struktur teks	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> yang berkaitan dengan pengalaman seseorang di masa lampau, peserta didik dapat menentukan TUJUAN teks tersebut dengan tepat.	Pilihan Ganda	37
	Pengetahuan dan Pemahaman	Unsur Kebahasaan	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> yang sama, peserta didik dapat menentukan RUJUKAN KATA dalam teks tersebut dengan tepat.	Pilihan Ganda	38
	Aplikasi	Struktur teks	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> yang sama, peserta didik dapat mengidentifikasi INFORMASI TERSIRAT dari teks tersebut dengan tepat.	Pilihan Ganda	39
	Penalaran	Fungsi sosial	Teks Recount	Disajikan sebuah <i>RECOUNT TEXT</i> yang sama, peserta didik dapat menyimpulkan PESAN MORAL dari teks tersebut dengan tepat.	Pilihan Ganda	40
<p>Jepara, 20 Februari 2019 Penyusun, Adi Khoirul Anwar, S.Pd</p>						

Appendix 2d: Pre-test instrument

INSTRUMENT PENELITIAN

PRE-TEST

The Effectiveness of Using THIEVES and CSR Strategies to Improve Reading Comprehension of Eight Grade Students in MTs N 2 Jepara

PROGRAM MEGISTER

PRODI STUDI LINGUISTIK TERAPAN

UNIVERSITAS NEGERI YOGYAKARTA

CHOOSE THE MOST CORRECT ANSWER!

(PILIH LAH JAWABAN YANG PALING BENAR!)

The text is for questions 1 – 4

Last month my parents, my sister, my brother and I went the zoo. We went there for recreation. We left at 06.00a.m and arrived there at 08.00a.m. It is about a hundred kilometers to get the zoo from my house.

There were a lot of people watching a giant snake. The snake was there about a week. It was 9 meters long. I thought it was the biggest snake I had ever seen. After going around and watching various animals, we went home. On the way home, we stopped at the Borobudur temple for a half an hour.

We were very tired but very pleased.

1. What is the purpose of the text above?
 - A. To tell readers how to go to a zoo.
 - B. To entertain readers by informing the story.
 - C. To retell the readers about an activity in the past.
 - D. To describe about the zoo.
2. How many persons did the writer's family go to the zoo?
 - A. Three
 - B. Four
 - C. Five
 - D. Six
3. What did they feel?
 - A. Happy
 - B. Gloomy
 - C. Sad
 - D. Unhappy
4. "After going around and watching various animals, we went home." (paragraph 2)
The underlined word has similar meaning with
 - A. different
 - B. similar
 - C. wild
 - D. tame

The text is for questions 5 – 7

I'm so glad that today is over. So many things have gone wrong. For some reasons I didn't sleep a wink last night. I was very tired when Mum called me this morning. I feel asleep again until Mum called me again. That snooze made me late.

I didn't have time for breakfast. I was in a hurry as I run to catch the school bus. I just missed it. Dad had to ride me to school. He was late for teaching at his school and he was furious with me. He scolded me for being late.

I arrived at school on time. The teacher asked us to hand in our homework. My home work was not in my bag. I had forgotten to put it in my bag the night before. I usually check my bag in the morning. I didn't do this because I was late I had to do extra assignment as a punishment.

After Biology lesson, I didn't tie my shoelace properly. I tripped over it and fell down the stairs. I hurt my knee and had to have a bandage on it. What a terrible day! I hope that I have much better one tomorrow.

5. What is the purpose of the text above?
 - A. To inform the writer activities
 - B. To explain about something wrong
 - C. To entertain the readers about the funny story
 - D. To retell about the writer's terrible day
6. What did make everything went wrong?

A. He got up late in the morning.	C. His bag was left at home.
B. He came to school on time.	D. He got punishment from his teacher.
7. Which of the following statements is NOT TRUE according to the text?
 - A. The writer didn't sleep a wink last night.
 - B. He had breakfast before leaving for school.
 - C. He didn't hand in his homework.
 - D. He fell down the stairs.

The text is for questions 8 - 10

One day, a boy ... (8) up with the feeling that the day was going to be unlucky day for him. He found that it was already 6.50 a.m. He rushed into the bathroom. In a hurry he didn't see a piece of soap lying on the floor, he stepped on it and slipped.

Then, he ... (9) to the dining room for his breakfast. He gulped down the tea without realizing that it was very hot, so it burnt his tongue. He got dressed and rushed to the bus stop. Unfortunately, he just ... (10) the bus. His heart sank and knew that he would be late for school and his teacher would be angry with him again.

8. ...

A. went	C. turn
B. got	D. go
9. ...

A. went	C. go
B. ate	D. eat
10. ...

A. good day	C. bad day
B. lucky day	D. fine day

The text is for questions 11 - 14

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

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

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

11. What did the story tell us about?
- A. The writer was left by the bus on his trip to Bandung.
 B. The writer arrived in Cianjur to visit his relatives.
 C. The writer could contact his friend with the cell phone.
 D. The writer and his friend enjoyed their trip to Bandung.
12. What did the writer's friend do when the bus stop for a rest in Cianjur?
- A. Drank a cup of coffee
 B. Prayed
 C. Bought souvenir
 D. Drank a cup of milk
13. Why couldn't the writer call his friend?
- A. He didn't bring his cell phone.
 B. The battery was running low.
 C. The writer's cell phone was stolen.
 D. The writer's cell phone was broken.
14. What did the writer feel?
- A. He felt happy.
 B. He felt awful.
 C. He felt sad.
 D. He felt shy.

The text is for questions 15 – 17.

On 17 August 2014, there was a special event in my hometown. The mayor held a big competition of Pinang Climbing. This competition was held to celebrate the Independence Day.

Early in the morning, many people had gathered in the town square. In the middle, there were exactly one hundred poles. Various prizes, such as t-shirts, radios, pans, and bicycles were hung on the top of each pole.

At 10 o'clock, the competition started. Unlike the usual Pinang Climbing competition in which the competitors work individually, this time the competitors worked in teams. There were ten teams in this event. They would compete to get the prizes as many as they could.

The crowd enjoyed watching the teams struggle to reach the top. They yelled and gave applauses when the team can reach the top of the pole. But, it was very hard, because the poles were covered by oil, so it was so slippery.

At 12.30 pm all the prizes had been taken away by the teams. They were very happy

15. The main idea of the fourth paragraph is . . .
- A. the competition is started at 10 o'clock.
 B. the crowd enjoyed watching the team.
 C. the team successfully grabbed the prizes.
 D. all the prizes had been taken away at about 12 a.m.
16. Who held the competition of *Pinang Climbing*?
- A. The team
 B. The crowd
 C. The people
 D. The mayor
17. Why were the poles so slippery?
- A. There was some grease on them.
 B. The poles were covered by prizes.
 C. There was some sweat on the poles.
 D. The poles were in the town square.
18. "They yelled and gave applauses when the team can reach the top of the pole."
 The underlined word refers to . . .
- A. the crowds
 B. the teams
 C. the poles
 D. the mayor

19. Arrange the words into a good paragraph!
1. Before lunch we fed some birds in the park.
 2. But we were very happy because we had so much fun.
 3. Yesterday my family and I went to a zoo.
 4. When we returned home, we were very tired.
 5. In the afternoon we saw the animals being fed.
 6. We bought some food to give to the animals.

The best arrangement is ...

- | | |
|----------------|----------------|
| A. 3-6-1-5-4-2 | C. 2-4-3-5-1-6 |
| B. 3-6-5-1-4-2 | D. 2-3-5-1-4-6 |

The text is for questions 20 – 23

William Shakespeare was born in Stratford-upon-Avon in 1564. His mother, Mary Arden, was a daughter of Robert Arden, a yeomen farmer of Wilmcote. His father, John Shakespeare was a glove maker, wool dealer of good standing and Bailiff of the Borough in 1568. From the age of seven to about fourteen, he attended Stratford Grammar School receiving an excellent and well-rounded education.

In 1587 he moved to London. He became an actor and playwright. By 1592 William Shakespeare was making a name for himself. In that year a man named Robert Greene wrote about ‘an upstart crow’ who is in his own conceit the only Shake-scene in the country. He didn’t actually name William Shakespeare, but it is clear who he meant. The theatres in London were closed from 1592 to 1594 because of the plague, but Shakespeare wrote two poems during that time, *Venus and Adonis* in 1593 and *Lucerce* in 1594.

William Shakespeare prospered and in 1597 he bought a house and garden in Stratford for £60. William Shakespeare made his will on 25th March 1616 shortly before his death. He died on 23rd April 1616.

20. What is the text about?
- A. Poems, *Venus and Adonis* and *Lucerce*
 - B. Mary Arden, mother of William Shakespeare
 - C. William Shakespeare
 - D. John Shakespeare, father of William Shakespeare
21. What did Shakespeare do in 1593 and 1594?
- A. He attended Stratford Grammar School.
 - B. He went to London and became an actor and a playwright.
 - C. He wrote two poems, *Venus and Adonis* and *Lucerce*.
 - D. He bought a house and gardens in Stratford.
22. The following are several professions of William Shakespeare, *except* ...
- | | |
|-----------------|-------------------|
| A. a playwright | C. an actor |
| B. a poet | D. an illustrator |
23. How old was Shakespeare when he passed away?
- | | |
|-----------------|-----------------|
| A. 23 years old | C. 30 years old |
| B. 28 years old | D. 52 years old |
24. Arrange the jumbled sentences into a meaningful passage!
1. During the evening, my family and I watched the lunar eclipse from the balcony.

2. I watched the news on television, on the bus saying that there would be a lunar eclipse this evening.
3. It was so amazing, especially when the moon was totally covered and then it appeared slowly.
4. I went home from school by bus last week.
5. I arrived and told my family about it.
6. My father took photos and my brother recorded it.

The best arrangement is ...

- | | |
|----------------|----------------|
| A. 2-3-6-5-4-1 | C. 4-2-5-1-6-3 |
| B. 4-2-3-1-6-5 | D. 4-2-6-5-1-3 |

The text is for questions 22 – 26.

This is what happened when I was at elementary school. Mr. Tri, my class teacher, asked the students to write motivating words which came into our minds. He gave us ten minutes to do that.

The students tried to express themselves. Many of them looked outside through the windows for inspiration. Many other stayed calm and tried to write. So did I. I wrote a piece of advice from my parents, “Be a good boy and respect others.” It sounds simple, but it is meaningful. Being a good boy doesn’t only mean be nice or kind, but also be loyal, honest, humble, do everything in my best and so on.

Ten minutes passed quickly. Every student read their motivating words and then attached them on the wall magazine. Mr. Tri smiled and was proud of us. He had successfully taught us about attitudes. He motivated us to write such words every day and read what our friends had written. My classroom was full of meaningful words which made our lives colorful.

This had occurred for many years. Those words changed our habits and attitudes. They inspired us to become good, kind, humble, and useful people. Here, I invite you to do the same. Let’s start!

25. The purpose of the text is
 - A. to describe what Mr. Tri is like
 - B. to explain what attitude is
 - C. to describe how to behave
 - D. to relate the writer’s experience
26. The main idea of third paragraph is
 - A. what the students did with their motivating words
 - B. the good effects of Mr. Tri’s way of teaching
 - C. what the students did to carry out Mr. Tri’s instruction
 - D. a teacher who taught his students about attitudes
27. It can be said that Mr. Tri was a ... teacher.

A. patient	C. polite
B. honest	D. wise
28. What can we learn from the experience?
 - A. Motivating words can inspire us to be better.
 - B. Students should obey their parents’ advice.

- C. Students need to express themselves.
- D. Inspiration comes along with imagination.

The text is for questions 29 – 31

Early in the ... (29) Ryan had breakfast. He had not finished his breakfast when suddenly the earth shook. His mother told him to leave the house immediately. An earthquake was striking. Outside the house, Ryan ... (30) many people gathering on the street. Children were in panic and their mother tried to calm them down. It was a severe earthquake which caused great ... (31). Several houses were ruined and trees uprooted.

29. ...
- | | |
|--------------|------------|
| A. morning | C. evening |
| B. afternoon | D. night |
30. ...
- | | |
|-----------|---------|
| A. to see | C. saw |
| B. see | D. seen |
31. ...
- | | |
|-------------------|----------------|
| A. reconstruction | C. development |
| B. destruction | D. benefit |

The text is for questions 32 – 35

On Monday morning, Tommy woke up late. Before leaving for school, his mother reminded him for breakfast, but Tommy refused. He was afraid of being late.

Tommy arrived at school five minutes before the bell rang. Then, he and his friends prepared themselves for the flag ceremony.

It was very hot and the sun shone very brightly. During the ceremony, Tommy was not feeling well. He felt like vomiting. Suddenly, he felt dizzy and his eyesight was blurred. He tried to stand up, but he could not hold on. He trembled and fainted.

He was not aware of what happened next. When he opened his eyes, he was in the medical room. He saw Roland, his close friend, smiling, and Mrs. Yenni, his class teacher, standing close to him. Roland gave him a glass of tea and bread.

32. What happened to Tommy at the ceremony?
- A. He had a toothache.
 - B. He fainted.
 - C. He was hungry and thirsty.
 - D. He was disturbed by other students.
33. “Roland gave him a glass of tea and bread”.
The underlined word refers to ...
- | | |
|-----------|---------------|
| A. Roland | C. Mrs. Yenni |
| B. Tommy | D. friends |
34. Where did the incident take place?
- | | |
|--------------|-------------------------|
| A. At school | C. In a classroom |
| B. At home | D. On the way to school |

35. What should Tommy do to avoid fainting next time?
- He should have breakfast.
 - He should have enough sleep.
 - He should take his mother's advice.
 - He should drink enough water.

The text is for questions 36 – 39

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

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

36. What is the topic of the text above?
- At 5.12
 - At 11.55
 - At 12.00
 - At 12.02
37. Why did the people gather under the Town Hall clock?
- To welcome the New Year
 - To see the newly bought clock
 - To strike the laughing people
 - To stop people who shouted
38. Based on the text, where was the writer?
- At the center of the town
 - At home
 - At the beach
 - At the market
39. When did the event happen?
- In the middle of the year
 - The end of the year
 - Idul Fitri celebration
 - At the weekend as usual
40. *Arrange the jumbled sentences into a sequential paragraph!*
- We left home early in the morning to avoid a traffic jam.
 - We stayed there for two days and returned home on Sunday afternoon.
 - Last weekend, my family visited my grandparents in Bogor.
 - I spent my time cheating with my grandparents and to take a walk on a tea plantation.
 - We enjoyed the beautiful scenery of the tea plantation and felt the cozy atmosphere and fresh air.
 - I helped my mother carry items to the car while my father was preparing the car.
 - When we arrived at my grandparents' house, they welcomed us warmly in front of the house.
 - We were really happy spending our weekend there.
- 3-6-1-2-7-5-8-4
 - 3-6-1-4-8-2-7-5
 - 3-6-1-5-7-4-2-8
 - 3-6-8-1-7-2-4-5

Appendix 2e: Post-test instrument

INSTRUMENT PENELITIAN

POST-TEST

The Effectiveness of Using THIEVES and CSR Strategies to Improve Reading Comprehension of Eight Grade Students in MTs N 2 Jepara

PROGRAM MEGISTER

PRODI STUDI LINGUISTIK TERAPAN

UNIVERSITAS NEGERI YOGYAKARTA

CHOOSE THE MOST CORRECT ANSWER!

(PILIH LAH JAWABAN YANG PALING BENAR!)

The text is for questions 1 – 4

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

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

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

1. What did the story tell us about?
 - A. The writer was left by the bus on his trip to Bandung.
 - B. The writer arrived in Cianjur to visit his relatives.
 - C. The writer could contact his friend with the cell phone.
 - D. The writer and his friend enjoyed their trip to Bandung.
2. What did the writer's friend do when the bus stop for a rest in Cianjur?
 - A. Drank a cup of coffee
 - B. Prayed
 - C. Bought souvenir
 - D. Drank a cup of milk
3. Why couldn't the writer call his friend?
 - A. He didn't bring his cell phone.
 - B. The battery was running low.
 - C. The writer's cell phone was stolen.
 - D. The writer's cell phone was broken.
4. What did the writer feel?
 - A. He felt happy.
 - B. He felt awful.
 - C. He felt sad.
 - D. He felt shy.

The text is for questions 5 – 8

Last month my parents, my sister, my brother and I went the zoo. We went there for recreation. We left at 06.00a.m and arrived there at 08.00a.m. It is about a hundred kilometers to get the zoo from my house.

There were a lot of people watching a giant snake. The snake was there about a week. It was 9 meters long. I thought it was the biggest snake I had ever seen. After going around and watching various animals, we went home. On the way home, we stopped at the Borobudur temple for a half an hour.

We were very tired but very pleased.

6. How many persons did the writer's family go to the zoo?
 A. Three
 B. Four
 C. Five
 D. Six
7. What did they feel?
 A. Happy
 B. Gloomy
 C. Sad
 D. Unhappy
8. "After going around and watching various animals, we went home." (paragraph 2)
 The underlined word has similar meaning with
 A. different
 B. similar
 C. wild
 D. tame

The text is for questions 9 - 11

Early in the ... (29) Ryan had breakfast. He had not finished his breakfast when suddenly the earth shook. His mother told him to leave the house immediately. An earthquake was striking. Outside the house, Ryan ... (30) many poeple gathering on the street. Children were in panic and their mother tried to calm them down. It was a severe eartquake wich caused great ... (31). Several houses were ruined and trees uprooted.

9. ...
 A. morning
 B. afternoon
 C. evening
 D. night
10. ...
 A. to see
 B. see
 C. saw
 D. seen
11. ...
 A. reconstruction
 B. destruction
 C. development
 D. benefit

The text is for questions 12 – 15

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

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

13. Why did the people gather under the Town Hall clock?
 A. To welcome the New Year
 B. To see the newly bought clock
 C. To strike the laughing people
 D. To stop people who shouted
14. Based on the text, where was the writer?
 A. At the center of the town
 B. At home
 C. At the beach
 D. At the market
15. When did the event happen?
 A. In the middle of the year
 B. The end of the year
 C. Idul Fitri celebration
 D. At the weekend as usual
16. *Arrange the words into a good paragraph!*
 1. Before lunch we fed some birds in the park.

2. But we were very happy because we had so much fun.
3. Yesterday my family and I went to a zoo.
4. When we returned home, we were very tired.
5. In the afternoon we saw the animals being fed.
6. We bought some food to give to the animals.

The best arrangement is ...

- | | |
|----------------|----------------|
| A. 3-6-1-5-4-2 | C. 2-4-3-5-1-6 |
| B. 3-6-5-1-4-2 | D. 2-3-5-1-4-6 |

The text is for questions 17 - 19

One day, a boy ... (8) up with the feeling that the day was going to be unlucky day for him. He found that it was already 6.50 a.m. He rushed into the bathroom. In a hurry he didn't see a piece of soap lying on the floor, he stepped on it and slipped.

Then, he ... (9) to the dining room for his breakfast. He gulped down the tea without realizing that it was very hot, so it burnt his tongue. He got dressed and rushed to the bus stop. Unfortunately, he just ... (10) the bus. His heart sank and knew that he would be late for school and his teacher would be angry with him again.

17. ...

A. went	C. turn
B. got	D. go
18. ...

A. went	C. go
B. ate	D. eat
19. ...

A. good day	C. bad day
B. lucky day	D. fine day

The text is for questions 20 – 23

William Shakespeare was born in Stratford-upon-Avon in 1564. His mother, Mary Arden, was a daughter of Robert Arden, a yeoman farmer of Wilmcote. His father, John Shakespeare was a glove maker, wool dealer of good standing and Bailiff of the Borough in 1568. From the age of seven to about fourteen, he attended Stratford Grammar School receiving an excellent and well-rounded education.

In 1587 he moved to London. He became an actor and playwright. By 1592 William Shakespeare was making a name for himself. In that year a man named Robert Greene wrote about 'an upstart crow' who is in his own conceit the only Shake-scene in the country. He didn't actually name William Shakespeare, but it is clear who he meant. The theatres in London were closed from 1592 to 1594 because of the plague, but Shakespeare wrote two poems during that time, *Venus and Adonis* in 1593 and *Lucerce* in 1594.

William Shakespeare prospered and in 1597 he bought a house and garden in Stratford for £60. William Shakespeare made his will on 25th March 1616 shortly before his death. He died on 23rd April 1616.

20. What is the text about?
 - A. Poems, *Venus and Adonis* and *Lucerce*
 - B. Mary Arden, mother of William Shakespeare
 - C. William Shakespeare
 - D. John Shakespeare, father of William Shakespeare

21. What did Shakespeare do in 1593 and 1594?
- He attended Stratford Grammar School.
 - He went to London and became an actor and a playwright.
 - He wrote two poems, *Venus and Adonis* and *Lucerce*.
 - He bought a house and gardens in Stratford.
22. The following are several professions of William Shakespeare, *except* ...
- | | |
|-----------------|-------------------|
| A. a playwright | C. an actor |
| B. a poet | D. an illustrator |
23. How old was Shakespeare when he passed away?
- | | |
|-----------------|-----------------|
| A. 23 years old | C. 30 years old |
| B. 28 years old | D. 52 years old |

The text is for questions 24 – 27.

On 17 August 2014, there was a special event in my hometown. The mayor held a big competition of Pinang Climbing. This competition was held to celebrate the Independence Day.

Early in the morning, many people had gathered in the town square. In the middle, there were exactly one hundred poles. Various prizes, such as t-shirts, radios, pans, and bicycles were hung on the top of each pole.

At 10 o'clock, the competition started. Unlike the usual Pinang Climbing competition in which the competitors work individually, this time the competitors worked in teams. There were ten teams in this event. They would compete to get the prizes as many as they could.

The crowd enjoyed watching the teams struggle to reach the top. They yelled and gave applauses when the team can reach the top of the pole. But, it was very hard, because the poles were covered by oil, so it was so slippery.

At 12.30 pm all the prizes had been taken away by the teams. They were very happy either the crowd.

24. The main idea of the fourth paragraph is . . .
- the competition is started at 10 o'clock.
 - the crowd enjoyed watching the team.
 - the team successfully grabbed the prizes.
 - all the prizes had been taken away at about 12 a.m.
25. Who held the competition of *Pinang Climbing*?
- | | |
|--------------|---------------|
| A. The team | C. The people |
| B. The crowd | D. The mayor |
26. Why were the poles so slippery?
- | | |
|--------------------------------------|---------------------------------------|
| A. There was some grease on them. | C. There was some sweat on the poles. |
| B. The poles were covered by prizes. | D. The poles were in the town square. |
27. "They yelled and gave applauses when the team can reach the top of the pole."
The underlined word refers to . . .
- | | |
|---------------|--------------|
| A. the crowds | C. the poles |
| B. the teams | D. the mayor |
28. Arrange the jumbled sentences into a meaningful passage!
- During the evening, my family and I watched the lunar eclipse from the balcony.
 - I watched the news on television, on the bus saying that there would be a lunar eclipse this evening.

3. It was so amazing, especially when the moon was totally covered and then it appeared slowly.
4. I went home from school by bus last week.
5. I arrived and told my family about it.
6. My father took photos and my brother recorded it.

The best arrangement is ...

- | | |
|----------------|----------------|
| A. 2-3-6-5-4-1 | C. 4-2-5-1-6-3 |
| B. 4-2-3-1-6-5 | D. 4-2-6-5-1-3 |

The text is for questions 29 – 31

I'm so glad that today is over. So many things have gone wrong. For some reasons I didn't sleep a wink last night. I was very tired when Mum called me this morning. I feel asleep again until Mum called me again. That snooze made me late.

I didn't have time for breakfast. I was in a hurry as I run to catch the school bus. I just missed it. Dad had to ride me to school. He was late for teaching at his school and he was furious with me. He scolded me for being late.

I arrived at school on time. The teacher asked us to hand in our homework. My home work was not in my bag. I had forgotten to put it in my bag the night before. I usually check may bag in the morning. I didn't do this because I was late I had to do extra assignment as a punishment.

After Biology lesson, I didn't tie my shoelace properly. I tripped over it and fell down the stairs. I hurt my knee and had to have a bandage on it. What a terrible day! I hope that I have much better one

29. What is the purpose of the text above?
 - A. To inform the writer activities
 - B. To explain about something wrong
 - C. To entertain the readers about the funny story
 - D. To retell about the writer's terrible day
30. What did make everything went wrong?

A. He got up late in the morning.	C. His bag was left at home.
B. He came to school on time.	D. He got punishment from his teacher.
31. Which of the following statements is NOT TRUE according to the text?
 - A. The writer didn't sleep a wink last night.
 - B. He had breakfast before leaving for school.
 - C. He didn't hand in his homework.
 - D. He fell down the stairs.

The text is for questions 32 – 35.

This is what happened when I was at elementary school. Mr. Tri, my class teacher, asked the students to write motivating words which came into our minds. He gave us ten minutes to do that.

The students tried to express themselves. Many of them looked outside through the windows for inspiration. Many other stayed calm and tried to write. So did I. I wrote a piece of advice from my parents, "Be a good boy and respect others." It sounds simple, but it is meaningful. Being a good boy doesn't only mean be nice or kind, but also be loyal, honest, humble, do everything in my best and so on.

Ten minutes passed quickly. Every student read their motivating words and then attached them on the wall magazine. Mr. Tri smiled and was proud of us. He had succesfully taught us about attitudes. He motivated us to write such words every day and read what our friends had written. My classroom was full of meaningful words which made our lives colorful.

This had occured for many years. Those words changed our habits and attitudes. They inspired us to become good, kind, humble, and useful poeple. Here, I invite you to do the same. Let's start!

- C. to describe how to behave
D. to relate the writer's experience
33. The main idea of third paragraph is
A. what the students did with their motivating words
B. the good effects of Mr. Tri's way of teaching
C. what the students did to carry out Mr. Tri's instruction
D. a teacher who taught his students about attitudes
34. It can be said that Mr. Tri was a ... teacher.
A. patient
B. honest
C. polite
D. wise
35. What can we learn from the experience?
A. Motivating words can inspire us to be better.
B. Students should obey their parents' advice.
C. Students need to express themselves.
D. Inspiration comes along with imagination.
36. *Arrange the jumbled sentences into a sequential paragraph!*
1. We left home early in the morning to avoid a traffic jam.
2. We stayed there for two days and returned home on Sunday afternoon.
3. Last weekend, my family visited my grandparents in Bogor.
4. I spent my time cheating with my grandparents and to take a walk on a tea plantation.
5. We enjoyed the beautiful scenery of the tea plantation and felt the cozy atmosphere and fresh air.
6. I helped my mother carry items to the car while my father was preparing the car.
7. When we arrived at my grandparents' house, they welcomed us warmly in front of the house.
8. We were really happy spending our weekend there.
A. 3-6-1-2-7-5-8-4
B. 3-6-1-4-8-2-7-5
C. 3-6-1-5-7-4-2-8
D. 3-6-8-1-7-2-4-5

The text is for questions 37 – 40

On Monday morning, Tommy woke up late. Before leaving for school, his mother reminded him for breakfast, but Tommy refused. He was afraid of being late.

Tommy arrived at school five minutes before the bell rang. Then, he and his friends prepared themselves for the flag ceremony.

It was very hot and the sun shone very brightly. During the ceremony, Tommy was not feeling well. He felt like vomiting. Suddenly, he felt dizzy and his eyesight was blurred. He tried to stand up, but he could not hold on. He trembled and fainted.

He was not aware of what happened next. When he opened his eyes, he was in the medical room. He saw Roland, his close friend, smiling, and Mrs. Yenni, his class teacher, standing close to him. Roland gave him a glass of tea and bread.

37. What happened to Tommy at the ceremony?
A. He had a toothache.

- B. He fainted.
 - C. He was hungry and thirsty.
 - D. He was disturbed by other students.
38. "Roland gave him a glass of tea and bread".
The underlined word refers to ...
- A. Roland
 - B. Tommy
 - C. Mrs. Yenni
 - D. friends
39. Where did the incident take place?
- A. At school
 - B. At home
 - C. In a classroom
 - D. On the way to school
40. What should Tommy do to avoid fainting next time?
- A. He should have breakfast.
 - B. He should have enough sleep.
 - C. He should take his mother's advice.
 - D. He should drink enough water.

Appendix 3: Score of pre-test and post-test

Appendix 3a: Score of pre-test and post-test of THIEVES Class

Score of Pre-test and Post-test of THIEVES Class					
No	Siswa	Pre-test		Post-test	
		Jumlah jawaban benar	Total nilai	Jumlah jawaban benar	Total nilai
1	Siswa-1	12	30	28	70
2	Siswa-2	17	42,5	28	70
3	Siswa-3	17	42,5	25	62,5
4	Siswa-4	16	40	28	70
5	Siswa-5	18	45	30	75
6	Siswa-6	18	45	37	92,5
7	Siswa-7	15	37,5	26	65
8	Siswa-8	17	42,5	38	95
9	Siswa-9	22	55	28	70
10	Siswa-10	17	42,5	24	60
11	Siswa-11	14	35	25	62,5
12	Siswa-12	16	40	28	70
13	Siswa-13	16	40	24	60
14	Siswa-14	17	42,5	35	87,5
15	Siswa-15	12	30	25	62,5
16	Siswa-16	18	45	27	67,5
17	Siswa-17	20	50	34	85
18	Siswa-18	19	47,5	32	80
19	Siswa-19	16	40	28	70
20	Siswa-20	13	32,5	28	70
21	Siswa-21	21	52,5	28	70
22	Siswa-22	14	35	20	50
23	Siswa-23	18	45	27	67,5
24	Siswa-24	15	37,5	28	70
25	Siswa-25	19	47,5	24	60
26	Siswa-26	18	45	28	70
27	Siswa-27	14	35	20	50
28	Siswa-28	20	50	36	90
29	Siswa-29	15	37,5	30	75
30	Siswa-30	13	32,5	28	70
31	Siswa-31	22	55	35	87,5
32	Siswa-32	20	50	24	60
33	Siswa-33	17	42,5	30	75
34	Siswa-34	15	37,5	29	72,5
35	Siswa-35	19	47,5	26	65
36	Siswa-36	21	52,5	32	80
37	Siswa-37	16	40	25	62,5
38	Siswa-38	19	47,5	25	62,5

Appendix 3b: Score of pre-test and post-test of CSR Class

Score of Pre-test and Post-test of CSR Class					
No	Siswa	Pre-test		Post-test	
		Jumlah jawaban benar	Total nilai	Jumlah jawaban benar	Total nilai
1	Siswa-1	17	42,5	36	90
2	Siswa-2	19	47,5	28	70
3	Siswa-3	16	40	34	85
4	Siswa-4	17	42,5	28	70
5	Siswa-5	18	45	32	80
6	Siswa-6	21	52,5	25	62,5
7	Siswa-7	17	42,5	27	67,5
8	Siswa-8	18	45	28	70
9	Siswa-9	22	55	33	82,5
10	Siswa-10	17	42,5	37	92,5
11	Siswa-11	14	35	28	70
12	Siswa-12	18	45	28	70
13	Siswa-13	21	52,5	34	85
14	Siswa-14	17	42,5	23	57,5
15	Siswa-15	13	32,5	23	57,5
16	Siswa-16	16	40	24	60
17	Siswa-17	12	30	24	60
18	Siswa-18	13	32,5	38	95
19	Siswa-19	14	35	35	87,5
20	Siswa-20	17	42,5	30	75
21	Siswa-21	20	50	28	70
22	Siswa-22	15	37,5	26	65
23	Siswa-23	18	45	30	75
24	Siswa-24	19	47,5	28	70
25	Siswa-25	17	42,5	24	60
26	Siswa-26	15	37,5	34	85
27	Siswa-27	16	40	24	60
28	Siswa-28	16	40	20	50
29	Siswa-29	15	37,5	27	67,5
30	Siswa-30	17	42,5	24	60
31	Siswa-31	20	50	28	70
32	Siswa-32	16	40	28	70
33	Siswa-33	18	45	27	67,5
34	Siswa-34	16	40	28	70
35	Siswa-35	19	47,5	28	70
36	Siswa-36	16	40	32	75

Appendix 3c: Score of pre-test and post-test of Control Class

Score of Pre-test and Post-test of Control Class					
No	Siswa	Pre-test		Post-test	
		Jumlah jawaban benar	Total nilai	Jumlah jawaban benar	Total nilai
1	Siswa-1	14	35	25	62,5
2	Siswa-2	16	40	21	52,5
3	Siswa-3	18	45	24	60
4	Siswa-4	16	40	23	57,5
5	Siswa-5	18	45	24	60
6	Siswa-6	13	32,5	24	60
7	Siswa-7	14	35	24	60
8	Siswa-8	16	40	22	55
9	Siswa-9	19	47,5	22	55
10	Siswa-10	17	42,5	30	75
11	Siswa-11	16	40	20	50
12	Siswa-12	15	37,5	26	65
13	Siswa-13	19	47,5	25	62,5
14	Siswa-14	17	42,5	26	65
15	Siswa-15	20	50	24	60
16	Siswa-16	16	40	20	50
17	Siswa-17	18	45	24	60
18	Siswa-18	19	47,5	21	52,5
19	Siswa-19	17	42,5	25	62,5
20	Siswa-20	15	37,5	32	80
21	Siswa-21	17	42,5	28	70
22	Siswa-22	20	50	23	57,5
23	Siswa-23	13	32,5	14	35
24	Siswa-24	17	42,5	24	60
25	Siswa-25	20	50	20	50
26	Siswa-26	16	40	22	55
27	Siswa-27	15	37,5	20	50
28	Siswa-28	17	42,5	20	50
29	Siswa-29	17	42,5	30	75
30	Siswa-30	13	32,5	32	80
31	Siswa-31	16	40	26	65
32	Siswa-32	14	35	18	45
33	Siswa-33	18	45	24	60
34	Siswa-34	16	40	24	60
35	Siswa-35	15	37,5	20	50
36	Siswa-36	17	42,5	20	50

Appendix 4: Result assessment

Appendix 4a: Result of instrument validity

The result of expert judgment and analyze validity using Index Gregory

No	Expert Judgement		Note		Result
	Expert 1	Expert 2	Expert 1	Expert 2	
1	4	4	Strong	Strong	Valid
2	3	3	Strong	Strong	Valid
3	4	4	Strong	Strong	Valid
4	3	4	Strong	Strong	Valid
5	4	3	Strong	Strong	Valid
6	4	3	Strong	Strong	Valid
7	4	4	Strong	Strong	Valid
8	3	4	Strong	Strong	Valid
9	4	2	Strong	Weak	Valid
10	3	3	Strong	Strong	Valid
11	3	4	Strong	Strong	Valid
12	4	4	Strong	Strong	Valid
13	4	3	Strong	Strong	Valid
14	3	3	Strong	Strong	Valid
15	4	3	Strong	Strong	Valid
16	3	4	Strong	Strong	Valid
17	4	4	Strong	Strong	Valid
18	3	3	Strong	Strong	Valid
19	3	4	Strong	Strong	Valid
20	3	3	Strong	Strong	Valid
21	4	4	Strong	Strong	Valid
22	3	4	Strong	Strong	Valid
23	4	3	Strong	Strong	Valid
24	3	3	Strong	Strong	Valid
25	3	4	Strong	Strong	Valid
26	3	4	Strong	Strong	Valid
27	3	4	Strong	Strong	Valid
28	3	3	Strong	Strong	Valid
29	4	3	Strong	Strong	Valid
30	4	4	Strong	Strong	Valid
31	4	4	Strong	Strong	Valid
32	3	4	Strong	Strong	Valid
33	3	3	Strong	Strong	Valid
34	2	4	Weak	Strong	Valid
35	4	4	Strong	Strong	Valid
36	3	4	Strong	Strong	Valid
37	4	4	Strong	Strong	Valid
38	4	3	Strong	Strong	Valid
39	4	4	Strong	Strong	Valid
40	3	3	Strong	Strong	Valid

Note: 1: Weak 3: Strong
2: weak 4: Strong

		Expert 1	
		Weak	Strong
Expert 2	Weak	A	B
	Strong	C	D
		Validity	

$$Validitas = \frac{D}{(A + B + C + D)}$$

		Expert 1	
		Weak	Strong
Expert 2	Weak	0	1
	Strong	1	38
		Validity	0,95

Appendix 4b: Result of instrument reliability

The Reliability result analysed by SPSS 22

Reliability Statistics

Cronbach's Alpha	N of Items
.862	40

Appendix 4c: Result of Kolmogorov Smirnov and Shapiro Wilk Test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Thieves	.087	36	.200*	.974	36	.535
Csr	.129	36	.135	.976	36	.610
Kontrol	.121	36	.200*	.956	36	.167

Appendix 4d: Result of Levene Test

Test of Homogeneity of Variances

Nilai

Levene Statistic	df1	df2	Sig.
1.455	2	107	.238

Appendix 4e: Result of Hypothesis Test using T-test in SPSS 22

One-Sample Test

	Test Value = 0					
	t	Df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
Thieve	40.939	37	.000	70.5921	67.098	74.086
CSR	39.689	35	.000	71.3194	67.671	74.967
Kontrol	37.239	35	.000	58.8194	55.613	62.026

Appendix 4f: Result of Hypothesis Test using Ancova Test in SPSS 22

ANCOVA

Post-test

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3571.113	2	1785.556	16.770	.000
Within Groups	11392.580	107	106.473		
Total	14963.693	109			

Appendix 4g: Result of Hypothesis using Scheffe Test in SPSS 22

Multiple Comparisons

Dependent Variable: Post-test

Scheffe

(I) Metode	(J) Metode	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
Thieves	CSR	-.7273	2.3999	.000	-6.685	5.230
	Kontrol	11.7727*	2.3999	.000	5.815	17.730
CSR	Thieves	.7273	2.3999	.000	-5.230	6.685
	Kontrol	12.5000*	2.4321	.000	6.462	18.538
Kontrol	Thieves	-11.7727*	2.3999	.000	-17.730	-5.815
	CSR	-12.5000*	2.4321	.000	-18.538	-6.462

*. The mean difference is significance at the 0.05 level.