



APPENDICES

Appendix 1. Letter of Permission


KEMENTERIAN PENDIDIKAN, KEBUDAYAAN, RISET DAN TEKNOLOGI
UNIVERSITAS PENDIDIKAN GANESHA
FAKULTAS BAHASA DAN SENI
 Jalan A.Yani No. 67 Singaraja Bali Kode Pos 81116
 Telepon (0362) 21541 Fax. (0362) 27561
 Laman: fbs.undiksha.ac.id

Nomor : 270/UN48.7.1/DT/2022 27 Januari 2022

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMP Negeri 4 Busungblu
di Busungblu, Singaraja

Dalam rangka pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama	: Putu Melia Dewi
NIM	: 1812021063
Jurusan	: Bahasa Asing
Program Studi	: Pendidikan Bahasa Inggris
Jenjang	: S1
Tahun Akademik	: 2021/2022
Judul	: THE IMPLEMENTATION OF 3-2-1 STRATEGY IN TEACHING READING THROUGH ONLINE LEARNING IN THE JUNIOR HIGH SCHOOL.

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin. Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.



a.n. Dekan,
 Wakil Dekan I,


 Dr. Dewa Putu Ramendra, S.Pd., M.Pd.
 NIP. 197609022000031001

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Kaprodi. Bahasa Asing
3. Sub Bagian Pendidikan FBS

Appendix 2. Letter of Accomplishment

PEMERINTAH KABUPATEN BULELENG
DINAS PENDIDIKAN PEMUDA DAN OLAH RAGA
SMP NEGERI 4 BUSUNGBIU
Jl. TIRTA SARI DESA BUSUNGBIU, KECAMATAN BUSUNGBIU, KABUPATEN BULELENG
 SINGARAJA - BALI
 E-mail: smpn4busungbiu@gmail.com

SURAT KETERANGAN

Nomor: 423.4/ 65 /SMPN.4BSB/2022

Saya yang bertanda tangan di bawah ini :

Nama	: I Ketut Riawan Giri, S.Pd., M.Pd.
NIP	: 196507011987031018
Pangkat/Golongan	: Pembina Utama Muda / IV c
Jabatan	: Kepala Sekolah SMP Negeri 4 Busungbiu
Tempat Tugas	: SMP Negeri 4 Busungbiu
Alamat	: Jl. Tirtasari, Desa Busungbiu, Kecamatan Busungbiu, Buleleng

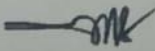
Dengan ini menerangkan bahwa:

Nama	: Putu Melia Dewi
NIM	: 1812021063
Prodi/Fakultas	: Pendidikan Bahasa Inggris / Bahasa dan Seni

Memang benar mahasiswa tersebut di atas telah melakukan penelitian di SMP Negeri 4 Busungbiu dengan judul "The Implementation of 3-2-1 Strategy in Teaching Reading through Online Learning in the Junior High School" pada tanggal 21 Februari 2022 sampai dengan 31 Maret 2022.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Busungbiu, 31 Maret 2022
 Kepala SMP Negeri 4 Busungbiu,



I Ketut Riawan Giri, S.Pd., M.Pd.
 NIP. 196507011987031018

Appendix 3. Lesson Plan of Experimental Group

LESSON PLAN EXPERIMENTAL GROUP (MEETING 1)

Satuan Pendidikan : SMP Negeri 4 Busungbiu
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/Genap
 Materi Pokok : Recount Text (Personal Recount)
 Alokasi Waktu : 2 x 40 menit

A. Kompetensi Dasar

4.11 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).

B. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, siswa diharapkan dapat:

1. Menjelaskan informasi tersurat dan tersirat dari suatu teks personal recount yang telah dibaca.
2. Menentukan makna kata/frasa tertentu yang terdapat pada suatu teks personal recount.

C. Materi Pembelajaran

1. Fungsi Sosial

- To retell events or experiences in the past for the purpose of informing or entertaining (*Untuk menceritakan kejadian atau pengalaman yang terjadi pada waktu lampau dengan tujuan menginformasikan atau menghibur*).

2. Struktur Teks

- Orientation
 It tells background information to the readers or audiences about the participants, the place, and the time when the story happened.
- Events

This part describes series of events which happened in the past chronologically. It begins from the first event, followed by the second event until the last event.

- Reorientation

It is optional. It states the personal comment of the writer about the event or what happened at the end of the event.

3. Unsur Kebahasaan

- Focus on individual participant or a group of participants, such as *I (the writer), my family and I, my friend and I*, etc.
- Using past tense, including simple past tense, past continuous tense, and past perfect tense. For example: *We went to Raja Ampat last month, I visited my grandmother, I was very tired*, etc.
- Using action verbs, such as *went, stayed, visited, ate*, etc.
- Using temporal conjunctions
Conjunction is a connective. It is a part of speech (or word class) that serves to connect words, phrases, clauses, or sentences. The examples of temporal conjunction, such as *then, after that, before*, etc.
- Using linking verbs, such as *was, were*, etc.

D. Metode Pembelajaran : 3-2-1 Strategy

E. Media Pembelajaran

1. Media : Google Meet dan PowerPoint
(<https://docs.google.com/presentation/d/15e5bX26DikuV1CmQe4fn84gmGxSpAkCH/edit?usp=drivesdk&oid=109061526021189260736&rtpof=true&sd=true>)
2. Alat/Bahan : Laptop atau Smartphone

F. Sumber Belajar

1. Buku Bahasa Inggris Siswa Kelas VIII SMP/MTs Kurikulum 2013 Edisi Revisi 2018: *When English Rings a Bell*.
(https://drive.google.com/file/d/11MDqU0BOcLSFLI2tYdMGwADFT_3F5lyP/view?usp=drivesdk)
2. Sumber Materi dari Internet:

- <http://britishcourse.com/recount-text-definition-purposes-generic-structures-language-features.php>
- <https://www.mediaingris.com/2019/02/kinds-of-text-recount-text-definition.html?m=1>
- <https://xploremadiun.blogspot.com/2020/03/recount-text.html?m=1>

G. Kegiatan Pembelajaran (Pertemuan 1)

Kegiatan Pendahuluan (10 Menit)
<ol style="list-style-type: none"> 1. Guru memberikan salam pembuka. 2. Guru dan siswa berdoa bersama. 3. Guru mengecek kehadiran siswa. 4. Guru memberikan <i>brainstorming</i> dengan menampilkan sebuah gambar terkait “<i>holiday</i>” dan mengajukan beberapa pertanyaan untuk mengaktifkan <i>prior knowledge</i> siswa tentang topik materi yang akan diajarkan (e.g., What is the picture about?, What did you do last holiday?, Where did you spend your last semester holiday?, etc.). (Link Gambar: https://images.app.goo.gl/XgbxbjnpMyy9P2K97) 5. Guru menyampaikan tujuan pembelajaran.
Kegiatan Inti (60 Menit)
<ol style="list-style-type: none"> 1. Siswa diberikan sebuah teks “<i>Personal Recount</i>” yang berjudul “<i>Having a Stomachache</i>”. 2. Siswa diminta membaca teks tersebut secara sekilas. 3. Guru dan siswa bertanya jawab mengenai fungsi sosial dan jenis kata kerja yang digunakan dalam teks “<i>Personal Recount</i>” tersebut. 4. Guru menjelaskan secara detail mengenai fungsi sosial, struktur teks, dan unsur kebahasaan “<i>recount text</i>” berdasarkan contoh teks yang telah diberikan. 5. Guru memberikan “<i>3-2-1 strategy chart</i>” untuk memfasilitasi siswa dalam membaca dan memahami isi teks “<i>Personal Recount</i>”. 6. Guru menjelaskan cara menggunakan “<i>3-2-1 strategy chart</i>” dalam membaca teks recount (<i>3 important ideas you discovered in the text, 2 interesting things you found about the events in the text, and 1 question you</i>

still have).

7. Siswa diminta membaca kembali dan memahami isi teks “*Personal Recount*” yang berjudul “*Having a Stomachache*”.
8. Setelah siswa selesai membaca, siswa diminta melengkapi “*3-2-1 strategy chart*” yang telah diberikan.
9. Beberapa siswa diminta untuk menjelaskan hasil “*3-2-1 strategy chart*” yang telah dilengkapi dan mendiskusikan penjelasan yang disampaikan dengan seluruh siswa di kelas.
10. Guru memberikan tugas kepada siswa untuk menjawab beberapa pertanyaan terkait teks “*Personal Recount*” yang berjudul “*Having a Stomachache*” yang telah dibaca dan didiskusikan untuk mengetahui sejauh mana pemahaman siswa terhadap isi teks tersebut.
11. Siswa diminta untuk mengumpulkan tugas yang diberikan pada pertemuan berikutnya untuk selanjutnya diberikan penilaian.

Kegiatan Penutup (10 Menit)

1. Siswa diberikan kesempatan untuk bertanya mengenai materi atau penjelasan yang masih kurang dipahami.
2. Guru bersama siswa menyimpulkan materi yang telah dibahas.
3. Guru memberikan umpan balik terhadap proses pembelajaran yang telah berlangsung.
4. Guru mengingatkan siswa untuk mengerjakan tugas yang diberikan.
5. Guru menginformasikan mengenai rencana kegiatan pembelajaran pada pertemuan berikutnya.
6. Guru dan siswa mengakhiri proses pembelajaran dengan salam penutup.

H. Penilaian

1. Penilaian Aspek Sikap

(a) Teknik Penilaian: Observasi Sikap Siswa

Penilaian sikap siswa dilakukan dengan observasi sikap disiplin, tanggung jawab, percaya diri, jujur, dan komunikatif selama proses pembelajaran berlangsung.

(b) Bentuk Instrumen Penilaian: Lembar Observasi Sikap Siswa

(c) Instrumen Penilaian

Lembar Observasi Sikap Siswa					
Nama Siswa :					
Kelas/Semester :					
Sikap yang Dinilai :					
1. Disiplin 2. Tanggung Jawab 3. Percaya Diri 4. Jujur 5. Komunikatif					
Aspek	Pernyataan	Skor			
		1	2	3	4
Disiplin	Peserta didik disiplin dalam mengikuti proses pembelajaran dan mengumpulkan tugas tepat waktu.				
Tanggung Jawab	Peserta didik menunjukkan tanggung jawab dalam mengerjakan tugas yang diberikan.				
Percaya Diri	Peserta didik menunjukkan sikap percaya diri, seperti berani tampil, berani mengemukakan pendapat, ataupun berani bertanya selama proses pembelajaran berlangsung.				
Jujur	Peserta didik mengerjakan tugas mandiri atau ulangan dengan tidak mencontek pekerjaan rekan yang lain.				
Komunikatif	Peserta didik melakukan komunikasi secara aktif dengan cara yang baik dan sopan terhadap guru maupun				

	temannya.				
Total Skor Seluruh Aspek Sikap					

Kolom “skor” pada setiap aspek sikap diisi dengan angka yang sesuai dengan kriteria berikut.

4 = selalu

3 = sering

2 = kadang-kadang

1 = tidak pernah/jarang

(d) Rubrik Penilaian

Berdasarkan pada lembar observasi sikap siswa, rubrik penilaian sikap siswa adalah sebagai berikut.

- Nilai maksimal untuk seluruh aspek sikap = 20
- Nilai Sikap Siswa = (Total skor seluruh aspek sikap yang diperoleh siswa : 20) x 100
- Skor Penilaian Sikap

Huruf	Rentang Angka
Sangat Baik (SB)	90-100
Baik (B)	80-89
Cukup (C)	70-79
Kurang (D)	≤ 69

2. Penilaian Aspek Pengetahuan

(a) Teknik dan Bentuk Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen Penilaian
<ul style="list-style-type: none"> Siswa dapat menjelaskan informasi tersurat dan tersirat dari suatu teks personal recount yang telah dibaca. Siswa dapat menentukan makna kata/frasa tertentu yang terdapat pada suatu teks personal recount. 	Penugasan	Soal Esai

(b) Instrumen Penilaian

WORKSHEET

After reading the text, please answer the following questions correctly!

(Teks Terlampir)

- What does the text talk about?
- Why did the writer feel stomachache?
- Why did the teacher think that the writer had been cheating during the test?
- Did the writer finish his English test?
- “Because of my awkward behavior,” (paragraph 2)
What does the underlined word mean?
- What did the writer learn from his experience?

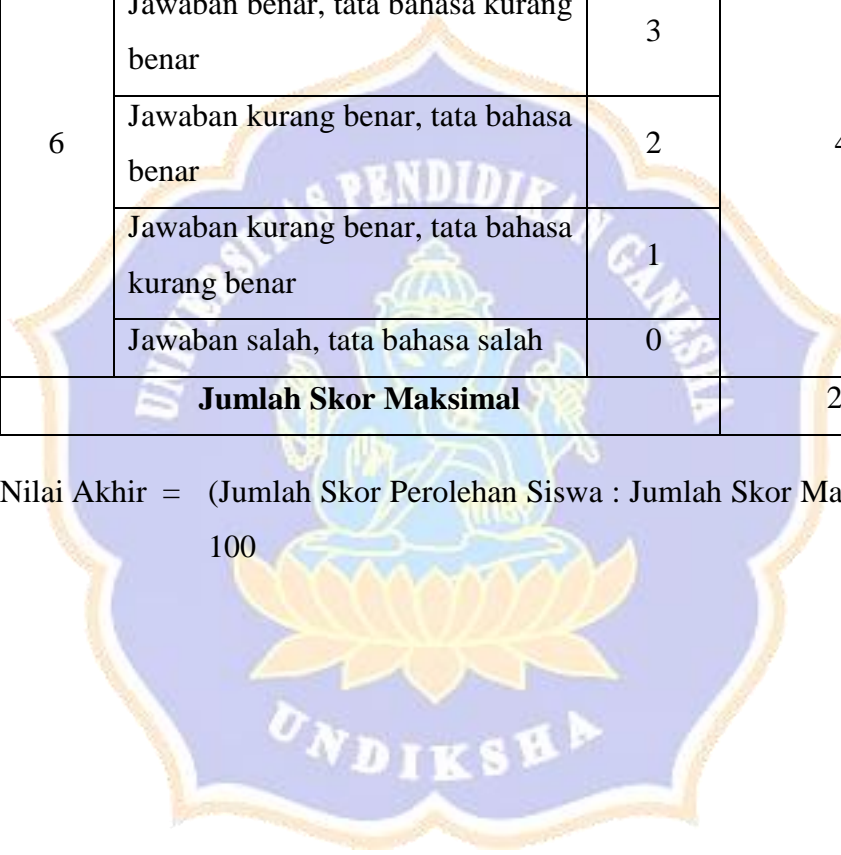
(c) Rubrik Penilaian

No. Soal	Kriteria Penilaian	Skor	Skor Maksimal
1	Jawaban benar, tata bahasa benar	4	4
	Jawaban benar, tata bahasa kurang	3	

	benar		
	Jawaban kurang benar, tata bahasa benar	2	
	Jawaban kurang benar, tata bahasa kurang benar	1	
	Jawaban salah, tata bahasa salah	0	
2	Jawaban benar, tata bahasa benar	4	4
	Jawaban benar, tata bahasa kurang benar	3	
	Jawaban kurang benar, tata bahasa benar	2	
	Jawaban kurang benar, tata bahasa kurang benar	1	
	Jawaban salah, tata bahasa salah	0	
3	Jawaban benar, tata bahasa benar	4	4
	Jawaban benar, tata bahasa kurang benar	3	
	Jawaban kurang benar, tata bahasa benar	2	
	Jawaban kurang benar, tata bahasa kurang benar	1	
	Jawaban salah, tata bahasa salah	0	
4	Jawaban benar, tata bahasa benar	4	4
	Jawaban benar, tata bahasa kurang benar	3	
	Jawaban kurang benar, tata bahasa benar	2	
	Jawaban kurang benar, tata bahasa kurang benar	1	
	Jawaban salah, tata bahasa salah	0	
5	Jawaban benar, tata bahasa benar	4	4

	Jawaban benar, tata bahasa kurang benar	3	
	Jawaban kurang benar, tata bahasa benar	2	
	Jawaban kurang benar, tata bahasa kurang benar	1	
	Jawaban salah, tata bahasa salah	0	
6	Jawaban benar, tata bahasa benar	4	4
	Jawaban benar, tata bahasa kurang benar	3	
	Jawaban kurang benar, tata bahasa benar	2	
	Jawaban kurang benar, tata bahasa kurang benar	1	
	Jawaban salah, tata bahasa salah	0	
Jumlah Skor Maksimal			24

$$\text{Nilai Akhir} = \frac{\text{Jumlah Skor Perolehan Siswa} : \text{Jumlah Skor Maksimal}}{100} \times 100$$



LAMPIRAN
(PERSONAL RECOUNT TEXT)

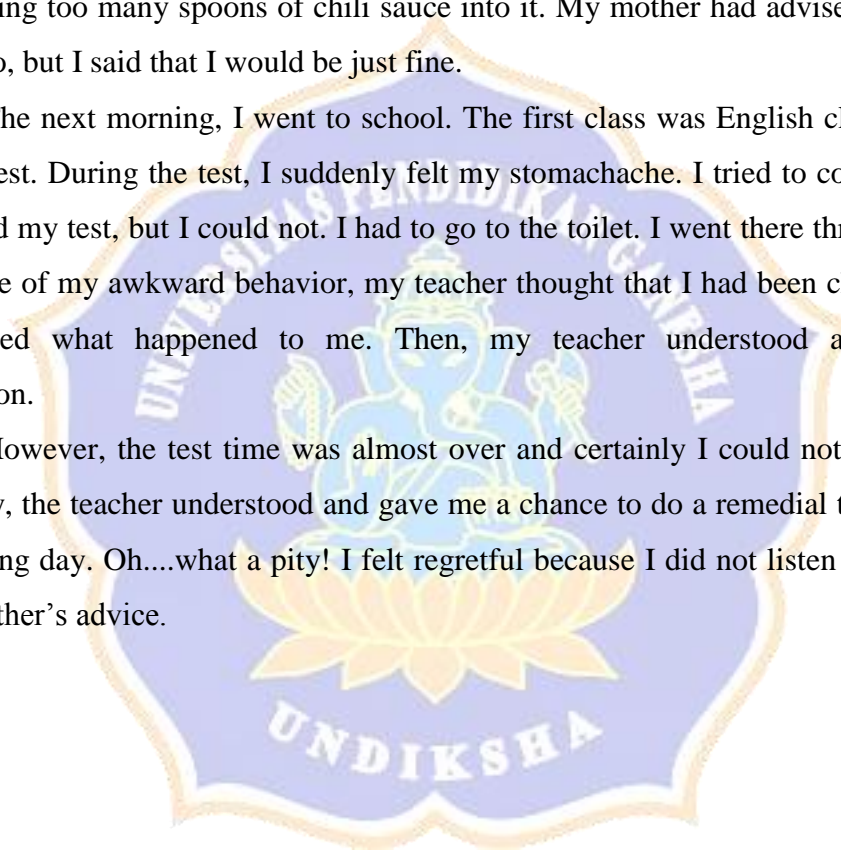
Please read the following text carefully!

Having a Stomachache

I had a really bad experience last Tuesday. In that evening, my family and I ate meatballs in a restaurant. I really like spicy foods, so I ate a bowl of meatball by putting too many spoons of chili sauce into it. My mother had advised me not to do so, but I said that I would be just fine.

The next morning, I went to school. The first class was English class and I had a test. During the test, I suddenly felt my stomachache. I tried to control and finished my test, but I could not. I had to go to the toilet. I went there three times. Because of my awkward behavior, my teacher thought that I had been cheating. I explained what happened to me. Then, my teacher understood about my condition.

However, the test time was almost over and certainly I could not finish it. Luckily, the teacher understood and gave me a chance to do a remedial test in the following day. Oh....what a pity! I felt regretful because I did not listen and obey my mother's advice.



LESSON PLAN EXPERIMENTAL GROUP (MEETING 2)

Satuan Pendidikan : SMP Negeri 4 Busungbiu
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/Genap
Materi Pokok : Recount Text (Personal Recount)
Alokasi Waktu : 2 x 40 menit

A. Kompetensi Dasar

4.11 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).

B. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, siswa diharapkan dapat:

1. Menjelaskan informasi tersurat dan tersirat dari suatu teks personal recount yang telah dibaca.
2. Menentukan makna kata/frasa tertentu yang terdapat pada suatu teks personal recount.

C. Materi Pembelajaran

1. Fungsi Sosial

- To retell events or experiences in the past for the purpose of informing or entertaining (*Untuk menceritakan kejadian atau pengalaman yang terjadi pada waktu lampau dengan tujuan menginformasikan atau menghibur*).

2. Struktur Teks

- Orientation

It tells background information to the readers or audiences about the participants, the place, and the time when the story happened.

- Events

This part describes series of events which happened in the past chronologically. It begins from the first event, followed by the second event until the last event.

- Reorientation

It is optional. It states the personal comment of the writer about the event or what happened at the end of the event.

3. Unsur Kebahasaan

- Focus on individual participant or a group of participants, such as *I (the writer), my family and I, my friend and I*, etc.
- Using past tense, including simple past tense, past continuous tense, and past perfect tense. For example: *We went to Raja Ampat last month, I visited my grandmother, I was very tired*, etc.
- Using action verbs, such as *went, stayed, visited, ate*, etc.

- Using temporal conjunctions

Conjunction is a connective. It is a part of speech (or word class) that serves to connect words, phrases, clauses, or sentences. The examples of temporal conjunction, such as *then, after that, before*, etc.

- Using linking verbs, such as *was, were*, etc.

D. Metode Pembelajaran : 3-2-1 Strategy

E. Media Pembelajaran

1. Media : Google Meet dan Video Pembelajaran
2. Alat/Bahan : Laptop atau Smartphone

F. Sumber Belajar

1. Buku Bahasa Inggris Siswa Kelas VIII SMP/MTs Kurikulum 2013 Edisi Revisi 2018: *When English Rings a Bell*.

(https://drive.google.com/file/d/11MDqU0BOcLSFLI2tYdMGwADFT_3F5lyP/view?usp=drivesdk)

2. Sumber Materi dari Internet:

- <http://britishcourse.com/recount-text-definition-purposes-generic-structures-language-features.php>
- <https://www.mediaingris.com/2019/02/kinds-of-text-recount-text-definition.html?m=1>
- <https://xplorejadiun.blogspot.com/2020/03/recount-text.html?m=1>

G. Kegiatan Pembelajaran (Pertemuan 2)

Kegiatan Pendahuluan (10 Menit)
<ol style="list-style-type: none"> 1. Guru memberikan salam pembuka. 2. Guru dan siswa berdoa bersama. 3. Guru mengecek kehadiran siswa. 4. Guru bertanya terkait materi yang sudah dibahas pada pertemuan sebelumnya. 5. Guru memutar sebuah video pendek terkait "<i>Personal Recount Text</i>" dan bertanya kepada siswa mengenai apa yang diceritakan dalam video tersebut. (Link Video: https://youtu.be/R6Huzru3qz0) 6. Guru menyampaikan tujuan pembelajaran.
Kegiatan Inti (60 Menit)
<ol style="list-style-type: none"> 1. Siswa diberikan sebuah teks "<i>Personal Recount</i>" yang berjudul "<i>My Holiday in Bali</i>" dan "<i>3-2-1 strategy chart</i>" (<i>3 important ideas you discovered in the text, 2 interesting things you found about the events in the text, and 1 question you still have</i>) untuk memfasilitasi siswa dalam membaca dan memahami isi teks "<i>Personal Recount</i>". 2. Siswa diminta membaca dan memahami isi teks "<i>Personal Recount</i>" tersebut. 3. Setelah siswa selesai membaca, siswa diminta melengkapi "<i>3-2-1 strategy chart</i>" yang telah diberikan sebelumnya. 4. Beberapa siswa diminta untuk menjelaskan hasil "<i>3-2-1 strategy chart</i>" yang telah dilengkapi dan mendiskusikan penjelasan yang disampaikan dengan seluruh siswa di kelas. 5. Guru memberikan tugas kepada siswa untuk menjawab beberapa pertanyaan terkait teks "<i>Personal Recount</i>" yang berjudul "<i>My Holiday in Bali</i>" yang telah dibaca dan didiskusikan untuk mengetahui sejauh mana pemahaman siswa terhadap isi teks tersebut. 6. Siswa diminta untuk mengumpulkan tugas yang diberikan pada pertemuan berikutnya untuk selanjutnya diberikan penilaian.
Kegiatan Penutup (10 Menit)

1. Siswa diberikan kesempatan untuk bertanya mengenai materi atau penjelasan yang masih kurang dipahami.
2. Guru bersama siswa menyimpulkan materi yang telah didiskusikan.
3. Guru memberikan umpan balik terhadap proses pembelajaran yang telah berlangsung.
4. Guru mengingatkan siswa untuk mengerjakan tugas yang diberikan.
5. Guru menginformasikan tentang rencana kegiatan pembelajaran pada pertemuan berikutnya.
6. Guru dan siswa mengakhiri proses pembelajaran dengan salam penutup.

H. Penilaian

1. Penilaian Aspek Sikap

(a) Teknik Penilaian: Observasi Sikap Siswa

Penilaian sikap siswa dilakukan dengan observasi sikap disiplin, tanggung jawab, percaya diri, jujur, dan komunikatif selama proses pembelajaran berlangsung.

(b) Bentuk Instrumen Penilaian: Lembar Observasi Sikap Siswa

(c) Instrumen Penilaian

Lembar Observasi Sikap Siswa					
Nama Siswa :					
Kelas/Semester :					
Sikap yang Dinilai:					
1. Disiplin					
2. Tanggung Jawab					
3. Percaya Diri					
4. Jujur					
5. Komunikatif					
Aspek	Pernyataan	Skor			
		1	2	3	4

Disiplin	Peserta didik disiplin dalam mengikuti proses pembelajaran dan mengumpulkan tugas tepat waktu.				
Tanggung Jawab	Peserta didik menunjukkan tanggung jawab dalam mengerjakan tugas yang diberikan.				
Percaya Diri	Peserta didik menunjukkan sikap percaya diri, seperti berani tampil, berani mengemukakan pendapat, ataupun berani bertanya selama proses pembelajaran berlangsung.				
Jujur	Peserta didik mengerjakan tugas mandiri atau ulangan dengan tidak mencontek pekerjaan rekan yang lain.				
Komunikatif	Peserta didik melakukan komunikasi secara aktif dengan cara yang baik dan sopan terhadap guru maupun temannya.				
Total Skor Seluruh Aspek Sikap					

Kolom “skor” pada setiap aspek sikap diisi dengan angka yang sesuai dengan kriteria berikut.

4 = selalu

3 = sering

2 = kadang-kadang

1 = tidak pernah/jarang

(d) Rubrik Penilaian

Berdasarkan pada lembar observasi sikap siswa, rubrik penilaian sikap siswa adalah sebagai berikut.

- Nilai maksimal untuk seluruh aspek sikap = 20
- Nilai Sikap Siswa = (Total skor seluruh aspek sikap yang diperoleh siswa : 20) x 100

- Skor Penilaian Sikap

Huruf	Rentang Angka
Sangat Baik (SB)	90-100
Baik (B)	80-89
Cukup (C)	70-79
Kurang (D)	≤ 69

2. Penilaian Aspek Pengetahuan

(a) Teknik dan Bentuk Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen Penilaian
<ul style="list-style-type: none"> • Siswa dapat menjelaskan informasi tersurat dan tersirat dari suatu teks personal recount yang telah dibaca. • Siswa dapat menentukan makna kata/frasa tertentu yang terdapat pada suatu teks personal recount. 	Penugasan	Soal Esai

(b) Instrumen Penilaian

WORKSHEET

After reading the text, please answer the following questions correctly!

(Teks Terlampir)

1. What is the purpose of the text?
2. When did the writer go to Bali with her friends?
3. How did they go to Bali?
4. What did the writer and her friends do after visiting Sanur beach?

5. What kind of water spots were played by the writer and her friends in Tanjung Benoa beach?
6. What did the writer and her friends do on the last day in Bali?
7. Why did the writer and her friends visit Penyu island?
8. What did the writer buy in Sukawati market?
9. “We saw and enjoyed the beautiful landscape of sunrise.” (paragraph 2)
What does the underlined word mean?
10. How was the writer’s holiday in Bali?

(c) Rubrik Penilaian

No. Soal	Kriteria Penilaian	Skor	Skor Maksimal
1	Jawaban benar, tata bahasa benar	4	4
	Jawaban benar, tata bahasa kurang benar	3	
	Jawaban kurang benar, tata bahasa benar	2	
	Jawaban kurang benar, tata bahasa kurang benar	1	
	Jawaban salah, tata bahasa salah	0	
2	Jawaban benar, tata bahasa benar	4	4
	Jawaban benar, tata bahasa kurang benar	3	
	Jawaban kurang benar, tata bahasa benar	2	
	Jawaban kurang benar, tata bahasa kurang benar	1	
	Jawaban salah, tata bahasa salah	0	
3	Jawaban benar, tata bahasa benar	4	4
	Jawaban benar, tata bahasa kurang benar	3	
	Jawaban kurang benar, tata bahasa	2	

	benar		
	Jawaban kurang benar, tata bahasa kurang benar	1	
	Jawaban salah, tata bahasa salah	0	
4	Jawaban benar, tata bahasa benar	4	4
	Jawaban benar, tata bahasa kurang benar	3	
	Jawaban kurang benar, tata bahasa benar	2	
	Jawaban kurang benar, tata bahasa kurang benar	1	
	Jawaban salah, tata bahasa salah	0	
5	Jawaban benar, tata bahasa benar	4	4
	Jawaban benar, tata bahasa kurang benar	3	
	Jawaban kurang benar, tata bahasa benar	2	
	Jawaban kurang benar, tata bahasa kurang benar	1	
	Jawaban salah, tata bahasa salah	0	
6	Jawaban benar, tata bahasa benar	4	4
	Jawaban benar, tata bahasa kurang benar	3	
	Jawaban kurang benar, tata bahasa benar	2	
	Jawaban kurang benar, tata bahasa kurang benar	1	
	Jawaban salah, tata bahasa salah	0	
7	Jawaban benar, tata bahasa benar	4	4
	Jawaban benar, tata bahasa kurang benar	3	

	Jawaban kurang benar, tata bahasa benar	2	
	Jawaban kurang benar, tata bahasa kurang benar	1	
	Jawaban salah, tata bahasa salah	0	
8	Jawaban benar, tata bahasa benar	4	4
	Jawaban benar, tata bahasa kurang benar	3	
	Jawaban kurang benar, tata bahasa benar	2	
	Jawaban kurang benar, tata bahasa kurang benar	1	
	Jawaban salah, tata bahasa salah	0	
9	Jawaban benar, tata bahasa benar	4	4
	Jawaban benar, tata bahasa kurang benar	3	
	Jawaban kurang benar, tata bahasa benar	2	
	Jawaban kurang benar, tata bahasa kurang benar	1	
	Jawaban salah, tata bahasa salah	0	
10	Jawaban benar, tata bahasa benar	4	4
	Jawaban benar, tata bahasa kurang benar	3	
	Jawaban kurang benar, tata bahasa benar	2	
	Jawaban kurang benar, tata bahasa kurang benar	1	
	Jawaban salah, tata bahasa salah	0	
Jumlah Skor Maksimal			40

Nilai Akhir = (Jumlah Skor Perolehan Siswa : Jumlah Skor Maksimal) x
100



LAMPIRAN
(PERSONAL RECOUNT TEXT)

Please read the following text carefully!

My Holiday in Bali

When I was in the first grade of senior high school, my friends and I went to Bali. We went there by plane. We stayed in Bali for three days. I had many impressive experiences during the vacation.

On the first day in Bali, we visited Sanur Beach in the early morning. We saw and enjoyed the beautiful landscape of sunrise. It was a great scenery. Then, we checked in to the hotel. In the hotel, we took a break and had some meals before continuing the trip. After that, we went to Tanah Lot. We met so many tourists there, both domestic and foreign tourists.

On the second day, we went to Tanjung Benoa beach. We played many water sports, such as banana boat, jet sky, and speedboat. We also visited Penyu island to see many unique animals. They were turtles, snakes, and sea birds. We were very happy. In the afternoon, we continued to visit Kuta beach. We enjoyed the view by walking along the seashore while waiting for the amazing sunset.

On the last day, we spent our time in Sangeh. We could enjoy green and shady forest. There were so many monkeys. The monkeys were tame so we could do a close interaction with them. However, sometimes they could be naughty to the visitors. In Sangeh, we also took some pictures. After visiting Sangeh, we went to Sukawati market for shopping. I bought some Bali T-shirt and souvenirs.

Finally, in the evening, we had to get back and check-out from the hotel. We went back home bringing so many unforgettable memories of Bali.

**LESSON PLAN EXPERIMENTAL GROUP
(MEETING 3)**

Satuan Pendidikan : SMP Negeri 4 Busungbiu
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/Genap
Materi Pokok : Recount Text (Personal Recount)
Alokasi Waktu : 2 x 40 menit

A. Kompetensi Dasar

4.11 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).

B. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, siswa diharapkan dapat:

1. Menjelaskan informasi tersurat dan tersirat dari suatu teks personal recount yang telah dibaca.
2. Menentukan makna kata/frasa tertentu yang terdapat pada suatu teks personal recount.

C. Materi Pembelajaran

1. Fungsi Sosial

- To retell events or experiences in the past for the purpose of informing or entertaining (*Untuk menceritakan kejadian atau pengalaman yang terjadi pada waktu lampau dengan tujuan menginformasikan atau menghibur*).

2. Struktur Teks

- Orientation

It tells background information to the readers or audiences about the participants, the place, and the time when the story happened.

- Events

This part describes series of events which happened in the past chronologically. It begins from the first event, followed by the second event until the last event.

- Reorientation

It is optional. It states the personal comment of the writer about the event or what happened at the end of the event.

3. Unsur Kebahasaan

- Focus on individual participant or a group of participants, such as *I (the writer), my family and I, my friend and I*, etc.
- Using past tense, including simple past tense, past continuous tense, and past perfect tense. For example: *We went to Raja Ampat last month, I visited my grandmother, I was very tired*, etc.
- Using action verbs, such as *went, stayed, visited, ate*, etc.
- Using temporal conjunctions
Conjunction is a connective. It is a part of speech (or word class) that serves to connect words, phrases, clauses, or sentences. The examples of temporal conjunction, such as *then, after that, before*, etc.
- Using linking verbs, such as *was, were*, etc.

D. Metode Pembelajaran : 3-2-1 Strategy

E. Media Pembelajaran

1. Media : Google Meet dan PowerPoint
2. Alat/Bahan : Laptop

F. Sumber Belajar

1. Buku Bahasa Inggris Siswa Kelas VIII SMP/MTs Kurikulum 2013 Edisi Revisi 2018: *When English Rings a Bell*.
(https://drive.google.com/file/d/11MDqU0BOcLSFLI2tYdMGwADFT_3F5lyP/view?usp=drivesdk)
2. Sumber Materi dari Internet:
 - <http://britishcourse.com/recount-text-definition-purposes-generic-structures-language-features.php>
 - <https://www.mediaingris.com/2019/02/kinds-of-text-recount-text-definition.html?m=1>
 - <https://xplorejadiun.blogspot.com/2020/03/recount-text.html?m=1>

G. Kegiatan Pembelajaran (Pertemuan 3)

Kegiatan Pendahuluan (10 Menit)
<ol style="list-style-type: none"> 1. Guru memberikan salam pembuka. 2. Guru dan siswa berdoa bersama. 3. Guru mengecek kehadiran siswa. 4. Guru bertanya terkait materi yang sudah dibahas pada pertemuan sebelumnya. 5. Guru menampilkan “<i>jumbled picture series</i>” yang menceritakan tentang pengalaman pribadi pada waktu lampau dan siswa diminta untuk menyusun “<i>jumbled picture series</i>” tersebut sehingga menjadi sebuah cerita yang runtut. (https://docs.google.com/presentation/d/1go1y4p7bmSulnf9FCXv8kPSZUGFSC5fK/edit?usp=sharing&ouid=109061526021189260736&rtpof=true&sd=true) 6. Guru menyampaikan tujuan pembelajaran.
Kegiatan Inti (60 Menit)
<ol style="list-style-type: none"> 1. Siswa diberikan sebuah teks “<i>Personal Recount</i>” yang berjudul “<i>My Trip to Yogyakarta</i>” dan “<i>3-2-1 strategy chart</i>” (3 important ideas you discovered in the text, 2 interesting things you found about the events in the text, and 1 question you still have). 2. Siswa diminta membaca dan memahami isi teks “<i>Personal Recount</i>” tersebut. 3. Setelah siswa selesai membaca, siswa diminta melengkapi “<i>3-2-1 strategy chart</i>” yang telah diberikan sebelumnya. 4. Beberapa siswa diminta untuk menjelaskan hasil “<i>3-2-1 strategy chart</i>” yang telah dilengkapi dan mendiskusikan penjelasan yang disampaikan dengan seluruh seluruh siswa di kelas. 5. Guru memberikan tugas kepada siswa untuk menjawab beberapa pertanyaan terkait teks “<i>Personal Recount</i>” yang berjudul “<i>My Trip to Yogyakarta</i>” yang telah dibaca dan didiskusikan untuk mengetahui sejauh mana pemahaman siswa terhadap isi teks tersebut. 6. Siswa diminta untuk mengumpulkan tugas yang diberikan pada pertemuan

berikutnya untuk selanjutnya diberikan penilaian.
Kegiatan Penutup (10 Menit)
<ol style="list-style-type: none"> 1. Siswa diberikan kesempatan untuk bertanya mengenai materi atau penjelasan yang masih kurang dipahami. 2. Guru bersama siswa menyimpulkan materi yang telah didiskusikan. 3. Guru memberikan umpan balik terhadap proses dan hasil pembelajaran. 4. Guru mengingatkan siswa untuk mengerjakan tugas yang diberikan. 5. Guru menginformasikan tentang rencana kegiatan pembelajaran pada pertemuan berikutnya. 6. Guru dan siswa mengakhiri proses pembelajaran dengan salam penutup.

H. Penilaian

1. Penilaian Aspek Sikap

(a) Teknik Penilaian: Observasi Sikap Siswa

Penilaian sikap dilakukan dengan observasi sikap disiplin, tanggung jawab, percaya diri, jujur, dan komunikatif selama proses pembelajaran berlangsung.

(b) Bentuk Instrumen Penilaian: Lembar Observasi Sikap Siswa

(c) Instrumen Penilaian

Lembar Observasi Sikap Siswa					
Nama Siswa :					
Kelas/Semester :					
Sikap yang Dinilai :					
1. Disiplin					
2. Tanggung Jawab					
3. Percaya Diri					
4. Jujur					
5. Komunikatif					
Aspek	Pernyataan	Skor			
		1	2	3	4

Disiplin	Peserta didik disiplin dalam mengikuti proses pembelajaran dan mengumpulkan tugas tepat waktu.				
Tanggung Jawab	Peserta didik menunjukkan tanggung jawab dalam mengerjakan tugas yang diberikan.				
Percaya Diri	Peserta didik menunjukkan sikap percaya diri, seperti berani tampil, berani mengemukakan pendapat, ataupun berani bertanya selama proses pembelajaran berlangsung.				
Jujur	Peserta didik mengerjakan tugas mandiri atau ulangan dengan tidak mencontek pekerjaan rekan yang lain.				
Komunikatif	Peserta didik melakukan komunikasi secara aktif dengan cara yang baik dan sopan terhadap guru maupun temannya.				
Total Skor Seluruh Aspek Sikap					

Kolom “skor” pada setiap aspek sikap diisi dengan angka yang sesuai dengan kriteria berikut.

4 = selalu

3 = sering

2 = kadang-kadang

1 = tidak pernah/jarang

(d) Rubrik Penilaian

Berdasarkan pada lembar observasi sikap siswa, rubrik penilaian sikap siswa adalah sebagai berikut.

- Nilai maksimal untuk seluruh aspek sikap = 20
- Nilai Sikap Siswa = (Total skor seluruh aspek sikap yang diperoleh siswa : 20) x 100

- Skor Penilaian Sikap

Huruf	Rentang Angka
Sangat Baik (SB)	90-100
Baik (B)	80-89
Cukup (C)	70-79
Kurang (D)	≤ 69

2. Penilaian Aspek Pengetahuan

(a) Teknik dan Bentuk Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen Penilaian
<ul style="list-style-type: none"> • Siswa dapat menjelaskan informasi tersurat dan tersirat dari suatu teks personal recount yang telah dibaca. • Siswa dapat menentukan makna kata/frasa tertentu yang terdapat pada suatu teks personal recount. 	Penugasan	Soal Esai

(b) Instrumen Penilaian:

WORKSHEET

After reading the text, please answer the following questions correctly!

(Teks Terlampir)

1. What does the text tell us about?
2. Where did the writer and family go last week?
3. How long did they stay in Yogyakarta?

4. Why did the writer and family just stay at home on their first day in Yogyakarta?
5. Where did the writer and family go on the second day?
6. What did the writer's sister buy in Malioboro?
7. What did the writer and family do on the third day of their stay in Yogyakarta?
8. Did the writer and family like Yogyakarta traditional foods?
9. How was the writer's trip to Yogyakarta?
10. ".....which is 5 minutes away by foot to Malioboro street" (paragraph 1). What does the underlined phrase mean?

(c) Rubrik Penilaian

No. Soal	Kriteria Penilaian	Skor	Skor Maksimal
1	Jawaban benar, tata bahasa benar	4	4
	Jawaban benar, tata bahasa kurang benar	3	
	Jawaban kurang benar, tata bahasa benar	2	
	Jawaban kurang benar, tata bahasa kurang benar	1	
	Jawaban salah, tata bahasa salah	0	
2	Jawaban benar, tata bahasa benar	4	4
	Jawaban benar, tata bahasa kurang benar	3	
	Jawaban kurang benar, tata bahasa benar	2	
	Jawaban kurang benar, tata bahasa kurang benar	1	
	Jawaban salah, tata bahasa salah	0	
3	Jawaban benar, tata bahasa benar	4	4

	Jawaban benar, tata bahasa kurang benar	3	
	Jawaban kurang benar, tata bahasa benar	2	
	Jawaban kurang benar, tata bahasa kurang benar	1	
	Jawaban salah, tata bahasa salah	0	
4	Jawaban benar, tata bahasa benar	4	4
	Jawaban benar, tata bahasa kurang benar	3	
	Jawaban kurang benar, tata bahasa benar	2	
	Jawaban kurang benar, tata bahasa kurang benar	1	
	Jawaban salah, tata bahasa salah	0	
5	Jawaban benar, tata bahasa benar	4	4
	Jawaban benar, tata bahasa kurang benar	3	
	Jawaban kurang benar, tata bahasa benar	2	
	Jawaban kurang benar, tata bahasa kurang benar	1	
	Jawaban salah, tata bahasa salah	0	
6	Jawaban benar, tata bahasa benar	4	4
	Jawaban benar, tata bahasa kurang benar	3	
	Jawaban kurang benar, tata bahasa benar	2	

	Jawaban kurang benar, tata bahasa kurang benar	1	
	Jawaban salah, tata bahasa salah	0	
7	Jawaban benar, tata bahasa benar	4	4
	Jawaban benar, tata bahasa kurang benar	3	
	Jawaban kurang benar, tata bahasa benar	2	
	Jawaban kurang benar, tata bahasa kurang benar	1	
	Jawaban salah, tata bahasa salah	0	
8	Jawaban benar, tata bahasa benar	4	4
	Jawaban benar, tata bahasa kurang benar	3	
	Jawaban kurang benar, tata bahasa benar	2	
	Jawaban kurang benar, tata bahasa kurang benar	1	
	Jawaban salah, tata bahasa salah	0	
9	Jawaban benar, tata bahasa benar	4	4
	Jawaban benar, tata bahasa kurang benar	3	
	Jawaban kurang benar, tata bahasa benar	2	
	Jawaban kurang benar, tata bahasa kurang benar	1	
	Jawaban salah, tata bahasa salah	0	
10	Jawaban benar, tata bahasa benar	4	4

Jawaban benar, tata bahasa kurang benar	3	
Jawaban kurang benar, tata bahasa benar	2	
Jawaban kurang benar, tata bahasa kurang benar	1	
Jawaban salah, tata bahasa salah	0	
Jumlah Skor Maksimal		40

Nilai Akhir = $\frac{\text{Jumlah Skor Perolehan Siswa} : \text{Jumlah Skor Maksimal}}{100} \times$



LAMPIRAN
(PERSONAL RECOUNT TEXT)

Please read the following text carefully!

My First Trip to Yogyakarta

My family and I went to my grandmother's house in Yogyakarta last week. It was my first trip to this city. We went there by car two days after my sister's graduation ceremony in Semarang. We arrived at Yogyakarta at night. We spent three days staying in my grandmother's house which is 5 minutes away by foot to Malioboro street.

In the first morning, we were still too tired after a long trip from Semarang to Yogyakarta so that we decided to stay at home to recharge our energy. I walked around the neighborhood with my sister just to experience how it is like to be in Yogyakarta. There were too many houses which made the space between a house and the other was so small, even the road was also small in which only bicycle and motorcycle can go through.

On the second day, my family and I went to Malioboro street. We saw so many merchants with various of products which claimed by them as traditional products of Yogyakarta. I bought T-shirt with the word "Yogyakarta" printed on it, while my sister bought some wooden figurines and leather handbag. My mom and dad were busy choosing some merchandises to be brought home when we went back to Semarang.

On the third day, we went to Taman Sari and Keraton Ngayogyakarta Hadiningrat to see some historical buildings in Yogyakarta. We took a lot of pictures there. We also took some pictures of the buildings so we can see it again at home. Then, we found some places providing Yogyakarta traditional foods around the building and we jumped in right away. For me and my family, the Yogyakarta traditional foods were very delicious.

Finally, after staying for three days in Yogyakarta, in the next morning we went back to our home in Semarang. We were tired but we felt very happy. It was such an amazing and memorable trip.

Appendix 4. Lesson Plan of Control Group

LESSON PLAN CONTROL GROUP (MEETING 1)

Satuan Pendidikan : SMP Negeri 4 Busungbiu
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/Genap
 Materi Pokok : Recount Text (Personal Recount)
 Alokasi Waktu : 2 x 40 menit

A. Kompetensi Dasar

4.11 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*).

B. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, siswa diharapkan dapat:

1. Menjelaskan informasi tersurat dan tersirat dari suatu teks personal recount yang telah dibaca.
2. Menentukan makna kata/frasa tertentu yang terdapat pada suatu teks personal recount.

C. Materi Pembelajaran

1. Fungsi Sosial

- To retell events or experiences in the past for the purpose of informing or entertaining (*Untuk menceritakan kejadian atau pengalaman yang terjadi pada waktu lampau dengan tujuan menginformasikan atau menghibur*).

2. Struktur Teks

- Orientation
 It tells background information to the readers or audiences about the participants, the place, and the time when the story happened.
- Events

This part describes series of events which happened in the past chronologically. It begins from the first event, followed by the second event until the last event.

- **Reorientation**

It is optional. It states the personal comment of the writer about the event or what happened at the end of the event.

3. Unsur Kebahasaan

- Focus on individual participant or a group of participants, such as *I (the writer), my family and I, my friend and I*, etc.
- Using past tense, including simple past tense, past continuous tense, and past perfect tense. For example: *We went to Raja Ampat last month, I visited my grandmother, I was very tired*, etc.
- Using action verbs, such as *went, stayed, visited, ate*, etc.
- Using temporal conjunctions
Conjunction is a connective. It is a part of speech (or word class) that serves to connect words, phrases, clauses, or sentences. The examples of temporal conjunction, such as *then, after that, before*, etc.
- Using linking verbs, such as *was, were*, etc.

D. Metode Pembelajaran

1. Pendekatan : Scientific Approach (Pendekatan Saintifik)
2. Metode : Tanya Jawab dan Diskusi

E. Media Pembelajaran

1. Media : Google Meet dan PowerPoint
(<https://docs.google.com/presentation/d/15e5bX26DlkuV1CmQe4fn84gmGxSpAkCH/edit?usp=drivesdk&oid=109061526021189260736&rtpof=true&sd=true>)
2. Alat/Bahan : Laptop atau Smartphone

F. Sumber Belajar

1. Buku Bahasa Inggris Siswa Kelas VIII SMP/MTs Kurikulum 2013 Edisi Revisi 2018: *When English Rings a Bell*.

(https://drive.google.com/file/d/11MDqU0BOcLSFLI2tYdMGwADFT_3F5lyP/view?usp=drivesdk)

2. Sumber Materi dari Internet:

- <http://britishcourse.com/recount-text-definition-purposes-generic-structures-language-features.php>
- <https://www.mediainggris.com/2019/02/kinds-of-text-recount-text-definition.html?m=1>
- <https://xploremadiun.blogspot.com/2020/03/recount-text.html?m=1>

G. Kegiatan Pembelajaran (Pertemuan 1)

Kegiatan Pendahuluan (10 Menit)
<ol style="list-style-type: none"> 1. Guru memberikan salam pembuka. 2. Guru dan siswa berdoa bersama. 3. Guru mengecek kehadiran siswa. 4. Guru memberikan <i>brainstorming</i> dengan menampilkan sebuah gambar terkait “<i>holiday</i>” dan mengajukan beberapa pertanyaan untuk mengaktifkan <i>prior knowledge</i> siswa tentang topik materi yang akan diajarkan (e.g., What is the picture about?, What did you do last holiday?, Where did you spend your last semester holiday?, etc.). (Link Gambar: https://images.app.goo.gl/XgbxbjnpMyy9P2K97) 5. Guru menyampaikan tujuan pembelajaran.
Kegiatan Inti (60 Menit)
<p>Mengamati (<i>Observing</i>)</p> <ul style="list-style-type: none"> • Siswa diberikan sebuah teks “<i>Personal Recount</i>” yang berjudul “<i>Having a Stomachache</i>”. • Siswa diminta membaca teks tersebut secara sekilas.
<p>Menanya (<i>Questioning</i>)</p> <ul style="list-style-type: none"> • Guru dan siswa bertanya jawab terkait fungsi sosial dan jenis kata kerja yang digunakan dalam teks “<i>Personal Recount</i>” yang telah dibaca secara sekilas oleh siswa.
<p>Mengeksplorasi (<i>Exploring</i>)</p> <ul style="list-style-type: none"> • Guru menjelaskan materi mengenai fungsi sosial, struktur teks, dan unsur

<p>kebahasaan <i>recount text</i> secara detail berdasarkan contoh teks “<i>Personal Recount</i>” yang telah diberikan.</p>
<p>Mengasosiasikan (<i>Associating</i>)</p> <ul style="list-style-type: none"> • Siswa diminta membaca kembali dan memahami isi teks “<i>Personal Recount</i>” yang berjudul “<i>Having a Stomachache</i>”. • Guru memberikan <i>worksheet</i> yang berisi beberapa pertanyaan terkait isi teks “<i>Personal Recount</i>” tersebut. • Siswa diminta menjawab pertanyaan-pertanyaan yang diberikan pada <i>worksheet</i>.
<p>Mengkomunikasikan (<i>Communicating</i>)</p> <ul style="list-style-type: none"> • Guru bersama siswa mendiskusikan jawaban dari pertanyaan-pertanyaan yang diberikan pada <i>worksheet</i>. • Siswa diminta mengumpulkan hasil pekerjaannya yang telah dibuat pada <i>worksheet</i> untuk selanjutnya diberikan penilaian.
<p style="text-align: center;">Kegiatan Penutup (10 Menit)</p>
<ol style="list-style-type: none"> 1. Siswa diberikan kesempatan untuk bertanya mengenai materi atau penjelasan yang masih kurang dipahami. 2. Guru bersama siswa menyimpulkan materi yang telah dibahas. 3. Guru memberikan umpan balik terhadap proses pembelajaran yang telah berlangsung. 4. Guru menginformasikan mengenai rencana kegiatan pembelajaran pada pertemuan berikutnya. 5. Guru dan siswa mengakhiri proses pembelajaran dengan salam penutup.

H. Penilaian

1. Penilaian Aspek Sikap

(a) Teknik Penilaian: Observasi Sikap Siswa

Penilaian sikap siswa dilakukan dengan observasi sikap disiplin, tanggung jawab, percaya diri, jujur, dan komunikatif selama proses pembelajaran berlangsung.

(b) Bentuk Instrumen Penilaian: Lembar Observasi Sikap Siswa

(c) Instrumen Penilaian

Lembar Observasi Sikap Siswa					
Nama Siswa :					
Kelas/Semester :					
Sikap yang Dinilai :					
1. Disiplin					
2. Tanggung Jawab					
3. Percaya Diri					
4. Jujur					
5. Komunikatif					
Aspek	Pernyataan	Skor			
		1	2	3	4
Disiplin	Peserta didik disiplin dalam mengikuti proses pembelajaran dan mengumpulkan tugas tepat waktu.				
Tanggung Jawab	Peserta didik menunjukkan tanggung jawab dalam mengerjakan tugas yang diberikan.				
Percaya Diri	Peserta didik menunjukkan sikap percaya diri, seperti berani tampil, berani mengemukakan pendapat, ataupun berani bertanya selama proses pembelajaran berlangsung.				
Jujur	Peserta didik mengerjakan tugas mandiri atau ulangan dengan tidak mencontek pekerjaan rekan yang lain.				
Komunikatif	Peserta didik melakukan komunikasi secara aktif dengan cara yang baik dan sopan terhadap guru maupun				

	temannya.				
Total Skor Seluruh Aspek Sikap					

Kolom “skor” pada setiap aspek sikap diisi dengan angka yang sesuai dengan kriteria berikut.

4 = selalu

3 = sering

2 = kadang-kadang

1 = tidak pernah/jarang

(d) Rubrik Penilaian

Berdasarkan pada lembar observasi sikap siswa, rubrik penilaian sikap siswa adalah sebagai berikut.

- Nilai maksimal untuk seluruh aspek sikap = 20
- Nilai Sikap Siswa = (Total skor seluruh aspek sikap yang diperoleh siswa : 20) x 100
- Skor Penilaian Sikap

Huruf	Rentang Angka
Sangat Baik (SB)	90-100
Baik (B)	80-89
Cukup (C)	70-79
Kurang (D)	≤ 69

2. Penilaian Aspek Pengetahuan

(a) Teknik dan Bentuk Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen Penilaian
<ul style="list-style-type: none"> • Siswa dapat menjelaskan informasi tersurat dan tersirat dari suatu teks personal 	Penugasan	Soal Esai

recount yang telah dibaca.		
<ul style="list-style-type: none"> Siswa dapat menentukan makna kata/frasa tertentu yang terdapat pada suatu teks personal recount. 		

(b) Instrumen Penilaian

WORKSHEET

After reading the text, please answer the following questions correctly!

(Teks Terlampir)

1. What does the text talk about?
2. Why did the writer feel stomachache?
3. Why did the teacher think that the writer had been cheating during the test?
4. Did the writer finish his English test?
5. "Because of my awkward behavior," (paragraph 2)
What does the underlined word mean?
6. What did the writer learn from his experience?

(c) Rubrik Penilaian

No. Soal	Kriteria Penilaian	Skor	Skor Maksimal
1	Jawaban benar, tata bahasa benar	4	4
	Jawaban benar, tata bahasa kurang benar	3	
	Jawaban kurang benar, tata bahasa benar	2	
	Jawaban kurang benar, tata bahasa kurang benar	1	
	Jawaban salah, tata bahasa salah	0	
2	Jawaban benar, tata bahasa benar	4	4

	Jawaban benar, tata bahasa kurang benar	3	
	Jawaban kurang benar, tata bahasa benar	2	
	Jawaban kurang benar, tata bahasa kurang benar	1	
	Jawaban salah, tata bahasa salah	0	
3	Jawaban benar, tata bahasa benar	4	4
	Jawaban benar, tata bahasa kurang benar	3	
	Jawaban kurang benar, tata bahasa benar	2	
	Jawaban kurang benar, tata bahasa kurang benar	1	
	Jawaban salah, tata bahasa salah	0	
4	Jawaban benar, tata bahasa benar	4	4
	Jawaban benar, tata bahasa kurang benar	3	
	Jawaban kurang benar, tata bahasa benar	2	
	Jawaban kurang benar, tata bahasa kurang benar	1	
	Jawaban salah, tata bahasa salah	0	
5	Jawaban benar, tata bahasa benar	4	4
	Jawaban benar, tata bahasa kurang benar	3	
	Jawaban kurang benar, tata bahasa benar	2	
	Jawaban kurang benar, tata bahasa	1	

	kurang benar		
	Jawaban salah, tata bahasa salah	0	
6	Jawaban benar, tata bahasa benar	4	4
	Jawaban benar, tata bahasa kurang benar	3	
	Jawaban kurang benar, tata bahasa benar	2	
	Jawaban kurang benar, tata bahasa kurang benar	1	
	Jawaban salah, tata bahasa salah	0	
Jumlah Skor Maksimal			24

$$\text{Nilai Akhir} = \frac{\text{Jumlah Skor Perolehan Siswa}}{\text{Jumlah Skor Maksimal}} \times 100$$



LAMPIRAN
(PERSONAL RECOUNT TEXT)

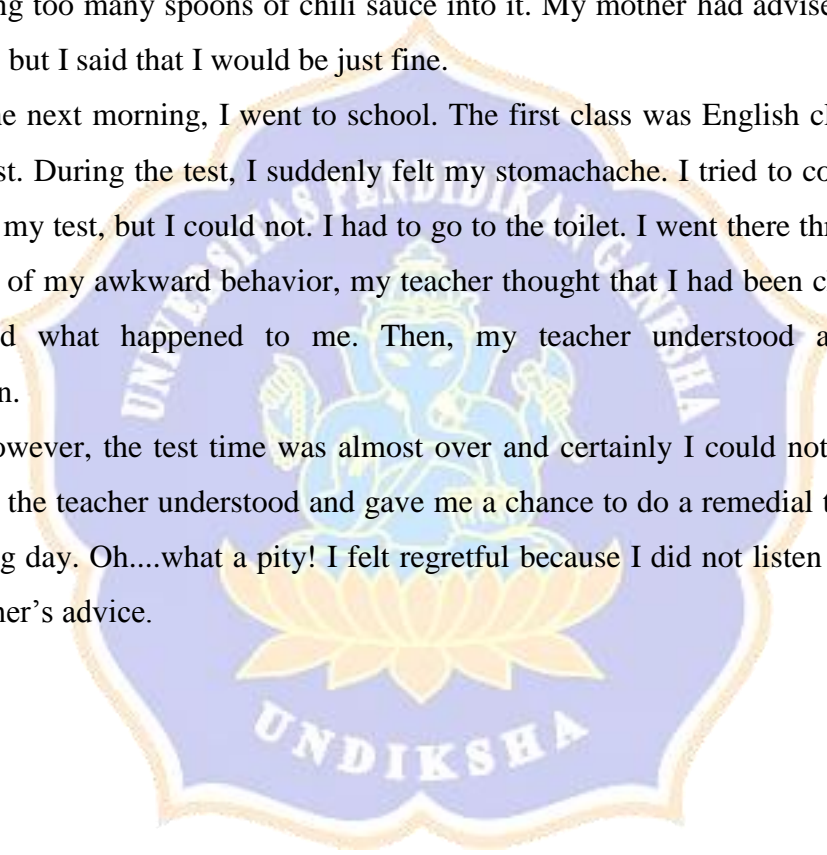
Please read the following text carefully!

Having a Stomachache

I had a really bad experience last Tuesday. In that evening, my family and I ate meatballs in a restaurant. I really like spicy foods, so I ate a bowl of meatball by putting too many spoons of chili sauce into it. My mother had advised me not to do so, but I said that I would be just fine.

The next morning, I went to school. The first class was English class and I had a test. During the test, I suddenly felt my stomachache. I tried to control and finished my test, but I could not. I had to go to the toilet. I went there three times. Because of my awkward behavior, my teacher thought that I had been cheating. I explained what happened to me. Then, my teacher understood about my condition.

However, the test time was almost over and certainly I could not finish it. Luckily, the teacher understood and gave me a chance to do a remedial test in the following day. Oh....what a pity! I felt regretful because I did not listen and obey my mother's advice.



LESSON PLAN CONTROL GROUP (MEETING 2)

Satuan Pendidikan : SMP Negeri 4 Busungbiu
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/Genap
 Materi Pokok : Recount Text (Personal Recount)
 Alokasi Waktu : 2 x 40 menit

A. Kompetensi Dasar

4.11 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).

B. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, siswa diharapkan dapat:

1. Menjelaskan informasi tersurat dan tersirat dari suatu teks personal recount yang telah dibaca.
2. Menentukan makna kata/frasa tertentu yang terdapat pada suatu teks personal recount.

C. Materi Pembelajaran

1. Fungsi Sosial

- To retell events or experiences in the past for the purpose of informing or entertaining (*Untuk menceritakan kejadian atau pengalaman yang terjadi pada waktu lampau dengan tujuan menginformasikan atau menghibur*).

2. Struktur Teks

- Orientation
 It tells background information to the readers or audiences about the participants, the place, and the time when the story happened.
- Events
 This part describes series of events which happened in the past chronologically. It begins from the first event, followed by the second event until the last event.

- Reorientation

It is optional. It states the personal comment of the writer about the event or what happened at the end of the event.

3. Unsur Kebahasaan

- Focus on individual participant or a group of participants, such as *I (the writer), my family and I, my friend and I*, etc.
- Using past tense, including simple past tense, past continuous tense, and past perfect tense. For example: *We went to Raja Ampat last month, I visited my grandmother, I was very tired*, etc.
- Using action verbs, such as *went, stayed, visited, ate*, etc.
- Using temporal conjunctions
Conjunction is a connective. It is a part of speech (or word class) that serves to connect words, phrases, clauses, or sentences. The examples of temporal conjunction, such as *then, after that, before*, etc.
- Using linking verbs, such as *was, were*, etc.

D. Metode Pembelajaran

1. Pendekatan : Scientific Approach (Pendekatan Saintifik)
2. Metode : Tanya Jawab dan Diskusi

E. Media Pembelajaran

1. Media : Google Meet dan Video Pembelajaran
2. Alat/Bahan : Laptop atau Smartphone

F. Sumber Belajar

1. Buku Bahasa Inggris Siswa Kelas VIII SMP/MTs Kurikulum 2013 Edisi Revisi 2018: *When English Rings a Bell*.
(https://drive.google.com/file/d/11MDqU0BOcLSFLI2tYdMGwADFT_3F5lyP/view?usp=drivesdk)
2. Sumber Materi dari Internet:
 - <http://britishcourse.com/recount-text-definition-purposes-generic-structures-language-features.php>
 - <https://www.mediaingris.com/2019/02/kinds-of-text-recount-text-definition.html?m=1>

- <https://xploremadiun.blogspot.com/2020/03/recount-text.html?m=1>

G. Kegiatan Pembelajaran (Pertemuan 2)

Kegiatan Pendahuluan (10 Menit)
<ol style="list-style-type: none"> 1. Guru memberikan salam pembuka. 2. Guru dan siswa berdoa bersama. 3. Guru mengecek kehadiran siswa. 4. Guru bertanya terkait materi yang sudah dibahas pada pertemuan sebelumnya. 5. Guru memutar sebuah video pendek terkait “<i>Personal Recount Text</i>” dan bertanya kepada siswa mengenai apa yang diceritakan dalam video tersebut. (Link Video: https://youtu.be/R6Huzru3qz0) 6. Guru menyampaikan tujuan pembelajaran.
Kegiatan Inti (60 Menit)
<p>Mengamati (<i>Observing</i>)</p> <ul style="list-style-type: none"> • Siswa diberikan sebuah teks “<i>Personal Recount</i>” yang berjudul “<i>My Holiday in Bali</i>”. • Siswa diminta membaca teks tersebut secara sekilas.
<p>Menanya (<i>Questioning</i>)</p> <ul style="list-style-type: none"> • Siswa diberikan kesempatan untuk menanyakan kata-kata sulit pada teks tersebut yang kurang dipahami. • Guru bertanya mengenai fungsi sosial dari teks “<i>Personal Recount</i>” yang telah dibaca secara sekilas sebelumnya.
<p>Mengeksplorasi (<i>Exploring</i>)</p> <ul style="list-style-type: none"> • Guru memberikan penjelasan mengenai kata-kata sulit yang ditanyakan siswa dan fungsi sosial dari teks “<i>Personal Recount</i>” yang telah diberikan.
<p>Mengasosiasikan (<i>Associating</i>)</p> <ul style="list-style-type: none"> • Siswa diminta membaca kembali teks “<i>Personal Recount</i>” yang berjudul “<i>My Holiday in Bali</i>”. • Guru memberikan <i>worksheet</i> yang berisi beberapa pertanyaan terkait isi teks “<i>Personal Recount</i>” tersebut.

<ul style="list-style-type: none"> • Siswa diminta menjawab pertanyaan-pertanyaan yang diberikan pada <i>worksheet</i>.
<p>Mengkomunikasikan (<i>Communicating</i>)</p> <ul style="list-style-type: none"> • Guru bersama siswa mendiskusikan jawaban dari pertanyaan-pertanyaan yang diberikan pada <i>worksheet</i>. • Siswa diminta mengumpulkan hasil pekerjaannya yang telah dibuat pada <i>worksheet</i> untuk selanjutnya diberikan penilaian.
<p>Kegiatan Penutup (10 Menit)</p>
<ol style="list-style-type: none"> 1. Siswa diberikan kesempatan untuk bertanya mengenai materi atau penjelasan yang masih kurang dipahami. 2. Guru bersama siswa menyimpulkan materi yang telah didiskusikan. 3. Guru memberikan umpan balik terhadap proses pembelajaran yang telah berlangsung. 4. Guru menginformasikan mengenai rencana kegiatan pembelajaran pada pertemuan berikutnya. 5. Guru dan siswa mengakhiri proses pembelajaran dengan salam penutup.

H. Penilaian

1. Penilaian Aspek Sikap

(a) Teknik Penilaian: Observasi Sikap Siswa

Penilaian sikap siswa dilakukan dengan observasi sikap disiplin, tanggung jawab, percaya diri, jujur, dan komunikatif selama proses pembelajaran berlangsung.

(b) Bentuk Instrumen Penilaian: Lembar Observasi Sikap Siswa

(c) Instrumen Penilaian

<p>Lembar Observasi Sikap Siswa</p>
<p>Nama Siswa :</p> <p>Kelas/Semester :</p>

Sikap yang Dinilai:					
1. Disiplin					
2. Tanggung Jawab					
3. Percaya Diri					
4. Jujur					
5. Komunikatif					
Aspek	Pernyataan	Skor			
		1	2	3	4
Disiplin	Peserta didik disiplin dalam mengikuti proses pembelajaran dan mengumpulkan tugas tepat waktu.				
Tanggung Jawab	Peserta didik menunjukkan tanggung jawab dalam mengerjakan tugas yang diberikan.				
Percaya Diri	Peserta didik menunjukkan sikap percaya diri, seperti berani tampil, berani mengemukakan pendapat, ataupun berani bertanya selama proses pembelajaran berlangsung.				
Jujur	Peserta didik mengerjakan tugas mandiri atau ulangan dengan tidak mencontek pekerjaan rekan yang lain.				
Komunikatif	Peserta didik melakukan komunikasi secara aktif dengan cara yang baik dan sopan terhadap guru maupun temannya.				
Total Skor Seluruh Aspek Sikap					

Kolom “skor” pada setiap aspek sikap diisi dengan angka yang sesuai dengan kriteria berikut.

4 = selalu

3 = sering

2 = kadang-kadang

1 = tidak pernah/jarang

(d) Rubrik Penilaian

Berdasarkan pada lembar observasi sikap siswa, rubrik penilaian sikap siswa adalah sebagai berikut.

- Nilai maksimal untuk seluruh aspek sikap = 20
- Nilai Sikap Siswa = (Total skor seluruh aspek sikap yang diperoleh siswa : 20) x 100
- Skor Penilaian Sikap

Huruf	Rentang Angka
Sangat Baik (SB)	90-100
Baik (B)	80-89
Cukup (C)	70-79
Kurang (D)	≤ 69

2. Penilaian Aspek Pengetahuan

(a) Teknik dan Bentuk Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen Penilaian
<ul style="list-style-type: none"> • Siswa dapat menjelaskan informasi tersurat dan tersirat dari suatu teks personal recount yang telah dibaca. • Siswa dapat menentukan makna kata/frasa tertentu yang terdapat pada suatu teks personal recount. 	Penugasan	Soal Esai

(b) Instrumen Penilaian:**WORKSHEET**

After reading the text, please answer the following questions correctly!

(Teks Terlampir)

1. What is the purpose of the text?
2. When did the writer go to Bali with her friends?
3. How did they go to Bali?
4. What did the writer and her friends do after visiting Sanur beach?
5. What kind of water spots were played by the writer and her friends in Tanjung Benoa beach?
6. What did the writer and her friends do on the last day in Bali?
7. Why did the writer and her friends visit Penyu island?
8. What did the writer buy in Sukawati market?
9. "We saw and enjoyed the beautiful landscape of sunrise." (paragraph 2)
What does the underlined word mean?
10. How was the writer's holiday in Bali?

(c) Rubrik Penilaian

No. Soal	Kriteria Penilaian	Skor	Skor Maksimal
1	Jawaban benar, tata bahasa benar	4	4
	Jawaban benar, tata bahasa kurang benar	3	
	Jawaban kurang benar, tata bahasa benar	2	
	Jawaban kurang benar, tata bahasa kurang benar	1	
	Jawaban salah, tata bahasa salah	0	
2	Jawaban benar, tata bahasa benar	4	4
	Jawaban benar, tata bahasa kurang benar	3	
	Jawaban kurang benar, tata bahasa	2	

	benar		
	Jawaban kurang benar, tata bahasa kurang benar	1	
	Jawaban salah, tata bahasa salah	0	
3	Jawaban benar, tata bahasa benar	4	4
	Jawaban benar, tata bahasa kurang benar	3	
	Jawaban kurang benar, tata bahasa benar	2	
	Jawaban kurang benar, tata bahasa kurang benar	1	
	Jawaban salah, tata bahasa salah	0	
4	Jawaban benar, tata bahasa benar	4	4
	Jawaban benar, tata bahasa kurang benar	3	
	Jawaban kurang benar, tata bahasa benar	2	
	Jawaban kurang benar, tata bahasa kurang benar	1	
	Jawaban salah, tata bahasa salah	0	
5	Jawaban benar, tata bahasa benar	4	4
	Jawaban benar, tata bahasa kurang benar	3	
	Jawaban kurang benar, tata bahasa benar	2	
	Jawaban kurang benar, tata bahasa kurang benar	1	
	Jawaban salah, tata bahasa salah	0	
6	Jawaban benar, tata bahasa benar	4	4
	Jawaban benar, tata bahasa kurang benar	3	

	Jawaban kurang benar, tata bahasa benar	2	
	Jawaban kurang benar, tata bahasa kurang benar	1	
	Jawaban salah, tata bahasa salah	0	
7	Jawaban benar, tata bahasa benar	4	4
	Jawaban benar, tata bahasa kurang benar	3	
	Jawaban kurang benar, tata bahasa benar	2	
	Jawaban kurang benar, tata bahasa kurang benar	1	
	Jawaban salah, tata bahasa salah	0	
8	Jawaban benar, tata bahasa benar	4	4
	Jawaban benar, tata bahasa kurang benar	3	
	Jawaban kurang benar, tata bahasa benar	2	
	Jawaban kurang benar, tata bahasa kurang benar	1	
	Jawaban salah, tata bahasa salah	0	
9	Jawaban benar, tata bahasa benar	4	4
	Jawaban benar, tata bahasa kurang benar	3	
	Jawaban kurang benar, tata bahasa benar	2	
	Jawaban kurang benar, tata bahasa kurang benar	1	
	Jawaban salah, tata bahasa salah	0	
10	Jawaban benar, tata bahasa benar	4	4
	Jawaban benar, tata bahasa kurang	3	

	benar		
	Jawaban kurang benar, tata bahasa benar	2	
	Jawaban kurang benar, tata bahasa kurang benar	1	
	Jawaban salah, tata bahasa salah	0	
Jumlah Skor Maksimal			40

Nilai Akhir = $\frac{\text{Jumlah Skor Perolehan Siswa}}{\text{Jumlah Skor Maksimal}} \times 100$



LAMPIRAN
(PERSONAL RECOUNT TEXT)

Please read the following text carefully!

My Holiday in Bali

When I was in the first grade of senior high school, my friends and I went to Bali. We went there by plane. We stayed in Bali for three days. I had many impressive experiences during the vacation.

On the first day in Bali, we visited Sanur Beach in the early morning. We saw and enjoyed the beautiful landscape of sunrise. It was a great scenery. Then, we checked in to the hotel. In the hotel, we took a break and had some meals before continuing the trip. After that, we went to Tanah Lot. We met so many tourists there, both domestic and foreign tourists.

On the second day, we went to Tanjung Benoa beach. We played many water sports, such as banana boat, jet sky, and speedboat. We also visited Penyu island to see many unique animals. They were turtles, snakes, and sea birds. We were very happy. In the afternoon, we continued to visit Kuta beach. We enjoyed the view by walking along the seashore while waiting for the amazing sunset.

On the last day, we spent our time in Sangeh. We could enjoy green and shady forest. There were so many monkeys. The monkeys were tame so we could do a close interaction with them. However, sometimes they could be naughty to the visitors. In Sangeh, we also took some pictures. After visiting Sangeh, we went to Sukawati market for shopping. I bought some Bali T-shirt and souvenirs.

Finally, in the evening, we had to get back and check-out from the hotel. We went back home bringing so many unforgettable memories of Bali.

LESSON PLAN CONTROL GROUP (MEETING 3)

Satuan Pendidikan : SMP Negeri 4 Busungbiu
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/Genap
 Materi Pokok : Recount Text (Personal Recount)
 Alokasi Waktu : 2 x 40 menit

A. Kompetensi Dasar

4.11 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).

B. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, siswa diharapkan dapat:

1. Menjelaskan informasi tersurat dan tersirat dari suatu teks personal recount yang telah dibaca.
2. Menentukan makna kata/frasa tertentu yang terdapat pada suatu teks personal recount.

C. Materi Pembelajaran

1. Fungsi Sosial

- To retell events or experiences in the past for the purpose of informing or entertaining (*Untuk menceritakan kejadian atau pengalaman yang terjadi pada waktu lampau dengan tujuan menginformasikan atau menghibur*).

2. Struktur Teks

- Orientation
 It tells background information to the readers or audiences about the participants, the place, and the time when the story happened.
- Events
 This part describes series of events which happened in the past chronologically. It begins from the first event, followed by the second event until the last event.

- Reorientation

It is optional. It states the personal comment of the writer about the event or what happened at the end of the event.

3. Unsur Kebahasaan

- Focus on individual participant or a group of participants, such as *I (the writer), my family and I, my friend and I*, etc.
- Using past tense, including simple past tense, past continuous tense, and past perfect tense. For example: *We went to Raja Ampat last month, I visited my grandmother, I was very tired*, etc.
- Using action verbs, such as *went, stayed, visited, ate*, etc.
- Using temporal conjunctions
Conjunction is a connective. It is a part of speech (or word class) that serves to connect words, phrases, clauses, or sentences. The examples of temporal conjunction, such as *then, after that, before*, etc.
- Using linking verbs, such as *was, were*, etc.

D. Metode Pembelajaran

1. Pendekatan : Scientific Approach (Pendekatan Saintifik)
2. Metode : Tanya Jawab dan Diskusi

E. Media Pembelajaran

1. Media : Google Meet dan PowerPoint
2. Alat/Bahan : Laptop atau Smartphone

F. Sumber Belajar

1. Buku Bahasa Inggris Siswa Kelas VIII SMP/MTs Kurikulum 2013 Edisi Revisi 2018: *When English Rings a Bell*.
(https://drive.google.com/file/d/11MDqU0BOcLSFLI2tYdMGwADFT_3F5lyP/view?usp=drivesdk)
2. Sumber Materi dari Internet:
 - <http://britishcourse.com/recount-text-definition-purposes-generic-structures-language-features.php>
 - <https://www.mediaingris.com/2019/02/kinds-of-text-recount-text-definition.html?m=1>

- <https://xploremadiun.blogspot.com/2020/03/recount-text.html?m=1>

G. Kegiatan Pembelajaran (Pertemuan 3)

Kegiatan Pendahuluan (10 Menit)
<ol style="list-style-type: none"> 1. Guru memberikan salam pembuka. 2. Guru dan siswa berdoa bersama. 3. Guru mengecek kehadiran siswa. 4. Guru bertanya terkait materi yang sudah dibahas pada pertemuan sebelumnya. 5. Guru menampilkan “<i>jumbled picture series</i>” yang menceritakan tentang pengalaman pribadi pada waktu lampau dan siswa diminta untuk menyusun “<i>jumbled picture series</i>” tersebut sehingga menjadi sebuah cerita yang runtut. (https://docs.google.com/presentation/d/1go1y4p7bmSulnf9FCXv8kPSZUGFSC5fK/edit?usp=sharing&oid=109061526021189260736&rtpof=true&sd=true) 6. Guru menyampaikan tujuan pembelajaran.
Kegiatan Inti (60 Menit)
<p>Mengamati (<i>Observing</i>)</p> <ul style="list-style-type: none"> • Siswa diberikan sebuah teks “<i>Personal Recount</i>” yang berjudul “<i>My First Trip to Yogyakarta</i>”. • Siswa diminta membaca teks tersebut secara sekilas.
<p>Menanya (<i>Questioning</i>)</p> <ul style="list-style-type: none"> • Siswa diberikan kesempatan untuk menanyakan kata-kata sulit pada teks tersebut yang kurang dipahami. • Guru bertanya mengenai fungsi sosial dari teks “<i>Personal Recount</i>” yang telah dibaca secara sekilas sebelumnya.
<p>Mengeksplorasi (<i>Exploring</i>)</p> <ul style="list-style-type: none"> • Guru memberikan penjelasan mengenai kata-kata sulit yang ditanyakan siswa dan fungsi sosial dari teks “<i>Personal Recount</i>” yang telah diberikan.
<p>Mengasosiasikan (<i>Associating</i>)</p> <ul style="list-style-type: none"> • Siswa diminta membaca kembali teks “<i>Personal Recount</i>” yang berjudul

<p><i>“My First Trip to Yogyakarta”</i>.</p> <ul style="list-style-type: none"> • Guru memberikan <i>worksheet</i> yang berisi beberapa pertanyaan terkait isi teks <i>“Personal Recount”</i> tersebut. • Siswa diminta menjawab pertanyaan-pertanyaan yang diberikan pada <i>worksheet</i>.
<p>Mengkomunikasikan (<i>Communicating</i>)</p> <ul style="list-style-type: none"> • Guru bersama siswa mendiskusikan jawaban dari pertanyaan-pertanyaan yang diberikan pada <i>worksheet</i>. • Siswa diminta mengumpulkan hasil pekerjaannya yang telah dibuat pada <i>worksheet</i> untuk selanjutnya diberikan penilaian.
<p style="text-align: center;">Kegiatan Penutup (10 Menit)</p>
<ol style="list-style-type: none"> 1. Siswa diberikan kesempatan untuk bertanya mengenai materi atau penjelasan yang masih kurang dipahami. 2. Guru bersama siswa menyimpulkan materi yang telah didiskusikan. 3. Guru memberikan umpan balik terhadap proses pembelajaran yang telah berlangsung. 4. Guru menginformasikan mengenai rencana kegiatan pembelajaran pada pertemuan berikutnya. 5. Guru dan siswa mengakhiri proses pembelajaran dengan salam penutup.

H. Penilaian

1. Penilaian Aspek Sikap

(a) Teknik Penilaian: Observasi Sikap Siswa

Penilaian sikap dilakukan dengan observasi sikap disiplin, tanggung jawab, percaya diri, jujur, dan komunikatif selama proses pembelajaran berlangsung.

(b) Bentuk Instrumen Penilaian: Lembar Observasi Sikap Siswa

(c) Instrumen Penilaian

Lembar Observasi Sikap Siswa

Nama Siswa :					
Kelas/Semester :					
Sikap yang Dinilai:					
1. Disiplin					
2. Tanggung Jawab					
3. Percaya Diri					
4. Jujur					
5. Komunikatif					
Aspek	Pernyataan	Skor			
		1	2	3	4
Disiplin	Peserta didik disiplin dalam mengikuti proses pembelajaran dan mengumpulkan tugas tepat waktu.				
Tanggung Jawab	Peserta didik menunjukkan tanggung jawab dalam mengerjakan tugas yang diberikan.				
Percaya Diri	Peserta didik menunjukkan sikap percaya diri, seperti berani tampil, berani mengemukakan pendapat, ataupun berani bertanya selama proses pembelajaran berlangsung.				
Jujur	Peserta didik mengerjakan tugas mandiri atau ulangan dengan tidak mencontek pekerjaan rekan yang lain.				
Komunikatif	Peserta didik melakukan komunikasi secara aktif dengan cara yang baik dan sopan terhadap guru maupun temannya.				
Total Skor Seluruh Aspek Sikap					

Kolom “skor” pada setiap aspek sikap diisi dengan angka yang sesuai dengan kriteria berikut.

- 4 = selalu
 3 = sering
 2 = kadang-kadang
 1 = tidak pernah/jarang

(d) Rubrik Penilaian

Berdasarkan pada lembar observasi sikap siswa, rubrik penilaian sikap siswa adalah sebagai berikut.

- Nilai maksimal untuk seluruh aspek sikap = 20
- Nilai Sikap Siswa = (Total skor seluruh aspek sikap yang diperoleh siswa : 20) x 100
- Skor Penilaian Sikap

Huruf	Rentang Angka
Sangat Baik (SB)	90-100
Baik (B)	80-89
Cukup (C)	70-79
Kurang (D)	≤ 69

2. Penilaian Aspek Pengetahuan

(a) Teknik dan Bentuk Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen Penilaian
<ul style="list-style-type: none"> • Siswa dapat menjelaskan informasi tersurat dan tersirat dari suatu teks personal recount yang telah dibaca. • Siswa dapat menentukan makna kata/frasa tertentu yang terdapat pada suatu teks 	Penugasan	Soal Esai

personal recount.		
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(b) Instrumen Penilaian:**WORKSHEET**

After reading the text, please answer the following questions correctly!

(Teks Terlampir)

1. What does the text tell us about?
2. Where did the writer and family go last week?
3. How long did they stay in Yogyakarta?
4. Why did the writer and family just stay at home on their first day in Yogyakarta?
5. Where did the writer and family go on the second day?
6. What did the writer's sister buy in Malioboro?
7. What did the writer and family do on the third day of their stay in Yogyakarta?
8. Did the writer and family like Yogyakarta traditional foods?
9. How was the writer's trip to Yogyakarta?
10. ".....which is 5 minutes away by foot to Malioboro street"
(paragraph 1). What does the underlined phrase mean?

(c) Rubrik Penilaian

No. Soal	Kriteria Penilaian	Skor	Skor Maksimal
1	Jawaban benar, tata bahasa benar	4	4
	Jawaban benar, tata bahasa kurang benar	3	
	Jawaban kurang benar, tata bahasa benar	2	
	Jawaban kurang benar, tata bahasa kurang benar	1	
	Jawaban salah, tata bahasa salah	0	
2	Jawaban benar, tata bahasa benar	4	4

	Jawaban benar, tata bahasa kurang benar	3	
	Jawaban kurang benar, tata bahasa benar	2	
	Jawaban kurang benar, tata bahasa kurang benar	1	
	Jawaban salah, tata bahasa salah	0	
3	Jawaban benar, tata bahasa benar	4	4
	Jawaban benar, tata bahasa kurang benar	3	
	Jawaban kurang benar, tata bahasa benar	2	
	Jawaban kurang benar, tata bahasa kurang benar	1	
	Jawaban salah, tata bahasa salah	0	
4	Jawaban benar, tata bahasa benar	4	4
	Jawaban benar, tata bahasa kurang benar	3	
	Jawaban kurang benar, tata bahasa benar	2	
	Jawaban kurang benar, tata bahasa kurang benar	1	
	Jawaban salah, tata bahasa salah	0	
5	Jawaban benar, tata bahasa benar	4	4
	Jawaban benar, tata bahasa kurang benar	3	
	Jawaban kurang benar, tata bahasa benar	2	
	Jawaban kurang benar, tata bahasa kurang benar	1	
	Jawaban salah, tata bahasa salah	0	

6	Jawaban benar, tata bahasa benar	4	4
	Jawaban benar, tata bahasa kurang benar	3	
	Jawaban kurang benar, tata bahasa benar	2	
	Jawaban kurang benar, tata bahasa kurang benar	1	
	Jawaban salah, tata bahasa salah	0	
7	Jawaban benar, tata bahasa benar	4	4
	Jawaban benar, tata bahasa kurang benar	3	
	Jawaban kurang benar, tata bahasa benar	2	
	Jawaban kurang benar, tata bahasa kurang benar	1	
	Jawaban salah, tata bahasa salah	0	
8	Jawaban benar, tata bahasa benar	4	4
	Jawaban benar, tata bahasa kurang benar	3	
	Jawaban kurang benar, tata bahasa benar	2	
	Jawaban kurang benar, tata bahasa kurang benar	1	
	Jawaban salah, tata bahasa salah	0	
9	Jawaban benar, tata bahasa benar	4	4
	Jawaban benar, tata bahasa kurang benar	3	
	Jawaban kurang benar, tata bahasa benar	2	
	Jawaban kurang benar, tata bahasa kurang benar	1	

	Jawaban salah, tata bahasa salah	0	
10	Jawaban benar, tata bahasa benar	4	4
	Jawaban benar, tata bahasa kurang benar	3	
	Jawaban kurang benar, tata bahasa benar	2	
	Jawaban kurang benar, tata bahasa kurang benar	1	
	Jawaban salah, tata bahasa salah	0	
Jumlah Skor Maksimal			40

Nilai Akhir = $\frac{\text{Jumlah Skor Perolehan Siswa}}{\text{Jumlah Skor Maksimal}} \times 100$



LAMPIRAN
(PERSONAL RECOUNT TEXT)

Please read the following text carefully!

My First Trip to Yogyakarta

My family and I went to my grandmother's house in Yogyakarta last week. It was my first trip to this city. We went there by car two days after my sister's graduation ceremony in Semarang. We arrived at Yogyakarta at night. We spent three days staying in my grandmother's house which is 5 minutes away by foot to Malioboro street.

In the first morning, we were still too tired after a long trip from Semarang to Yogyakarta so that we decided to stay at home to recharge our energy. I walked around the neighborhood with my sister just to experience how it is like to be in Yogyakarta. There were too many houses which made the space between a house and the other was so small, even the road was also small in which only bicycle and motorcycle can go through.

On the second day, my family and I went to Malioboro street. We saw so many merchants with various of products which claimed by them as traditional products of Yogyakarta. I bought T-shirt with the word "Yogyakarta" printed on it, while my sister bought some wooden figurines and leather handbag. My mom and dad were busy choosing some merchandises to be brought home when we went back to Semarang.

On the third day, we went to Taman Sari and Keraton Ngayogyakarta Hadiningrat to see some historical buildings. We took a lot of pictures there. We also took some pictures of the buildings so we can see it again at home. Then, we found some places providing Yogyakarta traditional foods around the building and we jumped in right away. For me and my family, the Yogyakarta traditional foods were very delicious.

Finally, after staying for three days in Yogyakarta, in the next morning we went back to our home in Semarang. We were tired but we felt very happy. It was such an amazing and memorable trip.

Appendix 5. Blue Print of Pre-Test Instrument before Try-Out

BLUE PRINT OF PRE-TEST INSTRUMENT BEFORE TRY-OUT

Jenjang : SMP
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/2
 Materi : Recount Text (*Personal Recount Text*)
 Jumlah Soal : 30 Soal
 Bentuk Soal : PG (Pilihan Ganda)

Kompetensi Dasar	Indikator Pencapaian Kompetensi (IPK)	Indikator Soal	Level Kognitif	No Soal
4.11 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 (<i>personal recount</i>).	1. Menentukan informasi tersurat dari suatu teks <i>personal recount</i> .	➤ Disajikan sebuah teks <i>personal recount</i> , peserta didik diharapkan dapat menentukan informasi tersurat tertentu dari teks <i>recount</i> tersebut.	C1	2, 5, 8, 9, 10, 13, 14, 17, dan 18
	2. Menentukan informasi tersirat dari suatu teks <i>personal recount</i> .	➤ Disajikan sebuah teks <i>personal recount</i> , peserta didik diharapkan dapat menyimpulkan	C2	6, 15, dan 22

		isi bacaan teks recount tersebut.		
	3. Mengidentifikasi struktur dari suatu teks personal recount.	➤ Disajikan sebuah teks personal recount, peserta didik diharapkan dapat menentukan struktur teks tersebut dengan tepat.	C2	3, 23, dan 26
	4. Menjelaskan gambaran umum suatu teks personal recount.	➤ Disajikan sebuah teks personal recount, peserta didik diharapkan dapat menentukan gambaran umum dari teks recount tersebut.	C2	1, 7, dan 16
	5. Menjelaskan gagasan utama/ide pokok paragraf dari suatu teks personal recount.	➤ Disajikan sebuah teks personal recount, peserta didik diharapkan dapat menentukan gagasan utama dari suatu paragraf pada teks recount tersebut.	C2	4, 21, dan 25

	6. Menjelaskan tujuan komunikatif dari suatu teks personal recount.	➤ Disajikan sebuah teks personal recount, peserta didik diharapkan dapat menentukan tujuan komunikatif dari teks recount tersebut.	C2	12, 20, dan 24
	7. Menentukan makna kata tertentu yang terdapat pada suatu teks personal recount.	➤ Disajikan sebuah teks personal recount, peserta didik diharapkan dapat menentukan makna kata tertentu yang terdapat pada teks tersebut.	C2	11, 19, dan 27
	8. Melengkapi sebuah teks personal recount rumpang dengan kata yang tepat.	➤ Disajikan sebuah teks personal recount rumpang, peserta didik diharapkan dapat melengkapi bagian yang rumpang dengan pilihan kata yang tepat.	C3	28, 29, dan 30

Appendix 6. Blue Print of Post-Test Instrument before Try-Out

BLUE PRINT OF POST-TEST INSTRUMENT BEFORE TRY-OUT

Jenjang : SMP
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/2
 Materi : Recount Text (*Personal Recount Text*)
 Jumlah Soal : 30 Soal
 Bentuk Soal : PG (Pilihan Ganda)

Kompetensi Dasar	Indikator Pencapaian Kompetensi (IPK)	Indikator Soal	Level Kognitif	No Soal
4.11 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 (<i>personal recount</i>).	1. Menentukan informasi tersurat dari suatu teks personal recount.	➤ Disajikan sebuah teks personal recount, peserta didik diharapkan dapat menentukan informasi tersurat tertentu dari teks recount tersebut.	C1	2, 3, 4, 8, 9, 10, 13, 15, dan 22
	2. Menentukan informasi tersirat dari suatu teks personal recount.	➤ Disajikan sebuah teks personal recount, peserta didik diharapkan dapat menyimpulkan	C2	16, 23, dan 27

		isi bacaan teks recount tersebut.		
	3. Mengidentifikasi struktur dari suatu teks personal recount.	➤ Disajikan sebuah teks personal recount, peserta didik diharapkan dapat menentukan struktur teks tersebut dengan tepat.	C2	5, 12, dan 20
	4. Menjelaskan gambaran umum suatu teks personal recount.	➤ Disajikan sebuah teks personal recount, peserta didik diharapkan dapat menentukan gambaran umum dari teks recount tersebut.	C2	1, 14, dan 21
	5. Menjelaskan gagasan utama/ide pokok paragraf dari suatu teks personal recount.	➤ Disajikan sebuah teks personal recount, peserta didik diharapkan dapat menentukan gagasan utama dari suatu paragraf pada teks recount tersebut.	C2	11, 18, dan 26

	6. Menjelaskan tujuan komunikatif dari suatu teks personal recount.	➤ Disajikan sebuah teks personal recount, peserta didik diharapkan dapat menentukan tujuan komunikatif dari teks recount tersebut.	C2	7, 17, dan 24
	7. Menentukan makna kata tertentu yang terdapat pada suatu teks personal recount.	➤ Disajikan sebuah teks personal recount, peserta didik diharapkan dapat menentukan makna kata tertentu yang terdapat pada teks tersebut.	C2	6, 19, dan 25
	8. Melengkapi sebuah teks personal recount rumpang dengan kata yang tepat.	➤ Disajikan sebuah teks personal recount rumpang, peserta didik diharapkan dapat melengkapi bagian yang rumpang dengan pilihan kata yang tepat.	C3	28, 29, dan 30

Appendix 7. Try-Out of Pre-Test Instrument

TRY-OUT OF PRE-TEST INSTRUMENT

(Time Allotment: 90 minutes)

Please choose the correct answer!

Text 1 (Read the following text to answer questions number 1 to 3)

Climbing Batur Mountain

Last month, I went to climb Batur Mountain in Bali with my friends. I have never climbed it before. We started climbing at 7 o'clock p.m. Even though it was so dark, I felt no worried because all of my friends were professional climbers.

We climbed slowly and enjoyed the moment. After climbing for about 8 hours, we could reach the top of the mountain. There were a lot of other climbers who reached that top faster than us. We waited for the rising sun while cooking some foods and drinking coffee to get warmer. Others sang some songs together, shared stories, or lay on the ground to take a rest. After seeing the sun rose, we set up the tent because we wanted to stay there for three days. We really enjoyed the moment and did so many interesting activities there.

After all, it was my greatest experience I have ever had in my life. I felt really tired but I was very happy.

1. What does the text tell us about?
 - A. The writer's first experience in climbing a mountain.
 - B. The view of Batur Mountain in the morning.
 - C. The writer's experience in climbing Batur Mountain.
 - D. The description of Batur Mountain in Bali.

2. What did the writer and his friends do when waiting for the sunrise?
 - A. They shared stories.
 - B. They set up the tent.
 - C. They lay on the ground to take a rest.
 - D. They cooked some foods and drank coffee.

3. The generic structure of the text above is
- identification – description
 - orientation – events – reorientation
 - goal – material – steps
 - orientation – complication – resolution

Text 2 (Read the following text to answer questions number 4 to 6)

Last Sunday, I was gardening with my father. It was half past six in the morning. The air was so fresh. My father called me from the yard. He said something about ‘banana’. Then, I walked to where he stood looking at one of my banana trees. I saw some of the bananas were yellow. What a beautiful view!

Next, we were busy to harvest the bananas. It was my first time to do this. We just moved to this house for about five months. Here, we have some yard with banana and guava trees beside the house. After harvesting the bananas, I watered the vertical garden and pulled off the wild grass. I also collected the old leaves so that the yard looked nicer and cleaner.

Finally, I picked two ripe guavas. They smelt nice. Then, I took a shower and had breakfast with my parents. It was a fine Sunday morning. I felt a stronger bond by doing the gardening with my father.

4. What is the main idea of the first paragraph?
- The writer found that some of the bananas were ripe.
 - The writer and his family had breakfast together.
 - The writer watered the plants and cleaned the yard.
 - The writer and his father were busy to harvest the banana trees.
5. Why did the yard looked nicer and cleaner?
- Because the writer had watered the banana trees.
 - Because the writer had collected the old leaves and pulled off the wild grass.
 - Because it was full of beautiful flowers.
 - Because the writer and his father had cut off all the banana trees.
6. From the text, we know that
- the writer’s mother was not at home last Sunday morning

- B. the writer felt really bored last Sunday
- C. the writer's garden is full of many kinds of flowers
- D. the writer really enjoyed the gardening time with his father

Text 3 (The following text is for questions number 7 to 11)

My friends and I went to Bali for a field trip last holiday. We went there by bus. When we arrived in Tuban, the bus stopped at a restaurant for a rest. My friends and I got off the bus to have meal for lunch. Then, I went to the toilet. It took only a few minutes.

When I came out from the toilet, the bus was not there. It had left! I looked for my friends around the restaurant but they were not there too. Feeling shocked and confused, I did not know what to do. Then, I asked the security of the restaurant about the bus. He said that the bus had left about five minutes ago. I thought that the bus had left when I was in the toilet.

I tried to call my friends one by one, but none of them answered my phone and my phone's battery was running low. I could not do anything. I just could pray and hope. After several minutes, the bus came back. One of my friends realized that I was not in the bus and told the bus driver that I was left in the restaurant.

Finally, I got on the bus and walked to my seat. I felt so embarrassed when all of my friends looked and laughed at me. It was an unforgettable experience in my life.

7. What does the text mainly tell us about?
 - A. The writer arrived in Tuban for a rest.
 - B. The writer was left by the bus on her field trip.
 - C. The writer and her friends enjoyed their trip to Bali.
 - D. The writer went for a field trip by bus in her holiday.

8. What did the writer and her friends do when the bus stopped for a rest in Tuban?
 - A. They got off the bus to have meal for lunch at a restaurant.
 - B. They bought some Bali souvenirs to be brought home.

- C. They got off the bus to drink cold lemonade.
D. They went to the toilet for a few minutes.
9. What did the writer feel when she found that the bus had left?
A. disappointed
B. embarrassed
C. shocked and confused
D. angry
10. Which of the following statements is NOT TRUE according to the text?
A. The writer did nothing when she knew that the bus had left her.
B. The writer spent a few minutes when she was in the toilet.
C. One of the writer's friends realized that the writer was not in the bus.
D. Finally the bus came back to the restaurant.
11. "...the bus was not there. It had left!" (paragraph 2). The underlined word refers to
A. the writer
B. the bus
C. the writer's friends
D. the security

Text 4 (The following text is for questions number 12 to 15)

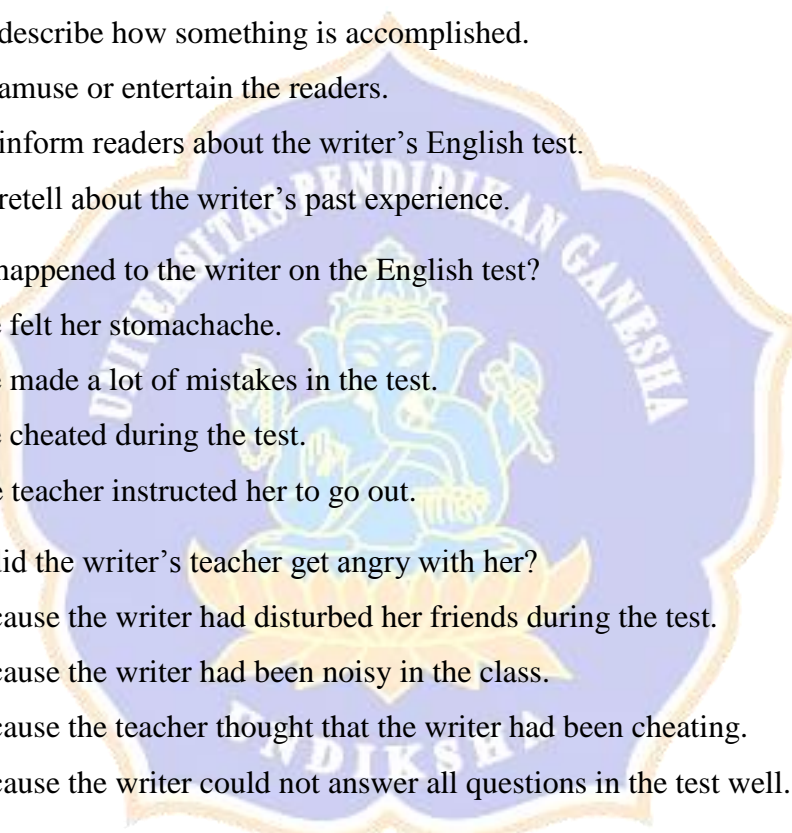
Having Stomachache

I had a really bad experience last Friday. I saw some mangoes on the table. I was happy because I really wanted that fruit. I peeled one and ate greedily. Then, I peeled another two mangoes. My mother had advised me not to do so, but I did not think about it so much and I said that I would be just fine.

Then, I went to school. The first class was English class and I had a test. During the test, suddenly I felt my stomachache. I tried to endure it and finished my test first, but I could not. I had to go to the toilet. Because of my strange behavior, my teacher thought that I had been cheating. The teacher got angry with me. At that time, I could not endure my stomachache anymore. So, after asking

for my teacher's permission, I directly went to the toilet. Oh...I felt relieved. Afterwards, I entered the class.

When I arrived in the class, the test time was over. Certainly I could not finish my test. Luckily, after I explained about my condition, the teacher understood my condition and gave me a chance to take a remedial test in the following day. Oh....what a pity! I felt regretful because I did not listen and obey my mother's advice.

- 
12. What is the purpose of the text above?
- To describe how something is accomplished.
 - To amuse or entertain the readers.
 - To inform readers about the writer's English test.
 - To retell about the writer's past experience.
13. What happened to the writer on the English test?
- She felt her stomachache.
 - She made a lot of mistakes in the test.
 - She cheated during the test.
 - The teacher instructed her to go out.
14. Why did the writer's teacher get angry with her?
- Because the writer had disturbed her friends during the test.
 - Because the writer had been noisy in the class.
 - Because the teacher thought that the writer had been cheating.
 - Because the writer could not answer all questions in the test well.
15. What can we learn from the writer's experience?
- We should not go to the toilet when we had a test.
 - We should listen and obey our parents' advice.
 - We should join every test at school.
 - We should not eat fruits before going to school.

Text 5 (Read the following text to answer questions number 16 to 19)

Last year I joined the Chicago marathon. It was my first marathon contest. I had to run 24.5 miles to complete it. It was so hard.

At first, I just wanted to get the experience of joining a marathon. I thought it would be one life time experience. After finishing it, I changed my mind. I wanted to join another one. I was interested to complete at least one more marathon and improve my achievement. I also experienced a good feeling between participants and the spectators that made me happy.

It was a very wonderful experience for me. Finally, I decided that I had to join another marathon the following year.

16. What is the text about?
- The writer's good achievement in marathon.
 - The writer's activities of watching Chicago marathon contest.
 - The changing of the writer's feeling after joining the Marathon contest.
 - The writer's wonderful feeling after watching marathon contest.
17. What was the writer's intention when he decided to join his first marathon?
- He just wanted to get an experience of joining a marathon.
 - He wanted to complete 24.5 miles run in the marathon.
 - He planned to join another marathon.
 - He wanted to be the winner.
18. In order to improve his achievement, the writer
- ran faster and faster
 - asked for advice how to run well
 - practice hard with other participants
 - planned to join another marathon contest
19. "After finishing it, I changed my mind" (paragraph 2). The underlined word is closest in meaning to
- suggestion
 - decision
 - thought
 - ambition

Text 6 (The following text is for questions number 20 to 23)

Story Telling Competition

Last month, I joined a story telling competition. My friend and I had been chosen to take part in the final round at the district level. I was very happy and eager to win the competition.

For the preparation, I had to memorize and understand the story well. My teacher guided and taught me about pronunciation, facial expression, and gestures. My friend and I were busy to prepare the props and costumes for the competition. One thing that made me felt sad was my teacher rented the props and costume for my friend but not for me. My friend had a beautiful costume and luxurious props. Although I just wore the simple ones, I performed my best to win the competition.

When the competition started, I got number 10 and my friend got number 5. I was so nervous but I showed my best performance on the stage. Lots of people took photos and videos of me. Finally, anxiety was gone after I had finished my performance. Then, it was the time for the winner announcement. Luckily, I was chosen as the first winner. I went to the stage and all judges congratulated me. As the first winner, I got a trophy and money.

It was an unforgettable experience for me. I felt so happy.

20. What is the writer's intention to write the text?
- To tell her experience in joining story telling competition.
 - To show her disappointment to the teacher.
 - To tell readers how to be the winner in the competition.
 - To describe her feeling to the teacher.
21. What does the third paragraph tell us about?
- The writer's teacher was not fair to her.
 - The writer had no luxurious gown for the competition.
 - The writer practiced hard to win the story telling competition.
 - The writer performed well and be the first winner in the competition.
22. From the text above, it can be concluded that
- practice makes performance go well

- B. being nervous helps to perform well on the stage
 - C. wearing simple clothes can help to win the competition
 - D. it is necessary to wear luxurious costume and props for the competition
23. What is the generic structure of the text above?
- A. general classification – description
 - B. goal – materials – steps
 - C. orientation – events – reorientation
 - D. thesis – arguments – conclusion

Text 7 (Read the following text to answer questions number 24 to 27)

Going Camping

My family and I decided to go camping last holiday since the weather was very clear. My father prepared the tent and other equipments. My mother prepared cooking and eating utensils. I took my fishing rod and my brother brought his sport equipment. When everything was ready, we left for the camping site in countryside.

When we arrived at the camping site, we found that there were many campers. Unfortunately, the good location near the river had been occupied by other campers so that we had to look for another place. After some minutes, finally we found a good place. It was near a big tree. Then, we set up the tent there.

After setting up the tent, my father and I went fishing. We joined other people sitting on the rock near the river. In the evening, my father made a campfire. My mother cooked the fish we caught. Then, my family and I had dinner. I could say that it was the best fish I had ever tasted. After having dinner, we sang together and had fun. In the night, we slept in the tent. Sleeping in the tent was a very wonderful experience for me. In the next morning, I woke up early. I felt so fresh. Then, I accompanied my brother playing ball.

Finally, in the afternoon, we went back home. It was an amazing camping experience. I felt so happy.

24. What is the purpose of the text above?

- A. To describe a camping site.
 B. To give instruction how to set up the tent.
 C. To inform people about the new camping site.
 D. To tell readers about the writer's camping experience.
25. What does the second paragraph talk about?
 A. The writer and his father went fishing in the river.
 B. The writer and his family looked for a good place to set up the tent.
 C. The writer and his father made a campfire in the evening.
 D. The writer and his family prepared equipments for the camping.
26. The generic structure of the text above consists of
 A. orientation – complication – resolution
 B. identification – description
 C. orientation – events – reorientation
 D. goal – materials – steps
27. "...the river had been occupied by..." (paragraph 2). The underlined word is similar in meaning to
 A. inhabited
 B. authorized
 C. bought
 D. grabbed

For questions number 28 to 30, fill in the blank in the text below with appropriate words!

Last school (28) ..., my family and I went to Bandar Lampung. We went there by car and we left our home in Bandung at 5 o'clock a.m. It (29) ... about eight hours to get to the city center. We stayed in a small hotel. On the first day, we had a city tour. We enjoyed some delicious foods of the city. On the second day, we went to Pahawang Island and stayed there for two days. We went swimming, snorkeling, and sailing to other small islands. The view was amazing. The local people were also very friendly. We really had a good time (30) ... we felt very tired.

28. A. holiday
 B. examination
 C. party
 D. meeting
29. A. ran
 B. paid
 C. took
 D. sold
30. A. therefore
 B. and
 C. because
 D. although

ANSWER KEY

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



Appendix 8. Try-Out of Post-Test Instrument

TRY-OUT OF POST-TEST INSTRUMENT

(Time Allotment: 90 minutes)

Please choose the correct answer!

Text 1 (Read the following text to answer questions number 1 to 6)

Came Late to School

Last Monday, I went to school like usual. My house was quite long way from my school, so I went to school by bike. It was 6:35 a.m. and I took fifteen minutes to get to my school.

At that time, I was peddling my bike slowly. Suddenly, I saw a motorcycle hitting a bicycle ridden by a woman. The motorcycle did not stop. Soon, it disappeared. I got shocked because it happened in front of me. I felt confused whether I should help the woman or not. Finally, I decided to help her. She was slightly injured. The rice carried by the woman was scattered on the street. Several people and I helped the woman. I took the scattered rice on the street. Then, we helped her to get some treatments.

After helping the woman, I looked at my watch and realized that I was late. It was already 7:55 a.m. Then, I went to school hurriedly. I arrived at my school at 8:05. My teacher questioned me for being late. I explained what had happened and she did not get angry with me. Even she said that she was proud of me.

1. What does the text tell us about?
 - A. The writer got an accident.
 - B. The writer was late to school.
 - C. The writer's teacher was angry with him.
 - D. The writer skipped school.

2. How did the writer go to school?
 - A. on foot
 - B. by bus

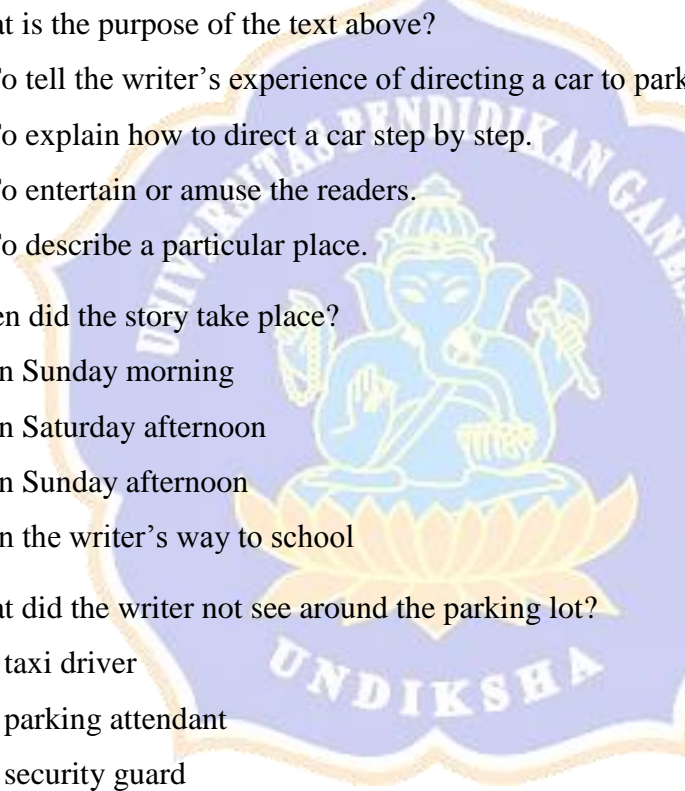
- C. by car
D. by bike
3. What did the writer see when he was going to school?
A. A girl was hit by a car.
B. A crazy person hit by a car.
C. A thief chased by the police.
D. A bicycle ridden by a woman hit by a motorcycle.
4. What did the writer do after seeing the accident?
A. He helped the woman.
B. He did nothing.
C. He ignored the accident.
D. He cried for help.
5. The generic structure of the text above is
A. identification – description
B. orientation – events – reorientation
C. thesis – arguments - conclusion
D. goal – materials – steps
6. “Soon, it disappeared” (paragraph 2). The underlined word is closest in meaning to
A. turned back
B. represented
C. vanished
D. replaced

Text 2 (Read the following text to answer questions number 7 to 10)

It was a beautiful Sunday afternoon and I was out for a short walk before going back home. I was going to drop by a bookstore. On my way, about 200 meters from the bookstore, I noticed a jeep driver trying to park between a van and a scooter. From the angle of the jeep, I knew that the driver was having trouble.

As I walked past, I could not help but looked at the driver. Unexpectedly, the driver turned his head and looked at me with a pleading face. I did not see any parking attendants nearby, so I decided to help him. I stopped and started to direct him. I said, “You can reverse some more, some more, some more. Stop! Now go forward”. After a couple of moves back and forth, he could park his jeep quite well.

Finally, the driver smiled at me and said “thank you”. I felt so happy because I could help him. It was my first experience of directing a car which was going to park and I succeeded.

- 
7. What is the purpose of the text above?
- To tell the writer’s experience of directing a car to park.
 - To explain how to direct a car step by step.
 - To entertain or amuse the readers.
 - To describe a particular place.
8. When did the story take place?
- on Sunday morning
 - on Saturday afternoon
 - on Sunday afternoon
 - on the writer’s way to school
9. What did the writer not see around the parking lot?
- a taxi driver
 - a parking attendant
 - a security guard
 - a police officer
10. What did the writer do to help the driver?
- The writer directed the driver in parking his car.
 - The writer drove and parked the driver’s car himself.
 - The writer called a parking attendant.
 - The writer pushed the driver’s car to an empty space.

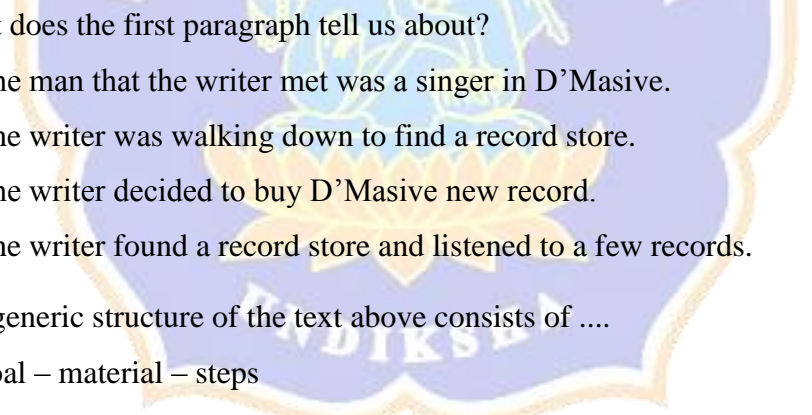
Text 3 (The following text is for questions number 11 to 13)

Meeting a Star

Last Sunday morning, I was walking down Ramayana street to look for a record store. A man stopped me and asked me the way to the Grand Hyatt Hotel. I was not sure exactly where it was, but I walked with him to the end of Ramayana street. He was very friendly and his face looked so familiar.

Then, I remembered where the Grand Hyatt Hotel was and told him the way how to get there. The man thanked me and tried to give me something. I thought it was money. I said “no” at first but he really wanted me to have it, so I took it. After that, I found the record store and listened to a few records. D’Masive has a new record that was number three in the top ten. I decided to buy it. I looked in my bag for my wallet and found a piece of paper that had been given by the man. It was a photo.

Finally, when I looked at the photo, I was very surprised. The man was a singer in D’Masive.

- 
11. What does the first paragraph tell us about?
- The man that the writer met was a singer in D’Masive.
 - The writer was walking down to find a record store.
 - The writer decided to buy D’Masive new record.
 - The writer found a record store and listened to a few records.
12. The generic structure of the text above consists of
- goal – material – steps
 - general classification – description
 - orientation – events – reorientation
 - thesis – arguments – conclusion
13. Why was the writer surprised?
- Because the writer found that the man she met was a singer in D’Masive.
 - Because the writer got a lot of money from the man that she met.
 - Because the writer lost her wallet at the end of Ramayana street.
 - Because the writer could not go back to the Grand Hyatt Hotel.

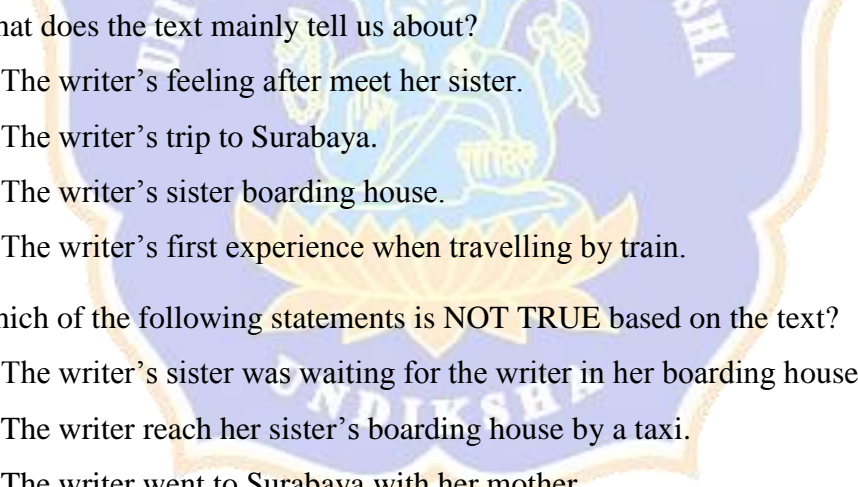
Text 4 (The following text is for questions number 14 to 16)

Last holiday, my mother and I visited my elder sister in Surabaya. She has lived there for nearly three years for study. We went there by an evening train. When we arrived at the railway station, the train had not arrived yet. We had to wait for a half hour.

When the train was getting into the station, many passengers were preparing themselves. There were more than ten people including us who got into the train. It was an economy-class train. It was too noisy and hot.

Nearly at dawn, we arrived at the Gubeng Station. My sister had been waiting at the exit gate. My mother and I were very happy when we saw her, so did my sister. From the station, my sister took us to her boarding house by a taxi.

After arriving at my sister's boarding house, I just could not wait to lay my body on the bed and slept. But, of course I had to take a bath and changed my clothes first. It was a tiring trip.

- 
14. What does the text mainly tell us about?
- The writer's feeling after meet her sister.
 - The writer's trip to Surabaya.
 - The writer's sister boarding house.
 - The writer's first experience when travelling by train.
15. Which of the following statements is NOT TRUE based on the text?
- The writer's sister was waiting for the writer in her boarding house.
 - The writer reach her sister's boarding house by a taxi.
 - The writer went to Surabaya with her mother.
 - The writer felt tired after the trip.
16. Based on the text above, we can know that
- the writer and her mother had to stand on the train during the trip
 - the writer really enjoyed her trip by train
 - the writer felt sad when she met her elder sister
 - the writer did not feel comfortable during the trip by train

Text 5 (Read the following text to answer questions number 17 to 20)**A Visit to a Wildlife Park**

Last holiday, I visited Sydney with my parents. We visited many interesting places. The one I enjoyed best was the Wildlife Park.

The Wildlife Park has a lot of Australian animals and birds. There are over 600 animals, including kangaroos, wallabies, koala, and crocodiles. They are kept in their natural surroundings. I much preferred the Wildlife Park to a zoo where a lot of animals are in cages.

In Wildlife Park, we were able to walk along the kangaroos and wallabies. We were even allowed to touch them and feed them. It was very exciting to be very so close to them. Then, we saw koala bears. They looked very cuddly. I took picture with one of them. It was a great souvenir of my holiday in Sydney. We also went to see the crocodiles. The Wildlife Park has a lot of fresh-water and salt-water crocodiles. Some of them were very big and scary with huge teeth. I did not get very close to them. Last, we visited the aviary. There were some colorful birds in the aviary. I really liked an old parrot which could talk.

It was an amazing holiday that I ever had. I really enjoyed my time with my parents in the Wildlife Park.

17. What is the writer's intention to write the text?
- A. To retell her past experience when visiting Wildlife Park.
 - B. To describe animals and birds in the Wildlife Park.
 - C. To persuade readers to visit Wildlife Park.
 - D. To inform readers about Wildlife Park.
18. What is the main idea of the second paragraph?
- A. The writer and his parents were able to walk along the kangaroos and wallabies.
 - B. The Wildlife Park has a lot of fresh-water and salt-water crocodiles.
 - C. The Wildlife Park has a lot of Australian animals and birds.
 - D. The writer much preferred the Wildlife Park to a zoo.
19. "We were even allowed to touch them and ..." (paragraph 3). The word "them" refers to

- A. the visitors of the Wildlife Park
 - B. the writer and his parents
 - C. the fresh-water and salt-water crocodiles
 - D. the kangaroos and wallabies
20. What is the generic structure of the text above?
- A. orientation – events – reorientation
 - B. identification – description
 - C. orientation – complication – resolution
 - D. goal – material – steps

Text 6 (Read the following text to answer questions number 21 to 23)

Last Sunday evening, I felt very tired after hanging out the whole day with my friends at the mall. As soon as I arrived home, I hung my jacket on a hanger and got ready to take a rest. Suddenly I remembered that I had to call a friend. I looked for my cell phone everywhere but I could not find it. I was getting panic. I asked everyone in the house whether they knew where my cell phone was, but no one knew. Well, I lost it I thought. Then I had an idea. I asked my brother to call my cell phone. To my surprise, I heard it ringing in my jacket. My cell phone was there. Finally, I was happy because I could find my cell phone.

21. What is the text about?
- A. Cell phone in the jacket.
 - B. The writer's brother's cell phone.
 - C. The lost cell phone.
 - D. The writer's friend's cell phone.
22. How did the writer get her cell phone back?
- A. She asked about her cell phone to her friends.
 - B. She found her cell phone on a table in her bedroom.
 - C. She asked everyone in the house about her cell phone.
 - D. She asked her brother to call her cell phone and found it in her jacket.
23. From the text, we can conclude that the writer is ... person.
- A. an attentive

- B. a forgetful
- C. a cautious
- D. a careful

Text 7 (The following text is for questions number 24 to 25)

A Recreation to Solo

My family and I went on a recreation to Solo last week. We went there by car on Monday. We stayed at grandparents' house.

On Tuesday, we went to Tawangmangu. We enjoyed the amazing view with its waterfall and had lunch there. We ate traditional foods like *gudangan*, *tempe bacem*, fried rice, and fried chicken. Then, we continued our trip to Taman Jurug.

The next day, we went to Kasunanan Palace. We saw many kinds of historical heritage of the palace. After that we had shopping at Klewer Market and Solo Grand Mall. I bought some souvenirs for my cousins. In the evening, we went sightseeing the town.

On Thursday morning, we said "good bye" to our grandparents and went home. I really enjoyed my holiday in Solo. It was amazing and fun.

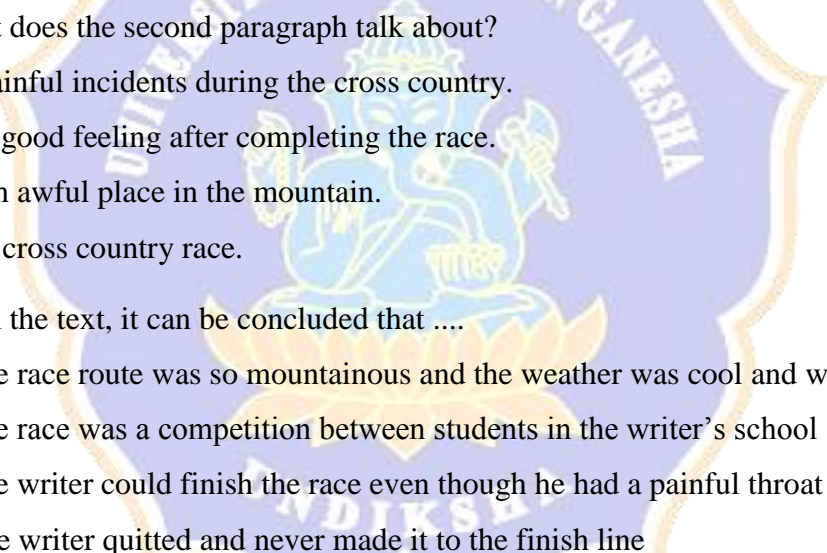
24. The purpose of the text above is
- A. to describe the view in Solo
 - B. to amuse or entertain the readers
 - C. to inform people about a tourism destination
 - D. to tell readers about the writer's past experience
25. "In the evening, we went sightseeing the town" (paragraph 3). What does the underlined word mean?
- A. watching a movie
 - B. having dinner
 - C. going around
 - D. going shopping

Text 8 (Read the following text to answer questions number 26 to 27)

I got a painful experience that I went through last semester. I joined the cross country. I was running this race competing against several other schools. The entire race was long and dreadful. It took place in the dessert so it was really hot and humid. In the race, I ran up and down the hills.

It was getting awful after ten minutes of the race. People who ran in front of me made me breathe the dust they created. It was not so bad until my throat started to hurt. It was very painful. I had a hard time to catch my breath and I sweat a lot. I really hated it.

In the end, I managed to finish the race. I felt really good after that. I felt fully live again. The race was a horrible experience for me. Because of this experience, I quitted the team a week later.

- 
26. What does the second paragraph talk about?
- Painful incidents during the cross country.
 - A good feeling after completing the race.
 - An awful place in the mountain.
 - A cross country race.
27. From the text, it can be concluded that
- the race route was so mountainous and the weather was cool and windy
 - the race was a competition between students in the writer's school
 - the writer could finish the race even though he had a painful throat
 - the writer quitted and never made it to the finish line

For questions number 28 to 30, fill in the blank in the text below with the appropriate words!

Last month, my diving team and I (28) ... to Menjangan Island in the north-west of Bali. After arriving at Menjangan, we got a general briefing. It included a description about how to take pictures under water. Then, we began our diving. During our diving, we saw groups of (29) ... fish. In order to identify them, we needed a good guide. Without some knowledge of their habitat and behavior, it was difficult to identify. This place is really impressive with its marine (30)

Diving in Menjangan Island was a great diving experience that my diving team and I ever had.

28. A. stayed
 B. went
 C. arrived
 D. spent
29. A. big
 B. large
 C. wide
 D. tiny
30. A. joy
 B. life
 C. love
 D. things

ANSWER KEY

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



Appendix 9. Expert Judgement Sheets of Pre-Test Instrument

EXPERT JUDGEMENT SHEET

Instrument: Multiple-Choice Reading Test (For Pre-Test)

Expert Judge: Prof. Dr. Ni Made Ratminingsih, M.A.

No.	Expert Response		Comments
	Relevant	Irrelevant	
1.	√		
2.	√		
3.	√		
4.	√		
5.	√		
6.	√		
7.	√		
8.	√		
9.	√		
10.	√		
11.	√		
12.	√		
13.	√		
14.	√		
15.	√		

16.	√		
17.	√		
18.	√		
19.	√		
20.	√		
21.	√		
22.	√		
23.	√		
24.	√		
25.	√		
26.	√		
27.	√		
28.	√		
29.	√		
30.	√		

Singaraja, 15 Februari 2022



Prof. Dr. Ni Made Ratminingsih, M.A.

EXPERT JUDGEMENT SHEET

Instrument: Multiple-Choice Reading Test (For Pre-Test)

Expert Judge: I Nyoman Pasek Hadi Saputra, S.Pd., M.Pd.

No.	Expert Response		Comments
	Relevant	Irrelevant	
1.	√		
2.	√		
3.	√		
4.	√		
5.	√		
6.	√		
7.	√		
8.	√		
9.	√		
10.	√		
11.	√		
12.	√		
13.	√		
14.	√		
15.	√		
16.	√		
17.	√		

18.	√		
19.	√		
20.	√		
21.	√		
22.	√		
23.	√		
24.	√		
25.	√		
26.	√		
27.	√		
28.	√		
29.	√		
30.	√		

Singaraja, 17 Februari 2022

I Nyoman Pasek Hadi Saputra, S.Pd., M.Pd.

Appendix 10. Expert Judgement Sheets of Post-Test Instrument

EXPERT JUDGEMENT SHEET

Instrument: Multiple-Choice Reading Test (For Post-Test)

Expert Judge: Prof. Dr. Ni Made Ratminingsih, M.A.

No.	Expert Response		Comments
	Relevant	Irrelevant	
1.	√		
2.	√		
3.	√		
4.	√		
5.	√		
6.	√		
7.	√		
8.	√		
9.	√		
10.	√		
11.	√		
12.	√		
13.	√		
14.	√		
15.	√		

16.	√		
17.	√		
18.	√		
19.	√		
20.	√		
21.	√		
22.	√		
23.	√		
24.	√		
25.	√		
26.	√		
27.	√		
28.	√		
29.	√		
30.	√		

Singaraja, 15 Februari 2022



Prof. Dr. Ni Made Ratminingsih, M.A.

EXPERT JUDGEMENT SHEET

Instrument: Multiple-Choice Reading Test (For Post-Test)

Expert Judge: I Nyoman Pasek Hadi Saputra, S.Pd., M.Pd.

No.	Expert Response		Comments
	Relevant	Irrelevant	
1.	√		
2.	√		
3.	√		
4.	√		
5.	√		
6.	√		
7.	√		
8.	√		
9.	√		
10.	√		
11.	√		
12.	√		
13.	√		
14.	√		
15.	√		
16.	√		
17.	√		

18.	√		
19.	√		
20.	√		
21.	√		
22.	√		
23.	√		
24.	√		
25.	√		
26.	√		
27.	√		
28.	√		
29.	√		
30.	√		

Singaraja, 17 Februari 2022

I Nyoman Pasek Hadi Saputra, S.Pd., M.Pd.

Appendix 11. Empirical Validity and Reliability Test of Pre-Test Instrument

THE RESULTS OF EMPIRICAL VALIDITY AND RELIABILITY TEST OF PRE-TEST INSTRUMENT

SKOR DATA DIBOBOT

=====


Jumlah Subyek = 25

Jumlah butir = 30

Bobot jwb benar = 1

Bobot jwb salah = 0

Nama berkas: C:\USERS\ACER\DOCUMENTS\RESULT OF ANATES (TRY OUT)\PRE-TEST TRY
OUT.ANA



No	Kode>Nama	Benar	Salah	Kosong	Skr Asli	Skr Bobot
1	Ayutut Pur...	21	9	0	21	21
2	Dewa Putu ...	14	16	0	14	14
3	Gede Agus ...	17	13	0	17	17
4	Gede Ari S...	15	15	0	15	15
5	Gede Raja ...	7	23	0	7	7
6	I Gusti Ag...	21	9	0	21	21
7	I Putu Bak...	6	24	0	6	6
8	Kadek Agus...	19	11	0	19	19
9	Kadek Arta...	21	9	0	21	21
10	Kadek Auli...	25	5	0	25	25
11	Kadek Ayu ...	21	9	0	21	21
12	Kadek Inta...	21	9	0	21	21
13	Kadek Nia ...	21	9	0	21	21
14	Ketut Bintang	28	2	0	28	28

15	Ketut Laud...	18	12	0	18	18
16	Komang Ars...	21	9	0	21	21
17	Komang Yen...	25	5	0	25	25
18	Made Gerry...	6	24	0	6	6
19	Pande Kade...	20	10	0	20	20
20	Putu Diah ...	14	16	0	14	14
21	Putu Gita ...	30	0	0	30	30
22	Putu Tiara...	23	7	0	23	23
23	Putu Yunia...	22	8	0	22	22
24	Ni Kadek R...	25	5	0	25	25
25	Putu Firma...	11	19	0	11	11

RELIABILITAS TES

=====

Rata2= 18,88

Simpang Baku= 6,39

KorelasiXY= 0,81

Reliabilitas Tes= 0,89

Nama berkas: C:\USERS\ACER\DOCUMENTS\RESULT OF ANATES (TRY OUT)\PRE-TEST TRY OUT.ANA

No.Urut	Kode>Nama Subyek	Skor Ganjil	Skor Genap	Skor Total
1	Ayutut Purnami	11	10	21
2	Dewa Putu Ang...	6	8	14
3	Gede Agus Pra...	11	6	17
4	Gede Ari Sanjaya	8	7	15
5	Gede Raja Yud...	5	2	7
6	I Gusti Agung...	13	8	21
7	I Putu Bakti ...	4	2	6

4	Komang Yena D...	25	-	1	1	1	1	1	1	1	1	1
5	Ni Kadek Rosd...	25	1	1	1	1	1	1	1	1	1	1
6	Putu Tiara Dewi	23	1	1	-	1	1	1	-	1	1	1
7	Putu Yuniantari	22	1	1	-	1	1	1	-	1	1	1
	Jml Jwb Benar		6	7	4	7	7	7	4	7	7	7

No.Urut	Kode>Nama Subyek	12	13	14	15	16	17	18	19	20	21	22	23
1	Putu Gita Jut...	1	1	1	1	1	1	1	1	1	1	1	1
2	Ketut Bintang	1	1	1	1	1	1	1	1	1	1	1	1
3	Kadek Aulia N...	1	1	-	1	-	-	1	1	-	1	1	1
4	Komang Yena D...	-	1	1	1	1	1	1	-	1	1	1	1
5	Ni Kadek Rosd...	1	1	-	1	-	-	1	-	-	1	1	1
6	Putu Tiara Dewi	1	1	1	1	1	1	1	-	1	1	1	-
7	Putu Yuniantari	-	1	1	1	1	1	1	-	1	1	1	1
	Jml Jwb Benar	5	7	5	7	5	5	7	3	5	7	7	6

No.Urut	Kode>Nama Subyek	24	25	26	27	28	29	30
1	Putu Gita Jut...	1	1	1	1	1	1	1
2	Ketut Bintang	1	1	-	1	1	1	1
3	Kadek Aulia N...	1	1	1	1	1	1	1
4	Komang Yena D...	1	1	1	1	1	-	-
5	Ni Kadek Rosd...	1	1	1	1	1	1	1
6	Putu Tiara Dewi	1	1	-	1	-	1	-
7	Putu Yuniantari	1	1	-	-	1	-	-
	Jml Jwb Benar	7	7	4	6	6	5	4

Kelompok Asor

Nama berkas: C:\USERS\ACER\DOCUMENTS\RESULT OF ANATES (TRY OUT)\PRE-TEST TRY OUT.ANA

No.Urut	Kode>Nama Subyek	Skor	1	2	3	4	5	6	7	8	9	10	11
1	Gede Ari Sanjaya	15	1	1	-	1	-	1	1	-	1	-	-
2	Dewa Putu Ang...	14	-	-	-	1	1	1	-	1	1	1	-
3	Putu Diah Ant...	14	-	1	-	-	1	1	-	-	1	1	-
4	Putu Firma Sa...	11	1	-	-	-	-	-	-	1	-	-	-
5	Gede Raja Yud...	7	-	-	-	-	1	-	-	1	1	-	-
6	I Putu Bakti ...	6	-	-	-	-	-	-	-	1	-	-	1
7	Made Gerry Ad...	6	-	1	-	1	1	1	-	-	-	-	1
	Jml Jwb Benar		2	3	0	3	4	4	1	4	4	2	2

No.Urut	Kode>Nama Subyek	12	13	14	15	16	17	18	19	20	21	22	23
1	Gede Ari Sanjaya	-	1	-	1	-	-	-	-	-	-	1	1
2	Dewa Putu Ang...	1	1	-	1	1	-	1	-	-	1	-	1
3	Putu Diah Ant...	-	1	1	1	-	1	-	-	1	-	-	1
4	Putu Firma Sa...	1	-	-	-	-	1	-	-	1	1	-	1
5	Gede Raja Yud...	-	1	1	1	-	-	-	-	-	1	-	-
6	I Putu Bakti ...	-	-	-	1	-	-	-	-	-	-	-	-
7	Made Gerry Ad...	-	-	-	-	-	-	-	-	-	-	-	1
	Jml Jwb Benar	2	4	2	5	1	2	1	0	2	3	1	5

No.Urut	Kode>Nama Subyek	24	25	26	27	28	29	30
1	Gede Ari Sanjaya	1	1	-	1	1	-	1
2	Dewa Putu Ang...	-	-	-	-	1	-	-
3	Putu Diah Ant...	1	1	-	-	1	-	-
4	Putu Firma Sa...	1	1	1	-	-	-	1

5	Gede Raja Yud...	-	-	-	-	-	-
6	I Putu Bakti ...	-	1	1	-	-	1
7	Made Gerry Ad...	-	-	-	-	-	-
	Jml Jwb Benar	3	4	2	1	3	1

DAYA PEMBEDA

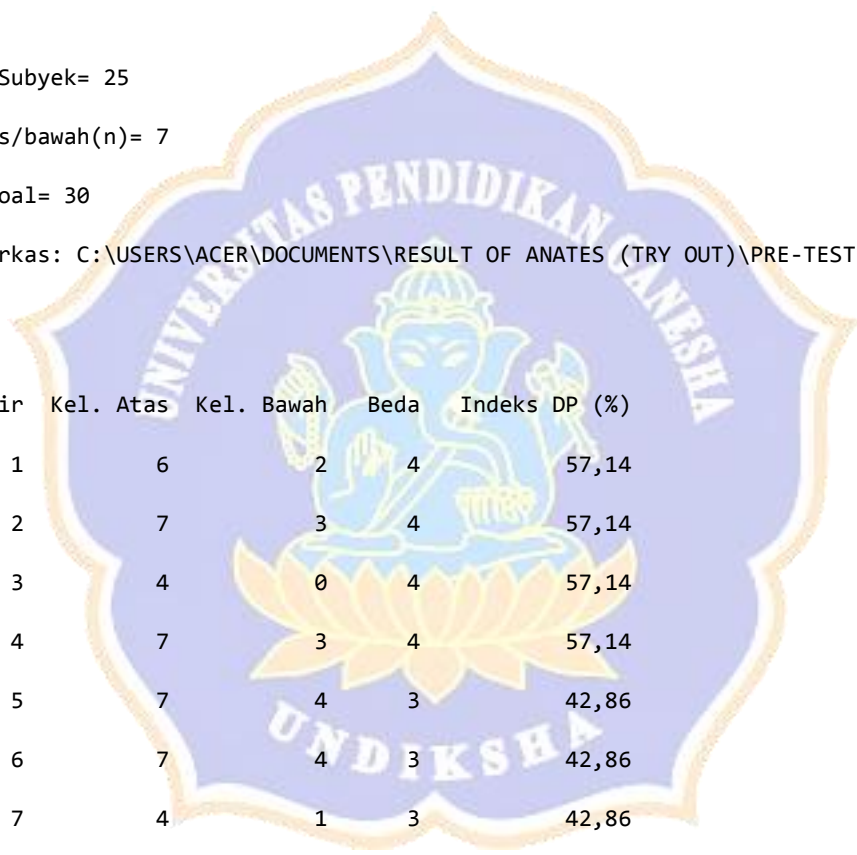
=====

Jumlah Subyek= 25

Klp atas/bawah(n)= 7

Butir Soal= 30

Nama berkas: C:\USERS\ACER\DOCUMENTS\RESULT OF ANATES (TRY OUT)\PRE-TEST TRY OUT.ANA



No Butir	Kel. Atas	Kel. Bawah	Beda	Indeks DP (%)
1	6	2	4	57,14
2	7	3	4	57,14
3	4	0	4	57,14
4	7	3	4	57,14
5	7	4	3	42,86
6	7	4	3	42,86
7	4	1	3	42,86
8	7	4	3	42,86
9	7	4	3	42,86
10	7	2	5	71,43
11	7	2	5	71,43
12	5	2	3	42,86
13	7	4	3	42,86
14	5	2	3	42,86
15	7	5	2	28,57

16	5	1	4	57,14
17	5	2	3	42,86
18	7	1	6	85,71
19	3	0	3	42,86
20	5	2	3	42,86
21	7	3	4	57,14
22	7	1	6	85,71
23	6	5	1	14,29
24	7	3	4	57,14
25	7	4	3	42,86
26	4	2	2	28,57
27	6	1	5	71,43
28	6	3	3	42,86
29	5	1	4	57,14
30	4	2	2	28,57

TINGKAT KESUKARAN

=====

Jumlah Subyek= 25

Butir Soal= 30

Nama berkas: C:\USERS\ACER\DOCUMENTS\RESULT OF ANATES (TRY OUT)\PRE-TEST TRY OUT.ANA

No Butir	Jml Betul	Tkt. Kesukaran(%)	Tafsiran
1	15	60,00	Sedang
2	18	72,00	Mudah
3	7	28,00	Sukar
4	19	76,00	Mudah
5	22	88,00	Sangat Mudah

6	21	84,00	Mudah
7	7	28,00	Sukar
8	21	84,00	Mudah
9	21	84,00	Mudah
10	19	76,00	Mudah
11	16	64,00	Sedang
12	14	56,00	Sedang
13	21	84,00	Mudah
14	17	68,00	Sedang
15	22	88,00	Sangat Mudah
16	10	40,00	Sedang
17	15	60,00	Sedang
18	15	60,00	Sedang
19	3	12,00	Sangat Sukar
20	15	60,00	Sedang
21	19	76,00	Mudah
22	16	64,00	Sedang
23	13	52,00	Sedang
24	19	76,00	Mudah
25	20	80,00	Mudah
26	9	36,00	Sedang
27	17	68,00	Sedang
28	20	80,00	Mudah
29	10	40,00	Sedang
30	11	44,00	Sedang

KORELASI SKOR BUTIR DG SKOR TOTAL

=====

Jumlah Subyek= 25

Butir Soal= 30

Nama berkas: C:\USERS\ACER\DOCUMENTS\RESULT OF ANATES (TRY OUT)\PRE-TEST TRY OUT.ANA

No Butir	Korelasi	Signifikansi
1	0,506	Sangat Signifikan
2	0,486	Sangat Signifikan
3	0,453	Sangat Signifikan
4	0,572	Sangat Signifikan
5	0,484	Sangat Signifikan
6	0,584	Sangat Signifikan
7	0,424	Signifikan
8	0,340	-
9	0,601	Sangat Signifikan
10	0,722	Sangat Signifikan
11	0,358	Signifikan
12	0,382	Signifikan
13	0,619	Sangat Signifikan
14	0,425	Signifikan
15	0,366	Signifikan
16	0,433	Signifikan
17	0,375	Signifikan
18	0,623	Sangat Signifikan
19	0,518	Sangat Signifikan
20	0,441	Signifikan
21	0,543	Sangat Signifikan
22	0,744	Sangat Signifikan

23	0,109	-
24	0,572	Sangat Signifikan
25	0,485	Sangat Signifikan
26	0,161	-
27	0,740	Sangat Signifikan
28	0,661	Sangat Signifikan
29	0,381	Signifikan
30	0,377	Signifikan

Catatan: Batas signifikansi koefisien korelasi sebagai berikut:

df (N-2)	P=0,05	P=0,01	df (N-2)	P=0,05	P=0,01
10	0,576	0,708	60	0,250	0,325
15	0,482	0,606	70	0,233	0,302
20	0,423	0,549	80	0,217	0,283
25	0,381	0,496	90	0,205	0,267
30	0,349	0,449	100	0,195	0,254
40	0,304	0,393	125	0,174	0,228
50	0,273	0,354	>150	0,159	0,208

Bila koefisien = 0,000 berarti tidak dapat dihitung.

KUALITAS PENGECOH

=====

Jumlah Subyek= 25

Butir Soal= 30

Nama berkas: C:\USERS\ACER\DOCUMENTS\RESULT OF ANATES (TRY OUT)\PRE-TEST TRY OUT.ANA

No Butir	a	b	c	d	*
1	4++	4++	15**	2+	0
2	2++	3+	2++	18**	0
3	5++	7**	6++	7++	0
4	19**	2++	1-	3+	0
5	1++	22**	1++	1++	0
6	2+	1+	1+	21**	0
7	7++	7**	4+	7++	0
8	21**	1+	1+	2+	0
9	2+	1+	21**	1+	0
10	19**	3+	2++	1-	0
11	2+	16**	4+	3++	0
12	6-	1-	4++	14**	0
13	21**	1+	2+	1+	0
14	2+	3++	17**	3++	0
15	1++	22**	1++	1++	0
16	5++	5++	10**	5++	0
17	15**	4++	3++	3++	0
18	5+	3++	2+	15**	0
19	6++	10+	3**	6++	0
20	15**	3++	5+	2+	0
21	1-	2++	3+	19**	0
22	16**	3++	4+	2+	0
23	2-	3+	13**	7-	0
24	3+	2++	1-	19**	0
25	2++	20**	1+	2++	0
26	6++	5++	9**	5++	0
27	17**	4+	2+	2+	0
28	20**	2++	2++	1+	0
29	5++	5++	10**	5++	0

30 5++ 6+ 3+ 11** 0

Keterangan:

** : Kunci Jawaban

++ : Sangat Baik

+ : Baik

- : Kurang Baik

-- : Buruk

---: Sangat Buruk



Appendix 12. Empirical Validity and Reliability Test of Post-Test Instrument

THE RESULTS OF EMPIRICAL VALIDITY AND RELIABILITY TEST OF POST-TEST INSTRUMENT

SKOR DATA DIBOBOT

=====


Jumlah Subyek = 25

Jumlah butir = 30

Bobot jwb benar = 1

Bobot jwb salah = 0

Nama berkas: C:\USERS\ACER\DOCUMENTS\RESULT OF ANATES (TRY OUT)\POST-TEST TRY
OUT.ANA



No	Kode>Nama	Benar	Salah	Kosong	Skr Asli	Skr Bobot
1	Ayutut Pur...	19	11	0	19	19
2	Dewa Putu ...	8	22	0	8	8
3	Gede Agus ...	6	24	0	6	6
4	Gede Ari S...	23	7	0	23	23
5	Gede Raja ...	10	20	0	10	10
6	I Gusti Ag...	15	15	0	15	15
7	I Putu Bak...	8	22	0	8	8
8	Kadek Agus...	24	6	0	24	24
9	Kadek Arta...	18	12	0	18	18
10	Kadek Auli...	20	10	0	20	20
11	Kadek Ayu ...	20	10	0	20	20
12	Kadek Inta...	27	3	0	27	27
13	Kadek Nia ...	27	3	0	27	27
14	Ketut Bintang	20	10	0	20	20

15	Ketut Laud...	7	23	0	7	7
16	Komang Ars...	26	4	0	26	26
17	Komang Yen...	24	6	0	24	24
18	Made Gerry...	18	12	0	18	18
19	Pande Kade...	23	7	0	23	23
20	Putu Diah ...	27	3	0	27	27
21	Putu Gita ...	28	2	0	28	28
22	Putu Tiara...	15	15	0	15	15
23	Putu Yunia...	27	3	0	27	27
24	Ni Kadek R...	24	6	0	24	24
25	Putu Firma...	17	13	0	17	17

RELIABILITAS TES

=====

Rata2= 19,24

Simpang Baku= 6,98

KorelasiXY= 0,87

Reliabilitas Tes= 0,93

Nama berkas: C:\USERS\ACER\DOCUMENTS\RESULT OF ANATES (TRY OUT)\POST-TEST TRY OUT.ANA

No.Urut	Kode>Nama Subyek	Skor Ganjil	Skor Genap	Skor Total
1	Ayutut Purnami	8	11	19
2	Dewa Putu Ang...	3	5	8
3	Gede Agus Pra...	3	3	6
4	Gede Ari Sanjaya	12	11	23
5	Gede Raja Yud...	6	4	10
6	I Gusti Agung...	8	7	15
7	I Putu Bakti ...	3	5	8

8	Kadek Agusta ...	14	10	24
9	Kadek Artada ...	10	8	18
10	Kadek Aulia N...	9	11	20
11	Kadek Ayu Wia...	9	11	20
12	Kadek Intan C...	13	14	27
13	Kadek Nia San...	13	14	27
14	Ketut Bintang	9	11	20
15	Ketut Laudya Ani	5	2	7
16	Komang Arsada...	13	13	26
17	Komang Yena D...	11	13	24
18	Made Gerry Ad...	8	10	18
19	Pande Kadek D...	11	12	23
20	Putu Diah Ant...	15	12	27
21	Putu Gita Jut...	13	15	28
22	Putu Tiara Dewi	9	6	15
23	Putu Yuniantari	14	13	27
24	Ni Kadek Rosd...	13	11	24
25	Putu Firma Sa...	9	8	17

Kel Unggul & Asor

=====

Kelompok Unggul

Nama berkas: C:\USERS\ACER\DOCUMENTS\RESULT OF ANATES (TRY OUT)\POST-TEST TRY OUT.ANA

No.Urut	Kode>Nama Subyek	Skor	1	2	3	4	5	6	7	8	9	10	11
1	Putu Gita Jut...	28	1	1	1	1	1	1	1	1	1	1	-
2	Kadek Intan C...	27	1	1	1	1	1	1	1	1	1	1	1
3	Kadek Nia San...	27	1	1	1	1	1	1	1	1	-	1	1

4	Putu Diah Ant...	27	1	1	1	1	1	1	1	1	1	1	1
5	Putu Yuniantari	27	1	1	1	1	1	1	1	1	1	1	1
6	Komang Arsada...	26	1	1	1	1	1	1	1	1	1	1	1
7	Kadek Agusta ...	24	1	1	1	1	1	1	1	1	1	1	1
	Jml Jwb Benar		7	7	7	7	7	7	7	7	6	7	6

No.Urut	Kode/Nama Subyek	12	13	14	15	16	17	18	19	20	21	22	23
1	Putu Gita Jut...	1	1	1	1	1	1	1	1	1	1	1	1
2	Kadek Intan C...	1	1	1	1	1	1	1	1	1	-	1	1
3	Kadek Nia San...	1	1	1	1	1	1	1	1	-	-	1	1
4	Putu Diah Ant...	-	1	1	1	-	1	1	1	1	1	1	1
5	Putu Yuniantari	1	1	1	1	1	1	1	1	-	-	1	1
6	Komang Arsada...	1	1	1	1	1	1	1	1	-	-	1	1
7	Kadek Agusta ...	-	1	1	1	-	1	-	1	-	1	1	1
	Jml Jwb Benar	5	7	7	7	5	7	6	7	3	3	7	7

No.Urut	Kode/Nama Subyek	24	25	26	27	28	29	30
1	Putu Gita Jut...	1	1	1	1	1	-	1
2	Kadek Intan C...	1	1	1	1	-	-	1
3	Kadek Nia San...	1	1	1	1	1	1	1
4	Putu Diah Ant...	-	1	1	1	1	1	1
5	Putu Yuniantari	1	1	1	1	-	1	1
6	Komang Arsada...	1	1	1	1	-	-	1
7	Kadek Agusta ...	1	1	1	1	1	-	-
	Jml Jwb Benar	6	7	7	7	4	3	6

Kelompok Asor

Nama berkas: C:\USERS\ACER\DOCUMENTS\RESULT OF ANATES (TRY OUT)\POST-TEST TRY OUT.ANA

No.Urut	Kode>Nama Subyek	Skor	1	2	3	4	5	6	7	8	9	10	11
1	I Gusti Agung...	15	-	1	1	1	1	1	1	1	1	1	1
2	Putu Tiara Dewi	15	1	1	1	1	1	-	1	1	-	-	-
3	Gede Raja Yud...	10	1	-	-	1	1	-	-	-	1	1	-
4	Dewa Putu Ang...	8	1	-	-	1	-	1	1	1	-	-	-
5	I Putu Bakti ...	8	-	-	-	-	-	-	-	-	-	1	-
6	Ketut Laudya Ani	7	1	-	-	-	-	-	1	-	1	-	-
7	Gede Agus Pra...	6	-	1	-	-	-	-	1	-	1	-	-
	Jml Jwb Benar		4	3	2	4	3	2	5	3	4	3	1

No.Urut	Kode>Nama Subyek	12	13	14	15	16	17	18	19	20	21	22	23
1	I Gusti Agung...	1	1	-	1	1	-	-	-	-	-	-	-
2	Putu Tiara Dewi	-	-	-	1	-	1	-	-	-	-	1	1
3	Gede Raja Yud...	-	-	-	1	1	1	-	-	-	-	-	-
4	Dewa Putu Ang...	-	-	1	-	-	1	-	-	-	-	-	-
5	I Putu Bakti ...	1	1	-	-	-	-	-	-	-	-	1	1
6	Ketut Laudya Ani	-	-	1	-	-	1	-	-	-	-	-	1
7	Gede Agus Pra...	-	-	-	-	-	-	-	1	-	-	-	-
	Jml Jwb Benar	2	2	2	3	2	4	0	1	0	0	2	3

No.Urut	Kode>Nama Subyek	24	25	26	27	28	29	30
1	I Gusti Agung...	-	1	-	-	-	-	-
2	Putu Tiara Dewi	-	1	-	1	1	-	1
3	Gede Raja Yud...	-	-	1	1	-	-	-
4	Dewa Putu Ang...	-	-	-	-	1	-	-

5	I Putu Bakti ...	-	-	1	1	-	-	1
6	Ketut Laudya Ani	1	-	-	-	-	-	-
7	Gede Agus Pra...	-	-	1	-	1	-	-
	Jml Jwb Benar	1	2	3	3	3	0	2

DAYA PEMBEDA

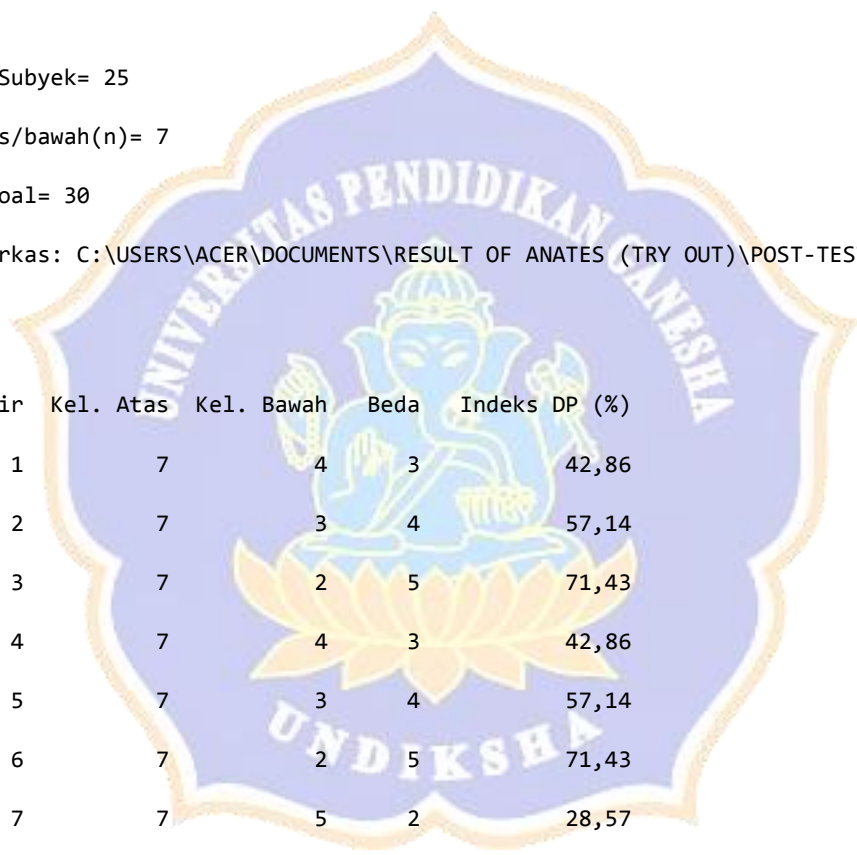
=====

Jumlah Subyek= 25

Klp atas/bawah(n)= 7

Butir Soal= 30

Nama berkas: C:\USERS\ACER\DOCUMENTS\RESULT OF ANATES (TRY OUT)\POST-TEST TRY OUT.ANA



No Butir	Kel. Atas	Kel. Bawah	Beda	Indeks DP (%)
1	7	4	3	42,86
2	7	3	4	57,14
3	7	2	5	71,43
4	7	4	3	42,86
5	7	3	4	57,14
6	7	2	5	71,43
7	7	5	2	28,57
8	7	3	4	57,14
9	6	4	2	28,57
10	7	3	4	57,14
11	6	1	5	71,43
12	5	2	3	42,86
13	7	2	5	71,43
14	7	2	5	71,43
15	7	3	4	57,14

16	5	2	3	42,86
17	7	4	3	42,86
18	6	0	6	85,71
19	7	1	6	85,71
20	3	0	3	42,86
21	3	0	3	42,86
22	7	2	5	71,43
23	7	3	4	57,14
24	6	1	5	71,43
25	7	2	5	71,43
26	7	3	4	57,14
27	7	3	4	57,14
28	4	3	1	14,29
29	3	0	3	42,86
30	6	2	4	57,14

TINGKAT KESUKARAN

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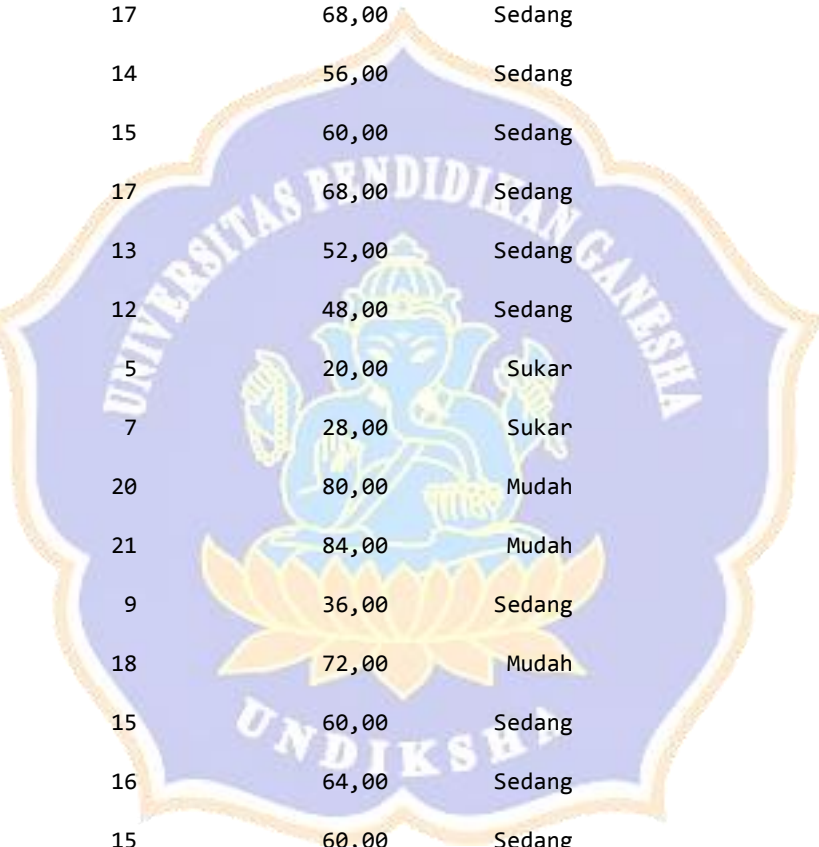
Jumlah Subyek= 25

Butir Soal= 30

Nama berkas: C:\USERS\ACER\DOCUMENTS\RESULT OF ANATES (TRY OUT)\POST-TEST TRY OUT.ANA

No Butir	Jml Betul	Tkt. Kesukaran(%)	Tafsiran
1	21	84,00	Mudah
2	21	84,00	Mudah
3	20	80,00	Mudah
4	22	88,00	Sangat Mudah
5	20	80,00	Mudah

6	16	64,00	Sedang
7	21	84,00	Mudah
8	21	84,00	Mudah
9	21	84,00	Mudah
10	20	80,00	Mudah
11	12	48,00	Sedang
12	12	48,00	Sedang
13	20	80,00	Mudah
14	17	68,00	Sedang
15	14	56,00	Sedang
16	15	60,00	Sedang
17	17	68,00	Sedang
18	13	52,00	Sedang
19	12	48,00	Sedang
20	5	20,00	Sukar
21	7	28,00	Sukar
22	20	80,00	Mudah
23	21	84,00	Mudah
24	9	36,00	Sedang
25	18	72,00	Mudah
26	15	60,00	Sedang
27	16	64,00	Sedang
28	15	60,00	Sedang
29	7	28,00	Sukar
30	13	52,00	Sedang



KORELASI SKOR BUTIR DG SKOR TOTAL

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Jumlah Subyek= 25

Butir Soal= 30

Nama berkas: C:\USERS\ACER\DOCUMENTS\RESULT OF ANATES (TRY OUT)\POST-TEST TRY OUT.ANA

No Butir	Korelasi	Signifikansi
1	0,478	Sangat Signifikan
2	0,702	Sangat Signifikan
3	0,837	Sangat Signifikan
4	0,661	Sangat Signifikan
5	0,720	Sangat Signifikan
6	0,648	Sangat Signifikan
7	0,303	-
8	0,733	Sangat Signifikan
9	0,303	-
10	0,617	Sangat Signifikan
11	0,564	Sangat Signifikan
12	0,470	Sangat Signifikan
13	0,734	Sangat Signifikan
14	0,513	Sangat Signifikan
15	0,550	Sangat Signifikan
16	0,435	Signifikan
17	0,313	-
18	0,713	Sangat Signifikan
19	0,552	Sangat Signifikan
20	0,363	Signifikan
21	0,304	-
22	0,734	Sangat Signifikan

23	0,606	Sangat Signifikan
24	0,486	Sangat Signifikan
25	0,791	Sangat Signifikan
26	0,339	-
27	0,404	Signifikan
28	0,184	-
29	0,382	Signifikan
30	0,397	Signifikan

Catatan: Batas signifikansi koefisien korelasi sebagai berikut:

df (N-2)	P=0,05	P=0,01	df (N-2)	P=0,05	P=0,01
10	0,576	0,708	60	0,250	0,325
15	0,482	0,606	70	0,233	0,302
20	0,423	0,549	80	0,217	0,283
25	0,381	0,496	90	0,205	0,267
30	0,349	0,449	100	0,195	0,254
40	0,304	0,393	125	0,174	0,228
50	0,273	0,354	>150	0,159	0,208

Bila koefisien = 0,000 berarti tidak dapat dihitung.

KUALITAS PENGECOH

=====

Jumlah Subyek= 25

Butir Soal= 30

Nama berkas: C:\USERS\ACER\DOCUMENTS\RESULT OF ANATES (TRY OUT)\POST-TEST TRY OUT.ANA

No Butir	a	b	c	d	*
1	2+	21**	1+	1+	0
2	1+	2+	1+	21**	0
3	1+	2++	2++	20**	0
4	22**	1++	1++	1++	0
5	2++	20**	1+	2++	0
6	2+	3++	16**	4+	0
7	21**	2+	1+	1+	0
8	1+	1+	21**	2+	0
9	2+	21**	1+	1+	0
10	20**	1+	2++	2++	0
11	7-	12**	3+	3+	0
12	6+	4++	12**	3+	0
13	20**	1+	1+	3--	0
14	2+	17**	2+	4+	0
15	14**	5+	1-	5+	0
16	3++	4++	3++	15**	0
17	17**	2+	2+	4+	0
18	3+	2-	13**	7-	0
19	6+	3+	4++	12**	0
20	5**	4+	7++	9+	0
21	10-	3-	7**	5++	0
22	2++	2++	1+	20**	0
23	2+	21**	1+	1+	0
24	8+	1--	7+	9**	0
25	4-	1-	18**	2++	0
26	15**	6--	1-	3++	0
27	3++	4+	16**	2+	0
28	4++	15**	5+	1-	0
29	7++	8+	3-	7**	0

30 5++ 13** 3+ 4++ 0

Keterangan:

** : Kunci Jawaban

++ : Sangat Baik

+ : Baik

- : Kurang Baik

-- : Buruk

---: Sangat Buruk



Appendix 13. Blue Print of Pre-Test Instrument after Try-Out

BLUE PRINT OF PRE-TEST INSTRUMENT AFTER TRY-OUT

Jenjang : SMP
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/2
 Materi : Recount Text (*Personal Recount Text*)
 Jumlah Soal : 25 Soal
 Bentuk Soal : PG (Pilihan Ganda)

Kompetensi Dasar	Indikator Pencapaian Kompetensi (IPK)	Indikator Soal	Level Kognitif	No Soal
4.11 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 (<i>personal recount</i>).	1. Menentukan informasi tersurat dari suatu teks <i>personal recount</i> .	➤ Disajikan sebuah teks <i>personal recount</i> , peserta didik diharapkan dapat menentukan informasi tersurat tertentu dari teks <i>recount</i> tersebut.	C1	2, 5, 8, 9, 10, 13, 14, 16, dan 17
	2. Menentukan informasi tersirat dari suatu teks <i>personal recount</i> .	➤ Disajikan sebuah teks <i>personal recount</i> , peserta didik diharapkan dapat menyimpulkan	C2	6 dan 21

		isi bacaan teks recount tersebut.		
	3. Mengidentifikasi struktur dari suatu teks personal recount.	➤ Disajikan sebuah teks personal recount, peserta didik diharapkan dapat menentukan struktur teks tersebut dengan tepat.	C2	3
	4. Menjelaskan gambaran umum suatu teks personal recount.	➤ Disajikan sebuah teks personal recount, peserta didik diharapkan dapat menentukan gambaran umum dari teks recount tersebut.	C2	1, 7, dan 15
	5. Menjelaskan gagasan utama/ide pokok paragraf dari suatu teks personal recount.	➤ Disajikan sebuah teks personal recount, peserta didik diharapkan dapat menentukan gagasan utama dari suatu paragraf pada teks recount tersebut.	C2	4, 20, dan 22

	6. Menjelaskan tujuan komunikatif dari suatu teks personal recount.	➤ Disajikan sebuah teks personal recount, peserta didik diharapkan dapat menentukan tujuan komunikatif dari teks recount tersebut.	C2	12 and 19
	7. Menentukan makna kata tertentu yang terdapat pada suatu teks personal recount.	➤ Disajikan sebuah teks personal recount, peserta didik diharapkan dapat menentukan makna kata tertentu yang terdapat pada teks tersebut.	C2	11, 18, dan 23
	8. Melengkapi sebuah teks personal recount rumpang dengan kata yang tepat.	➤ Disajikan sebuah teks personal recount rumpang, peserta didik diharapkan dapat melengkapi bagian yang rumpang dengan pilihan kata yang tepat.	C3	24 dan 25

Appendix 14. Blue Print of Post-Test Instrument after Try-Out

BLUE PRINT OF POST-TEST INSTRUMENT AFTER TRY-OUT

Jenjang : SMP
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/2
 Materi : Recount Text (*Personal Recount Text*)
 Jumlah Soal : 25 Soal
 Bentuk Soal : PG (Pilihan Ganda)

Kompetensi Dasar	Indikator Pencapaian Kompetensi (IPK)	Indikator Soal	Level Kognitif	No Soal
4.11 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 (<i>personal recount</i>).	1. Menentukan informasi tersurat dari suatu teks personal recount.	➤ Disajikan sebuah teks personal recount, peserta didik diharapkan dapat menentukan informasi tersurat tertentu dari teks recount tersebut.	C1	2, 3, 4, 7, 8, 10, 12 dan 18
	2. Menentukan informasi tersirat dari suatu teks personal recount.	➤ Disajikan sebuah teks personal recount, peserta didik diharapkan dapat menyimpulkan	C2	13, 19, dan 23

		isi bacaan teks recount tersebut.		
	3. Mengidentifikasi struktur dari suatu teks personal recount.	➤ Disajikan sebuah teks personal recount, peserta didik diharapkan dapat menentukan struktur teks tersebut dengan tepat.	C2	5
	4. Menjelaskan gambaran umum suatu teks personal recount.	➤ Disajikan sebuah teks personal recount, peserta didik diharapkan dapat menentukan gambaran umum dari teks recount tersebut.	C2	1, 11, dan 17
	5. Menjelaskan gagasan utama/ide pokok paragraf dari suatu teks personal recount.	➤ Disajikan sebuah teks personal recount, peserta didik diharapkan dapat menentukan gagasan utama dari suatu paragraf pada teks recount tersebut.	C2	9, 15, dan 22

	6. Menjelaskan tujuan komunikatif dari suatu teks personal recount.	➤ Disajikan sebuah teks personal recount, peserta didik diharapkan dapat menentukan tujuan komunikatif dari teks recount tersebut.	C2	14 dan 20
	7. Menentukan makna kata tertentu yang terdapat pada suatu teks personal recount.	➤ Disajikan sebuah teks personal recount, peserta didik diharapkan dapat menentukan makna kata tertentu yang terdapat pada teks tersebut.	C2	6, 16, dan 21
	8. Melengkapi sebuah teks personal recount rumpang dengan kata yang tepat.	➤ Disajikan sebuah teks personal recount rumpang, peserta didik diharapkan dapat melengkapi bagian yang rumpang dengan pilihan kata yang tepat.	C3	24 dan 25

Appendix 15. Reading Comprehension Test (Pre-Test)**READING COMPREHENSION TEST (PRE-TEST)****(Time Allotment: 90 minutes)***Please choose the correct answer!***Text 1 (Read the following text to answer questions number 1 to 3)****Climbing Batur Mountain**

Last month, I went to climb Batur Mountain in Bali with my friends. I have never climbed it before. We started climbing at 7 o'clock p.m. Even though it was so dark, I felt no worried because all of my friends were professional climbers.

We climbed slowly and enjoyed the moment. After climbing for about 8 hours, we could reach the top of the mountain. There were a lot of other climbers who reached that top faster than us. We waited for the rising sun while cooking some foods and drinking coffee to get warmer. Others sang some songs together, shared stories, or lay on the ground to take a rest. After seeing the sun rose, we set up the tent because we wanted to stay there for three days. We really enjoyed the moment and did so many interesting activities there.

After all, it was my greatest experience I have ever had in my life. I felt really tired but I was very happy.

1. What does the text tell us about?
 - A. The writer's first experience in climbing a mountain.
 - B. The view of Batur Mountain in the morning.
 - C. The writer's experience in climbing Batur Mountain.
 - D. The description of Batur Mountain in Bali.
2. What did the writer and his friends do when waiting for the sunrise?
 - A. They shared stories.
 - B. They set up the tent.
 - C. They lay on the ground to take a rest.
 - D. They cooked some foods and drank coffee.

3. The generic structure of the text above is
- identification – description
 - orientation – events – reorientation
 - goal – material – steps
 - orientation – complication – resolution

Text 2 (Read the following text to answer questions number 4 to 6)

Last Sunday, I was gardening with my father. It was half past six in the morning. The air was so fresh. My father called me from the yard. He said something about ‘banana’. Then, I walked to where he stood looking at one of my banana trees. I saw some of the bananas were yellow. What a beautiful view!

Next, we were busy to harvest the bananas. It was my first time to do this. We just moved to this house for about five months. Here, we have some yard with banana and guava trees beside the house. After harvesting the bananas, I watered the vertical garden and pulled off the wild grass. I also collected the old leaves so that the yard looked nicer and cleaner.

Finally, I picked two ripe guavas. They smelt nice. Then, I took a shower and had breakfast with my parents. It was a fine Sunday morning. I felt a stronger bond by doing the gardening with my father.

4. What is the main idea of the first paragraph?
- The writer found that some of the bananas were ripe.
 - The writer and his family had breakfast together.
 - The writer watered the plants and cleaned the yard.
 - The writer and his father were busy to harvest the banana trees.
5. Why did the yard looked nicer and cleaner?
- Because the writer had watered the banana trees.
 - Because the writer had collected the old leaves and pulled off the wild grass.
 - Because it was full of beautiful flowers.
 - Because the writer and his father had cut off all the banana trees.
6. From the text, we know that
- the writer’s mother was not at home last Sunday morning

- B. the writer felt really bored last Sunday
- C. the writer's garden is full of many kinds of flowers
- D. the writer really enjoyed the gardening time with his father

Text 3 (The following text is for questions number 7 to 11)

My friends and I went to Bali for a field trip last holiday. We went there by bus. When we arrived in Tuban, the bus stopped at a restaurant for a rest. My friends and I got off the bus to have meal for lunch. Then, I went to the toilet. It took only a few minutes.

When I came out from the toilet, the bus was not there. It had left! I looked for my friends around the restaurant but they were not there too. Feeling shocked and confused, I did not know what to do. Then, I asked the security of the restaurant about the bus. He said that the bus had left about five minutes ago. I thought that the bus had left when I was in the toilet.

I tried to call my friends one by one, but none of them answered my phone and my phone's battery was running low. I could not do anything. I just could pray and hope. After several minutes, the bus came back. One of my friends realized that I was not in the bus and told the bus driver that I was left in the restaurant.

Finally, I got on the bus and walked to my seat. I felt so embarrassed when all of my friends looked and laughed at me. It was an unforgettable experience in my life.

7. What does the text mainly tell us about?
 - A. The writer arrived in Tuban for a rest.
 - B. The writer was left by the bus on her field trip.
 - C. The writer and her friends enjoyed their trip to Bali.
 - D. The writer went for a field trip by bus in her holiday.

8. What did the writer and her friends do when the bus stopped for a rest in Tuban?
 - A. They got off the bus to have meal for lunch at a restaurant.
 - B. They bought some Bali souvenirs to be brought home.

- C. They got off the bus to drink cold lemonade.
D. They went to the toilet for a few minutes.
9. What did the writer feel when she found that the bus had left?
A. disappointed
B. embarrassed
C. shocked and confused
D. angry
10. Which of the following statements is NOT TRUE according to the text?
A. The writer did nothing when she knew that the bus had left her.
B. The writer spent a few minutes when she was in the toilet.
C. One of the writer's friends realized that the writer was not in the bus.
D. Finally the bus came back to the restaurant.
11. "...the bus was not there. It had left!" (paragraph 2). The underlined word refers to
A. the writer
B. the bus
C. the writer's friends
D. the security

Text 4 (The following text is for questions number 12 to 14)

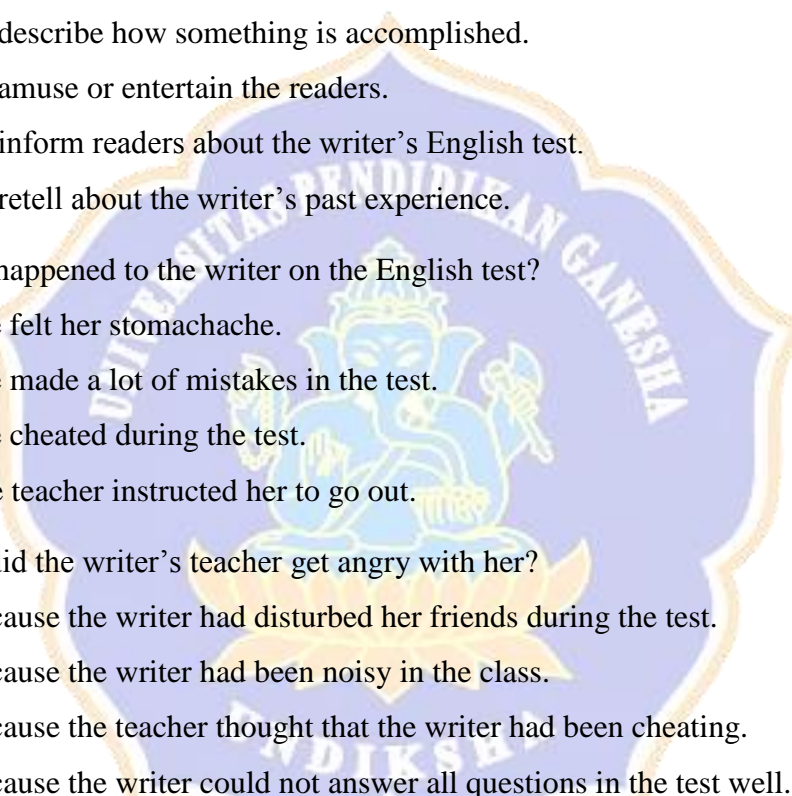
Having Stomachache

I had a really bad experience last Friday. I saw some mangoes on the table. I was happy because I really wanted that fruit. I peeled one and ate greedily. Then, I peeled another two mangoes. My mother had advised me not to do so, but I did not think about it so much and I said that I would be just fine.

Then, I went to school. The first class was English class and I had a test. During the test, suddenly I felt my stomachache. I tried to endure it and finished my test first, but I could not. I had to go to the toilet. Because of my strange behavior, my teacher thought that I had been cheating. The teacher got angry with me. At that time, I could not endure my stomachache anymore. So, after asking

for my teacher's permission, I directly went to the toilet. Oh...I felt relieved. Afterwards, I entered the class.

When I arrived in the class, the test time was over. Certainly I could not finish my test. Luckily, after I explained about my condition, the teacher understood my condition and gave me a chance to take a remedial test in the following day. Oh....what a pity! I felt regretful because I did not listen and obey my mother's advice.

- 
12. What is the purpose of the text above?
- To describe how something is accomplished.
 - To amuse or entertain the readers.
 - To inform readers about the writer's English test.
 - To retell about the writer's past experience.
13. What happened to the writer on the English test?
- She felt her stomachache.
 - She made a lot of mistakes in the test.
 - She cheated during the test.
 - The teacher instructed her to go out.
14. Why did the writer's teacher get angry with her?
- Because the writer had disturbed her friends during the test.
 - Because the writer had been noisy in the class.
 - Because the teacher thought that the writer had been cheating.
 - Because the writer could not answer all questions in the test well.

Text 5 (Read the following text to answer questions number 15 to 18)

Last year I joined the Chicago marathon. It was my first marathon contest. I had to run 24.5 miles to complete it. It was so hard.

At first, I just wanted to get the experience of joining a marathon. I thought it would be one life time experience. After finishing it, I changed my mind. I wanted to join another one. I was interested to complete at least one more marathon and improve my achievement. I also experienced a good feeling between participants and the spectators that made me happy.

It was a very wonderful experience for me. Finally, I decided that I had to join another marathon the following year.

15. What is the text about?
- The writer's good achievement in marathon.
 - The writer's activities of watching Chicago marathon contest.
 - The changing of the writer's feeling after joining the Marathon contest.
 - The writer's wonderful feeling after watching marathon contest.
16. What was the writer's intention when he decided to join his first marathon?
- He just wanted to get an experience of joining a marathon.
 - He wanted to complete 24.5 miles run in the marathon.
 - He planned to join another marathon.
 - He wanted to be the winner.
17. In order to improve his achievement, the writer
- ran faster and faster
 - asked for advice how to run well
 - practice hard with other participants
 - planned to join another marathon contest
18. "After finishing it, I changed my mind" (paragraph 2). The underlined word is closest in meaning to
- suggestion
 - decision
 - thought
 - ambition

Text 6 (The following text is for questions number 19 to 21)

Story Telling Competition

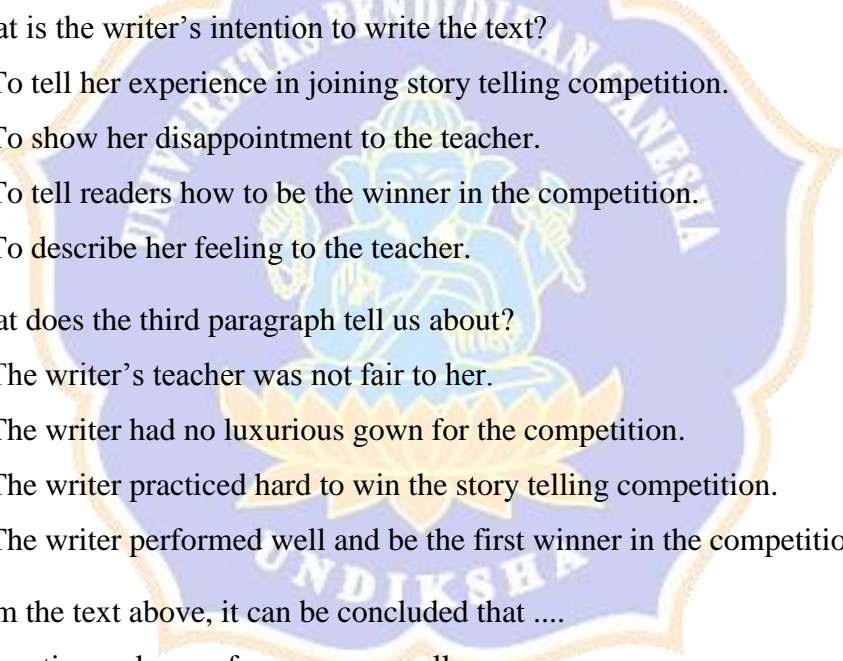
Last month, I joined a story telling competition. My friend and I had been chosen to take part in the final round at the district level. I was very happy and eager to win the competition.

For the preparation, I had to memorize and understand the story well. My teacher guided and taught me about pronunciation, facial expression, and gestures.

My friend and I were busy to prepare the props and costumes for the competition. One thing that made me felt sad was my teacher rented the props and costume for my friend but not for me. My friend had a beautiful costume and luxurious props. Although I just wore the simple ones, I performed my best to win the competition.

When the competition started, I got number 10 and my friend got number 5. I was so nervous but I showed my best performance on the stage. Lots of people took photos and videos of me. Finally, anxiety was gone after I had finished my performance. Then, it was the time for the winner announcement. Luckily, I was chosen as the first winner. I went to the stage and all judges congratulated me. As the first winner, I got a trophy and money.

It was an unforgettable experience for me. I felt so happy.

- 
19. What is the writer's intention to write the text?
- To tell her experience in joining story telling competition.
 - To show her disappointment to the teacher.
 - To tell readers how to be the winner in the competition.
 - To describe her feeling to the teacher.
20. What does the third paragraph tell us about?
- The writer's teacher was not fair to her.
 - The writer had no luxurious gown for the competition.
 - The writer practiced hard to win the story telling competition.
 - The writer performed well and be the first winner in the competition.
21. From the text above, it can be concluded that
- practice makes performance go well
 - being nervous helps to perform well on the stage
 - wearing simple clothes can help to win the competition
 - it is necessary to wear luxurious costume and props for the competition

Text 7 (Read the following text to answer questions number 22 to 23)

Going Camping

My family and I decided to go camping last holiday since the weather was very clear. My father prepared the tent and other equipments. My mother prepared

cooking and eating utensils. I took my fishing rod and my brother brought his sport equipment. When everything was ready, we left for the camping site in countryside.

When we arrived at the camping site, we found that there were many campers. Unfortunately, the good location near the river had been occupied by other campers so that we had to look for another place. After some minutes, finally we found a good place. It was near a big tree. Then, we set up the tent there.

After setting up the tent, my father and I went fishing. We joined other people sitting on the rock near the river. In the evening, my father made a campfire. My mother cooked the fish we caught. Then, my family and I had dinner. I could say that it was the best fish I had ever tasted. After having dinner, we sang together and had fun. In the night, we slept in the tent. Sleeping in the tent was a very wonderful experience for me. In the next morning, I woke up early. I felt so fresh. Then, I accompanied my brother playing ball.

Finally, in the afternoon, we went back home. It was an amazing camping experience. I felt so happy.

22. What does the second paragraph talk about?
- A. The writer and his father went fishing in the river.
 - B. The writer and his family looked for a good place to set up the tent.
 - C. The writer and his father made a campfire in the evening.
 - D. The writer and his family prepared equipments for the camping.
23. "...the river had been occupied by..." (paragraph 2). The underlined word is similar in meaning to
- A. inhabited
 - B. authorized
 - C. bought
 - D. grabbed

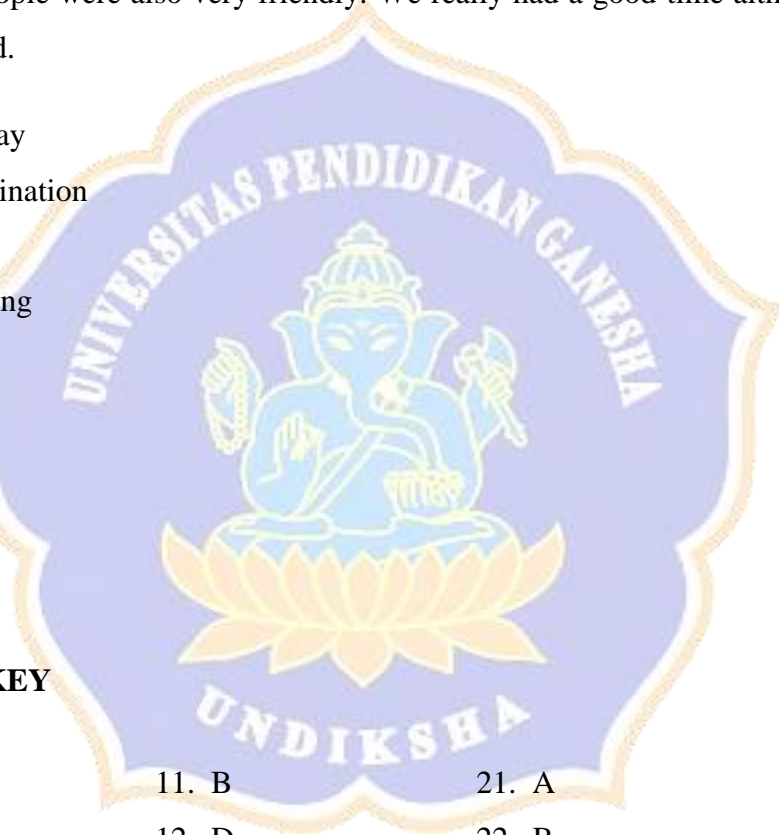
For questions number 24 to 25, fill in the blank in the text below with appropriate words!

Last school (24) ..., my family and I went to Bandar Lampung. We went there by car and we left our home in Bandung at 5 o'clock a.m. It (25) ... about eight hours to get to the city center. We stayed in a small hotel. On the first day, we had a city tour. We enjoyed some delicious foods of the city. On the second day, we went to Pahawang Island and stayed there for two days. We went swimming, snorkeling, and sailing to other small islands. The view was amazing. The local people were also very friendly. We really had a good time although we felt very tired.

24. A. holiday
 B. examination
 C. party
 D. meeting
25. A. ran
 B. paid
 C. took
 D. sold

ANSWER KEY

- | | | |
|-------|-------|-------|
| 1. C | 11. B | 21. A |
| 2. D | 12. D | 22. B |
| 3. B | 13. A | 23. A |
| 4. A | 14. C | 24. A |
| 5. B | 15. C | 25. C |
| 6. D | 16. A | |
| 7. B | 17. D | |
| 8. A | 18. C | |
| 9. C | 19. A | |
| 10. A | 20. D | |



Appendix 16. Reading Comprehension Test (Post-Test)**READING COMPREHENSION TEST (POST-TEST)****(Time Allotment: 90 minutes)***Please choose the correct answer!***Text 1 (Read the following text to answer questions number 1 to 6)****Came Late to School**

Last Monday, I went to school like usual. My house was quite long way from my school, so I went to school by bike. It was 6:35 a.m. and I took fifteen minutes to get to my school.

At that time, I was peddling my bike slowly. Suddenly, I saw a motorcycle hitting a bicycle ridden by a woman. The motorcycle did not stop. Soon, it disappeared. I got shocked because it happened in front of me. I felt confused whether I should help the woman or not. Finally, I decided to help her. She was slightly injured. The rice carried by the woman was scattered on the street. Several people and I helped the woman. I took the scattered rice on the street. Then, we helped her to get some treatments.

After helping the woman, I looked at my watch and realized that I was late. It was already 7:55 a.m. Then, I went to school hurriedly. I arrived at my school at 8:05. My teacher questioned me for being late. I explained what had happened and she did not get angry with me. Even she said that she was proud of me.

1. What does the text tell us about?
 - A. The writer got an accident.
 - B. The writer was late to school.
 - C. The writer's teacher was angry with him.
 - D. The writer skipped school.
2. How did the writer go to school?
 - A. on foot
 - B. by bus

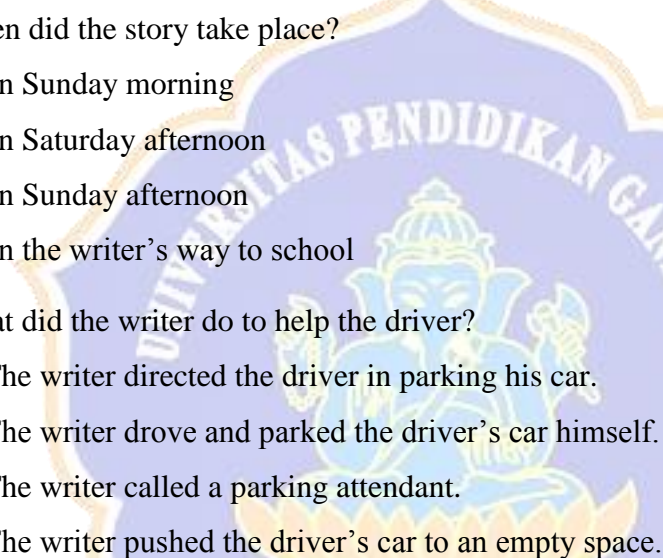
- C. by car
D. by bike
3. What did the writer see when he was going to school?
A. A girl was hit by a car.
B. A crazy person hit by a car.
C. A thief chased by the police.
D. A bicycle ridden by a woman hit by a motorcycle.
4. What did the writer do after seeing the accident?
A. He helped the woman.
B. He did nothing.
C. He ignored the accident.
D. He cried for help.
5. The generic structure of the text above is
A. identification – description
B. orientation – events – reorientation
C. thesis – arguments - conclusion
D. goal – materials – steps
6. “Soon, it disappeared” (paragraph 2). The underlined word is closest in meaning to
A. turned back
B. represented
C. vanished
D. replaced

Text 2 (Read the following text to answer questions number 7 and 8)

It was a beautiful Sunday afternoon and I was out for a short walk before going back home. I was going to drop by a bookstore. On my way, about 200 meters from the bookstore, I noticed a jeep driver trying to park between a van and a scooter. From the angle of the jeep, I knew that the driver was having trouble.

As I walked past, I could not help but looked at the driver. Unexpectedly, the driver turned his head and looked at me with a pleading face. I did not see any parking attendants nearby, so I decided to help him. I stopped and started to direct him. I said, “You can reverse some more, some more, some more. Stop! Now go forward”. After a couple of moves back and forth, he could park his jeep quite well.

Finally, the driver smiled at me and said “thank you”. I felt so happy because I could help him. It was my first experience of directing a car which was going to park and I succeeded.

- 
7. When did the story take place?
- on Sunday morning
 - on Saturday afternoon
 - on Sunday afternoon
 - on the writer’s way to school
8. What did the writer do to help the driver?
- The writer directed the driver in parking his car.
 - The writer drove and parked the driver’s car himself.
 - The writer called a parking attendant.
 - The writer pushed the driver’s car to an empty space.

Text 3 (The following text is for questions number 9 and 10)

Meeting a Star

Last Sunday morning, I was walking down Ramayana street to look for a record store. A man stopped me and asked me the way to the Grand Hyatt Hotel. I was not sure exactly where it was, but I walked with him to the end of Ramayana street. He was very friendly and his face looked so familiar.

Then, I remembered where the Grand Hyatt Hotel was and told him the way how to get there. The man thanked me and tried to give me something. I thought it was money. I said “no” at first but he really wanted me to have it, so I took it. After that, I found the record store and listened to a few records. D’Masive has a new record that was number three in the top ten. I decided to buy it. I looked in

my bag for my wallet and found a piece of paper that had been given by the man. It was a photo.

Finally, when I looked at the photo, I was very surprised. The man was a singer in D'Masive.

9. What does the first paragraph tell us about?
 - A. The man that the writer met was a singer in D'Masive.
 - B. The writer was walking down to find a record store.
 - C. The writer decided to buy D'Masive new record.
 - D. The writer found a record store and listened to a few records.
10. Why was the writer surprised?
 - A. Because the writer found that the man she met was a singer in D'Masive.
 - B. Because the writer got a lot of money from the man that she met.
 - C. Because the writer lost her wallet at the end of Ramayana street.
 - D. Because the writer could not go back to the Grand Hyatt Hotel.

Text 4 (The following text is for questions number 11 to 13)

Last holiday, my mother and I visited my elder sister in Surabaya. She has lived there for nearly three years for study. We went there by an evening train. When we arrived at the railway station, the train had not arrived yet. We had to wait for a half hour.

When the train was getting into the station, many passengers were preparing themselves. There were more than ten people including us who got into the train. It was an economy-class train. It was too noisy and hot.

Nearly at dawn, we arrived at the Gubeng Station. My sister had been waiting at the exit gate. My mother and I were very happy when we saw her, so did my sister. From the station, my sister took us to her boarding house by a taxi.

After arriving at my sister's boarding house, I just could not wait to lay my body on the bed and slept. But, of course I had to take a bath and changed my clothes first. It was a tiring trip.

11. What does the text mainly tell us about?
 - A. The writer's feeling after meet her sister.

- B. The writer's trip to Surabaya.
 C. The writer's sister boarding house.
 D. The writer's first experience when travelling by train.
12. Which of the following statements is NOT TRUE based on the text?
 A. The writer's sister was waiting for the writer in her boarding house.
 B. The writer reach her sister's boarding house by a taxi.
 C. The writer went to Surabaya with her mother.
 D. The writer felt tired after the trip.
13. Based on the text above, we can know that
 A. the writer and her mother had to stand on the train during the trip
 B. the writer really enjoyed her trip by train
 C. the writer felt sad when she met her elder sister
 D. the writer did not feel comfortable during the trip by train

Text 5 (Read the following text to answer questions number 14 to 16)

A Visit to a Wildlife Park

Last holiday, I visited Sydney with my parents. We visited many interesting places. The one I enjoyed best was the Wildlife Park.

The Wildlife Park has a lot of Australian animals and birds. There are over 600 animals, including kangaroos, wallabies, koala, and crocodiles. They are kept in their natural surroundings. I much preferred the Wildlife Park to a zoo where a lot of animals are in cages.

In Wildlife Park, we were able to walk along the kangaroos and wallabies. We were even allowed to touch them and feed them. It was very exciting to be very so close to them. Then, we saw koala bears. They looked very cuddly. I took picture with one of them. It was a great souvenir of my holiday in Sydney. We also went to see the crocodiles. The Wildlife Park has a lot of fresh-water and salt-water crocodiles. Some of them were very big and scary with huge teeth. I did not get very close to them. Last, we visited the aviary. There were some colorful birds in the aviary. I really liked an old parrot which could talk.

It was an amazing holiday that I ever had. I really enjoyed my time with my parents in the Wildlife Park.

14. What is the writer's intention to write the text?
- To retell her past experience when visiting Wildlife Park.
 - To describe animals and birds in the Wildlife Park.
 - To persuade readers to visit Wildlife Park.
 - To inform readers about Wildlife Park.
15. What is the main idea of the second paragraph?
- The writer and his parents were able to walk along the kangaroos and wallabies.
 - The Wildlife Park has a lot of fresh-water and salt-water crocodiles.
 - The Wildlife Park has a lot of Australian animals and birds.
 - The writer much preferred the Wildlife Park to a zoo.
16. "We were even allowed to touch them and ..." (paragraph 3). The word "them" refers to
- the visitors of the Wildlife Park
 - the writer and his parents
 - the fresh-water and salt-water crocodiles
 - the kangaroos and wallabies

Text 6 (Read the following text to answer questions number 17 to 19)

Last Sunday evening, I felt very tired after hanging out the whole day with my friends at the mall. As soon as I arrived home, I hung my jacket on a hanger and got ready to take a rest. Suddenly I remembered that I had to call a friend. I looked for my cell phone everywhere but I could not find it. I was getting panic. I asked everyone in the house whether they knew where my cell phone was, but no one knew. Well, I lost it I thought. Then I had an idea. I asked my brother to call my cell phone. To my surprise, I heard it ringing in my jacket. My cell phone was there. Finally, I was happy because I could find my cell phone.

17. What is the text about?
- Cell phone in the jacket.
 - The writer's brother's cell phone.
 - The lost cell phone.

- D. The writer's friend's cell phone.
18. How did the writer get her cell phone back?
- A. She asked about her cell phone to her friends.
 B. She found her cell phone on a table in her bedroom.
 C. She asked everyone in the house about her cell phone.
 D. She asked her brother to call her cell phone and found it in her jacket.
19. From the text, we can conclude that the writer is ... person.
- A. an attentive
 B. a forgetful
 C. a cautious
 D. a careful

Text 7 (The following text is for questions number 20 and 21)

A Recreation to Solo

My family and I went on a recreation to Solo last week. We went there by car on Monday. We stayed at grandparents' house.

On Tuesday, we went to Tawangmangu. We enjoyed the amazing view with its waterfall and had lunch there. We ate traditional foods like *gudangan*, *tempe bacem*, fried rice, and fried chicken. Then, we continued our trip to Taman Jurug.

The next day, we went to Kasunanan Palace. We saw many kinds of historical heritage of the palace. After that we had shopping at Klewer Market and Solo Grand Mall. I bought some souvenirs for my cousins. In the evening, we went sightseeing the town.

On Thursday morning, we said "good bye" to our grandparents and went home. I really enjoyed my holiday in Solo. It was amazing and fun.

20. The purpose of the text above is
- A. to describe the view in Solo
 B. to amuse or entertain the readers
 C. to inform people about a tourism destination
 D. to tell readers about the writer's past experience

21. "In the evening, we went sightseeing the town" (paragraph 3). What does the underlined word mean?
- A. watching a movie
 - B. having dinner
 - C. going around
 - D. going shopping

Text 8 (Read the following text to answer questions number 22 and 23)

I got a painful experience that I went through last semester. I joined the cross country. I was running this race competing against several other schools. The entire race was long and dreadful. It took place in the dessert so it was really hot and humid. In the race, I ran up and down the hills.

It was getting awful after ten minutes of the race. People who ran in front of me made me breathe the dust they created. It was not so bad until my throat started to hurt. It was very painful. I had a hard time to catch my breath and I sweat a lot. I really hated it.

In the end, I managed to finish the race. I felt really good after that. I felt fully live again. The race was a horrible experience for me. Because of this experience, I quitted the team a week later.

22. What does the second paragraph talk about?
- A. Painful incidents during the cross country.
 - B. A good feeling after completing the race.
 - C. An awful place in the mountain.
 - D. A cross country race.
23. From the text, it can be concluded that
- A. the race route was so mountainous and the weather was cool and windy
 - B. the race was a competition between students in the writer's school
 - C. the writer could finish the race even though he had a painful throat
 - D. the writer quitted and never made it to the finish line

For questions number 24 to 25, fill in the blank in the text below with the appropriate words!

Last month, my diving team and I went to Menjangan Island in the north-west of Bali. After arriving at Menjangan, we got a general briefing. It included a description about how to take pictures under water. Then, we began our diving. During our diving, we saw groups of (24) ... fish. In order to identify them, we needed a good guide. Without some knowledge of their habitat and behavior, it was difficult to identify. This place is really impressive with its marine (25) Diving in Menjangan Island was a great diving experience that my diving team and I ever had.

24. A. big
 B. large
 C. wide
 D. tiny
25. A. joy
 B. life
 C. love
 D. things

ANSWER KEY

- | | | |
|-------|-------|-------|
| 1. B | 11. B | 21. C |
| 2. D | 12. A | 22. A |
| 3. D | 13. D | 23. C |
| 4. A | 14. A | 24. D |
| 5. B | 15. C | 25. B |
| 6. C | 16. D | |
| 7. C | 17. C | |
| 8. A | 18. D | |
| 9. B | 19. B | |
| 10. A | 20. D | |



Appendix 17. Pre-Test Score of Control Group and Experimental Group

PRE-TEST SCORE OF CONTROL GROUP AND EXPERIMENTAL GROUP

A. Pre-Test Score of Control Group

No.	Control Group	Score
1.	Student 1	92
2.	Student 2	60
3.	Student 3	40
4.	Student 4	76
5.	Student 5	84
6.	Student 6	72
7.	Student 7	48
8.	Student 8	36
9.	Student 9	24
10.	Student 10	52
11.	Student 11	56
12.	Student 12	60
13.	Student 13	88
14.	Student 14	48
15.	Student 15	36
16.	Student 16	68
17.	Student 17	32
18.	Student 18	44
19.	Student 19	40
20.	Student 20	80
21.	Student 21	72
22.	Student 22	72
23.	Student 23	64
24.	Student 24	52
25.	Student 25	80
26.	Student 26	36
27.	Student 27	84
28.	Student 28	56
29.	Student 29	52
30.	Student 30	60
31.	Student 31	76

B. Pre-Test Score of Experimental Group

No.	Experimental Group	Score
1.	Student 1	60
2.	Student 2	88
3.	Student 3	56
4.	Student 4	44
5.	Student 5	60
6.	Student 6	72
7.	Student 7	56
8.	Student 8	56
9.	Student 9	16
10.	Student 10	72
11.	Student 11	32
12.	Student 12	52
13.	Student 13	48
14.	Student 14	68
15.	Student 15	76
16.	Student 16	40
17.	Student 17	64
18.	Student 18	60
19.	Student 19	84
20.	Student 20	44
21.	Student 21	80
22.	Student 22	32
23.	Student 23	60
24.	Student 24	64
25.	Student 25	56
26.	Student 26	36
27.	Student 27	52
28.	Student 28	80
29.	Student 29	64
30.	Student 30	24
31.	Student 31	56

Appendix 18. Post-Test Score of Control Group and Experimental Group

POST-TEST SCORE OF CONTROL GROUP AND EXPERIMENTAL GROUP

A. Post-Test Score of Control Group

No.	Control Group	Score
1.	Student 1	92
2.	Student 2	68
3.	Student 3	52
4.	Student 4	72
5.	Student 5	80
6.	Student 6	80
7.	Student 7	60
8.	Student 8	60
9.	Student 9	52
10.	Student 10	64
11.	Student 11	72
12.	Student 12	80
13.	Student 13	84
14.	Student 14	64
15.	Student 15	60
16.	Student 16	72
17.	Student 17	56
18.	Student 18	64
19.	Student 19	60
20.	Student 20	84
21.	Student 21	76
22.	Student 22	76
23.	Student 23	72
24.	Student 24	64
25.	Student 25	88
26.	Student 26	52
27.	Student 27	80
28.	Student 28	64
29.	Student 29	72
30.	Student 30	68
31.	Student 31	76

B. Post-Test Score of Experimental Group

No.	Experimental Group	Score
1.	Student 1	84
2.	Student 2	96
3.	Student 3	76
4.	Student 4	72
5.	Student 5	84
6.	Student 6	68
7.	Student 7	80
8.	Student 8	88
9.	Student 9	64
10.	Student 10	92
11.	Student 11	76
12.	Student 12	84
13.	Student 13	76
14.	Student 14	88
15.	Student 15	92
16.	Student 16	72
17.	Student 17	80
18.	Student 18	80
19.	Student 19	96
20.	Student 20	84
21.	Student 21	88
22.	Student 22	72
23.	Student 23	84
24.	Student 24	76
25.	Student 25	80
26.	Student 26	76
27.	Student 27	84
28.	Student 28	92
29.	Student 29	88
30.	Student 30	64
31.	Student 31	84

Appendix 19. Normality Test and Homogeneity Test of Pre-Test Data

THE RESULTS OF NORMALITY TEST AND HOMOGENEITY TEST OF PRE-TEST DATA

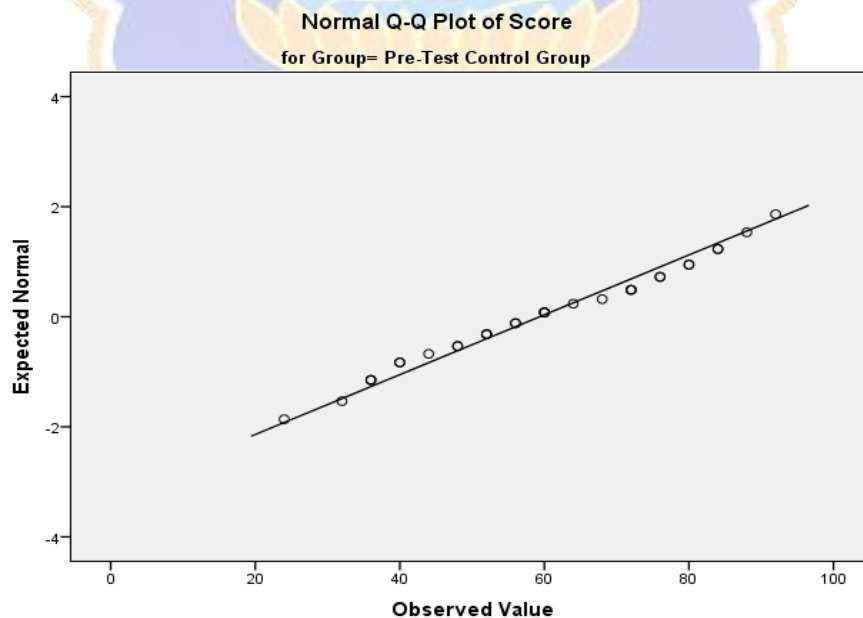
A. The Result of Normality Test of Pre-Test

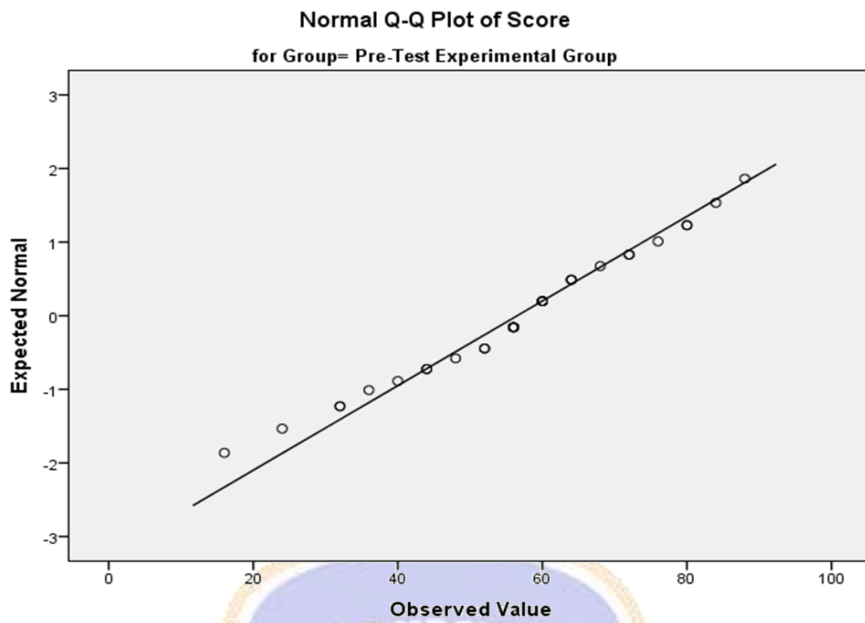
Tests of Normality							
	Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score	Pre-Test Control Group	.109	31	.200*	.970	31	.514
	Pre-Test Experimental Group	.133	31	.171	.977	31	.726

*. This is a lower bound of the true significance.

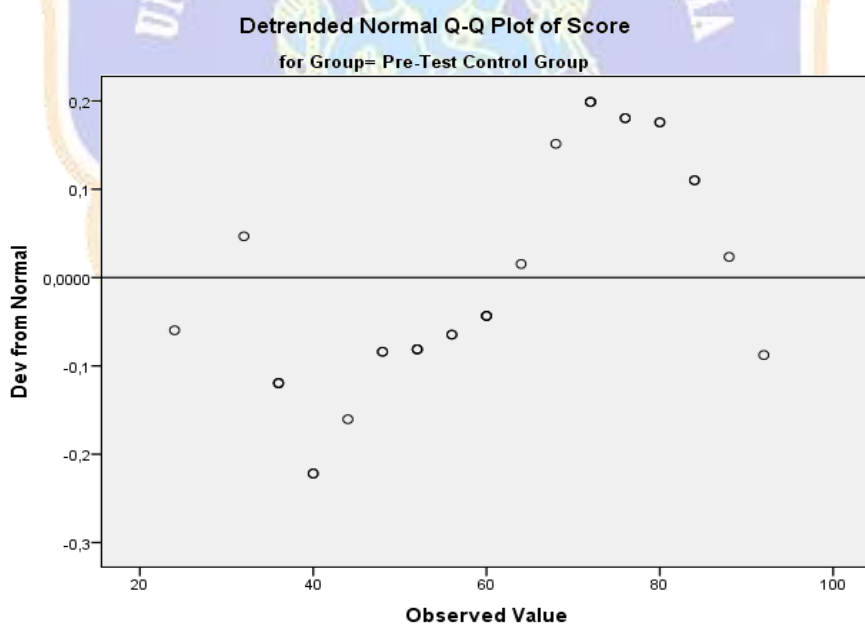
a. Lilliefors Significance Correction

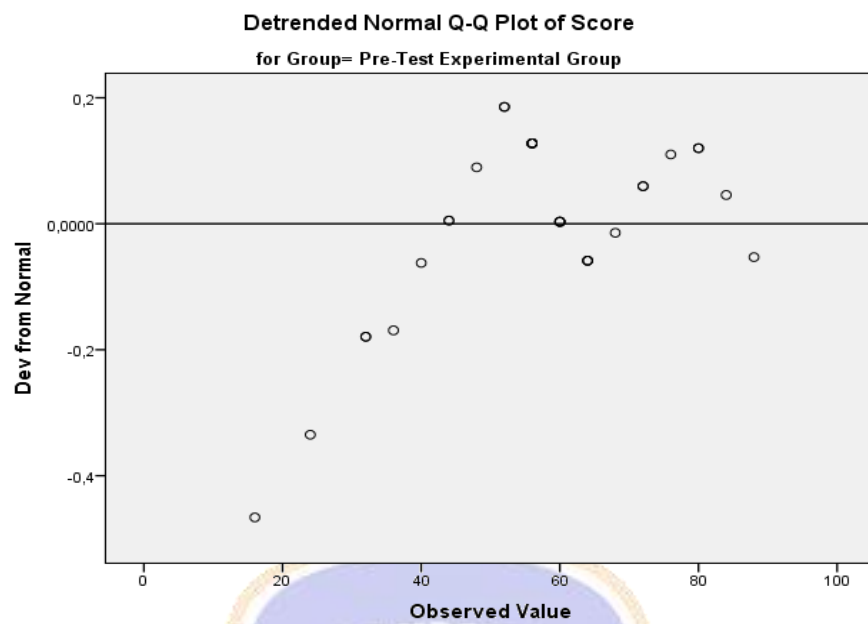
Normal Q-Q Plots





Detrended Normal Q-Q Plots





B. The Result of Homogeneity Test of Pre-Test

Test of Homogeneity of Variances

Score			
Levene Statistic	df1	df2	Sig.
.689	1	60	.410

Appendix 20. Normality Test and Homogeneity Test of Post-Test Data

THE RESULTS OF NORMALITY TEST AND HOMOGENEITY TEST OF POST-TEST DATA

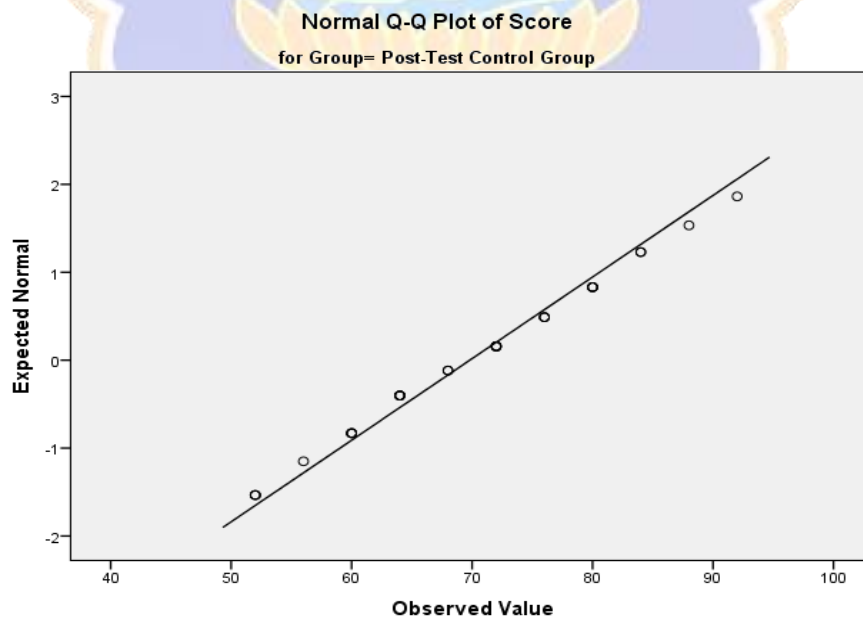
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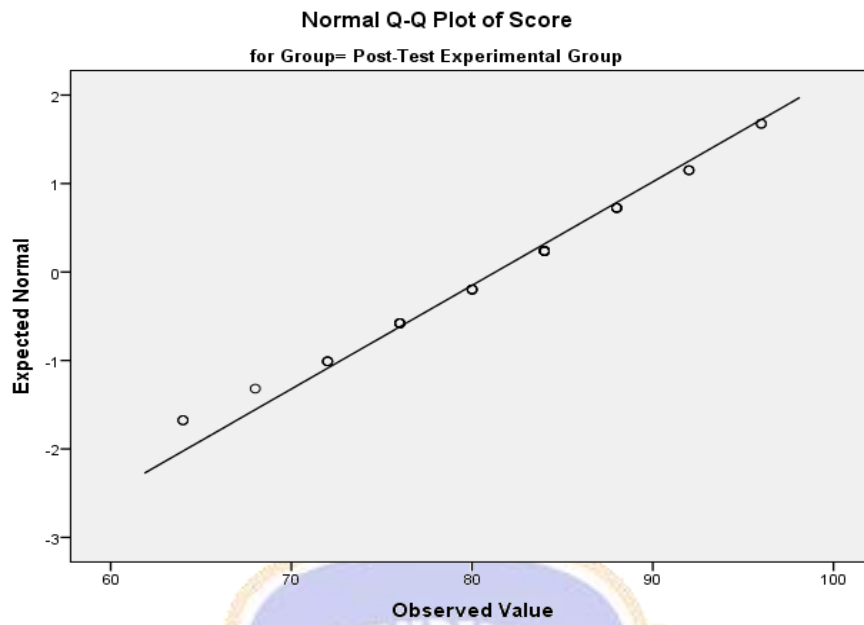
Tests of Normality							
	Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Score	Post-Test Control Group	.124	31	.200*	.968	31	.463
	Post-Test Experimental Group	.141	31	.122	.964	31	.380

*. This is a lower bound of the true significance.

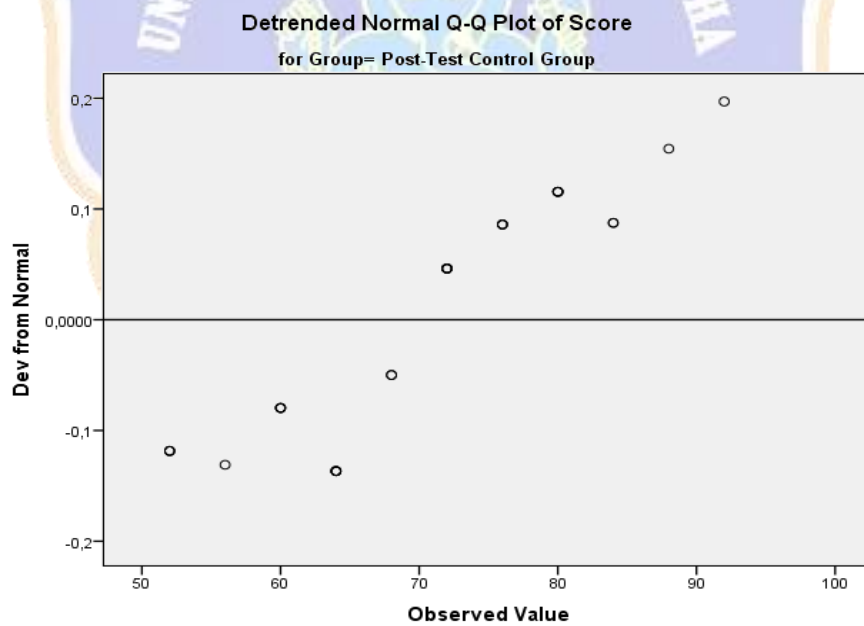
a. Lilliefors Significance Correction

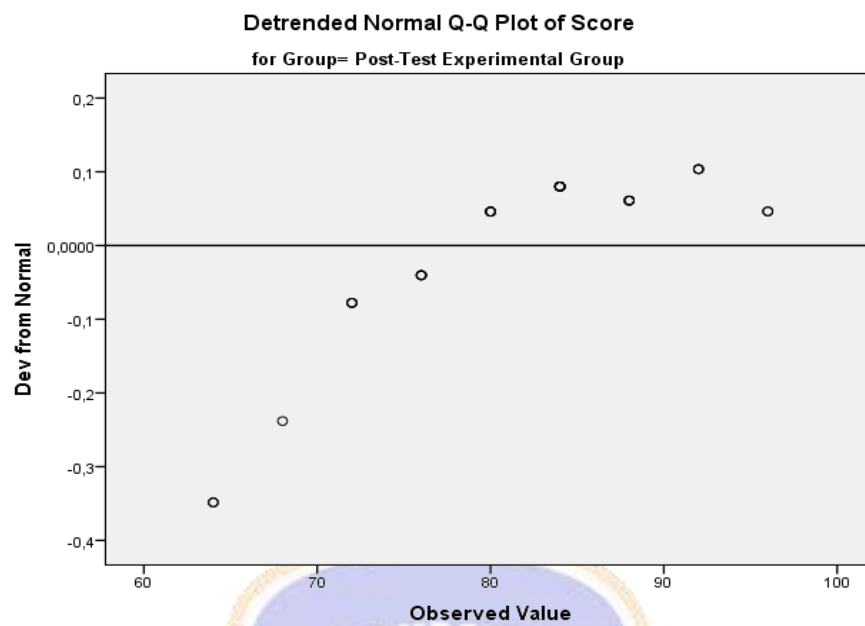
Normal Q-Q Plots





Detrended Normal Q-Q Plots





B. The Result of Homogeneity Test of Post-Test

Test of Homogeneity of Variances

Score			
Levene Statistic	df1	df2	Sig.
2.311	1	60	.134

Appendix 21. Result of Descriptive Statistical Analysis of Pre-Test Data

THE RESULT OF DESCRIPTIVE STATISTICAL ANALYSIS OF PRE-TEST DATA

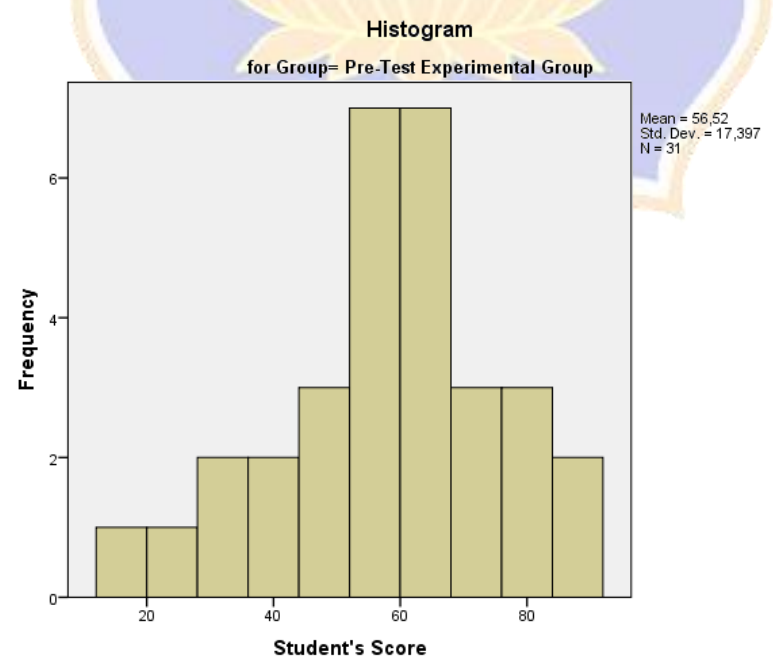
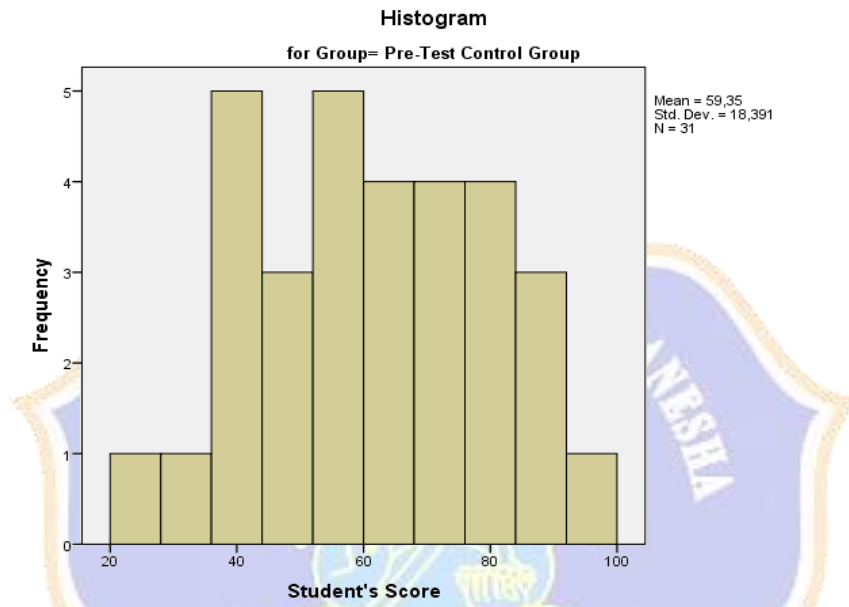
Case Processing Summary

	Group	Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
Score	Pre-Test Control Group	31	100.0%	0	0.0%	31	100.0%
	Pre-Test Experimental Group	31	100.0%	0	0.0%	31	100.0%

Descriptives

	Group	Statistic	Std. Error		
Score	Pre-Test Control Group	Mean	59.35	3.303	
		95% Confidence Interval for Mean	Lower Bound	52.61	
			Upper Bound	66.10	
		5% Trimmed Mean	59.43		
		Median	60.00		
		Variance	338.237		
		Std. Deviation	18.391		
		Minimum	24		
		Maximum	92		
		Range	68		
		Interquartile Range	32		
		Skewness	-.019	.421	
		Kurtosis	-.997	.821	
		Pre-Test Experimental Group	Pre-Test Experimental Group	Mean	56.52
95% Confidence Interval for Mean	Lower Bound			50.13	
	Upper Bound			62.90	
5% Trimmed Mean	56.94				
Median	56.00				
Variance	302.658				
Std. Deviation	17.397				

		Minimum	16	
		Maximum	88	
		Range	72	
		Interquartile Range	24	
		Skewness	-.356	.421
		Kurtosis	-.084	.821



Appendix 22. Result of Descriptive Statistical Analysis of Post-Test Data

THE RESULT OF DESCRIPTIVE STATISTICAL ANALYSIS OF POST-TEST DATA

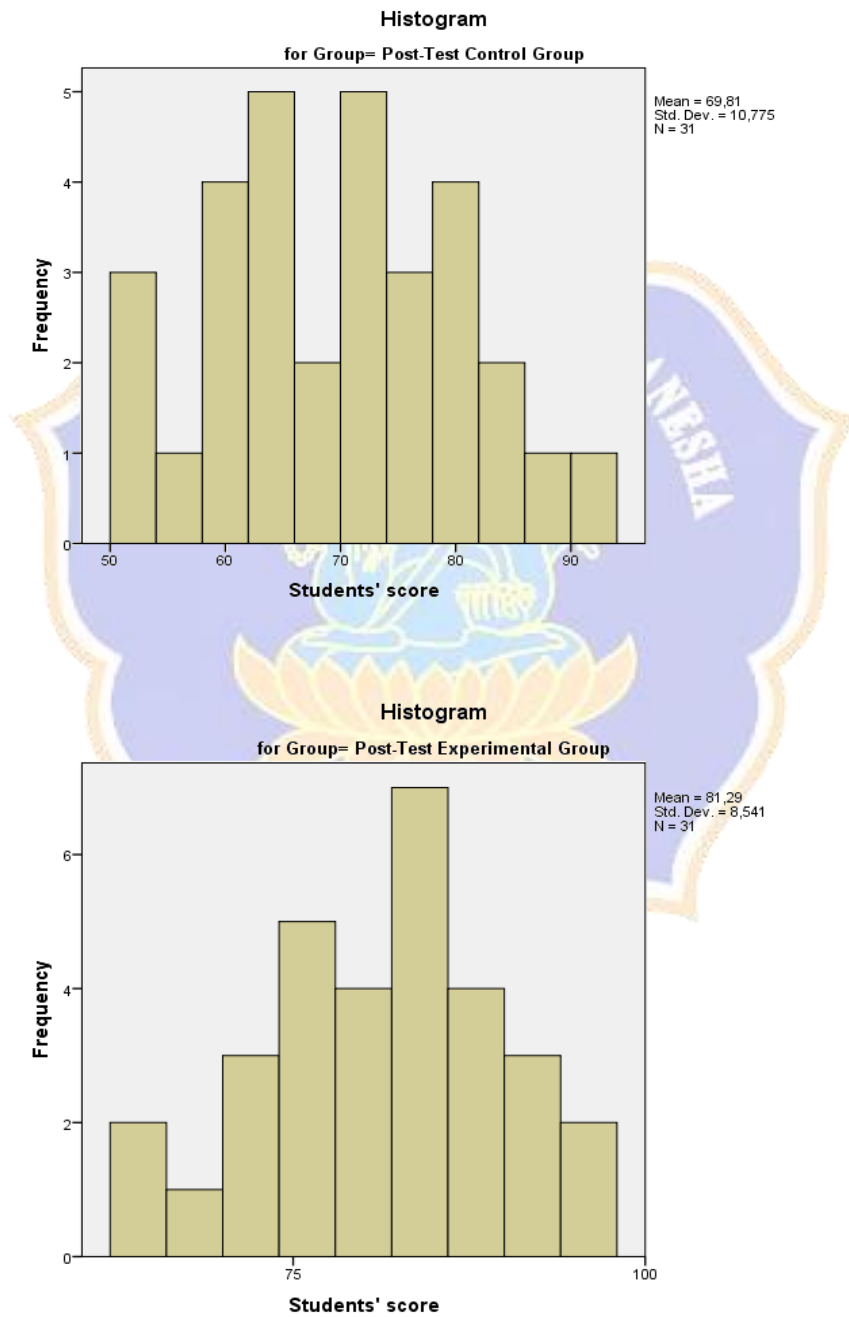
Case Processing Summary

	Group	Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
Score	Post-Test Control Group	31	100.0%	0	0.0%	31	100.0%
	Post-Test Experimental Group	31	100.0%	0	0.0%	31	100.0%

Descriptives

	Group	Statistic	Std. Error		
Score	Post-Test Control Group	Mean	69.81	1.935	
		95% Confidence Interval for Mean	Lower Bound	65.85	
			Upper Bound	73.76	
		5% Trimmed Mean	69.64		
		Median	72.00		
		Variance	116.095		
		Std. Deviation	10.775		
		Minimum	52		
		Maximum	92		
		Range	40		
		Interquartile Range	20		
		Skewness	.095	.421	
		Kurtosis	-.722	.821	
	Post-Test Experimental Group	Mean	81.29	1.534	
95% Confidence Interval for Mean		Lower Bound	78.16		
		Upper Bound	84.42		
5% Trimmed Mean		81.43			
Median		84.00			
Variance		72.946			
Std. Deviation		8.541			

		Minimum	64	
		Maximum	96	
		Range	32	
		Interquartile Range	12	
		Skewness	-.254	.421
		Kurtosis	-.434	.821



Appendix 23. Results of Independent Sample T-test of Pre-Test and Post-Test

THE RESULTS OF INDEPENDENT SAMPLE T-TEST OF PRE-TEST DATA AND POST-TEST DATA

A. Independent Sample T-test Result of Pre-Test Data

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	.689	.410	.624	60	.535	2.839	4.547	-6.256	11.934
	Equal variances not assumed			.624	59.816	.535	2.839	4.547	-6.257	11.934

B. Independent Sample T-test Result of Post-Test Data

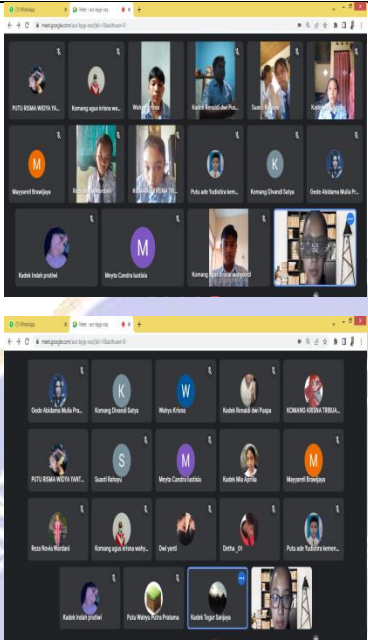
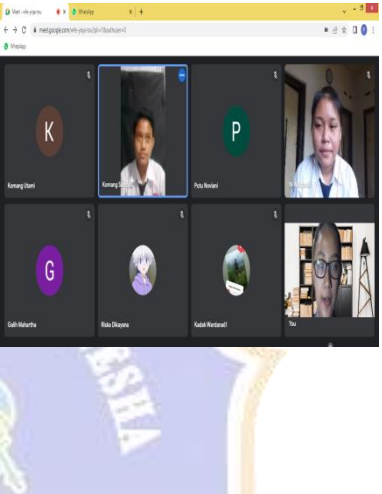
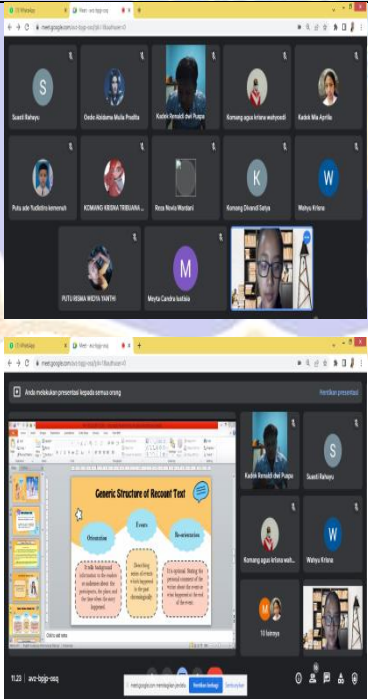
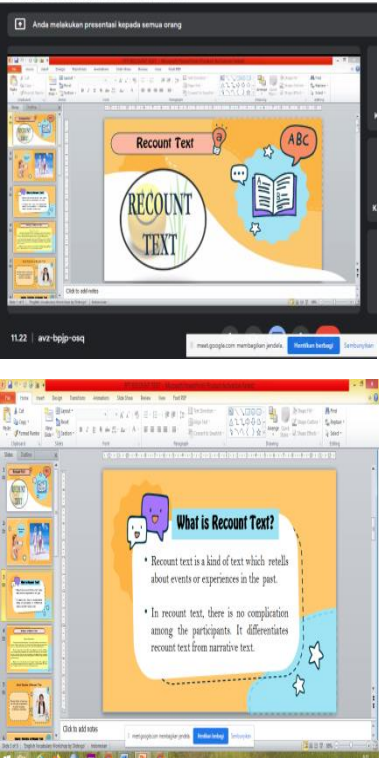
		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	2.311	.134	-4.650	60	.000	-11.484	2.469	-16,423	-6,544

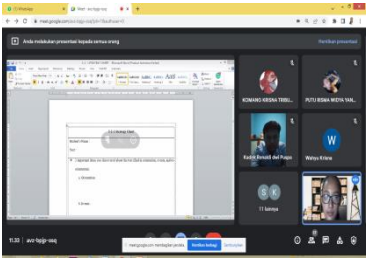
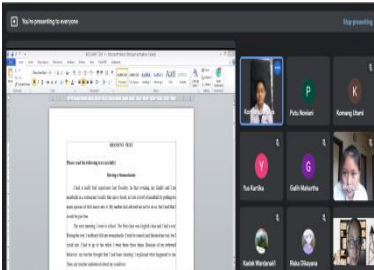
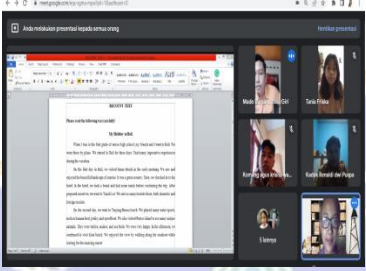
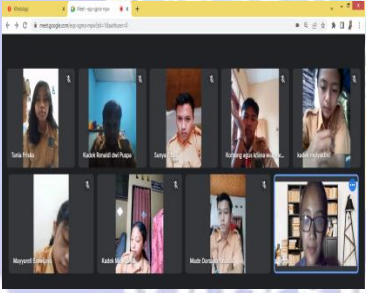
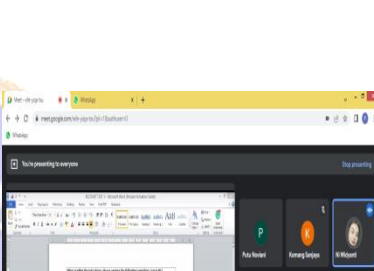
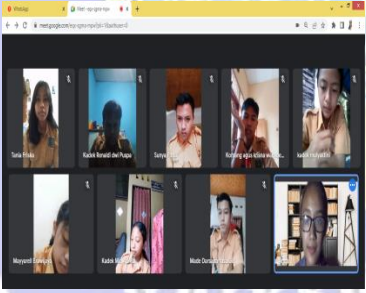
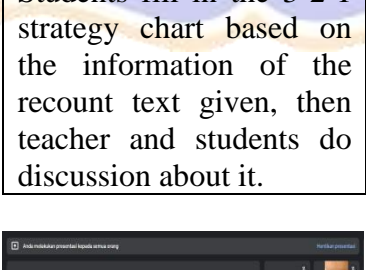

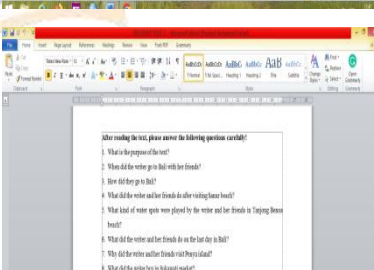
Equal variances not assumed			-4.650	57.029	.000	-11.484	2,469	-16,429	-6,539
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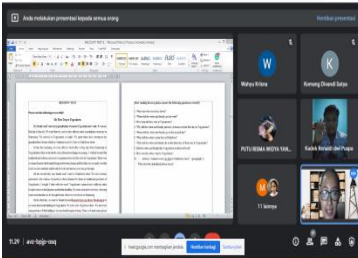
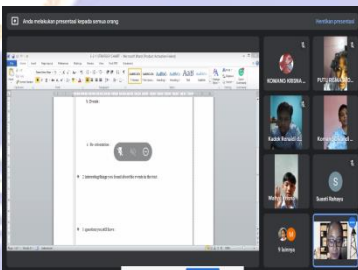
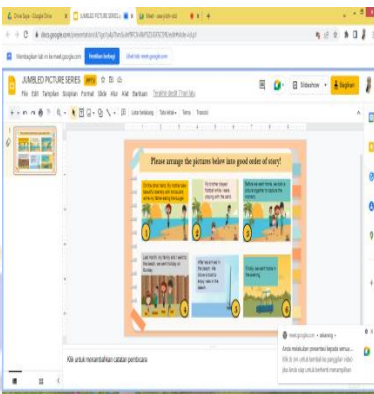
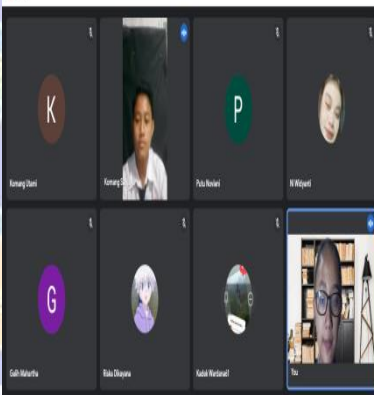



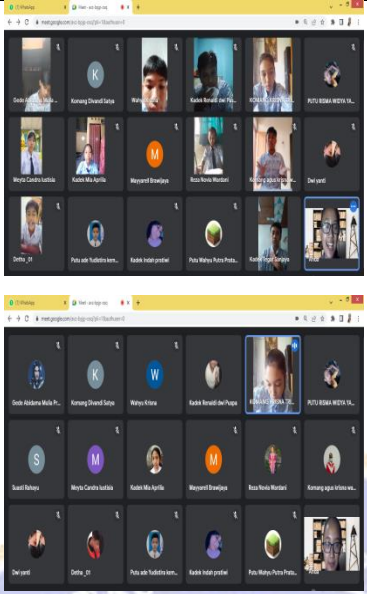
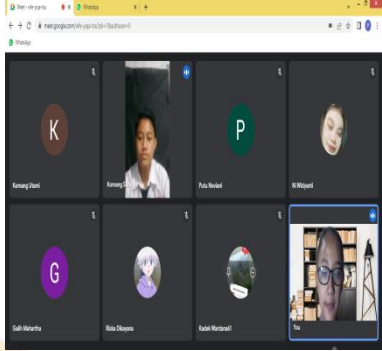
Appendix 24. Documentations

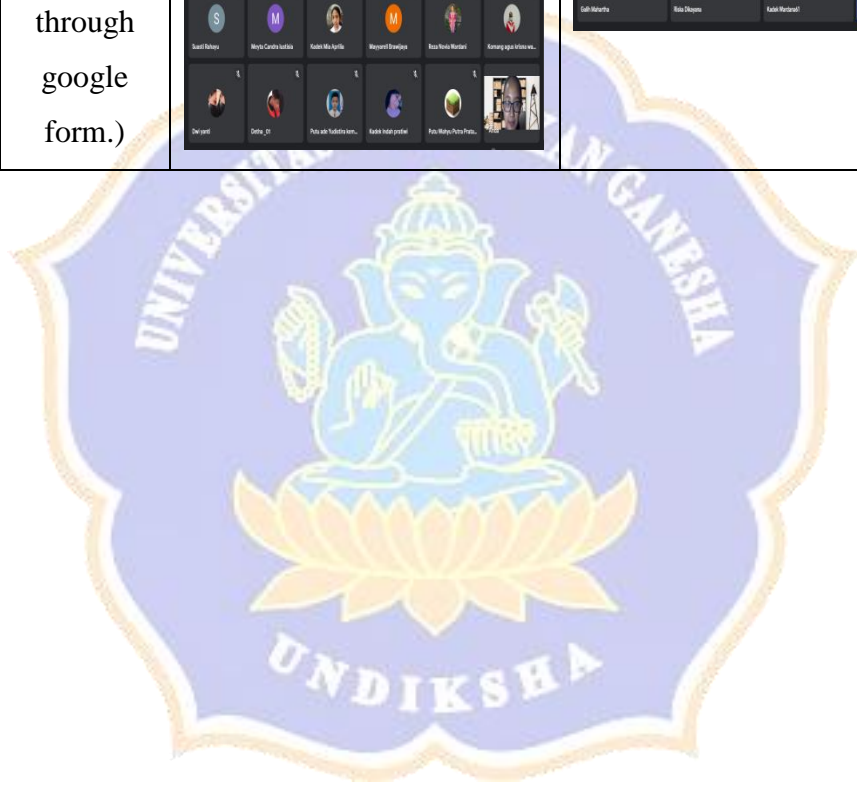
DOCUMENTATIONS

No.	Activity	Experimental Group	Control Group
1.	Giving Pre-Test (Students join Google Meet, then answer the pre-test through google form.)		
2.	Treatment (1 st meeting)	 <p data-bbox="592 1890 938 1966">Teacher explains about recount text.</p>	

		 <p data-bbox="590 555 933 672">Students fill in the 3-2-1 strategy chart based on the recount text given.</p>		
<p data-bbox="327 1310 367 1355">3.</p> <p data-bbox="406 1254 550 1411">Treatment (2nd meeting)</p>	 <p data-bbox="590 985 933 1108">Teacher gives a recount text and asks students to read it carefully.</p>			
		 <p data-bbox="590 1769 933 1892">Students fill in the 3-2-1 strategy chart based on the information of the recount text given, then teacher and students do discussion about it.</p>		

		<p>Students are given some questions related to the text that has been read and discussed previously.</p>	
<p>4. Treatment (3rd meeting)</p>		<p>Students are given a recount text and asked to read the text carefully.</p>  <p>Students fill in the 3-2-1 strategy chart based on the text given. Teacher guides students in filling the 3-2-1 strategy chart.</p>  <p>Teacher conducts a classroom discussion to discuss the students' work regarding the 3-2-1 strategy chart that they have filled. After that, students are also given some questions about the</p>	  

		<p>text that has been discussed.</p>	
<p>5.</p>	<p>Giving Post-Test (Students join Google Meet, then answer the post-test through google form.)</p>		



PRE-TEST SCORES

Control Group	Experimental Group
<p>52 dari 100 poin Rilis skor</p> <p>Reading Comprehension Test (Pre-Test)</p> <p>* Wajib</p> <p>Email * agusnova@gmail.com</p> <p>Name (Nama) * / 0</p> <p>Ketut Agus Nova Relyawan Tambahkan masukan Individual</p> <p>Student's Number (No. Absen) * / 0</p>	<p>48 dari 100 poin Rilis skor</p> <p>Reading Comprehension Test (Pre-Test)</p> <p>* Wajib</p> <p>Email * tanfwd35@gmail.com</p> <p>Name (Nama) * / 0</p> <p>Kadek Tania Friska Wulandari Tambahkan masukan Individual</p> <p>Student's Number (No. Absen) * / 0</p>
<p>✗ 1. What does the text tell us about? 0 / 4</p> <p><input type="radio"/> The writer's first experience in climbing a mountain.</p> <p><input type="radio"/> The view of Batur Mountain in the morning.</p> <p><input type="radio"/> The writer's experience in climbing Batur Mountain.</p> <p><input checked="" type="radio"/> The description of Batur Mountain in Bali. ✗</p> <p>Jawaban yang benar</p> <p><input checked="" type="radio"/> The writer's experience in climbing Batur Mountain.</p> <p>Tambahkan masukan Individual</p> <p>✓ 2. What did the writer and his friends do when waiting for the sunrise? 4 / 4</p>	<p>were professional climbers.</p> <p>We climbed slowly and enjoyed the moment. After climbing for about 8 hours, we could reach the top of the mountain. There were a lot of other climbers who reached that top faster than us. We waited for the rising sun while cooking some foods and drinking coffee to get warmer. Others sang some songs together, shared stories, or lay on the ground to take a rest. After seeing the sun rose, we set up the tent because we wanted to stay there for three days. We really enjoyed the moment and did so many interesting activities there.</p> <p>After all, it was my greatest experience I have ever had in my life. I felt really tired but I was very happy.</p> <p>✓ 1. What does the text tell us about? 4 / 4</p> <p><input type="radio"/> The writer's first experience in climbing a mountain.</p> <p><input type="radio"/> The view of Batur Mountain in the morning.</p> <p><input checked="" type="radio"/> The writer's experience in climbing Batur Mountain. ✓</p> <p><input type="radio"/> The description of Batur Mountain in Bali.</p>
<p>72 dari 100 poin Rilis skor</p> <p>Reading Comprehension Test (Pre-Test)</p> <p>* Wajib</p> <p>Email * riskadikayana1@gmail.com</p> <p>Name (Nama) * / 0</p> <p>Kadek Riska Dikayana Tambahkan masukan Individual</p> <p>Student's Number (No. Absen) * / 0</p>	<p>56 dari 100 poin Rilis skor</p> <p>Reading Comprehension Test (Pre-Test)</p> <p>* Wajib</p> <p>Email * kadekindahpratiwi2007@gmail.com</p> <p>Name (Nama) * / 0</p> <p>Kadek Indah Pratiwi Tambahkan masukan Individual</p> <p>Student's Number (No. Absen) * / 0</p>

<p>✓ 2. What did the writer and his friends do when waiting for the sunrise? 4 / 4</p> <ul style="list-style-type: none"> <input type="radio"/> They shared stories. <input type="radio"/> They set up the tent. <input type="radio"/> They lay on the ground to take a rest. <input checked="" type="radio"/> They cooked some foods and drank coffee. ✓ <p>Tambahkan masukan individual</p> <hr/> <p>✗ 3. The generic structure of the text above is 0 / 4</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> identification - description ✗ <input type="radio"/> orientation - events - reorientation <input type="radio"/> goal - material - steps 	<p>✗ 4. What is the main idea of the first paragraph? 0 / 4</p> <ul style="list-style-type: none"> <input type="radio"/> The writer found that some of the bananas were ripe. <input type="radio"/> The writer and his family had breakfast together. <input type="radio"/> The writer watered the plants and cleaned the yard. <input checked="" type="radio"/> The writer and his father were busy to harvest the banana trees. ✗ <p>Jawaban yang benar</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> The writer found that some of the bananas were ripe. <p>Tambahkan masukan individual</p> <hr/> <p>✓ 5. Why did the yard looked nicer and cleaner? 4 / 4</p>
<p>68 dari 100 poin Rilis skor</p> <p>Reading Comprehension Test (Pre-Test)</p> <p>* Wajib</p> <p>Email * komangokta23@gmail.com</p> <p>Name (Nama) * / 0</p> <p>Komang Okta Riya</p> <p>Tambahkan masukan individual</p> <p>Student's Number (No. Absen) * / 0</p>	<p>68 dari 100 poin Rilis skor</p> <p>Reading Comprehension Test (Pre-Test)</p> <p>* Wajib</p> <p>Email * kadeksanjaya711@smp.belajar.id</p> <p>Name (Nama) * / 0</p> <p>Kadek Tegar Sanjaya</p> <p>Tambahkan masukan individual</p> <p>Student's Number (No. Absen) * / 0</p>
<p>Text 1 (Read the following text to answer questions number 1 to 3)</p> <p>Climbing Batur Mountain</p> <p>Last month, I went to climb Batur Mountain in Bali with my friends. I have never climbed it before. We started climbing at 7 o'clock p.m. Even though it was so dark, I felt no worried because all of my friends were professional climbers.</p> <p>We climbed slowly and enjoyed the moment. After climbing for about 8 hours, we could reach the top of the mountain. There were a lot of other climbers who reached that top faster than us. We waited for the rising sun while cooking some foods and drinking coffee to get warmer. Others sang some songs together, shared stories, or lay on the ground to take a rest. After seeing the sun rose, we set up the tent because we wanted to stay there for three days. We really enjoyed the moment and did so many interesting activities there.</p> <p>After all, it was my greatest experience I have ever had in my life. I felt really tired but I was very happy.</p> <hr/> <p>✓ 1. What does the text tell us about? 4 / 4</p> <p>The writer's first experience in climbing a</p>	<p>✗ 1. What does the text tell us about? 0 / 4</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> The writer's first experience in climbing a mountain. ✗ <input type="radio"/> The view of Batur Mountain in the morning. <input type="radio"/> The writer's experience in climbing Batur Mountain. <input type="radio"/> The description of Batur Mountain in Bali. <p>Jawaban yang benar</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> The writer's experience in climbing Batur Mountain. <p>Tambahkan masukan individual</p> <hr/> <p>✗ 2. What did the writer and his friends do when waiting for the sunrise? 0 / 4</p> <p>They shared stories</p>

POST-TEST SCORES

Control Group	Experimental Group
<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: right;">84 dari 100 poin Rilis skor</p> <p style="text-align: center;">Reading Comprehension Test (Post-Test)</p> <p>* Wajib</p> <p>Email * ketutfebriantara@gmail.com</p> <p>Name (Nama) * / 0 Ketut Pebri Antara Tambahkan masukan Individual</p> <p>Student's Number (No. Absen) * / 0</p> </div>	<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: right;">96 dari 100 poin Rilis skor</p> <p style="text-align: center;">Reading Comprehension Test (Post-Test)</p> <p>* Wajib</p> <p>Email * mayyarellbrawijaya@gmail.com</p> <p>Name (Nama) * / 0 Komang Mayyarell Nilamalicca Brawijaya Putri Tambahkan masukan Individual</p> <p>Student's Number (No. Absen) * / 0</p> </div>
<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">✓ 2. How did the writer go to school? 4 / 4</p> <p><input type="radio"/> on foot</p> <p><input type="radio"/> by bus</p> <p><input type="radio"/> by car</p> <p><input checked="" type="radio"/> by bike ✓</p> <p>Tambahkan masukan Individual</p> </div>	<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">✓ 1. What does the text tell us about? 4 / 4</p> <p><input type="radio"/> The writer got an accident.</p> <p><input checked="" type="radio"/> The writer was late to school. ✓</p> <p><input type="radio"/> The writer's teacher was angry with him.</p> <p><input type="radio"/> The writer skipped school.</p> <p>Tambahkan masukan Individual</p> </div>
<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">✓ 3. What did the writer see when he was going to school? 4 / 4</p> <p><input type="radio"/> A girl was hit by a car.</p> <p><input type="radio"/> A crazy person hit by a car.</p> <p><input type="radio"/> A thief chased by the police.</p> <p><input checked="" type="radio"/> A bicycle ridden by a woman hit by a motorcycle. ✓</p> <p>Tambahkan masukan Individual</p> </div>	<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: center;">✓ 2. How did the writer go to school? 4 / 4</p> <p><input type="radio"/> on foot</p> <p><input type="radio"/> by bus</p> <p><input type="radio"/> by car</p> <p><input checked="" type="radio"/> by bike ✓</p> <p>Tambahkan masukan Individual</p> </div>
<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: right;">76 dari 100 poin Rilis skor</p> <p style="text-align: center;">Reading Comprehension Test (Post-Test)</p> <p>* Wajib</p> <p>Email * komangraniwidyanti188@gmail.com</p> <p>Name (Nama) * / 0 Ni Komang Rani Widyanti Tambahkan masukan Individual</p> <p>Student's Number (No. Absen) * / 0</p> </div>	<div style="border: 1px solid black; padding: 5px;"> <p style="text-align: right;">88 dari 100 poin Rilis skor</p> <p style="text-align: center;">Reading Comprehension Test (Post-Test)</p> <p>* Wajib</p> <p>Email * putupratama911@gmail.com</p> <p>Name (Nama) * / 0 Putu Wahyu Putra Pratama Tambahkan masukan Individual</p> <p>Student's Number (No. Absen) * / 0</p> </div>

<p>✓ 3. What did the writer see when he was going to school? 4 / 4</p> <ul style="list-style-type: none"> <input type="radio"/> A girl was hit by a car. <input type="radio"/> A crazy person hit by a car. <input type="radio"/> A thief chased by the police. <input checked="" type="radio"/> A bicycle ridden by a woman hit by a motorcycle. ✓ <p>Tambahkan masukan Individual</p> <hr/> <p>✓ 4. What did the writer do after seeing the accident? 4 / 4</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> He helped the woman. ✓ <input type="radio"/> He did nothing. <input type="radio"/> He ignored the accident. 	<p>✓ 2. How did the writer go to school? 4 / 4</p> <ul style="list-style-type: none"> <input type="radio"/> on foot <input type="radio"/> by bus <input type="radio"/> by car <input checked="" type="radio"/> by bike ✓ <p>Tambahkan masukan Individual</p> <hr/> <p>✓ 3. What did the writer see when he was going to school? 4 / 4</p> <ul style="list-style-type: none"> <input type="radio"/> A girl was hit by a car. <input type="radio"/> A crazy person hit by a car. <input type="radio"/> A thief chased by the police. <input checked="" type="radio"/> A bicycle ridden by a woman hit by a motorcycle. ✓
<p>72 dari 100 poin Rilis skor</p> <p>Reading Comprehension Test (Post-Test)</p> <p>* Wajib</p> <p>Email * aguspermadi123@gmail.com</p> <p>Name (Nama) * / 0</p> <p>Ketut Agus Permadi</p> <p>Tambahkan masukan Individual</p> <p>Student's Number (No. Absen) * / 0</p>	<p>84 dari 100 poin Rilis skor</p> <p>Reading Comprehension Test (Post-Test)</p> <p>* Wajib</p> <p>Email * sunyapitha38@gmail.com</p> <p>Name (Nama) * / 0</p> <p>Gede Sunya Pitha Maha</p> <p>Tambahkan masukan Individual</p> <p>Student's Number (No. Absen) * / 0</p>
<p>✓ 2. How did the writer go to school? 4 / 4</p> <ul style="list-style-type: none"> <input type="radio"/> on foot <input type="radio"/> by bus <input type="radio"/> by car <input checked="" type="radio"/> by bike ✓ <p>Tambahkan masukan Individual</p> <hr/> <p>✓ 3. What did the writer see when he was going to school? 4 / 4</p> <ul style="list-style-type: none"> <input type="radio"/> A girl was hit by a car. <input type="radio"/> A crazy person hit by a car. <input type="radio"/> A thief chased by the police. <input checked="" type="radio"/> A bicycle ridden by a woman hit by a motorcycle. ✓ 	<p>✓ 3. What did the writer see when he was going to school? 4 / 4</p> <ul style="list-style-type: none"> <input type="radio"/> A girl was hit by a car. <input type="radio"/> A crazy person hit by a car. <input type="radio"/> A thief chased by the police. <input checked="" type="radio"/> A bicycle ridden by a woman hit by a motorcycle. ✓ <p>Tambahkan masukan Individual</p> <hr/> <p>✓ 4. What did the writer do after seeing the accident? 4 / 4</p> <ul style="list-style-type: none"> <input checked="" type="radio"/> He helped the woman. ✓ <input type="radio"/> He did nothing. <input type="radio"/> He ignored the accident.

No. _____

Date: _____

3-2-1 Strategy Chart

Student's name : Kadek Tania Friska Wulandari (13/06)

Text : Having a Stomachache

① 3 important ideas you found about the text (find in orientation, events and re-orientation)

a. Orientation : The writer and family ate in a restaurant in the evening and the writer ate a bowl of meatball with too much chili sauce although his mother suggested him not to do so.

b. Events : The next morning, when the writer had an English test in the school, he felt stomachache and went to the toilet three times during the test.

c. Re-orientation : The writer did a remedial test in the following day and finally he felt regretful because did not listen his mother's advice to not eat spicy foods.

② 2 interesting things you found about the events in the text :

1. The writer's awkward behavior during the test in which he went to the toilet three times.

2. The writer's teacher understood about the writer's condition after the writer explained his condition to the teacher.

③ 1 question you still have :

~~Does the meaning of word "awkward"~~

1. Does the word "awkward" mean unusual?

3-2-1 Strategy Chart

Student's Name: Made Darmayasa Giri (21/86)

Text: My First Trip to Yogyakarta

❖ 3 important ideas you discovered about the text (find in orientation, events, and re-orientation).

a. Orientation: The writer went to ^{her} grandmother's house in Yogyakarta last week by car, and they stayed there for three days. ↳ with ~~his~~ ^{her} family

b. Events: The writer and family went to Malioboro Street, Taman Sari, and Keraton Ngayogyakarta Hadiningrat during their stay in Yogyakarta. They also visited some places providing Yogyakarta traditional foods which are very delicious.

c. Re-orientation: After staying for three days in Yogyakarta, the writer and family went back to their home in Semarang. They felt tired but it was an amazing trip for them.

❖ 2 interesting things you found about the events in the text:

1. The writer bought T-shirt with the word "Yogyakarta" printed on it.

2. The writer and family took some pictures in the Taman Sari and Keraton Ngayogyakarta Hadiningrat to capture some historical buildings in Yogyakarta.

❖ 1 question you still have:

I don't understand about the meaning "5 minutes away."

3-2-1 Strategy Chart

Student's Name: Putu Risma Widya Yanthi (28/80)

Text: My Holiday in Bali

❖ 3 important ideas you discovered about the text (find in orientation, events, and re-orientation).

a. Orientation: When in the first grade of senior high school, the writer went to Bali by plane and had a vacation there for three days.

b. Events: During their vacation in Bali, the writer and her friends visited some tourist destinations such as Sanur Beach, Tanah Lot, Tanjung Bena Beach, Penyu Island, Kuta Beach, Sangah, and also Sukawati market to buy Balinese souvenirs.

c. Re-orientation: The writer went back home bringing many unforgettable experience and memories of Bali.

❖ 2 interesting things you found about the events in the text:

1. The writer and her friends played many water sports, such as banana boat, jetsky, and speedboat.
2. The writer took some pictures in Sangah and do interaction with monkeys.

❖ 1 question you still have:

1. ~~confuse~~ about what is the meaning of shady forest?
confuse

3-2-1 Strategy Chart

Student's Name: Kadek Kesya Ari Wardhani (9/8c)

Text: Having a stomachache

❖ 3 important ideas you discovered about the text (find in orientation, events, and re-orientation).

a. Orientation: The writer ate a bowl of meatball by putting too much chili sauce into it although his mother had advised him not to do so.

b. Events: The next morning, the writer went to school and had an English test. During the test, he felt stomachache because he had eaten spicy food in the last evening.

c. Re-orientation: The writer felt regretful because he did not listen his mother's advice.

❖ 2 interesting things you found about the events in the text:

1. The writer goes back and forth to the toilet three times during the English test.

2. The teacher thought that the writer had been cheating because of his awkward behavior.

❖ 1 question you still have:

Is it correct that the word "awkward" means strange?

Appendix 25. Author's Biography

RIWAYAT HIDUP



Putu Melia Dewi lahir di Busungbiu pada tanggal 2 Mei 2000. Penulis lahir dari pasangan suami istri Bapak Gede Widiasta dan Ibu Nengah Tariami. Penulis berkebangsaan Indonesia dan beragama Hindu. Kini penulis beralamat di Jalan Sari Parta, Desa Busungbiu, Kecamatan Busungbiu, Kabupaten Buleleng, Provinsi Bali. Penulis menyelesaikan pendidikan dasar di SD Negeri 3 Busungbiu dan lulus pada tahun 2012. Kemudian penulis melanjutkan di SMP Negeri 4 Busungbiu dan lulus pada tahun 2015. Pada tahun 2018, penulis lulus dari SMA Negeri 1 Busungbiu dan melanjutkan perkuliahan pada program studi S1 Pendidikan Bahasa Inggris di Universitas Pendidikan Ganesha. Pada semester akhir tahun 2022, penulis telah menyelesaikan skripsi yang berjudul “THE IMPLEMENTATION OF 3-2-1 STRATEGY IN TEACHING READING THROUGH ONLINE LEARNING IN THE JUNIOR HIGH SCHOOL”. Selanjutnya, mulai tahun 2018 sampai dengan penulisan skripsi ini, penulis masih terdaftar sebagai mahasiswa program S1 Pendidikan Bahasa Inggris di Universitas Pendidikan Ganesha.