

**THE IMPACT OF USING WRITTEN RETELLING
STRATEGY IN IMPROVING STUDENTS' READING
COMPREHENSION AT SMPN 7 KOTA SORONG**



A THESIS

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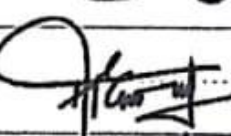
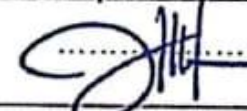
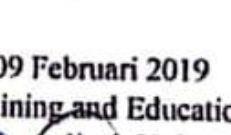
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Menyatakan dengan sesungguhnya bahwa final project yang berjudul :

The Impact of Using Written Retelling Strategy in Improving Students' Reading Comprehension at SMPN 7 Kota Sorong.

Yang saya tulis dalam rangka memenuhi salah satu syarat memperoleh gelar sarjana, benar – benar merupakan karya saya sendiri yang saya hasilkan setelah melalui penelitian, bimbingan, diskusi dan pemaparan dan ujian semua kutipan, baik secara langsung maupun telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian walaupun tim penguji dan pembimbing penulisan final project ini membutuhkan tanda tangan sebagaimana keabsahannya, seluruh karya ilmiah ini tetap menjadi tanggung jawab saya sendiri, jika kemudian hari ditemukan tidak keabsahannya saya bersedia menerima konsekuensinya.

Demikian, harap pernyataan ini digunakan seperlunya.

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MOTTO

In the name of Allah SWT, the beneficent, the merciful

(QS. Al – Fatihah : 1)

Faith, prayer, effort and love of my motivation in life

(The Researcher)

DEDICATION

From deep of my heart, the thesis is dedicated to everyone who cares and love me.
I would like to dedicate this thesis to :

1. My beloved parents, La Hadiani and Sanariati. Thanks all support, trust, finance and encouragement.
2. My beloved sisters Hartati, Nindi Amelia, Namla Julianti and Reysa Meilani. Thanks for your kindness, togetherness.
3. My special someone, La Rumi thanks for you support in finishing this thesis.
4. The whole of my classmate in the class D, everything we do and every day whenever we learn together. It will be my sweet memories.

ABSTRAK

NUR FAJRIANI (2019) "Dampak Penggunaan Strategi Menceritakan Tertulis dalam Meningkatkan Pemahaman Bacaan Siswa di SMPN 7 Kota Sorong. (Dosen Pembimbing oleh Kris Uluelang dan Ibrahim)

Tujuan dari penelitian ini adalah untuk mengetahui dampak penggunaan strategi penulisan dalam meningkatkan pemahaman bacaan siswa SMPN 7 Kota Sorong.

Penelitian ini bersifat kuasi eksperimental. Populasi penelitian ini adalah siswa kelas sembilan SMPN 7 kota sorong. Peneliti mengambil dua kelompok sebagai sampel dengan menggunakan purposive sampling yaitu IX A sebagai kelompok eksperimen dan IX B sebagai kelompok kontrol, pada masing-masing kelas terdiri dari 20 siswa. Instrumen dalam penelitian ini adalah tes yang bersifat pre – test dan post – test. Sebelum siswa memberikan perlakuan akan terlebih dahulu memberikan pre – test. Oleh karena itu, pada kelompok eksperimen peneliti melakukan perlakuan dengan menggunakan strategi menceritakan tertulis, sedangkan kelompok kontrol dilakukan dengan metode konvensional. Setelah perlakuan siswa diberikan post – test untuk membandingkan skor hasil kelompok eksperimen dan kelompok kontrol, kemudian peneliti menganalisis hipotesis dengan menggunakan uji t – sampel independen.

Hasil penelitian menunjukkan bahwa penggunaan strategi retelling tertulis dapat berdampak pada peningkatan pemahaman membaca siswa. Hal ini dibuktikan dengan nilai t – uji adalah 4,681 lebih tinggi dari nilai t – tabel adalah 2,024. Dengan demikian, hipotesis alternatif diterima dan hipotesis nol ditolak. Dari analisis pengujian hipotesis yang dilakukan, terdapat perbedaan prestasi siswa antara siswa yang belajar menggunakan strategi retelling tertulis dengan siswa yang belajar menggunakan metode konvensional.

Kata Kunci : Strategi Menceritakan Kembali Tertulis, Pemahaman Bacaan, Bahasa Inggris

ABSTRACT

NURFAJRIANI (2019) “The Impact of Using Written Retelling Strategy in Improving Students’ Reading Comprehension at SMPN 7 Kota Sorong. (Supervisor by Kris Uluelang and Ibrahim)

The purpose of this research was to find out the impact of using written retelling strategy in improving the students’ reading comprehension of SMPN 7 Kota Sorong.

This research was quasi experimental. The population of this research was the ninth grade students of SMPN 7 kota sorong. The researcher took two group as sample by using purposive sampling that were IX A as experimental group and IX B as control group, in each classes consists 20 students. The instrument in this research was test that were pre – test and post – test. Before the students give treatment will first give a pre – test. Therefore, in the experimental group the researcher treated the treatment using written retelling strategy, while the control group was treated using conventional method. After treatment students are given post – test to compare the result score of experimental and control group, then the researcher analyze the hypothesis using independent sample t – test.

The result showed that the use of written retelling strategy can impact to improve the students’ reading comprehension. This evidenced by the value t – test was 4.681 higher than the t – table value was 2.024. Thus, the alternative hypothesis was accepted and null hypothesis was rejected. From the analysis of hypothesis testing is done, there is differences in students achievement between students who learn to use written retelling strategy with students who learn to use conventional method.

Keywords : Written Retelling Strategy, Reading Comprehension, English

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Then, I would like to express my gratitude to all those who have, now or otherwise, helped to shape the ideas that have gone into this thesis. First of all, I would like to thank to Allah SWT who has given me remarkable blessing and strength so that I could finish the thesis, so, first of all, I would like to dedicate my sincerest gratitude to Him.

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Thanks are also due to the Principal, English teacher and staff SMPN 7 Kota Sorong for their permission and help during my research. I would like to thank to all member of IX A and B for their help without them this research could not finish.

The writer believe this thesis is imperfect in its structure and subject matters but she has been trying maximally to do her best. Therefore she also need constructive critisms and suggestion to revise it better in the future.

Sorong, 07 februari 2019

The writer

Nur Fajriani

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CHAPTER I

INTRODUCTION

A. Background of The Research

Reading is the most important key of all sources of knowledge. Read can do in anywhere, at home, school or in the neighborhood. Many students can easily understand what they are listen to or seeing, but they cannot understand the written materials because they cannot read. So, the fail in their exams at school and cannot understand many things happening around them. In this concern, Swihart (as cited in Manyrawi, 2013) stated that “reading is a very pivotal skill in our life and it is important for the mind and the success of students’ academic career as people who cannot read well, do not do well in school and lose a lot important things in life.”

Reading necessarily requires comprehension. The students get information from the source by having comprehending the content. By comprehending the content, the students can be claimed that they have done the process of reading. Beside that, students will also get and understanding information stated in the text. Students who have excellent reading comprehension are able to succeed inside and outside the school. Unfortunately, comprehension skills are not natural skills of students, but rather must be self – taught or taught by someone else. Moreover, it is the most difficult skill to master.

Consequently, teachers should teach comprehension strategies to their students to improve their reading comprehension. As a general truth, we

know that many students do not have an interest to know reading comprehension and they say that with reading just spend much time and energy. In SMPN 7 Kota Sorong, many students are still difficult to understand when reading the text, they can read the text, but most of them cannot understand the meaning of the text and do not get information from the text.

Retelling can be used as an effective tool in improving comprehension as well as assessing it (Jennings, Caldwell, & Lerner, 2014, p.268). When a learner retells the content of reading selection, the reader takes responsibility for understanding and then communicating accordance their understanding. Accordingly, the main concern of this study will be directed to using of written retelling strategy (WRS) for improving reading comprehension. Through the written retelling strategy, the students has to recognize the texts in a new form.

Therefore, the researcher tries to use the alternative method to improve the students' reading comprehension skills, the researcher chooses written retelling strategy. The researcher chooses this method because the students in SMPN 7 Kota Sorong are lacking for mastery speaking English, and using written because the students are easily to express their comprehension in read the text or paragraph. The research evidences reveal that written retelling technique can give impact on students' reading comprehension (Moss, et al. 1997; Schisler, 2008; Lin, 2010; Manywari, 2013). Therefore, this method is fit to improve the students reading comprehension in SMPN 7 Kota Sorong.

B. Problem Statement of The Research

Based on the problem of the research it can be formulated as, is there any impact of use written retelling strategy in improving the students' reading comprehension?

C. The Objective of The Research

Based on the problem above then researcher to clarify about objective of the research was to find out the impact of the use written retelling strategy in improving the students' reading comprehension of SMPN 7 Kota Sorong

D. Significance of The Research

This research was expected to give some contributions theoretically and practically. Theoretically, this research is hoped to enrich as well as to develop the concept theory of English learning especially reading comprehension. this research is hoped to help teachers to get alternative ways o their teaching process through written retelling strategy. The reader are expected to catch any information in order to improve their knowledge about reading comprehension and written retelling strategy in English learning.

Practically, this research can be used for the researcher as starting point to get experience that will be useful in the future as an English teacher. This research could motivate the students to involve in learning process actively and to improve their reading comprehension. This research can be a new knowledge for the English teacher in teaching reading comprehension.

E. Scope of The Research

The problem of this research limited on discussing the impact of written retelling strategy on students' reading comprehension through descriptive text at the ninth grade of SMPN 7 Kota Sorong.

CHAPTER II

LITERATURES REVIEW

A. Previous Researches

The researcher has been present five relevant researches, they were :

Syvia and Utami (2017), their research entitled *The Effect of Written Retelling Technique on Students' Reading Comprehension Across Personality Learning Styles*. The objective of their study was investigated how written retelling technique affect the reading comprehension of university students having different personality learning styles (introverted vs. extroverted). They applied quasi – experimental design in which took two class. And to collect the data they used a reading comprehension test and a questionnaire. The result of their research revealed that there was a significant difference between the extroverted and introverted students in reading comprehension achievement, they suggest that written retelling technique was more effective regardless of the peronality learning styles.

Umatul (2017), her research entitled *Improving The Students' Reading Comprehension Of Recount Text Through Retelling (A CAR for the Eighth Grade Students of SMP Al – Mas'udiyah Bandungan in the Academic Year 2016 / 2017)*. The objectives of her research were (1) to describe the implementation of using retelling to improve the students' reading comprehension of recount text of VIII C grades of SMP Al Mas'udiyah Bandungan (2) to identify the improvement the students' reading comprehension of recount text through retelling of VIII C grades of SMP Al

Mas'udiyyah Bandungan after taught by using retelling. Her research was Classroom Action Research (CAR). It was conducted in two cycles. Each cycles consisted four steps. They were planning, acting, observing, and reflecting, and it was done systematically and collaboratively. her result showed that (1) implementation of using retelling to improve the students' reading comprehension was really successful. (2) the improvement of the students' reading comprehension of recount text at the eighth grade students of SMP Al Mas'udiyyah Bandungan was really significant.

Reem (2013). her study entitled *The Impact of Using Written Retelling Strategy on Improving Reading Comprehension Achievement and Retention for Ninth Graders in Palestine*. The objective of her research was to investigating the effectiveness of using written retelling strategy (WRS) on improving reading comprehension achievement and retention. To answer the questions of the study, she adopted the quasi – experimental approach. her research used two tools, that was an achievement (pre – post) test and a form group interview. The result of her study revealed that the written retelling strategy was effective in improving reading comprehension achievement and retention. She recommends the use of WRS to develop reading comprehension skills and retention. Moreover, she recommends the use of the same strategy to develop other English language skills and other school subjects, as well.

Romli (2014). His research entitled *Improving The Students' Reading Comprehension of Narrative Text Through Story Mapping*. The objective of

his research was to get empirical evidence of the improving students' reading comprehension of narrative text through story mapping method. The method of his research was classroom action research which was conducted in two cycles. The research instruments were the observation sheet, interview guidelines, questionnaire and test form. From his research findings, it showed that story mapping method could improve the students' reading comprehension of narrative text.

Aprilia (2015), her research entitled *Improving Reading Comprehension of the Eight Grade Students at SMPN 6 Yogyakarta Through POSSE Strategy*. The objective of her research was to improve reading comprehension of the eight grade students of SMPN 6 Yogyakarta through POSSE strategy. The method of her research was action research and there were two kinds of the data, they were qualitative and quantitative data. The research instruments of qualitative data were observation, interview, making field notes, and having discussion with the collaborator as the observer, while the research instruments of quantitative data obtained from pre – test and post – test. In inferences to the action in two cycles, use of the POSSE strategy improve students' reading comprehension as justified in the following result.

Based on the five previous researches above, there are differences and similarities to this research. The similarity between the previous researches and this research is the objectives of the research, it meant here is about to improve the students reading comprehension.

The difference between this research and the research conducted by the researcher is that this study examines the effectiveness written retelling technique across personality learning styles for university students. Besides, the time and place of the research are different and to collect the data is also different from previous research. If the previous research examine at the university, that was different from the research I was doing. It was tested on students of SMPN 7 Kota Sorong.

B. Some Pertinent Idea

1. Concept of Retelling

a. Definition of Retelling

According to Yahla (cited in Umatul 2017,p.10) “the root of retelling is re-tell, the based root is tell which is added work beginning re that has meaning again.” The meaning tell is giving information about something. Retell means process of making known somebody in word and giving information about something. This strategy is assumed to make the students rethinking what they read by their own written form. Reem (cited in Andri 2015,.p.3) state that retelling is redoing or reconstructing something. This lead us to say that is it a sophisticated activity that requires the reteller to collect items, organize, find the relation among them in order to reconstruct and introduce them in a new form that the reteller has passed in a personal form and his/her own understanding and opinion to the core matter.

According to Koskinen (cited in Andri 2015,.p.4) retelling requires the reader to organize text information in order to provide a personal rendition of it. It has been found to significantly improve story comprehension, sense a story structure, and oral complexity. As a comprehension strategy, retelling:

1. Encourages reader to attend the meaning of the text.
2. Reinforces elements of story structure such as, characters, setting, and plot.
3. Requires reader to distinguish between key ideas and supporting details.
4. Encourage communication and oral language development.

When retelling a fictional story, the readers will think about remember and retell the key details: story elements, major events character's feelings, thoughts, traits or actions. When retelling an informational text, they will think about, remember and retell the main topics and key details. Retelling improve text structure awareness when reading.

b. Teacher's Role in Retelling Process

The teacher plays important roles in the implementation of retelling technique in the reading classroom. The activities are distributed by following the three stages of teaching reading; pre – reading, whilst – reading, post – reading.

- Pre – reading stage is activities prior to reading which is used to engage students to the classroom atmosphere. What the teacher should do is activating or building students’ background knowledge related to the topic of reading.
- While – reading or during – reading process, the activities have the purpose to prevent the students as passive reader. Many activities during the reading process require the students to do any of the following: follow the order idea in a text; react to the opinion expressed; understand the information it contains; ask themselves question; make notes; confirm expectation or prior knowledge, or predict the next part of the text from various clues Hedge (cited in Vindy 2017,p.79) .
- Hedge (cited in Andri 2015,p. 80) explains many variations of post – reading activities. The ideal activity is the one which has relations to the reading purpose. Therefore, the students can check and discuss activities done while reading and make use of what they have read in a meaningful way, for example, by discussing their response to the writer’s opinion or by using notes for a writing activity.

c. Variation of Retelling and the Implementation

The variations of retelling can be categorized into several types, the cart below shows various forms of retelling,

Table 2.1

Variation of retelling

Types of Retelling	Meaning
Oral to Oral	Listening to spoken material and retelling it orally.
Oral to Written	Listening to spoken material and retelling it in written forms.
Reading to Oral	Reading a written material and retelling it orally.
Reading to Written	Reading a written material and retelling it in written forms.
Viewing to Oral	Viewing a film and retelling it orally
Viewing to Written	Viewing a film and retelling it in writing.

It can be clearly seen from table 2.1 that all variations of retelling can be categorized under two main types: oral and written.

1. Oral Retelling Strategy

This first type is oral retelling strategy (ORS) for improving reading comprehension and retention. Goodman (cited in Manyrawi 2013, p.14) mentioned that retelling provides an opportunity for readers to process what they have read by organizing and explaining it to others. Oral retelling strategy encourages the students to retell the information they get from the text to others orally. According to Manyrawi (2013), the utilization of coordinated sentences, short forms, ellipsis, illustration and explanation are the characteristics of oral retelling. They are required to describe it aloud, everything they can recall after reading. There is an indication by researchers that retelling increases both the quantity and quality of what is comprehended. Retelling requires the students to reconstruct

materials they have read in their own form, which requires clear understanding of what has been read. The use of this technique helps the teachers to identify how much information was retained after reading or listening to a text. Moreover, it also gives teachers insights about student's knowledge of text genre and their ability to organize information. ORS enhances student's ability to retain previously learn information.

Oral retelling provides more opportunities for the students to express everything that they remember. There is a possibility that students are able to tell information which is more than they are able to do when specific questions are asked. Retelling allows teachers to have insight into what information which a student views as important and how the student organizes the information and retain it. Retelling is not a matter of copying the previously read material, but it is an active process that requires students to be engaged in deep thinking. As stated by Rog (cited in manyrawi, 2013.p.14) that the purpose of retelling is to judge the students understanding of the text, not what they remember. The students need to explore the relation between ideas, read between lines to find clues, explore cause and effect, add previous knowledge from his/her own schemata, and then reconstruct the ideas and events in a new form stamped with his/her personality. Retelling also develops their creative thinking. Although the students have to retell the same

reading and the elements of it such as the events, the characters and the setting of the original text or story, the students will have their own newly version of information construction. While generating the new form, the student will also judge characters, events and setting. They are allowed to state an opinion towards what they read.

2. Written Retelling Strategy

Manyrawi (cited in Vindy 2013,p.87) defines that written retelling strategy (WRS) is an active mental thinking process that enables the learner to re- produce the already read material in a new written form. The readers need to explore the relation between ideas, read between lines to find clues, explore text structure.

The process of written retelling, the readers also bring their previous knowledge from his/her schemata related to the text. Later on, they will reconstruct the ideas and events in a new form which may also reflect and relate to their personality. The new form will be personal as each of the reader will create different forms in representing the same message from the original text. Written retelling is quite similar with oral retelling. However, when in the oral retelling the readers have to retell what they get from the text in spoken, written retelling requires the reader to write.

d. Procedure of Written Retelling Strategy

The following steps in teaching English reading comprehension using Written Retelling Strategy are :

1. The teacher give reading text for the students.
2. The teacher ask the students to read silently.
3. The teacher give 15 minutes for read and understand the text.
4. After the students read the text, the teacher takes the reading text from the students.
5. After that, the students asked to write according to their understanding of the text in their own word.

e. Benefit of Retelling for Students

There are so many benefits of retelling. After the teacher can applied the steps of the retelling in teaching and learning process, the students got the benefits of its. According to Yahla (cited in Umatul 2017,p.14) the advantages of retelling follows:

- a. The students can develop concentration while reading or listening to a specific text because they already know that they will reconstruct or retell the text.
- b. Retelling develops mental abilities such as visualization which is necessary to support retelling.
- c. As retelling requires the reader to reflect on the text, it develops analysis, concluding. Judging, thinking skill or critical thinking skills.

- d. Retelling is an indirect means of developing language items (vocabulary, grammar, spelling and pronunciation).
- e. Retelling is a synthesis skill which encourages creativity.
- f. As retelling needs more than reading, it helps speed reading.
- g. Retelling supports reading, writing and speaking fluency.

Based on the explanation from the researcher above, benefits of retelling are really good and appropriate for the students in the learning process. The students become more concentrate, confident, and diligent or students must more active to do. Beside that, the students will be able to enhance their creativity in learning process. The students can develop their vocabulary, pronunciation, grammar, spelling and helps the students to develop shared it into not only reading, but also writing and speaking skill.

f. Benefit of Retelling for the Teacher

Retelling is not only benefit for the students, but also can be useful for the teachers. According to Yahla (cited in Umatul 2017,p.15) the teachers may get the following advantages :

- a. Retelling help teachers to attend to the level of retention and understanding achieved by the students.
- b. It reveals students' ability to recognize the structure of the text and setting items in a logical order.
- c. It reveals the level of linguistics advantages the students have achieved.

Based on the explains above, retelling are good for the teacher if they applied it. They are more be aware to understanding the students' need. The teacher guide the students ability to recognize content of the text and the teacher can appreciate the students' achievement.

2. Concept of Reading Comprehension

a Definition of Reading Comprehension

When the students read a passage, they decode written information and its combined with the students' background of knowledge in their brains to produce comprehension. According to Nunan (cited in Umatul 2017, p.16) claims that "reading comprehension is a fluent process of combining information extracted from the text with the existing schemata to understand the meaning." Furthermore, "reading comprehension is the process of making meaning from the text (Umatul, 2017,p.16). Reading comprehension means understanding what has been read. It is an active thinking process that depends not only on comprehension skill but also on the students' experiences and prior knowledge. Reading comprehension involves understanding the vocabulary seeing the relationship among words, concept, organizing ideas, recognizing the authors' purpose, making judgement and evaluating the text.

According to Chaterine (cited in Fifi 2017,p.9) she adds that comprehension entails three elements :

- a The reader who is doing the comprehending.
- b The text that is to be comprehend
- c The activity in which comprehension is a part.

b Types of Reading

According to Patel and Jain (2008, p. 177), the types of reading :

1. Extensive Reading

Extensive reading is used to obtain a general understanding of a subject and includes reading longer text for pleasure. The reader wants to know about something. The reader doesn't care about specific or important information after reading. Usually people read for to keep them update.

2. Intensive Reading

Intensive reading is related to further in language learning under the teacher's guidance. Intensive reading will provide a basic for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. Intensive reading material will be the basis for classroom activity. it will not only be read but will be discussed in detail in the target language, sometimes analyzed and used as a basis for writing exercises. Intensive reading is text reading or passage reading. In this reading the learner read the text to get knowledge or analysis. The goal of this reading is to read

short text. this reading is done to carry out to get specific information.

3. Descriptive Text

a Definition of Descriptive Text.

According to Brown and Burnette (cited in Fifi 2017, p.10) there is a kind of text that involves not so much telling the reader about facts or events as showing the readers something. This is descriptive text and it has many valuable uses in other kind of writing. Descriptive text is a text which says what a person or a thing is like.

b Purposes of Descriptive Text

The purposes of the descriptive text is to describe and reveal a particular person, place, or, thing. The goal of the descriptive text is transferring the experience of the writers. The experience can be what they see, read, or feel. Descriptive text commonly tries to reveal the image of certain person, place, animal, or things.

c Structure of Descriptive Text

Descriptive text has structure as :

- 1) Identification : identifying the phenomenon to be described
- 2) Description : describing the phenomenon in parts, qualities, or/and characteristics.

d Grammatical Features of Descriptive Text

Descriptive text usually includes the following grammatical features :

- 1) Specific participant. Example : Bandengan Beach, My House, Borobudur Temple, Uncle Joko.
- 2) The use of simple present tense. Example : He walks with pride and grace, performing a dance of disdain as he slowly lifts and lowers each paw with the delicacy of a ballet dancer.
- 3) Detail noun phrase
- 4) Adjectives to describe the feature of the subject
- 5) Relation process, using verb that can describe participant condition.
Example : my father is really handsome.
- 6) Figurative language, using metaphor to give illustration. Example :
Her skin is white cloud and smooth as water.

C. Theoretical Framework

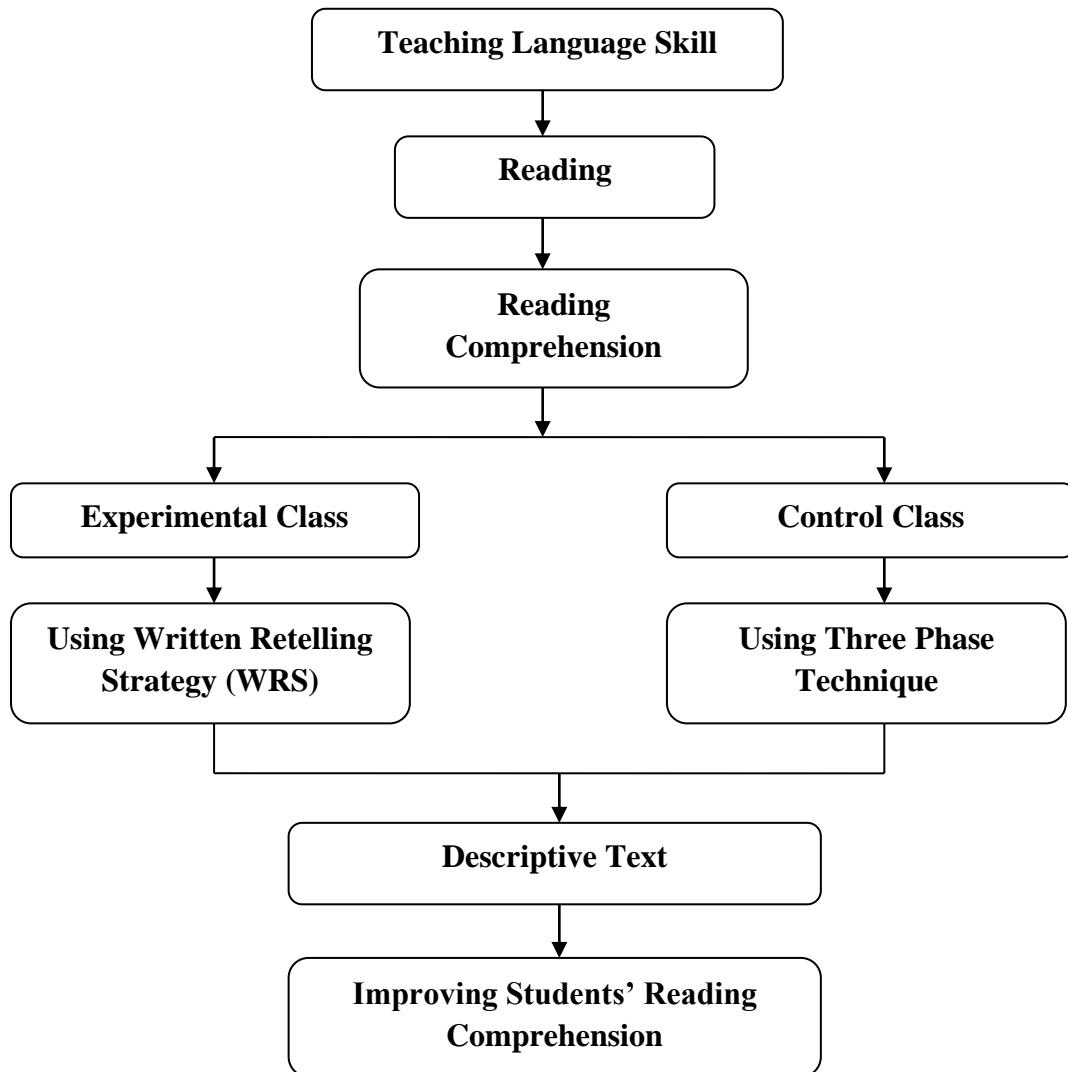


Figure 2.2
Conceptual Framework

Teaching language skill, there are four language skill, namely listening, speaking, reading and writing. One of the four skills, the researcher choose reading skills, because reading is important to the education, the students need it to add the knowledge, trained to the pronoun like speaking, write the reading text

after reading or written retelling. In this research, the researcher focus on reading comprehension because the students need comprehend when reading the text. And then, the researcher only choose two classes, that's are experimental class and control class. In experimental class, the researcher teaches using written retelling strategy while in control class the researcher using three phase technique. Then, in both of two classes the researcher taught descriptive text materials to improve students' reading comprehension.

D. Hypothesis

The researcher formulates the alternative hypothesis (H_a) and null hypothesis (H_0) of this research as follow:

H_a : The use of written retelling strategy can impact to improvement students' reading comprehension.

H_0 : The use of written retelling strategy cannot impact to improvement students' reading comprehension.

CHAPTER III

METHODOLOGY

In this chapter the researcher describes the research method. It consists of research method and design, population and sample, research variables, research instrument, technique of data collection and data analysis.

A. Research Method and Design

Quantitative research was used in conducting this research because the data were in the form of number. The purpose of this research was to find data about the use written retelling technique to improve students reading comprehension at SMPN 7 Kota Sorong.

The object was taught by using two methods on the students of the third grade in SMPN 7 Kota Sorong. There were experimental group by using written retelling strategy and control group by using conventional method. The method of study was quasi experimental study using Nonequivalent control group design.

According to Best (cited in Diah 2011, p.13) The design of this research as follow:

Experimental Group	O_1	X_1	O_2
Control Group	O_1	X_2	O_2

Where :

O_1 : Both of the groups receive pre - test

O_2 : Both of the groups receive Post - test

X_1 : The treatment of experiment group by using written retelling strategy

X_2 : The treatment of control group by using three phase technique

B. Population and Sample

1. Population

Arikunto (2010) states that all of the elements which is researcher wants to investigated in research field was called population research. The population of this research was the third grade students at SMPN 7 Kota Sorong. The number of population is 71 students consisted of three classes namely, IX A until IX C.

2. Sample

The sample consisted of the students from the population who were chosen to participate in the study. Since population is 71 students divided into three classes, two classes were selected as the sample by using sampling technique in choosing the class.

The researcher used the nonrandom sampling as mentioned Gay (cited in Diah 2011, p.33) non random sampling is a sampling technique which is used when it cannot be ensured that each item has an equal chance of being selected.

The groups which the researcher took for the research are class IX A consist of 20 students as the experimental group and IX B consist 20 students as the control group.

3. Research Variables

Variables in this research consist of two variables. They were independent (X) and dependent variable (Y). Independent variable is variable that influences because of change or emergence the dependent variable. The independent variable of this research was the use of written retelling strategy. Written retelling strategy is retell in a written form or someone who read a text and then retell the information that has been obtained from the text in written form.

Dependent variable is variable that was affected or that became the result because of the existence of the independent variable. The dependent variable in this research was the students' mastery reading comprehension. Reading comprehension is a way to understanding or comprehend of the text that includes not only word reading, world knowledge or fluency, but by reading comprehension the reader can get information and wide insight from the text.

C. Research Instrument

The instrument of this research was test. The test will be in the form of descriptive text. The researcher has compiled 10 items of multiple choice and 10 items of essay. The test of multiple choice question required the students to identify the main idea and the purpose of the texts, identify the specific information, identify references, interpret the maning of word and the meaning of phrase, identify the synonym and antonym of words. Then, the test of essay concerning the factual questions.

E. Technique of Data Collection

The researcher obtained the data by use test with conducted descriptive text. The test will use to see the result of students' reading comprehension answer the question based on the text.

Pre – test will be conducted to examine the scores and the ability of the students before treatment and post – test will be conducted to determine how the increase or progress of the students after given treatment. Treatment will be used written retelling strategy to help the students in reading comprehension.

1. Pre –Test

The pre – test conducted both of the group, experimental and control group in order to know students' on reading comprehension in descriptive text before treatment given. The researcher asked the students to answer the test for measure the ability in reading comprehension.

2. Treatment

The researcher teach English in the experimental group by using written retelling strategy to improve the students' reading comprehension and in the control group the researcher teach English by using three phase technique. The researcher taught reading descriptive text both of experimental and control group.

a Three Phase Technique (control group)

It is a conventional method which is used to teach English in control group. In this method the researcher conducted three phase, there were pre activities, main activities and post activities.

b Written Retelling Technique (experimental group)

The following steps in teaching English reading comprehension using Written Retelling Strategy are :

1. The teacher give reading text for the students.
2. The teacher ask the students to read silently.
3. The teacher give 15 minutes for read and understand the text.
4. After the students read the text, the teacher takes the reading text from the students.
5. After that, the students asked to write according to their understanding of the text in their own word.

3. Post – Test

The post – test was given after applying the treatment. The purpose of the post – test was to know whether or not the change on students' reading comprehension. ability in descriptive text.

F. Data Analysis

The researcher analyzed the data by use the numerical number in order the researcher try to get the average of students' reading comprehension.

1. Scoring Rubric

a. Scoring rubric for essay questions

Score	Level	What it means	What it requires
0	No understanding	The response demonstrates no understanding of text	Completely incorrect, irrelevant to question; or missing
1	Minimal understanding	The response demonstrates minimal understanding of text	Use minimal information to show understanding of the text in relation of question
2	General understanding	The response demonstrates a general understanding of text.	Use text relevant information to show understanding and partially addresses the demands of the questions.
3	Complex understanding	The response demonstrates an understanding of the complexities of th text	Addresses the demands of the questions and effectively uses text relevant information to clarify to extend understanding.

b. Scoring rubric for multiple choice questions

No	Item	Score
1	Correct answer	1
2	incorrect answer/ not answer	0

2. to know the students score in pre – test and post – test, the researcher

computed the students' correct answer by using the formula way :

$$\text{score} = \frac{\text{studets'correct answer}}{\text{The maximum score}} \times 100$$

3. The categorization of score gained by students was made to find out the level of students. The researcher classifying the score of the students pre – test and post - test into the following scale (Depdiknas, 2000, in Fifi):

Score Scale	Categories
96 – 100	Excellent
86 – 95	Very Good
76 – 85	Good
66 – 75	Fairly Good
56- 65	Fair
36 – 55	Poor
00 – 35	Very Poor

4. to describe the data in the table of percentage the formula as follow

$$p = \frac{F}{N} \times 100\%$$

where :

p : Percentage

F : Frequency

N : Total of sample

Hatch and Farhaddy (cited in Dewi, 2015 : 40)

5. Descriptive Analysis

Descriptive analysis is a statistical process used to explain and describe the research data, the descriptive analysis consists total data, maximal score, minimum score, mean score and standard deviation. In this research used descriptive analysis assisted by SPSS 16.0

6. Normality Test

A normality test is a statistical process used to determine if a sample or any group of data fits a standard normal distribution normality test can be

performed mathematically or graphically. In this research used normality test assisted by SPSS 16.0

7. The Paired Sample t – Test

The calculation of paired sample t – test used to analyze the score of the experimental and control groups. The requirement of the paired sample test is if the data is normally distributed based on the result of normality test.

8. Homogeneity Test

A homogeneity test that null hypothesis that different population have the same proportions of some characteristics. In this research used homogeneity test assisted by SPSS 16.0

9. The independent sample t – test is used to determine whether or not average differences between the two sample groups are not related. In this research used the independent t – test assisted by SPSS 16.0

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CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter discussed about research findings and discussions. The research findings were presented the computation of the data that the research done. The data were analyzed to get the clear conclusion of the research. This research presented findings, descriptive statistical, normality test, homogeneity test, the independent sample t – test and discussion.

A. Findings

Here the researcher discussed the problem of chapter I. The researcher used test as instrument to collect the data. This test aimed at collecting the data of the students' reading comprehension in descriptive text. And the researcher also used Written Retelling Strategy in teaching and learning process in the treatment.

The data from the researcher result were obtained from the experimental group and control group. In each class data obtained from research results from learning cognitive and affective. There are five kinds analysis the data, namely :

1. Descriptive Analysis

a. The Classification of Students Score in Control Group

The students learning reading comprehension in this research are based on seven categories, namely excellent, very good, good, fairly good, fair, poor, very poor in this table. Based

on the data above, the classification table of students can be made as follows :.

Table 4.1
Classification of Students in Achievement Control Group

Score	Classification	Pre test		Post test	
		Frequency	Percentage %	Frequency	Percentage %
96 – 100	Excellent	-	-	-	-
86 – 95	Very good	-	-	-	-
76 – 85	Good	-	-	-	-
66 – 75	Fairly good	-	-	4	20%
56 – 65	Fair	1	5%	11	55%
36 – 55	Poor	16	80%	5	25%
0 – 35	Very poor	3	15%	-	-
Total (Σ)		25	100%	25	100%

The table 4.1 above showed the scoring classification of pretest and posttest of control group. In the table of pretest showed that from 20 students there was not student got excellent, very good, good and fairly good categories, 1 student (5%) got fair categories, 16 students (80%) got poor categories and 3 students (15%) got very poor categories.

While in the posttest, not student got excellent, very good and good categories, 4 students (20%) got fairly good categories, 11 students (55%) got fair categories, 5 students (25%) got poor categories and no student got very poor categories.

b. The Classification of Students Score in Experimental Group

The students learning reading comprehension in this research are based on seven categories, namely excellent, very good, good, fairly good, fair, poor, very poor in this table. Based on the data above, the classification table of students can be made as follows :

Table 4.2

Classification of Students Achievement in Experimental Group

Score	Classification	Pre test		Post test	
		Frequency	Percentage %	Frequency	Percentage %
96 – 100	Excellent	-	-	-	-
86 – 95	Very good	-	-	5	25%
76 – 85	Good	-	-	3	15%
66 – 75	Fairly good	2	10%	7	35%
56 – 65	Fair	2	10%	4	20%
36 – 55	Poor	15	75%	1	5%
0 – 35	Very poor	1	5%	-	-
Total (Σ)		25	100%	25	100%

In the table 4.2 above showed that from 20 students there were not students got excellent, not students got very good and not students got good categories, 2 students (10%) got fairly good categories, 2 students (10%) got fair categories, 15 students (75%) got poor categories and 1 student (5%) got very poor categories.

While in the posttest showed that there were not students got excellent categories, 5 students (25%) got very good categories, 3 students (15%) got good categories, 7 students (35%) got fairly good

categories, 4 students (20%) got fair categories, 1 students (5%) got poor categories and not students got very poor categories.

After the treatment was given many students get higher score from pretest. It could seen in the percentage of posttest.

Table 4.3
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
pre - test Experiment	20	35	70	51.50	9.047
post - test Experiment	20	55	95	76.00	12.204
pre - test Control	20	25	60	46.00	8.675
post - test Control	20	50	75	61.25	7.048

2. Normality Test

The researcher said that in the conduct normality using kolmogrov – smirnov with the help of the software SPSS. The normality test using the data result calculation value of pre – test and post – test in the experimental group and control group. Test result of normality calculating value pre – test and post – test in summarize the table here.

Table 4.4
Normality Test

Class	test	Kolmogorov-Smirnov ^a		
		Statistic	df	Sig.
Experimental Group	pre test	.164	20	.166
	post test	.133	20	.200*
Control Group	pre test	.154	20	.200*
	post test	.180	20	.090

The result of normality test in the table 4.4 shows that the value Sign of pre – test and post – test data in experimental group were 0.166 and 0.200. it means $0.166 > 0.05$ and $0.200 > 0.05$. while the value Sign of pre – test and post – test data in control group were 0.200 and 0.090. it means $0.200 > 0.05$ and $0.090 > 0.05$, so the researcher can conclude that the data in experimental and control group is normal.

3. The Paired Sample Test

A paired sample t – test was conducted to discover the differences in experimental group before and after the students were given the treatments. The calculation of paired sample t – test used to analyze the score of the experimental and control groups. The requirement of the paired sample test is if the data is normally distributed based on the result of normality test.

Table 4.5
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre - test Experiment	51.50	20	9.047	2.023
	Post - test Experimental	76.00	20	12.204	2.729
Pair 2	pre - test Control	46.00	20	8.675	1.940
	post - test Control	61.25	20	7.048	1.576

Paired Samples Statistics table shows some descriptive value of each variable in paired samples. From the table it can be seen that the number of subjects at the pre – test and the post – test were both 20. The mean at the pre – test was 51.50, the Deviation Pre – test standard

obtained was 9.047 with a standard error of 2.023. while at post - test 76.00, the Deviation Post – test standard obtained was 12.204, with a standard error of 2.729. from here we can see that the mean results when the post – test are higher. But we cannot conclude directly from descriptive statistics, because it could be that the mean difference is only due to sampling error, therefore we must look at the test of the significance of the t- test analysis.

Table 4.6
Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pre - test Experiment - Post - test Experimental	-24.500	12.020	2.688	-30.125	-18.875	-9.116	19	.000
Pair 2 pre - test Control - post - test Control	-15.250	6.781	1.516	-18.424	-12.076	-10.057	19	.000

Thus it can be concluded that there are significant differences between pre – test and post – test, the mean difference between pre – test and post – test. From the results of the mean analysis was 24.500, using SPSS 6.0 data obtained $t_{hitung} < t_{table}$. Because sig (2 – tailed) $0,0000 < 0,05$, H_0 is rejected and H_1 is accepted, so the conclusion is there is a difference between the pre – test and post – test.

4. Homogeneity Test

The homogeneity of variance test was accomplished after conducted normal distribution test. Levene test on SPSS 16.0 for

windows was employed to analyze the data and to find out the homogeneity test of experimental and control group. the hypothesis proposed was null hypothesis that stated the data variances were homogeneous and the alternative hypothesis were not homogeneous. The following table is the description of the test result.

Table 4.7
Test of Homogeneity

Score of posttest

Levene Statistic	df1	df2	Sig.
2.020	3	76	.118

From the table above, it shows that the significant value was 0.118. therefore it can be concluded that significance value was > 0.05 , then the sample is homogeneous.

5. The Independent Sample of t – test.

The researcher said it find out on the beginning of their reading comprehension between the students in experimental and control group then performed the t – test on the learning outcomes the pre – test and result t – test is a combination between two groups.

Table 4.8
The Independent Sample T - test

Data		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 of posttest	Equal variances assumed	5.209	.028	4.681	38	.000	14.750	3.151	8.370	21.130
	Equal variances not assumed			4.681	30.404	.000	14.750	3.151	8.318	21.182

t – test	t – table
4.681	2.024

From the result of statistical calculation above, it can be seen that the value of the t – test is 4.681 and the degree of freedom (df) was 38. The value of significance 5% or t – table of df 38 was 2.024. it can be concluded that the alternative hypothesis ($4.681 > 2.024$) was accepted and the null hypothesis ($4.681 < 2.024$) was rejected.

B. Discussions

1. Reading comprehension

Reading comprehension is difficult for students to master. The reason is that the students do not have an interest to know reading comprehension, especially at SMPN 7 Kota Sorong. Students still difficult to understand when reading the text, they can read the text but most of them cannot understand the meaning of the text and do not get information from the text.

2. The type of reading

There are two types in reading, that is extensive and intensive reading. The researcher focus on the type of intensive reading. The purpose of intensive reading is the process of reading that is done to carry out to get the specific information.

3. The variation of retelling

The variation of retelling can be categories under two main types : oral and written. The research focus on written retelling to improve the students reading comprehension.

4. The benefits of retelling for students

The retelling has a variety or benefits for students, especially obtained by SMPN 7 Kota Sorong, especially in English lesson. 1) The students can develop concentration while reading or listening to a specific text because they already know that they will reconstruct or retell the text. 2) Retelling develops mental abilities such as visualization which is

necessary to support retelling. 3) As retelling requires the reader to reflect on the text, it develops analysis, concluding. Judging, thinking skill or critical thinking skills. 4) Retelling is an indirect means of developing language items (vocabulary, grammar, spelling and pronunciation). 5) Retelling is a synthesis skill which encourages creativity. 6) As retelling needs more than reading, it helps speed reading. 7) Retelling supports reading, writing and speaking fluency.

Based on the finding of the research, it was found that the students who were taught by using Written Retelling Strategy have increased their ability in reading comprehension.

Based on the result of pre – test before Written Retelling Strategy was implemented, the ability of students to comprehend the text was lower. After Written Retelling Strategy was implemented, students reading comprehension was better than before. After getting the treatments and post – test was conducted, it found that there was significant differences between the experimental group and the control group where the post – test score of the experimental group was higher. It could be seen from the mean in pre – test score of control group was 46.00 and in the post – test was 61.25 while the mean score of pre – test in experimental group was 51.50 and in the post – test was 76.00. It means that the most improvement was in the experimental group.

Written Retelling Strategy was implemented in the process of teaching reading. The strategy made students interested in reading

lesson. Then, students were easier to comprehend English text, especially of descriptive text. Although several students made mistakes, it happened because they did not have a lot of vocabulary, therefore they got difficulties to comprehend the text. Actually, in control group who did not get treatment, the students also obtained in achievement in post – test.

The result of the data analysis showed that the use Written Retelling Strategy in teaching reading comprehension seem to be applicable for the ninth grade of SMPN 7 Kota Sorong. The strategy encouraged the students in reading comprehension is good. They are easier to comprehend English text. Then, students are enthusiastic in process teaching reading by used of Written Retelling Strategy

CHAPTER V

CONCLUSION AND SUGGESTION

The discussion of the findings has been presented in the previous chapter. This chapter presents the conclusion and suggestion, the researcher would like to give some conclusion that may relate to the subject.

A. Conclusion

At the end of the research, the post – test was given to measure the influence of using Written Retelling Strategy toward students' reading comprehension on descriptive text in both classes after treatment done. The mean score of experimental group in post – test was 76.00 and the mean score of post – test in control group was 61.25. it showed that the students' post – test score in experimental group was higher than students' post – test in control group.

The result can be seen from t – test value of the independent sample t – test table is 4.681 higher than the value of significance of 5% or t – table of df 38 is 2.024 and it means that alternative hypothesis (H_a) was accepted and null hypothesis (H_0) was rejected.

As conclusion it could be stated that The Written Retelling Strategy Can Improve Students' Reading Comprehension of Third Grade in SMPN 7 Kota Sorong.

B. Suggestion

Based on the conclusion above the researcher would like to give some suggestions related to the research. The researcher hoped this research will be useful for English teacher, the teacher have to more creative and innovative to using method in teaching English especially in reading comprehension and to improving students' reading comprehension the teacher can use Written Retelling Strategy. Beside that in teaching and learning English, the teacher must be active in interaction with the students and have to make them more interested in reading class so they will enjoy to learn English.

The researcher hoped the students must realize that reading is one of skills that is very important in English skills and they must have good reading comprehension to be applied in daily life. And then the students have to improve their ability in English in order they can succeed. Beside that, the researcher hope this research can help the other researchers to make a better research. For the last, there are many weakness of this research, so the researcher apologize about that.

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APPENDICES

PRE- TEST

Name :

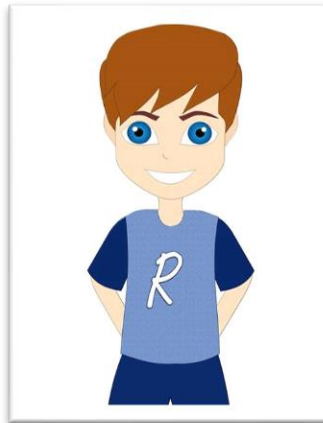
Class:

Date :

PETUNJUK UMUM

1. Tulis identitas anda pada lembar soal dengan benar.
2. Jumlah soal seluruhnya 20 butir soal terdiri atas 10 butir soal pilihan ganda dan 10 butir soal uraian yang semuanya harus dikerjakan.
3. Untuk soal pilihan ganda pilih salah satu jawaban benar dengan memberi tanda X pada huruf pilihan jawaban.
4. Untuk soal uraian jawablah pertanyaan sesuai teks tersebut.

A. Read the following text carefully and choose the correct answer by crossing (X) a,b,c or d



Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he asked to do.

Peter is interested in sport very much, and at school, he plays football and tennis. He is the best badminton player in our family.

:adapted from :<http://bankexercise.blogspot.co.id/search/label/English>

1. How old is Peter? He is ... years old.
 - a. Four
 - b. Fourteen
 - c. Forty
 - d. Ten

2. The writer is ... years old.
 - a. Fourteen
 - b. Sixteen
 - c. Eighteen
 - d. Nineteen
3. Which the following statement is not true about peter?
 - a. He has long and straight hair.
 - b. He has bright eyes.
 - c. He is not interested in sports.
 - d. He plays football and tennis.
4. According to the passage, we know that Peter is ...
 - a. The writer's youngest brother
 - b. The writer's elder brother
 - c. A naughty boy
 - d. A friendly boy
5. It is implied in the pessage that ...
 - a. Peter is naughty
 - b. Peter is lazy
 - c. Peter is unfriendly
 - d. Peter is diligent
6. From the text, we may conclude that ...
 - a. Many people do not like Peter.
 - b. People is older that the writer.
 - c. Peter is a welcoming person.
 - d. Peter is not diligent at all.
7. What is the text mostly about?
 - a. Peter
 - b. Peter's hobby
 - c. Peter's family
 - d. Peter's elder brother
8. "He is fourteen years old ... Than me."
 - a. Peter
 - b. The Writer
 - c. The writer's brother
 - d. The writer's family
9. "Peter is interested in sports very much, and at school he plays football and tennis." The underlined phrase can be replaced by ...
 - a. Dislike sport
 - b. Really likes sport
 - c. Hates sport very much

- d. Finds sport not really entertaining
10. “But he usually does what he is asked to do”
the underlined phrase means ...
- a. He does anything he wants.
 - b. He always asks.
 - c. He is lazy.
 - d. He is diligent.

B. Read the text carefully then answer the question below!

The text for question number 11 – 15!

Keunkenhof Flower Park



Keunkenhof Flower Park is also known as the Garden of Europe. It is situated near Lisse, Netherlands. It is the world’s largest flower garden. Keunkenhof is more than 150 years old. Its first grounds were founded around 1840.

Everyone who loves flowers knows Keunkenhof Flower Park. There are so many kinds of beautiful flowers. There are approximately 54,520 acres of parkland planted with tulips and other bulbs. Keunkenhof is open from the last week of March to mid – May. The best time to view the tulips is around mid – April. However, it depends on the weather. In seven week Keunkenhof has about 800,000 visitors.

Answer the question based on the text !

- 11. What is the other name of Keunkenhof Flower Park?
- 12. Where is Keunkenhof located?
- 13. How old is Keunkenhof Flower Park?
- 14. When is Keunkenhof open?
- 15. When is the best time to view the tulips?

The text for question number 16 – 20!

Chemong



Chemong is a male regular house cat. He is an adorable cat. He has orange fur with white and black spots. He has black patches around his eyes, that's why, I call him chemong. I like to cuddle him because his fur feels soft.

Chemong is an active animal. He likes to run around the house. He likes to chase everyone in my house. When he feels sleepy and tired, Chemong usually sleeps on the sofa in the living room or sometimes under the table.

Answer the question based on the text !

16. What does the text tell you about?
17. What is the main idea of the second paragraph?
18. How does Chemong look like?
19. Why does the writer call him Chemong?
20. What does the word "I" refer to?

POST – TEST

Name :

Class :

Date :

PETUNJUK UMUM

1. Tulis identitas anda pada lembar soal dengan benar.
2. Jumlah soal seluruhnya 20 butir soal terdiri atas 10 butir soal pilihan ganda dan 10 butir soal uraian yang semuanya harus dikerjakan.
3. Untuk soal pilihan ganda pilih salah satu jawaban benar dengan memberi tanda X pada huruf pilihan jawaban.
4. Untuk soal uraian jawablah pertanyaan sesuai teks tersebut.

A. Read the text carefully then choose the correct answer by crossing (X) a, b, c or d!

My Pet

I have a pet. It is a dog and I call it Dolgy. Dolgy is Chinese breed. It is small, fluffy, and cute. It has got thick black fur. When I cuddle it, the fur feels soft. Dolgy doesn't like bones. Every day it eats soft food like steamed rice, fish, or bread. Every morning I give him milk and bread. When I am at school, Dolgy plays with my rabbit. They got along well, and never fight maybe because Dolgy does not bark a lot. It treats the other animals in our house gently, and it never eats shoes. Dolgy is sweet and friendly animal.

1. What is the the name of the pet
a. Catty c. Kitty
b. Dolgy d. Larry
2. What is the purpose of the text
a. to describe person c. to describe place
b. to describe animal d. to describe object
3. How does Dolgy look like?
a. big, fierce and cute c. small, fierce and stink
b. big fluffy and fierce d. small, fluffy and cute.
4. Whom Dolgy plays with when the writer goes to school?
a. the writer's sister c. the writer's rabbit
b. the writer's mother d. the writer's other dog
5. What does Dolgy eat every morning?
a. fish and rice c. bone and milk
b. milk and bread d. rice and bread.

The text to answer number 6 – 8



I am Siti and my sister is Dewi. My sister and I look very different. I have blue eyes and she has green eyes. We have black hair, but I have long, straight hair and she has short, curly hair. I am tall and thin, but she is short and heavy.

6. What is the purpose of the text ...
 - a. to describe animal
 - b. to describe person
 - c. to retell something
 - d. to describe object
7. How does Siti looks like ...
 - a. blue eyes, black, long and straight hair, tall and thin.
 - b. black eyes, black, short and straight hair, tall and heavy.
 - c. blue eyes, black, short and curly hair, short and thin.
 - d. green eyes, black, short and curly hair, short and heavy.
8. How does Dewi looks like ...
 - a. blue eyes, black, long and straight hair, tall and thin.
 - b. black eyes, black, short and straight hair, tall and heavy.
 - c. blue eyes, black, short and curly hair, short and thin.
 - d. green eyes, black, short and curly hair, short and heavy.

The text to answer number 9 – 10

9. Bongo the Orangutan



There is an orangutan in the Bandung Zoo. People call her Bongo. She comes from a dense forest on the island of Kalimantan.

She has physical features similar to a human. Bongo has brownish fur, and walks with two feet. Bongo is almost as big as a human. She is a mammal that means she gives birth to her children and breast feeds them.

Identify the wrong information from the text.

- a. Bongo has brownish fur
 - b. Bongo walks with two feet
 - c. Bongo's body size is similar to human
 - d. Bongo's facial expression is friendly
10. "she has physical features similar to human."
- The antonym of the underlined words is ...

- a. Looks like
- b. Different from
- c. identical with
- d. Alike

B. Read the following text and answer the question .

The text for question number 11- 15

Vanessa Mae is a famous musician.



She is only sixteen years old, but she is a world-famous violinist. When she plays classical violin concertos on her electric violin, the world listens. Vanessa Mae is Thai-Chinese. Her mother is Chinese and her natural father is Thai. She is from Singapore, but she now lives in London with her mother and her English step father.

Question :

- 11. What is the purpose of the text?
- 12. Who is Vanessa Mae?
- 13. What musical instrument does she play?
- 14. Where does her mother live now?
- 15. Which part of the text is identification?

The text for question number 16 – 20



Dea

Dea is a very good and helpful students. She is in Year seven at Purnama Junior High School. She is very good at

mathematics, English and science. Her friends often ask for her to help to solve math problems. Now she is thirteen years old. She is tall. Her hair is long, she is not fat, she is diligent and kind. She is also helpful to her friends. She likes to stories, cycling and playing badminton.

Question :

16. What is the purpose of the text ?
17. What is the characteristics of Dea ?
18. What subjects is she good at ?
19. How old is Dea?
20. How does she look?

Table of the Pretest Score and Posttest Score of the Experimental Group

No	Students (N)	Pre test Score (X₁)	Post test Score (X₂)
1	A.R	55	75
2	A.B.S	50	75
3	A.R.T	45	55
4	D.M.S	60	75
5	D.L.M	70	95
6	E.R.F	35	95
7	F.A.M	55	70
8	G.H.S	70	95
9	I.Y.D.R	55	80
10	L.A.R	45	65
11	L.H.K	45	65
12	M.N.K	45	75
13	M.M.K	55	80
14	M.R	45	90
15	N.F	40	60
16	O.L	50	60
17	P.J.K	50	90
18	R.F.M	60	80
19	S.A.P	55	70
20	V.A.P	45	70
	N = 20	$\Sigma X_1 = 1.030$	$\Sigma X_2 = 1.520$

Table of Pretest Score and Posttest Score of the Control Group

No	Students (N)	Pre test (Y₁)	Post test (Y₂)
1	A.Y.M	45	65
2	A.R	35	50
3	C.E.O	55	60
4	F.F.B	55	75
5	F.S	45	60
6	I.R.R	40	55
7	I.Y.M	40	50
8	J.A.M.C.S	55	60
9	M.I.S	35	60
10	M.A.M	40	65
11	M.M.M	45	60
12	N.Y.F.K	25	50
13	N.E.M	45	55
14	S.Y.M	45	60
15	S.Y.M	50	65
16	S.K	60	70
17	S.O.H	50	70
18	S.M.F	45	70
19	Y.F	55	65
20	A.K	55	60
	N = 20	$\Sigma Y_1 = 1,025$	$\Sigma Y_2 = 1,225$

Critical values of t for two-tailed tests

Significance level (α)

Degrees of freedom (df)	.2	.15	.1	.05	.025	.01	.005	.001
1	3.078	4.165	6.314	12.706	25.452	63.657	127.321	636.619
2	1.886	2.282	2.920	4.303	6.205	9.925	14.089	31.599
3	1.638	1.924	2.353	3.182	4.177	5.841	7.453	12.924
4	1.533	1.778	2.132	2.776	3.495	4.604	5.598	8.610
5	1.476	1.699	2.015	2.571	3.163	4.032	4.773	6.869
6	1.440	1.650	1.943	2.447	2.969	3.707	4.317	5.959
7	1.415	1.617	1.895	2.365	2.841	3.499	4.029	5.408
8	1.397	1.592	1.860	2.306	2.752	3.355	3.833	5.041
9	1.383	1.574	1.833	2.262	2.685	3.250	3.690	4.781
10	1.372	1.559	1.812	2.228	2.634	3.169	3.581	4.587
11	1.363	1.548	1.796	2.201	2.593	3.106	3.497	4.437
12	1.356	1.538	1.782	2.179	2.560	3.055	3.428	4.318
13	1.350	1.530	1.771	2.160	2.533	3.012	3.372	4.221
14	1.345	1.523	1.761	2.145	2.510	2.977	3.326	4.140
15	1.341	1.517	1.753	2.131	2.490	2.947	3.286	4.073
16	1.337	1.512	1.746	2.120	2.473	2.921	3.252	4.015
17	1.333	1.508	1.740	2.110	2.458	2.898	3.222	3.965
18	1.330	1.504	1.734	2.101	2.445	2.878	3.197	3.922
19	1.328	1.500	1.729	2.093	2.433	2.861	3.174	3.883
20	1.325	1.497	1.725	2.086	2.423	2.845	3.153	3.850
21	1.323	1.494	1.721	2.080	2.414	2.831	3.135	3.819
22	1.321	1.492	1.717	2.074	2.405	2.819	3.119	3.792
23	1.319	1.489	1.714	2.069	2.398	2.807	3.104	3.768
24	1.318	1.487	1.711	2.064	2.391	2.797	3.091	3.745
25	1.316	1.485	1.708	2.060	2.385	2.787	3.078	3.725
26	1.315	1.483	1.706	2.056	2.379	2.779	3.067	3.707
27	1.314	1.482	1.703	2.052	2.373	2.771	3.057	3.690
28	1.313	1.480	1.701	2.048	2.368	2.763	3.047	3.674
29	1.311	1.479	1.699	2.045	2.364	2.756	3.038	3.659
30	1.310	1.477	1.697	2.042	2.360	2.750	3.030	3.646
40	1.303	1.468	1.684	2.021	2.329	2.704	2.971	3.551
50	1.299	1.462	1.676	2.009	2.311	2.678	2.937	3.496
60	1.296	1.458	1.671	2.000	2.299	2.660	2.915	3.460
70	1.294	1.456	1.667	1.994	2.291	2.648	2.899	3.435
80	1.292	1.453	1.664	1.990	2.284	2.639	2.887	3.416
100	1.290	1.451	1.660	1.984	2.276	2.626	2.871	3.390
1000	1.282	1.441	1.646	1.962	2.245	2.581	2.813	3.300
Infinite	1.282	1.440	1.645	1.960	2.241	2.576	2.807	3.291

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMPN 7 KOTA SORONG

Mata Pelajaran : BAHASA INGGRIS

Kelas / Semester : VIII / I (Experiment Class)

Materi Pokok : Descriptive Text

Pertemuan : 1- 3 pertemuan

Alokasi Waktu : 2 x 45 menit

Skill : Membaca (Reading)

Standar Kompetensi : 5. Memahami makna dalam teks tulis fungsional dan esei pendek sederhana yang berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar : 5.1 Membaca nyaring bermakna teks tulis fungsional dan esei pendek berbentuk *descriptive* dan *recount* dan sederhana dengan ucapan, tekanan, dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

1. Indikator Pencapaian

- Mengidentifikasi makna dalam teks *descriptive*.
- Mengidentifikasi langkah – langkah retorika dalam teks *descriptive*.
- Mengidentifikasi cirri kebahasaan teks *descriptive*.
- Menulis teks *descriptive*.

2. Pendidikan karakter

- Dapat dipercaya
- Kreatif
- Komunikatif
- Jujur
- Tanggung Jawab

3. Tujuan Pembelajaran

- Siswa dapat mengidentifikasi makna dalam teks *descriptive*.
- Siswa dapat mengidentifikasi langkah – langkah retorika teks *descriptive*.
- Siswa dapat mengidentifikasi cirri kebahasaan teks *descriptive*.
- Siswa dapat menulis teks berbentuk teks *descriptive*.

4. Materi pembelajaran

a. Pengertian descriptive text

A descriptive text is a text that describes the features of someone , something, or a certain place .

b. Structure of descriptive text

- 1) Introduction is the part of the paragraph that introduces the character
- 2) Description is the part of the paragraph that describes the character

c. Grammatical features of descriptive text

- 1) Specific participant
- 2) Use simple present tense
- 3) Adjectives to describe the feature of the subject.

d. Teks bacaan

Chemong



Chemong is a male regular house cat. He is an adorable cat. He has orange fur with white and black spots. He has black patches around his eyes, that's why, I call him chemong. I like to cuddle him because his fur feels soft.

Chemong is an active animal. He likes to run around the house. He likes to chase everyone in my house. When he feels sleepy and tired, Chemong usually sleeps on the sofa in the living room or sometimes under the table.

5. Metode Pembelajaran : Written Retelling Strategy

6. Langkah – langkah Pembelajaran

a. Kegiatan pendahuluan (10 menit)

- Memberi salam
- Berdoa
- Mengabsen siswa

b. Kegiatan Inti (60 menit)

Pertemuan ke I

Eksplorasi

- Guru memberikan contoh teks *descriptive* kepada siswa.
- Guru membaca teks *descriptive* kemudian diikuti oleh siswa.
- Siswa membaca teks *descriptive* dengan ucapan, tekanan dan intonasi yang benar.
- Siswa diminta untuk menemukan kata sulit yang terdapat dalam teks *descriptive*.
- Game (Siswa maju satu persatu mencatat kata sulit yang ada pada teks dalam waktu 30 menit).
- Siswa diminta untuk men – *translate* contoh teks *descriptive*.

Elaborasi

- Siswa diminta untuk memahami materi yang dijelaskan oleh guru.

Pertemuan ke II

Eksplorasi

- Guru mengingatkan kembali materi yang lalu tentang teks *descriptive*.
- Guru dan siswa bersama – sama men – *translate* contoh teks *descriptive*.
- Guru melakukan Tanya jawab dengan siswa tentang pengertian teks *descriptive*
- Guru melakukan Tanya jawab tentang dengan siswa tentang *generic structure* dari teks *descriptive*.
- Guru melakukan Tanya jawab dengan sisws tentang *grammatical features* dari teks *descriptive*.

Elaborasi

- siswa diminta untuk memahami materi yang dijelaskan oleh guru.

Pertemuan ke III

- guru mengingatkan kembali materi yang lalu tentang teks *descriptive*.
- Siswa diminta untuk menganalisa *part of generic structure* dari contoh teks *descriptive*
- Siswa diminta untuk mengenali cirri kebahasaan yang dari teks *descriptive*.

Elaborasi

- Siswa diminta untuk memahami materi yang dijelaskan oleh guru.
- Siswa diminta untuk mengerjakan tugas yang diberikan oleh guru.

Konfrimasi

- Guru bertanya jawab tentang hal – hal yang belum diketahui siswa.
- Guru bersama siswa bertanya jawab meluruskan kesalahan, pemahaman, memberikan penguatan dan kesimpulan.

c. Penutup (15 menit)

- Guru dan peserta didik membuat rangkuman / kesimpulan pelajaran.
- *Feedback* untuk mengetahui daya serap siswa.

7. Media dan Alat Pembelajaran

- a. Media : Gambar dan teks bacaan
- b. Alat : Spidol, whiteboard dan bahan ngajar lainnya.
- c. Sumber Belajar : Internet

8. Penilaian Hasil Pembelajaran

a. keterampilan :

memahami dan menemukan pokok dari teks bacaan.

b. observasi :

penilaian untuk tujuan member balikan, sasaran penilaian :

- Upaya memahami sebuah teks atau paragraph.
- Kesungguhan siswa dalam proses pembelajaran disetiap tahapan.
- Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi.

c. Rubric Penilaian

1. Rubrik penilaian untuk pertanyaan uraian

Score	Level	What is means	What is requires
0	No understanding	The response demonstrates no understanding of text	Completely incorrect, irrelevant to question, or missing.
1	Minimal understanding	The response demonstrates minimal understanding of text.	Use minimal information to show understanding of the text in relation of question.
2	General understanding	The response demonstrate a general understanding of text	Use text relevant information to show understanding and

			partially addresses the demands of the question
3	Complex understanding	The response demonstrate an understanding of the complexities of the text	Addresses the demands of the questions and effectively uses text relevant information to clarify to extend understanding

2. Rubrik penilaian untuk pertanyaan pilihan ganda

No	Item	Score
1	Correct answer	1
2	Incorrect answer/ not answer	0

3.
$$\text{score} = \frac{\text{students' correct answer}}{\text{The maximum score}} \times 100$$

4.

Score Scale	Categories
96 – 100	Excellent
86 – 95	Very Good
76 – 85	Good
66 – 75	Fairly Good
56- 65	Fair
36 – 55	Poor
00 – 35	Very Poor

Sorong,.....

Mahasiswa

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NIP : 196105221988032004

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMPN 7 KOTA SORONG

Mata Pelajaran : BAHASA INGGRIS

Kelas / Semester : VIII / I (Experiment Class)

Materi Pokok : Descriptive Text

Pertemuan : 4 – 5 pertemuan

Alokasi Waktu : 2 x 45 menit

Skill : Membaca (Reading)

Standar Kompetensi : 5. Memahami makna dalam teks tulis fungsional dan esei pendek sederhana yang berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar : 5.1 Membaca nyaring bermakna teks tulis fungsional dan esei pendek berbentuk *descriptive* dan *recount* dan sederhana dengan ucapan, tekanan, dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

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- Menulis teks *descriptive*.

2. Pendidikan karakter

- Dapat dipercaya
- Kreatif
- Komunikatif
- Jujur
- Tanggung Jawab

3. Tujuan Pembelajaran

- Siswa dapat mengidentifikasi makna dalam teks *descriptive*.
- Siswa dapat mengidentifikasi langkah – langkah retorika teks *descriptive*.
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b. Structure of descriptive text

3) Introduction is the part of the paragraph that introduces the character

4) Description is the part of the paragraph that describes the character

c. Grammatical features of descriptive text

4) Specific participant

5) Use simple present tense

6) Adjectives to describe the feature of the subject.

c. Teks bacaan

Panda



I went to the zoo yesterday and I saw panda for the first time. Panda is the very cute animal I've ever seen. It has little eyes with black spots around them. His body is black and white colored. Panda's body is almost look alike with bear. Panda looks like tame animals but it's actually not. Panda eats bamboo and they almost eat 40 kg bamboo in just one day. Panda is animal from china. I like Panda because they're cute

5. Metode Pembelajaran : Written Retelling Strategy

6. Langkah – langkah Pembelajaran

a. Kegiatan pendahuluan (10 menit)

- Memberi salam
- Berdoa
- Mengabsen siswa

b. Kegiatan Inti (60 menit)

Eksplorasi

- Guru mengingatkan kembali materi yang lalu tentang teks *descriptive*.
- Guru menerapkan written retelling strategy proses pembelajaran.

- Guru menjelaskan written retelling strategy kepada siswa.

Elaborasi

- Guru memberikan teks bacaan *descriptive text* kepada siswa.
- Siswa diminta untuk membaca teks bacaan dengan tenang
- Siswa diminta memahami isi teks bacaan.
- Setelah siswa membaca, guru mengambil teks bacaan tersebut dari siswa.
- Siswa diminta untuk menulis kembali apa yang mereka pahami dari teks bacaan tersebut.
- Siswa diminta menulis dengan kata mereka sendiri.

Konfirmasi

- Guru bertanya jawab tentang hal – hal yang belum diketahui siswa.
- Guru bersama siswa bertanya jawab meluruskan kesalahan, pemahaman, memberikan penguatan dan kesimpulan.

c. Penutup (15 menit)

- Guru dan peserta didik membuat rangkuman / kesimpulan pelajaran.
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3	Complex understanding	The response demonstrates an understanding of the complexities of the text	Addresses the demands of the questions and effectively uses text relevant information to clarify to extend understanding

6. Rubrik penilaian untuk pertanyaan pilihan ganda

No	Item	Score
1	Correct answer	1
2	Incorrect answer/ not answer	0

$$7. \text{ score} = \frac{\text{studets' correct answer}}{\text{The maximum score}} \times 100$$

8.

Score Scale	Categories
96 – 100	Excellent
86 – 95	Very Good
76 – 85	Good
66 – 75	Fairly Good
56- 65	Fair
36 – 55	Poor
00 – 35	Very Poor

Sorong,.....

Mahasiswa

Guru Mata Pelajaran

Nurfajriani

Dewi Tri Sundari, S.Pd

NIM : 20148203062

NIP : 198506302009092001

Mengetahui

Kepala Sekolah

Valda Dorcas Rumbekwan, S.Pd, M.Pd

NIP : 196105221988032004

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMPN 7 KOTA SORONG

Mata Pelajaran : BAHASA INGGRIS

Kelas / Semester : VIII / I (Control Class)

Materi Pokok : Descriptive Text

Pertemuan : 1- 3 pertemuan

Alokasi Waktu : 2 x 45 menit

Skill : Membaca (Reading)

Standar Kompetensi : 5. Memahami makna dalam teks tulis fungsional dan esei pendek sederhana yang berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar : 5.1 Membaca nyaring bermakna teks tulis fungsional dan esei pendek berbentuk *descriptive* dan *recount* dan sederhana dengan ucapan, tekanan, dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

9. Indikator Pencapaian

- e. Mengidentifikasi makna dalam teks *descriptive*.
- f. Mengidentifikasi langkah – langkah retorika dalam teks *descriptive*.
- g. Mengidentifikasi cirri kebahasaan teks *descriptive*.
- h. Menulis teks *descriptive*.

10. Pendidikan karakter

- f. Dapat dipercaya
- g. Kreatif
- h. Komunikatif
- i. Jujur
- j. Tanggung Jawab

11. Tujuan Pembelajaran

- e. Siswa dapat mengidentifikasi makna dalam teks *descriptive*.
- f. Siswa dapat mengidentifikasi langkah – langkah retorika teks *descriptive*.
- g. Siswa dapat mengidentifikasi cirri kebahasaan teks *descriptive*.
- h. Siswa dapat menulis teks berbentuk teks *descriptive*.

12. Materi pembelajaran

c. Pengertian descriptive text

A descriptive text is a text that describes the features of someone , something, or a certain place .

d. Structure of descriptive text

5) Introduction is the part of the paragraph that introduces the character

6) Description is the part of the paragraph that describes the character

c. Grammatical features of descriptive text

7) Specific participant

8) Use simple present tense

9) Adjectives to describe the feature of the subject.

d. Teks bacaan

Chemong



Chemong is a male regular house cat. He is an adorable cat. He has orange fur with white and black spots. He has black patches around his eyes, that's why, I call him chemong. I like to cuddle him because his fur feels soft.

Chemong is an active animal. He likes to run around the house. He likes to chase everyone in my house. When he feels sleepy and tired, Chemong usually sleeps on the sofa in the living room or sometimes under the table.

13. Metode Pembelajaran : Three Phase Technique

14. Langkah – langkah Pembelajaran

d. Kegiatan pendahuluan (10 menit)

- Memberi salam
- Berdoa
- Mengabsen siswa

e. Kegiatan Inti (60 menit)

Pertemuan I

Eksplorasi

- Guru memberikan contoh teks *descriptive* kepada siswa.
- Guru membaca teks *descriptive* kemudian diikuti oleh siswa.
- Siswa membaca teks *descriptive* dengan ucapan, tekanan dan intonasi yang benar.
- Siswa diminta untuk menemukan kata sulit yang terdapat dalam teks *descriptive*.
- Game (Siswa maju satu persatu mencatat kata sulit yang ada pada teks dalam waktu 30 menit).
- guru melanjutkan materi yang lalu tentang contoh teks *descriptive*.
- guru dan siswa bersama – sama men – *translate* contoh bacaan *descriptive*

Elaborasi

- Siswa diminta untuk memahami materi yang dijelaskan oleh guru.

Pertemuan ke II

Eksplorasi

- Guru melakukan Tanya jawab dengan siswa tentang pengertian teks *descriptive*.
- Guru melakukan Tanya jawab dengan siswa tentang *generic structure* dari teks *descriptive*
- Guru melakukan Tanya jawab dengan siswa tentang *grammatical features* dari teks *descriptive*.

Elaborasi

- Siswa diminta untuk memahami materi yang dijelaskan oleh guru.

Pertemuan ke III

Eksplorasi

- Guru mengingatkan kembali materi yang lalu tentang teks *descriptive*.
- Siswa diminta untuk menganalisa *part of generic structure* dari contoh teks bacaan *descriptive text*.
- siswa diminta untuk mengenali cirri kebahasaan dari teks *descriptive*.

Elaborasi

- siswa diminta untuk memahami materi yang dijelaskan oleh guru.
- Siswa diminta untuk mengerjakan tugas yang diberikan oleh guru.

Konfirmasi

- Guru bertanya jawab tentang hal – hal yang belum diketahui siswa.
- Guru bersama siswa bertanya jawab meluruskan kesalahan, pemahaman, memberikan penguatan dan kesimpulan.

f. Penutup (15 menit)

- Guru dan peserta didik membuat rangkuman / kesimpulan pelajaran.
- *Feedback* untuk mengetahui daya serap siswa.

15. Media dan Alat Pembelajaran

- d. Media : Gambar dan teks bacaan
- e. Alat : Spidol, whiteboard dan bahan ngajar lainnya.
- f. Sumber Belajar : Internet

16. Penilaian Hasil Pembelajaran**d. keterampilan :**

memahami dan menemukan pokok dari teks bacaan.

e. observasi :

penilaian untuk tujuan member balikan, sasaran penilaian :

- Upaya memahami sebuah teks atau paragraph.
- Kesungguhan siswa dalam proses pembelajaran disetiap tahapan.
- Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi.

f. Rubric Penilaian

9. Rubrik penilaian untuk pertanyaan uraian

Score	Level	What is means	What is requires
0	No understanding	The response demonstrates no understanding of text	Completely incorrect, irrelevant to question, or missing.
1	Minimal understanding	The response demonstrates minimal understanding of text.	Use minimal information to show understanding of the text in relation of question.
2	General understanding	The response demonstrates a general understanding of text	Use text relevant information to show

			understanding and partially addresses the demands of the question
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$$\text{score} = \frac{\text{students' correct answer}}{\text{The maximum score}} \times 100$$

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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : SMPN 7 KOTA SORONG

Mata Pelajaran : BAHASA INGGRIS

Kelas / Semester : VIII / I (Control Class)

Materi Pokok : Descriptive Text

Pertemuan : 4 – 5 pertemuan

Alokasi Waktu : 2 x 45 menit

Skill : Membaca (Reading)

Standar Kompetensi : 5. Memahami makna dalam teks tulis fungsional dan esei pendek sederhana yang berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar.

Kompetensi Dasar : 5.1 Membaca nyaring bermakna teks tulis fungsional dan esei pendek berbentuk *descriptive* dan *recount* dan sederhana dengan ucapan, tekanan, dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

1. Indikator Pencapaian

- Mengidentifikasi makna dalam teks *descriptive*.
- Mengidentifikasi langkah – langkah retorika dalam teks *descriptive*.
- Mengidentifikasi cirri kebahasaan teks *descriptive*.
- Menulis teks *descriptive*.

2. Pendidikan karakter

- Dapat dipercaya
- Kreatif
- Komunikatif
- Jujur
- Tanggung Jawab

3. Tujuan Pembelajaran

- Siswa dapat mengidentifikasi makna dalam teks *descriptive*.
- Siswa dapat mengidentifikasi langkah – langkah retorika teks *descriptive*.
- Siswa dapat mengidentifikasi cirri kebahasaan teks *descriptive*.
- Siswa dapat menulis teks berbentuk teks *descriptive*.

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5. Metode Pembelajaran : Three Phase Technique

6. Langkah – langkah Pembelajaran

a. Kegiatan pendahuluan (10 menit)

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- Berdoa
- Mengabsen siswa

b. Kegiatan Inti (60 menit)

Eksplorasi

- Guru mengingatkan kembali materi yang lalu tentang teks *descriptive*.
- Guru melakukan Tanya jawab dengan siswa tentang *generic structure* dari teks *descriptive*
- Guru melakukan Tanya jawab dengan siswa tentang *grammatical features* dari teks *descriptive*.

Elaborasi

- Siswa diberikan tugas individu untuk membuat sebuah teks *descriptive*

Konfirmasi

- Guru bertanya jawab tentang hal – hal yang belum diketahui siswa.
- Guru bersama siswa bertanya jawab meluruskan kesalahan, pemahaman, memberikan penguatan dan kesimpulan.

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- a. Media : Gambar dan teks bacaan
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8. Penilaian Hasil Pembelajaran

a. keterampilan :

memahami dan menemukan pokok dari teks bacaan.

b. observasi :

penilaian untuk tujuan member balikan, sasaran penilaian :

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Mengetahui

Kepala Sekolah

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Documentation

Control Class





Experimental Class







PEMERINTAH KOTA SORONG

DINAS PENDIDIKAN

SMP NEGERI 7 SORONG

Alamat : Jln. Kapitan Pattimura Sorong Kode Pos : 98411



SURAT KETERANGAN PENELITIAN
NO.800 / 195 / 2018

Yang bertanda tangan di bawah ini Kepala SMP Negeri 7 Kota Sorong Dengan ini menerangkan bahwa :

Nama : NUR FAJRIANI
NIM : 20148203062
Program Studi : BAHASA INGGRIS
Fakultas : KEGURUAN DAN ILMU PENDIDIKAN
SEMESTER : 9 (SEMBILAN)
Tahun Akademik : 2018

Adalah benar-benar telah mengadakan Penelitian di sekolah kami sejak tanggal 21 November 2018 sampai dengan 28 November 2018, dengan judul " THE IMPACT OF USING WRITTEN RETELLING STRATEGY IN IMPROVING STUDENT'S READING COMPREHENSION AT SMP N 7 KOTA SORONG ".

Demikian Surat Keterangan ini kami berikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Sorong, 27 November 2018
Kepala Sekolah,

VALDA D. RUMBEKWAN, S.Pd.MPd
NIP. 19610522 198803 2 004

CURRICULUM VITAE

Name : Nur Fajriani

Place & Date of Birth : Sorong, December 12nd 1996

Gender : Female

Religion : Muslim

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Address : Jl. Jendral Sudirman, Blkg Gor Lrg.2

Father Name : La Hadiani

Mother Name : Sanariati

Technical Competencies :

Formal Education

1. Elementary School Inpres 49 Kota Sorong
2. Junior High School SMPN 9 Kota Sorong
3. High School MAN MODEL Kota Sorong
4. English Education Department, Faculty of Teacher Training & Education University of Muhammadiyah Sorong, year 2014 - 2018