

**THE EFFECT OF CONCEPT ORIENTED READING INSTRUCTION  
TOWARD STUDENTS' READING COMPREHENSION  
(An Experimental Research On The Eight Grade Of SMP Aisyiyah “*Sekolah  
Kreatif*” Rejang Lebong)**

**THESIS**

**This Thesis is Submitted to Fulfill the Requirement for “Sarjana” Degree In  
English of English Language Education**



**By :**

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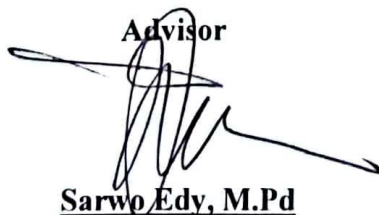
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Demikian permohonan ini kami ajukan agar dapat diterima, terlebih dahulu diucapkan terima kasih.

*Wassalamualaikum Warahmatullahi Wabarakatuh.*

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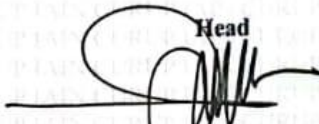
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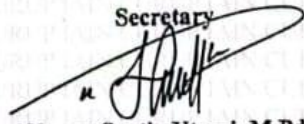
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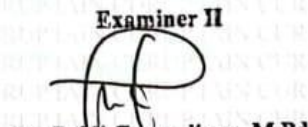
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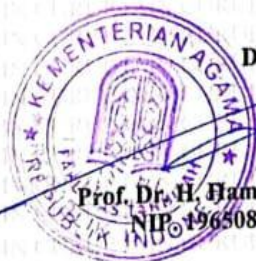
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## **PREFACE**

With the permission of Allah SWT that the writer had finally finished writing her thesis entitled, "**The Effect of Concept Oriented Reading Instruction Toward Students' Reading Comprehension**".

This thesis is submitted as a part of the completion for undergraduate degree of strata 1 (S1) in English Study Program of IAIN Curup. The writer realized that this thesis is not perfect, therefore the writer really appreciates some suggestion and critics to be perfect in the future.

Last but not least, the writer hopes that thesis will be really useful for those who are interested in this field of the study.

Curup, Juli 2023

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Assalamualaikum Wr.Wb

Alhamdulillahirabbi'alamin, all of praises and thanks are due to Allah SWT the lord of all that exist. May the peace and blessing of Allah be upon Muhammad SAW, the messenger of Allah, and his family and companion and who follows them in righteousness until the Day of the Judgment.

The researcher finished this thesis entitled” **The Effect of Concept Oriented Reading Instruction Toward Students’ Reading Comprehension**”. This thesis is presented in order to fulfill of the requirement for the degree of strata in English study Program of IAIN Curup. In this process of conducting this research, the researcher accepted valuable support, assistance, guidance, contribution and motivation from others. Here the writer would like to present her deepest appreciation to:

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Finally, the writer needs constructive suggestion for being perfect in the future. Hopefully, the result of this research can give beneficial contribution to the development of education in the others school. For acknowledgment above and those are not mentioned, may Allah SWT give them the best reward. Aameen.

Wassalamualaikum,Wr.Wb

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## MOTTO AND DEDICATION

**“Allah does not hasten anything expect what is good,  
nor does he delay anything expect what is best”**

*In the name of Allah this thesis is dedicated to:*

1. My wonderful and beloved family, the great man ever my Super hero Mr. Juarjana, the most patient and beautiful woman ever, my Wonder woman Mrs. Resminita. Thank you for everything.
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## ABSTRACT

**Suci Meliania, 2023. “The Effect of Concept Oriented Reading Instruction toward Students’ Reading Comprehension”.**

Advisor : Sarwo Edy, M.Pd

Co-advisor: Henny Septia Utami, M,Pd

This thesis aimed to find out the empirical evidence of the students’ reading comprehension by using CORI (Concept Oriented Reading Instruction) Strategy at the eighth grade students of SMP Aisyiyah Rejang Lebong. This research used quasi-experimental design. The population of this research was the eighth grade students of SMP Aisyiyah Rejang Lebong in academic year 2022/2023. Eighth grade students’ was taken as sample in which consisted of 39 students, they were 22 Experimental Class used CORI Strategy and 17 Control Class used discovery learning strategy. The instrument of the research was Recount text as tests in pre-test and post-test. Based on , the post-test mean score of the experimental class was 73,9 while that of the control class was 59,1. The result of statistical hypothesis testing by using independent sample t-test was revealed that on degree of significance 5% ( $\alpha = 0.05$ ), t test was 4,11 while t table was 2,02 or t test > t Table. Therefore, the ttest was greater than t-table ( $4,11 > 2,02$ ) and  $H_0$  was rejected and  $H_a$  was accepted. The result indicated the using CORI Strategy is effective toward Students’ Reading Comprehension and had moderate effect at eight grade of students SMP Aisyiyah in the academic 2022/2023.

**Key term:** CORI Strategy, Reading Comprehension

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## **CHAPTER I**

### **INTRODUCTION**

This chapter provides a rationale for conducting a study on The Effect Of Concept Oriented Reading Instruction Toward Students' Reading Comprehension (An Experimental Research On SMP Aisyiyah "*Sekolah Kreatif*" Rejang Lebong). The discussion includes: research background, research questions, research objectives, operational definition, delimitation of research, hypothesis and significant of the research

#### **A. Background of the Research**

Learning English is one of the subjects found in schools, both junior high schools and senior high schools, so for students learning the four skills of English is an obligation. Reading is one of the four basic skill which are very important to be mastered because it is one of the way to get information. Generally, reading is ability of someone to understand about what they read and to find the message from the text. For the beginner, reading is concerned mainly with learning to recognized the printed symbols that represent language and to respond intellectually and emotionally when being asked about the content of the text they have read.

Reading is one of the skills that should be given more attention on the language learning. Based on the decree of the head of the curriculum standards and educational assessment agency. number: 008/H/KR/2022 concerning learning outcomes in Paud, elementary school, and middle of school in the

Independent Curriculum ( *Kurikulum Merdeka*) that, in learning English is focused the ability to use English in six language skills, namely listening, speaking, reading, viewing, writing, and presenting in integrated manner in various types, besides that the approach used in learning English is a text-based approach, namely learning is focused on text in various moda, oral, written, visual, audio, or multimodal. A teacher can determine the type of text to be taught according to class conditions, so that it is felt that it can help build students' reading comprehension of reading text. The general aim of teaching reading is to develop students' ability to read the material, to get information and to understand about text. The aim of teaching for readers is to comprehend and to react to what is written. From this statement it can be concluded that the independent curriculum cannot be separated from the teacher's role in assisting students in building an understanding of a reading text.

As argued by Richard and Renandya, reading for comprehension is the primary purpose for reading. Therefore, students are always asked to comprehend reading texts given by their teacher. In order to do that, it is expected that students become good readers who are able to comprehend a text effectively and efficiently.<sup>1</sup>

From the above understanding that reading is an important and difficult to learn, it is necessary for a teacher to have a strategy in teaching reading to students. According to McNamara reading is an extraordinary achievement

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<sup>1</sup> Richards, J.C. and Renandya, W.A. (Ed.), *Methodology in Language Teaching: An Anthology of Current Practice*. (Cambridge; Cambridge University Press, 2020), p.277

when one considers the number of levels and components that must be mastered. Reading comprehension is an important skill for English language learners to be comprehend through reading they can get new ideas and information from what readers see and read.<sup>2</sup>

Junior High School students read various texts in their activities, both in their school and daily activity such as; book, magazine, newspaper, internet are source of information we can get it only through reading. In addition, to comprehend the text the reader should know what the content in the text by comprehending the sentences in every paragraph. Consequently, in the learning process of reading the teacher should give effective way to allow the reader in comprehend the text.

The English teacher in SMP Aisiyah Rejang Lebong especially for VIII grades usually used discovery learning teaching strategy as strategy for improving students' reading comprehension, and the teacher always emphasize reading learning before they started the learning process, so it can be concluded that the importance of learning reading for students.

Based on the results of preliminary observation, the researcher has conducted an observation to identify problems encountered by students of SMP Aisiyah Rejang Lebong. The researcher asked of the English teacher on 06 June, 2022 about the students capacity to master English, particularly their comprehend to reading text. According to the English teacher, the average

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<sup>2</sup> Mcnamara, S. Daniel. *Reading comprehension strategy* (2007. New York: Taylor& Francis Group, LLC), p. 3



students is still difficult to comprehend a reading text, because they lack of vocabulary, so it is difficult to determine the meaning with only once reading, they need long time to read the text. Then, the students are often out of focus or concentration when they are reading a text, so it is still difficult to determine the meaning of the text and the main idea of a text. The researcher identified that their problems, such as most of students consider English was difficult and not as their own language, they lose their interest and motivation in learning English, especially in reading English text because the students confused to understand contain of the text so they do not know the meaning of the text.

Thus, based on the problems found above. A teacher must use an appropriate strategy to help students develop their reading comprehension skill. The choice of learning strategy or model needs to be done to attract students' learning interest, because variations in the strategy and models used by the teacher can result in the presentation of learning material to attract more student attention so that students try to use new teaching strategies. And the class come back to life. One strategy that can be used to improve students' reading comprehension is Concept Oriented Reading Instruction (CORI).

The CORI program is designed to foster reading engagement and comprehension through the teaching of reading strategies, teaching of scientific concepts and inquiry skills, and its explicit support of the development of student intrinsic motivation to read. Concept-Oriented Reading Instruction, to

reflect the central position of conceptual knowledge in teaching reading comprehension.<sup>3</sup>

In summary, CORI potentially to help the teachers to create stimulating tasks to pique students' interest and begin a phase of inquiry related to students' reading comprehension. Guthrie et,al, claim using concept oriented reading instruction strategy that in his research it was found that students who used the cori strategy showed quite significant differences. Where students become more active, students show changes in concept mastery as indicated by students being able to complete problem solving assignments, expressing their knowledge through mind mapping, foster, written report and others. Students who use the Cori strategy show that it is easier to investigate, understand, and integrate information from texts.<sup>4</sup>

From the theory above, numerous studies that prove it, one of them study from Nurainun, under tittle "Improving The Students' Reading Comprehension In Narrative Text By Using Concept Oriented Reading Instruction At Grade VIII Private Islamic Junior High School Ali Imron Medan". Her research was focused on the students' comprehension, which covered main idea, sequence detail, and prediction outcomes, and the students' inferential comprehension in term of making conclusion. She found that CORI

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<sup>3</sup> Guthrie, JT, Wigfield, A., Barbosa, P., Perencevich, KC, Taboada, A., Davis, MH, Et Al. *Reading Improve Comprehension And Engagement Through Concept-Oriented Reading Instruction*. 2004, Journal Of Educational Psychology. p. 6

<sup>4</sup> *Ibid*, 21

improved the students' reading comprehension at the eight grade students' of Private Islamic Junior High School Ali Imron Medan.

Based on the previous statement, the researcher is interested in conducting an experimental research with Tittle "**The Effect Of Concept Oriented Reading Instruction Toward Students' Reading Comprehension (An Experimental Research On The Eight Grade SMP Aisyiyah "Sekolah Kreatif" Rejang Lebong).**

## **B. Research Question**

The problems would solved in this research are :

1. How is the students' reading comprehension before and after using conventional teaching strategy?
2. How is the students' reading comprehension before and after using concept oriented reading instruction strategy?
3. How is the effect of concept oriented reading instruction strategy toward students' reading comprehension?

## **C. Objective of the Research**

The objective of the research are to investigate :

1. To find out the students' reading comprehension before and after using conventional teaching strategy?
2. To find out the students' reading comprehension before and after using concept oriented reading instruction strategy?
3. To know the effect of concept oriented reading instruction strategy toward students reading comprehension?

## **D. Delimitation of the Research**

In this research, the researcher focused on the process of teaching Reading to VIII Grade students at SMP Aisyiyah Rejang Lebong in the academic 2023 year using the Concept Oriented Reading Instruction (CORI) Strategy.

## E. Hypothesis

According to Gulo a hypothesis is a speculation concerning either observer or expected relationship phenomena<sup>5</sup>. In addition, Arikunto states that hypothesis is a temporary answer for the research problem, until it can be prove by the collected data<sup>6</sup>. The hypothesis are stated as the following :

1. Alternative Hypothesis (Ha) : There is effect of Concept Oriented Reading Instruction toward Students' Reading Comprehension
2. Null Hypothesis (Ho) : There is no effect of Concept Oriented Reading Instruction toward Students' Reading Comprehension.

## F. Operational Definitions

The explanation of definition is given in order that the title is easy to understand, operational are clarified as follows :

### 1. Reading Comprehension

Reading comprehension is the power to get an idea or meaning from a written text, understand it according to experiential background or prior knowledge and interpret it with the reader's needs and purpose.<sup>7</sup> In this research, reading comprehension means that the students could be comprehend a reading text to get purpose an information from reading, and also this research reading

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<sup>5</sup> Gulo, W, *Metodologi penelitian*, (Jakarta : Gramedia,2002) p. 43

<sup>6</sup> Arikunto, s. *Prosedur Penelitian suatu Pendekatan Praktek*, (Jakarta : Rineka Cipta, 2010) P.42

<sup>7</sup> Gebhard, Jerry. 1998. *Successful comprehension what teacher can do before students reading English teaching*. P.21

comprehension refers to the students of Junior High School at SMP Aisyiyah Rejang Lebong.

## 2. Concept-Oriented Reading Instruction (CORI)

Concept Oriented Reading Instruction is an instructional program that merges reading strategy instruction, conceptual knowledge in science, and support for student motivation. CORI is an strategy which can used for teaching reading, CORI is useful to motivate the students in reading the text, the students not only can read text but also can understand the whole of text easily.<sup>8</sup> In this research, the use of CORI Strategy is to help students to enhance their reading comprehension.

## G. Significant of the Research

The are some significant of the research such as the following:

1. The English Teacher, the result of this research is to give the information for the English Teacher about the concept oriented reading instruction strategy in teaching reading to students' reading comprehension. Beside of that, the English Teacher can use Concept Oriented Reading Instruction as an alternative strategy in teaching reading.
2. The students, from this research the researcher also expects to the students. To help them easier in comprehending English reading, by this strategy the students know what they read, not only read but they get the point from the activity.

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<sup>8</sup> Eka Damayanti P, Skripsi:*Improving The Students' Reading Comprehension By Using Concept Oriented Reading Instruction (Cori) Strategy* (Medan: UIN-SU, 2017), p. 58

3. The researcher, the result of this research is expected to the research can give new knowledge and new strategy that can be used in teaching reading. The teaching reading strategy will help the researcher in teaching in the future time.

## CHAPTER II

### LITERATURE REVIEW

This chapter describes the theoretical basis for this research. The discussion was describe some of the basic concepts of the literature and their significant correlation with this study. There is an explanation of Reading Comprehension, The Definition Of Reading, Kinds Of Reading, Definition of Comprehension, Reading Comprehension, Students' Reading Comprehension, Bloom's Taxonomy in Reading Comprehension, The Definition Of Concept-Oriented Reading Instruction (CORI), and Review Related of Findings.

#### **A. Reading Comprehension**

##### **1. Definition of Reading**

Reading is one of the four language skills (Listening, speaking, reading, and writing) is important to be learned and mastered by every individual. According to Patel and Praveen, reading is most useful and important skill for people. This skill is more important than speaking and writing. Reading is a source of joys. Good reading is that which keeps students regular in reading which provide them both pleasure and profit. Reading is the most important activity in any language class. Reading is not only a source of information and a pleasure able activity but also as a means of consolidating and extending one's knowledge of the language.<sup>9</sup>

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<sup>9</sup> Dr. M.F. Patel ,Praveen M. Jain, , “*English Language Teaching (Methods, Tools & Techniques)*” (Sunrise Publishers & Distributors,2008) : Jaipur. p. 113-114



Reading is a way to get meaning, information, or ideas provided in a text. It aims to get an understanding and comprehension of a text. Oakhill, Cain, and Elbro state that the interaction of reader with a written text need complex process which involves word decoding and language comprehension. Word decoding refers to the ability to read single words out of context and language comprehension refers to ability to understand words, sentences, and text. Thus it need a strong effort to understand and comprehend a text.<sup>10</sup>

Reading is an active process that depends on both an author's ability to convey meaning using words and your ability to create meaning from them. To read successfully, you need to constantly connect what you already know about the information to the words the author has written.

The average student who reads a book without using any learning strategies will remember only 10% of what they read two weeks later. However, if they actively work with the reading material, using the strategies presented in this textbook, they will be able to remember up to 90% of what they read after two weeks. Also once they learn how to study and combines those skills with reading strategies, they will be able to archive an almost 100% recall rate.<sup>11</sup>

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<sup>10</sup> Jane Oakhill, Kate Cain and Carsteb Elbro. "Understanding And Teaching Reading Comprehension" (London and New York 2015). p. 2

<sup>11</sup> Yowanda Sustika, "The Effect Of Concept Oriented Reading Instruction (CORI) On Students' Reading Comprehension at The Eight Grade of Madrasah Tsanawiyah Negeri Binjai" Skripsi, Medan: Departement of English Education, Faculty of Tarbiyah Science and Teachers Training, State Islamic University of North Sumatera, Medan, 2017. p. 6-7

Based on the explanation above, we can conclude if reading is the important skill in teaching learning. By reading it can be a key achieve the goal of teaching learning especially in English language learning. Reading is also as a process of communication between a writer and a reader. A writer has message in her mind, such as feeling, facts, ideas, and argument she wants to share. The writer puts the message into the words a printed verbal symbol.

Grabe and Stoller states reading as the ability to draw meaning from the printed page and interpret the information appropriately<sup>12</sup>. They mention seven purpose of reading : (1) Reading to search for simple information. (2) Reading to skim quickly. (3) Reading to learn from text. (4) reading to integrate the information. (5) Reading to write (search information needed for writing). (6) Reading to critique texts. And (7) Reading for general comprehension.

Based on the definitions above, we can conclude is reading comprehension is the important thing in teaching learning and its not easy to learn. So, as a teacher have to carefully to teach reading and the importance of having a right teaching strategy. By teaching it can be a key to archive the goal of teaching learning especially in English language learning. Reading also as process of communication between a writer and a reader.

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<sup>12</sup> Grabe William, and Fredricka L Stoller, *Teaching and Researching Reading*. (New York: Longman, 2002), p. 11.

## 2. Kinds Of Reading

There are three reading technique that are come only known. They are :<sup>13</sup>

### a. Skimming

Perhaps the two most valuable reading strategies for learners as well as native speaker are skimming and scanning. Skimming consist of quickly running one's eyes across a whole text can essay, article, or chapter, for example: to get the gist, skimming give readers the advantage of being able predict the purpose of the passage, the main topic or massage and possibly some of the developing or supporting idea.

### b. Scanning

The second in the “most valuable” category is scanning, or quicly search for some particular or pieces of information in text. Scanning may ask students to look for names or dates, to find a definition of a key concept, or to list certain number of supporting details. The purpose of scanning to extract certain specific information without reading through the whole text. For academic English, scanning is absolutely.

### c. Semantic Mapping or Clustering

Readers can easily be overwhelmed by along string of ideas or events. The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the readers to provide some order to the chaos. Making such semantic

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<sup>13</sup> Ruston. *The Contribution of Reading Strategy and Words Mastery to the Ability to Understand English Paragraph*, Ranah Batahan Kabupaten Pasaman Barat. Thesis. Padang: (Universitan Negeri Padang 2006). P 20

maps can be done individually, but they make for productive group work technique as students collectively induce order and hierarchy to passage.

### **3. Definition Of Comprehension**

Comprehension is the understanding and interpretation of what is read, to be able to accurately understand written material, children need to be able to decode what they read, make connections between what they read and what they already know, and think deeply about what they have read.

Mcnamara stated comprehension is not always effortless and fast, of course. When beginning readers struggle over individual words, reading is slowed to a near halt and deeper levels of comprehension are seriously compromised. This happens when proficient adult readers struggle text on unfamiliar arcane topics<sup>14</sup>. It means that someone should be careful in understanding a text because it is not easy to comprehend a text quickly.

Comprehension entails three elements, the reader who is performing the comprehending, the text which is to be comprehended, and the activity in which comprehensions a part. Furthermore, these three elements will influence each other in order to create a good comprehension for students or readers. Klinger explains that reading comprehension is multicomponent, highly complex process that involves many interactions between readers and what readers bring to the

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<sup>14</sup> Mcnamara, S. *Daniel. Reading comprehension strategy*. New York: Taylor& Francis Group, LLC, 2007 p. 4

text (previous knowledge, strategy use) as well as variables related to the text itself (interest in the text, understanding of text types)<sup>15</sup>.

In conclusion, a general component in many definitions of comprehension is the interpretation of the information in the text, the use of prior knowledge to interpret this information and ultimately, the construction of a coherent representation of picture in the reader's mind of what the text about. Comprehension is not a unitary phenomenon but rather a family of skills and activities. The different types of comprehension share a common core set of processes.

#### 4. Reading Comprehension

Reading comprehension is the process by which we understand the texts we read. In other words, reading comprehension consists of the process of constructing conceptual knowledge from a text through cognitive interaction and motivational involvement with the text.<sup>16</sup>

According to Klinger, Vaughn and Broadman there are some factors from readers' basic skills which cause difficulties in reading comprehension. Those factors are word reading, fluency, vocabulary mastery, and world knowledge. When the readers have difficulties in decoding or reading words, they feel hard to understand the meaning of the text. If they read slowly and inaccurately, it also becomes interference for their reading comprehension. The knowledge of the words in variety context and background knowledge of the

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<sup>15</sup> Klinger, Vaughn, boardman, "*Teaching Reading Comprehension to Students with Learning Difficulties*", the Guilford press, New York, London 2007. p. 10

<sup>16</sup> Dr. M.F. Patel ,Praveen M. Jain, 2008, op.cit.p p.244

topic discussed also affect reading comprehension. Although, the readers have high fluency, it will be difficult to comprehend the text without sufficient knowledge of the words in the context.<sup>17</sup>

Reading comprehension is important for students in every subject, because most of teaching learning materials consist of texts. Reading comprehension will help students more concentrate and easier to understand information from the book that they read. According to Panida K, states reading comprehension is the ability which the students are able to read accurately and effectively to get the maximum knowledge and information from the text with the least misunderstand<sup>18</sup>.

Based on those definitions, reading comprehension is a process of receiving information, identifying text, then recall the contents of the text that has been read. And reading comprehension is not just a saying words but also the process in understanding the whole of the text. Reading comprehension is very essential in reading because with comprehension the students can know meaning of the text that they read and get more information from what they read. So, reading comprehension could be conclude process of contracting and extracting the meaning of words to get some information and knowledge from written text.

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<sup>17</sup> Ibid., p. 6

<sup>18</sup> Khruawan, P. *A Study of English Reading Comprehension Using Content-Based Instruction Approach. International Journal of Research: Granthalayah*, 2017. p. 371

## 5. Students Reading Comprehension

Students' reading comprehension is to ensure that the students know how to use metacognitive and cognitive strategies flexibly as they interact with texts. According to Almasi metacognitive and cognitive strategy are mental approaches or tools of the reader consciously use to monitor, repair, and facilitate their comprehension of narrative and information text.

Students' comprehension is the way for students to monitor their understanding and solve problem as they read. Problem solving includes students' resolution of comprehension from the text.<sup>19</sup>

The writer take the conclusion that students' reading comprehension is the students know how to use their cognitive or intellectual in understanding the text that they are reading, so they can make a conclusion and get the information from the text and the text is refers to the knowledge which they are need.

## 6. Aspects of Reading Comprehension

In reading comprehension, there are several aspects of reading comprehension that should be mastered by readers to comprehend the text. According to King and Stanley in Alissa Swesty Galiska pointed out some aspects of reading comprehension. These aspects are :<sup>20</sup>

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<sup>19</sup> Katherine A, *Developing Reading Comprehension*, New York: Guilford press, 2015. p.79

<sup>20</sup> Alissa Swesty Galiska, *A Study On Students' Reading Comprehension Of Narrative Text At Senior High School Muhammadiyah 1 Pekanbaru*, Skripsi. 2019. Pekanbaru. P. 15

a. Finding factual information

Requires readers to scan specific detail. The factual information questions are generally prepared for students and those, which appear with WH question word. There are many types of questions : reason, purpose, result, time, comprehension, etc., in which of the answer can be found in the text.

b. Finding main ideas

Recognition of the main idea of a paragraph is very important because it helps students not only understand the paragraph on the first reading, but also helps students to remember the content later.

c. Understanding the text

The students' ability in comparing the text with other kinds of text. It also students to know the definition, the communicative purpose, the generic structure and grammar that are used in the text.

d. Identifying references

The relationship of one linguistic to others' character and ability, etc. Reference in reading comprehension is the use of the demonstrative pronoun in a reading text. Reference words are usually short and very frequently words and being able to identify the words to which they refer to will help the reader understand the reading passage.

e. Identifying inferences

A skill where the reader has to be able to read between lines. In the last aspect, the students are asked to be able to find the message from the text and predict what may happen next. It relates to information from the text. These



will enable students to think critically to find any information and understand the text.

Based on the statement , the researcher was focused on all aspects of reading comprehension. They are, identifying the main idea. Identifying factual information, the meaning of vocabulary, inference, and reference.

## **7. Bloom's Taxonomy in Reading Comprehension**

Reading comprehension is not just a saying words but also the process in understanding the whole of the text. The reader expected to understand the aim of the text and to construct the meaning and reading comprehension texts is an essential tool for practicing cognitive skill<sup>21</sup>. Therefore, comprehension is an active activity which involved the reader cognitive side in interpreting meaning and activating the prior knowledge.

Therefore, to find out students' reading comprehension, a reading test is needed. The test of reading must be given to the students periodically. It is to set realistic standards of achievement for individual or groups. The test can also be used in measuring the students' assessments in their learning progress.

The aim of learning process is measured by the three aspects of Bloom's taxonomy; cognitive, affective, and psychomotor. So the reading test must occupy the three aspects. Cognitive task is about the cognitive activity in understanding the text precisely and critically or it is about their reading ability. Affective task is about the student's willing and attitudes in reading, while

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<sup>21</sup> Eka Damayanti P, *Improving The Students' Reading Comprehension By Using Concept Oriented Reading Instruction (Cori) Strategy*, Skripsi. 2017, p. 54-55

psychomotor is about their activity when they are reading. Each aspect influences the other two. Then our focus in here is how to arrange a test which occupies the three aspects above<sup>22</sup>

Bloom's Taxonomy divides the way people learn into three domains. One of these is the cognitive domain that emphasizes intellectual outcomes. This domain is divided into categories or levels. The key words used and the type of questions asked may aid in the establishment and encouragement of critical thinking, especially in the higher levels.<sup>23</sup>

Based on Anderson and Krathwohl, there are six level of bloom's taxonomy :<sup>24</sup>

1. Remembering : in this level merely about how the students mention about facts, definitions, of concept based on the text given. Because the facts, concepts, or definitions can be found out in the text if they read it carefully. Naturally on this level, the students are only to recognizing, finding, than removing the fact, concept or definitions from the text to the answer sheet. Exhibits previously learned material by recalling facts, terms, basic concepts and answers.
2. Understanding : in this level the students are able to understand what they read, what is the content of the text they read and they are able to find the relationship of each information from the text, finding causality, finding similarities and dissimilarities, and so forth. The question given on this level

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<sup>22</sup> Nina Dwiastuty, Nurjanah. *Reading skills test through Bloom's Taxonomy*. Jakarta selatan. 2016. p.280

<sup>23</sup> *Ibid*, 281

<sup>24</sup> Anderson, L.W. & Krathwohl, D.R., et al. *A taxonomy for learning, teaching, and assesing: A revision of Bloom's taxonomy of educational objectives*. 2001.New York: Longman. P. 153

is not too difficult, it is still about a simple cognitive aspects, even though it is higher than remembering. Here, the students are not only to recognize the text and to match the question with its answer but they are able to understand it. Their ability in understanding and paraphrasing correctly, proofing their good understanding about the text they read

3. Applying : in this level the students are able to apply their understanding on the situation and condition which are relating each other. The students ordered to give the new cases, new examples, about a concept, a definition, or facts. Their ability in giving the examples, demonstrating their understanding, presenting what they know, and so forth, are a fact that they are not only remember and understand, but also they can apply it. Solving problems by applying acquired knowledge, facts, techniques and rules in a different way
4. Analyzing : in this level the students to be able to analyze the information in a text, recognizing, identifying, and distinguishing the information. The cognitive activity demanding on this level is more than only to understand the content.
5. Evaluating : in this level the students to be able to give evaluation upon the text they read, whether about the content or about the cases and problems, or about how the writer write the text / point of view
6. Creating : in this level the students to be able to create new ideas and information using what has been learned before. The students have to be able to correlate or to generalize the concepts, cases, ideas, facts and opinions

which are in the text, compile information together in a different way by combining elements in a new pattern or proposing alternative solution.

The benefits use Bloom's taxonomy is to help the students develop higher level thinking skills, to increase the permanent acquisition of learning.

## **B. The Concept Oriented Reading Instruction (CORI)**

### **1. The Concept of CORI**

CORI was first developed by Dr. John Guthrie and a team of elementary teachers and graduate students at the University of Maryland. It was developed through instructional principles (Social interaction and intrinsic motivations to read such curiosity, challenge, and involvement) for stimulating students' interest and motivation to read<sup>25</sup>. It combines skill and strategies, knowledge, motivation and social collaboration to build more knowledge to increase interest and motivation, expand higher-order reading strategies, broaden conceptual understanding, and enhance the social processes of literacy<sup>26</sup>.

The development of CORI is based on engagement theory, which is define as, "The interplay of motivation, conceptual knowledge, strategies , and social interaction during literacy activities"<sup>27</sup>. According to the theory, engagement and comprehension in reading are linked. When readers are fully engaged in reading, they comprehend better, use reading strategies effectively,

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<sup>25</sup> Guthrie, McRae, & Klauda, 2007. *Contributions of Concept-Oriented Reading Instruction to Knowledge About Interventions for Motivations in Reading*, Department of Human Development University of Maryland. Lawrence Erlbaum Associates, Inc. p. 239

<sup>26</sup> Guthrie, Anderson, Alao, & Rinehart. *Influences of Concept-Oriented Reading Instruction on Strategy Use and Conceptual Learning from Text*. 1999. The Elementry Journal.

<sup>27</sup> John T. Guthrie, *Motivation Reading Comprehension (Concept-Oriented Reading Instruction)*, (London: Mahwah, New Jersey, 2004) , p. 249

and are motivated to read. They are more likely to learn and use reading comprehension and self-regulatory strategies. When students learn and use strategies, their reading comprehension increase, leading to conceptual learning of text. When the students gain conceptual knowledge, they feel more intrinsically motivated to read. The social collaboration students experience in school can affect intrinsic motivation, strategy learning and use, and conceptual knowledge either positively or negatively-depending on the quality of the social collaboration<sup>28</sup>.

Concept-Oriented Reading Instruction (CORI), which integrates support for motivation, fluency, content knowledge, and reading comprehension based on the engagement model of reading development. The purpose of Concept-Oriented Reading Instruction (CORI) is to optimize the development of reading engagement<sup>29</sup>.

CORI is an instructional framework which is designed to enable the students to learn the strategies and gain information through the use if strategies, it allows the students to learn a conceptual knowledge through the use strategies<sup>30</sup>.

Furthermore, The CORI practice of using knowledge goals in a conceptual theme is motivating, but it is also likely to support strategy

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<sup>28</sup> Guthrie, Wigfield, & You. *Handbook of Research on Student Engagement*. Springer Science+Business Media. 2012. P 149

<sup>29</sup> John. T. Guthrie, Anderson, E., Alao, S., & Rinehart, J. *Influences of Concept-Oriented Reading Instruction on strategy use and conceptual learning from text*. The Elementary School Journal, 1999(4), p. 2.

<sup>30</sup> Hilma Suryani," *Using Concept Reading Instruction (CORI) to promote students' Reading Comprehension*" *edujurnal*. Iain jambi, 2017. p.8

development because it enables strategies to be used in a rich domain of interesting information. Therefore, strictly speaking, we claim that these practices are engagement supporting because they build internal motivations and foster cognitive strategies simultaneously. Obviously, the strategies may also be seen as motivational because they encourage and engender the development of internal motivations for reading activities<sup>31</sup>. The technique of CORI is easy to apply, this is based on Daniel Mcnamaran books which quoted by the writer.

CORI's primary aim is increase students' reading comprehension in by increasing their reading engagement. CORI intends to improve reading comprehension by teaching the following strategies that can be used to understand text being read : (1) activating background knowledge, (2) questioning , (3) searching for information, (4) summarizing (5) organizing graphically. In order hand, CORI aims to increase student engagement in reading with an emphasis on intrinsic motivation, self-efficacy, perceived autonomy, social interaction, and mastery goals in reading through five practices: (1) using content-area goals for a conceptual theme during reading instruction, (2) giving students' choices and control over their reading topics, (3) providing hands-on activities, (4) using interesting texts for instruction, and (5) organizing opportunities for students to elaborate and learn from text<sup>32</sup>.

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<sup>31</sup> Danielle S. MCNamara, *Reading Comprehension Strategies*, London : Lawrence Erlbaum Associate, 2007 p.248

<sup>32</sup> John T. Guthrie, *Motivation Reading Comprehension (Concept-Oriented Reading Instruction)*, (London: Mahwah, New Jersey, 2004) , p. 13-15

In summary, according to the engagement theory, engaged readers are intrinsically motivated, builds knowledge, uses cognitive strategies, and interacts socially to learn from text. The term of “engaged” refers to the intrinsic motivation. Thus, engaged readers means those who intrinsically motivated to read. The engagement perspective on reading integrates cognitive, motivational, and social aspects of reading. In conclusion, CORI intends to increase the reading comprehension and intrinsic motivation to read at the same time. These goals are set during the teaching and learning process. Through CORI, the students was taught strategies of activating background knowledge related to the text, questioning about the text that lead the students to find new information, summarizing and finally integrating their background knowledge with their new knowledge

## **2. Procedure of Concept Oriented Reading Instruction (CORI)**

In order to increase both reading comprehension and reading engagement, CORI provides four phase of instruction These four phase of instructions are described as follow<sup>33</sup> :

### **1. Observing and Personalizing**

“CORI attempted to enable students to observe and think about the concrete objects and events in the “real word” around them. Student choice in selecting the subtopics, goals, and materials for learning is emphasized. The main point of the observing and personalizing phase of instruction is to support students in developing and expressing their personal interests in the world around them. This phase also included bringing background experience and knowledge into learning and exploration process.

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<sup>33</sup> *Ibid*, 25-51

The students are encourage to select a subject important to them and to identify topics (such as moon characters) to which they wanted to devote time and energy in their learning.”

In this phase, students are led to recall their background knowledge related to the text being read. As the students are able to make connection between their background knowledge and information within the text. It is expected increase the students’ curiosity and lead them to ask questions to find more information. In conclusion, this phase employs two strategies of reading comprehension; activating background knowledge and question.

## 2. Searching and retrieving

“This phase emphasized to cognitive strategies that students need to pursue and satisfy their explicitly stated topical interest. The students are expected to acquired concepts according to their choices, they would be motivated to form increasingly higher order abstractions and generalizations about the themes they are studying. In searching retrieving, the students are allowed choose their own book to use in learning about the subtopics they selected. Through this activity, the students are taught to set purposes of reading to build motivation to read.”

In this phase, the students are instruct to search for sub topics related to their general interests, how to search for informative resources, such as books, and how to find opportunities for further real-word observation, all of which could extend their knowledge and satisfy their curiosities. The students are allowed to choose and decide external sources to answer their questions. It aims to build their intrinsic motivation to read.



### 3. Comprehending and integrating

“The comprehending and integrating encompassed the following comprehension strategies: (a) determining the topic of a text selection; (b) detecting critical details; (c) summarizing the text; (d) making comparisons between texts; (e) developing criteria for evaluating a book; and (f) critically reflecting on the authors’ point of view and presentation of information. Learning takes place when new information is integrated with what is already known. The more prior knowledge and experiences readers have with a particular topic, the easier it is for them to make connections between what they are learning and what they know.”

In this phase, the students are taught how to make connections and integrate their background knowledge and their new information based on the given text and other sources they choose. The students are also taught how to summarize every piece of information they have gained, and make it a new form of text which is constructed based on their own conceptual knowledge. As the students are able to summarize the information, the students are expected to be able to generate conclusions of the text.

### 4. Communicating to others

“Readers refine their understanding by negotiating meaning with others. This typically occurs through discussion. Engaging students in such discussion promotes active engagement in constructing meaning from a text. A learning community sustains interest in learning, permits higher order integration of ideas, and fosters the internalization of social processes of constructing meaning. Presenting a coherent message in the form of a written report, a class-authored book, or a drama is considered appropriate syntheses”

### 3. Teaching Reading Comprehension through CORI

There are four steps to teaching reading comprehension through Concept Oriented Reading Instruction stated by John Guthrie<sup>34</sup>. They are explained in follow:

1. Observing and personalizing
  - a. Teacher divide the students into some groups (Motivational Process)
  - b. The teachers provide reading material and introduce the tittle of text.
  - c. Based on the reading material, the students was engage in discussion activities to recall their background knowledge related to the text and lead them to ask questions to find more information.
2. Searching and retrieving
  - a. The students was instructing to make notes of everything they have known related to the given story (e.g., what the story about, where an when the story take place, who are involved in the story, and how are their characters traits.etc)
3. Comprehending and integrating
  - a. The students was instructing to make summary and conclusion in a form of written report based on the given worksheet.
4. Communicating to others
  - a. Based on their report, the students was instructing to present their report in front of the class ( the students was allow to decide how to present; written paper, poster, power point, mind mapping etc.)

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<sup>34</sup> Ibid

#### 4. The Benefit of Concept Oriented Reading Instruction (CORI)

Concept Oriented Reading instruction has positive benefit, as follows:<sup>35</sup>

1. Concept-Oriented Reading Instruction (CORI) improving reading comprehension skill because strategies, such as questioning, summarizing, and searching text and stages develop and design so that it can help the students improving the skill.
2. Cori can significantly increasing students intrinsic motivation in reading, it is also related with how students can have controlled over their learning and also to do collaborative work with their friends.
3. Help struggling readers, there are a lot of middle school students who still have problem and difficulty, related with comprehending the meaning of the text, so the strategies the practices in Cori can be something like exercise for struggling readers to help them step by step improving their reading skill especially comprehending the meaning of the text.

#### C. Review of Related Findings

There were many researcher which had carried out the studies relating to Concept Oriented Reading Instruction as the English learning teaching strategy, as follows :

The first study which has effective with this research was conducted by silitonga, the Effective of Concept-Oriented Reading Instruction. In this research

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<sup>35</sup> Danielle S. McNamara, *Reading Comprehension Strategies*, (Lawrence Erlbaum Associates, Inc., Publishers, New York London: 2007), p.55

conducted by using pre experimental research. Based on the finding and discussion of the research, it can conclude that the use of CORI strategy has a significant effect on students' Reading Comprehension in Narrative text at Eight Grade of Madrasah Tsanawiyah (MTs) Negeri Binjai.

The second study which has relevance with this research was conducted by Nurainun conducted a study related to the same topic, "Improving The Students' Reading Comprehension in Narrative Text by Using Concept Oriented Reading Instruction" at grade VIII Private Islamic Junior High School Ali Imron Medan. This research of this study was conducted by using classroom action research. The data used in this study at the result of the pre-test to know pre test and post test. The result of this research showed that there was increasing of students in reading narrative text.

The third study, which has relevance with this research was conducted by Asni Suryaningsih be entitled the "Improving the Students' Reading Comprehension Through Concept Oriented Reading Instruction (CORI) A pre-experimental research at the eight students of SMP Negeri 2 Bungaya STAP Moncong, Gowa. Based on the result this research indicated that using CORI Strategy could improve the students' reading comprehension especially in reading recount text. It was proved by students score pre-test are generally "fair" while the score of the post-test are generally "Good"

The fourth study which has relevance with this research was conducted by Nena Syahrani Syahaf Nasution conducted a study related to the same topic,

“Improving Students’ Achievement in Reading Comprehension Through Concept Oriented Reading Instruction”. The researcher used quasi experimental research. The experimental group consisted of 39 students while the control group consisted of 35 students. Based on the result of research showed that Concept Oriented Reading Instruction could improve the students achievement in reading comprehension to grade Eleventh of SMA Islamic Jambi.

Those studies discussed that Concept Oriented Reading Instruction gave an effect toward students’ reading comprehension. But the differences between those research and this research was lied in the method used where some of those studies have used pre-experimental and classroom action research. It can also be seen from the learning materials used, which in previous studies mostly used narrative text as material, while this study used Recount text as a teaching material is used because it is adjusted by the syllabus used by the school, and the subjects used are different. In the research conducted by Nena Syharani, the subjects were eleventh grade high school students, while in this study, eighth grade junior high school students were used. as well as in terms of research location is also different from this study.

In conclusion, most of them used experimental research. Although the one of related finding use classroom action research. But, In the previous study, the researcher focused on how students' reading comprehension of narrative texts, while in this study they only focused on how the Cori strategy can improve students' reading comprehension.

Considering several previous studies there are significant differences and similarities where the cori strategy can improve students' reading comprehension. Therefore the researcher wants to research about The Effect Of Concept Oriented Reading Instruction Toward Students' Reading Comprehension, with a focus on testing the cori strategy as a teaching strategy.

## CHAPTER III

### METHODOLOGY OF RESEARCH

This chapter discusses things related to the way this study is conducted. The discussion covers : kind of the research , population and sample of the research, procedure of the research, Techniques of collecting data, Instrument of Research, validity of test and reliability of test and Technique of Data Analysis.

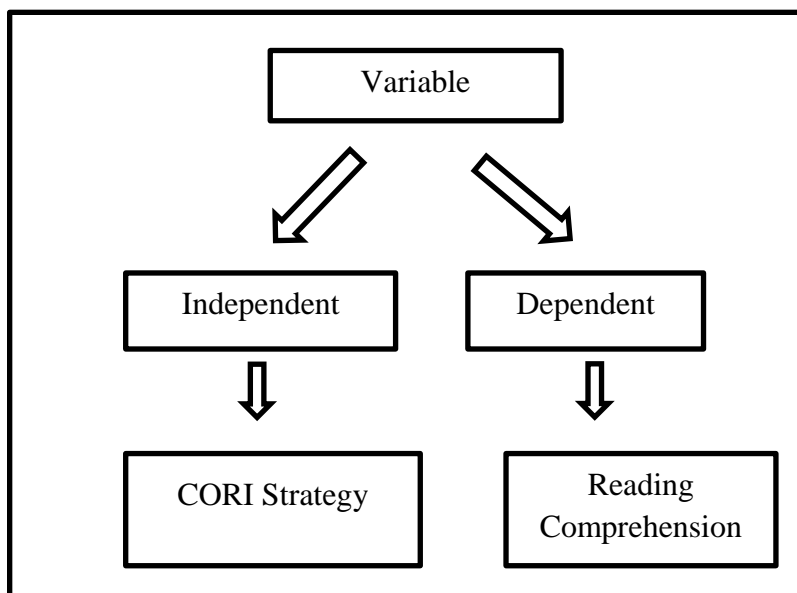
#### A. Kind of the Research

The kind of this research is experimental research. This method chosen basically experimental research is a scientific investigating in which researcher manipulate one or more independent variables, control other relevant variables and observe the effect of manipulation on the dependent variables. The purpose of this study is a determine whether a casual relationship exist between two or more variables. Moreover, this study provides the most convincing evidence of the effect one variables on another. <sup>36</sup> This research possesses two variables. Independent variables is Cori strategy, whereas, the dependent variables is the variable whose value influenced by independent variable. In this research dependent variable is students' reading comprehension. The figure below shows the variable of this research clearly:

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<sup>36</sup> Ary et.al. 2010. *Introduction to Research in Education 9<sup>th</sup> edition*. Canada; Wadwoth Group. p. 285

**Table 3.1**  
Variables of the Research



Because this study compared two courses in non-equivalent comparison group design, it used a quasi-experimental design. Cohern stated that a quasi-experimental design that two groups differed on theory post test scores altogether independently of any effect of  $x$ .<sup>37</sup> There are two classes in this research. Those are control group class experimental class. The experimental group was given a pre-test and post-test, while the control group was given merely a pre-test and post-test using conventional method in class. An experimental research analyses the relation among two or more variables or it seeks the effect of one variable toward other variables. In other word, an experimental research has a predictive disposition. Furthermore, by comparing the pre-test and post-test scores which is also used to know whether there was significant effect of Cori strategy. Bellow the design of this study:

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<sup>37</sup> Louis Cohen in Siti Marfuah, *Research Method in Education*. (Francis : Taylor and Francis e-Library, 2005) p. 217



**Table 3.2**  
The Experimental Design

GROUP	PRE-TEST	TREATMENT	POST-TEST
Experimental	O1	X1	O2
Control	O1	X2	O2

(Gay, 2006)

Where :

O<sub>1</sub> : Pre-test

X1 : Treatment of Experimental group

X2 : Treatment of Control group

O<sub>2</sub> : Post-test<sup>38</sup>

## B. Population and Sample

### 1. Population

According to Hartas, population is a group of individuals or organizations that share the same characteristic that is of interest to our study.<sup>39</sup> In addition, Frankell and Wallen said that population was a group which the research of the study was indeed to apply.<sup>40</sup>

The population of this research in SMP Aisyiyah (Sekolah Kreatif), 2022/2023 academic year. The total are 63 students were distributed in three classes. The spread of the students' classes could be on the table :

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<sup>38</sup> Gay, L.r Mills, Geoffrey E, Airasian, Peter. *Educational Research:Comptencies For Analysis And Application* (10<sup>th</sup> edition). Colombus Pearson. 2006. P. 256

<sup>39</sup> Dimitra Hartas, *Educational Research And Inquiry (Qualitative And Quantitave Approaches)*, (London: cContinum British Library, 2010) p. 67

<sup>40</sup> Jack, R. Frankell. And mormale wallen, *How Design And Evaluate Research In Education*, Mc, grow Hill, International Edition. P. 78

**Table 3.3**  
The Population of Research

No	Class	Total
1	VIII A	17
2	VIII B	22
3	VIII C	24
Total Population		63

## 2. Normality and Homogeneity Test

### a. Normality Test

According to Budiantara et.al, Normality test is a procedure used to find out whether the data comes from a normally distributed population or is within normal distribution.<sup>41</sup> The purpose of the normality test itself is to be able to increase the objectivity of the assessment and minimize bias in the estimation of the sample against the population.

In this study, the researcher used the IBM SPSS 24 application to carry out a normality test using the result of the reading test in all three grades of the eight test to test whether the normality test was based on the scores obtained by the students was said to be normal or not.

The normality test was carried out by the researcher using Shapiro-Wilk. The basis for decision making in the normality test namely :

- a. If sig (significance) < 0.05, then the data is not normally distributed.

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<sup>41</sup> Budiantara et.al, *Dasar-Dasar Statistik Penelitian* (Universitas Mercu Buana Yogyakarta:Gramasurya) 2017, p. 79

- b. If Sig (significance)  $> 0.05$  then the data is normally distributed.

The data is analyzed with IBM SPSS 24 software. The outcome is as follows:

**Table 3.4**  
The Number of Normality Test

Tests of Normality				
	Class	Shapiro-Wilk		
		Statistic	df	Sig.
hasil	hasil test kelas 8a	.950	17	.461
	hasil test kelas 8b	.946	22	.269
	hasil test kelas 8c	.920	24	.060

Based on data normality test from the Shapiro Wilk test, the data obtained from preliminary reading test result for students of 8a was  $0,461 > 0,05$  reading test result for students of 8b was Sig.  $0.269 > 0.05$  and then reading test result for students of 8c was sig.  $0.60 > 0.05$ , which means that H1 is rejected and H0 is accepted, which means that the data was normally distributed.

b. Homogeneity Test

After known that the population used in this study is normal, the next step is to do a homogeneity test. According to Gay and Peter, homogeneous test is the process of selecting participants that are relative similar in term of exercise, perspective, or outlook. This result in a

limited, homogeneous sample, which makes data collection and analysis easier<sup>42</sup>.

The researcher administered a homogeneity test to students in classes VIII A, VIII B, and VIII C in order to determine the sample. To create a homogeneous class in the goal of the homogeneity test. Test created by researchers for second grade at SMP Aisyiyah Rejang Lebong based on the curriculum and material. The test given is a reading test in the form of 20 multiple choice. students were given 35 minutes to answer questions after which they were collected, students' reading test which will be held on march 9, 2023 . The researcher used IBM SPSS 24 application to carry out a homogeneity test by entering the reading test scores from the three classes (VIII A, VIII B, and VIII C). The table below shows the result for each class :

**Table 3.5**  
The Number of Homogeneity

<b>Test of Homogeneity of Variance</b>					
		Levene Statistic	df1	df2	Sig.
hasil	Based on Mean	1.198	2	60	.309
	Based on Median	1.113	2	60	.335
	Based on Median and with adjusted df	1.113	2	58.467	.335
	Based on trimmed mean	1.192	2	60	.311

As a basis for making decision on homogeneity tests are :

- a. If the possible value of sig. < 0,05, then the variance of two or more population groups or data samples is not homogeneous.

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<sup>42</sup> *Op Cit* , p. 139

- b. If the possible sig.  $> 0,05$ , then the variance of two or more population groups or data samples is homogeneous.

Based on the data above it is known that the value of sig. 0,309. Then it can conclude that the sig.  $0,309 > 0,05$ , hence the provisions of the variance of two or more population or data samples is homogeneous.

### 3. Sample

A sample is a portion of a population. According to David, sample is a part of population from which we actually collect information.<sup>43</sup> in this study researchers used simple random sampling. According to Kerlinger, simple random sampling is a method of withdrawing from a population in a certain way so that each member of the population has the same opportunity to be selected or drawn. This way is done when members of the population are considered homogeneous. This technique can be used when the number of sampling units in the population is not too large.<sup>44</sup>

Based on the statement above, it is known that the sample must be homogeneous before taking the sample. In this study, researchers have carried out normality tests and homogeneous tests which can be seen in Tables 3.4 and 3.5. In this study, the samples needed were two classes, namely the control class and the experimental class. to determine the class the researcher uses a spin application by placing each class into an experimental class and a control class. in the first round it was found that

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<sup>43</sup> Moore, David, *The Basic Practice Of Statistic*. (New York, Perdue university. 1996) p. 202

<sup>44</sup> Kerlinger, Fred N. *Asas-Asas Penelitian behavioural* (Yoyakarta:UGM) 2006. p.188

class VIII A was the control class and in the second round it was found that VIII B was the experimental class. For further information of sample's number can be seen in table below:

**Table 3.6**  
The Number of Sample

No.	Class	Total
1	Control Group (VIII A)	17
2	Experiment Group (VIII B)	22
Sum of Population		39

### C. Procedure of The Research

The following is a table of the learning process procedures in experimental group and control group consisting of pre teaching activities, while activities and post teaching activities.

**Table. 3.7**  
Learning process procedures of the research

No	Experimental group	Control group
<b>1.</b>	<b>Pre teaching activities</b>	<b>Pre teaching activities</b>
	<ol style="list-style-type: none"> <li>1. The teacher opens with an opening greeting and invites students to pray before starting learning activities guided by one of the students</li> <li>2. The teacher asks how and checks the presence of students</li> </ol>	<ol style="list-style-type: none"> <li>1. The teacher open with an opening greeting and invites students to pray before starting learning activities guided by one of the</li> </ol>

	<p>3. The teacher conveys the learning objectives or competencies to be achieved</p>	<p>students</p> <p>2. The teacher asks how and checks the presence of students</p> <p>3. The teacher conveys the learning objectives or competencies to be achieved</p>
<p>2.</p>	<p><b>While activities</b></p> <p>1. Observing and personalizing</p> <p>a. Teacher divide the students into four groups (Motivational Process)</p> <p>b. The teacher provides reading material and introduces the tittle of text.</p> <p>c. Based on the reading material, the students was engage in discussion activities to recall their background knowledge related to the text and lead them to ask questions to find</p>	<p><b>While activities</b></p> <p>1. The teacher asked students to open the books about the materials and read the material.</p> <p>2. The teacher explained the material, and ask the students answer the questions</p> <p>3. The teacher give opportunities to the students to asking the material if there</p>

	<p style="text-align: center;">more information</p> <ol style="list-style-type: none"> <li>2. Searching and retrieving       <ol style="list-style-type: none"> <li>a. The students was instructing to make notes of everything they have known related to the given story(e.g, what the story about, where an when the story take place, who are involved in the story, and how are their characters traits.etc)</li> </ol> </li> <li>3. Comprehending and integrating       <ol style="list-style-type: none"> <li>a. The students will instructing to make summary and conclusion in a form of written report based on the given worksheet.</li> </ol> </li> <li>4. Communicating to others       <ol style="list-style-type: none"> <li>a. Based on their report, the students was instructing to present their report in front of the class ( the students was allow to decide how to present; written paper, poster, power point, mind mapping etc.)</li> </ol> </li> </ol>	<p style="text-align: center;">something they are not understand</p> <ol style="list-style-type: none"> <li>4. After that the teacher give students exercise or worksheet</li> </ol>
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3.	<p><b>Post-teaching activating</b></p> <p>The teacher and students come to conclusion regarding the teaching materials that have been discussed and the teacher ask the students about difficulties that they face while they are studying.</p>	<p><b>Post-teaching activating</b></p> <p>Teacher checking understanding the students and then The teacher give exercise about materials</p>
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#### D. Techniques of collecting data

The data collection technique in this study was based on the type of research conducted by the researcher, namely quasi experimental, the techniques used were :

##### 1. Pre-Test

Creswell said that a pretest provides a measure on some attribute or characteristic that you assess for participants in an experiment before they receive a treatment.<sup>45</sup> Pre-test will be given to the students before the teacher are teaching by using CORI strategy. The pre-test was given to the students in both groups, experimental group and control group in SMP Aisyiyah' Rejang Lebong in 2022/2023 academic years, the pretest was conducted on May 25<sup>th</sup> 2023 at 8A

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<sup>45</sup> John, W.C, *Eductaional Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (United State: Pearson Education, 2012), p. 297.

and 8B. Before doing the treatment, The writer use this pre-test to know how far the students' achievement in understanding Recount text.

The form of pre-test was organized into the multiple choice of reading test which included the material fields as recount text which have given by researcher and taking score in pre-test the researcher invited English teacher to give score to the students. Based on syllabus, recount text is in of subject for second grade at SMP Aisyiyah Rejang Lebong. In the pre-test, the researcher used one meeting being out of time period for do pre-test. The length of the time use in giving pre-test to every class is organized as long as 70 minutes (2 x 35 minutes). The writer made the same question 40 multiple choice questions for pretest and posttest.

For the criteria of scoring in this study, the researcher relied on the score 0 for incorrect answer and 1 for correct answer. To find out the description of students' reading comprehension. The scores of test were analyzed by using the following formula<sup>46</sup> :

$$Students' Score = \frac{\text{the number of correct answer}}{\text{the number of test item}} \times 100$$

## 2. Treatment

Treatment is different condition under which experimental and control groups are put usually.<sup>47</sup> That is the reason why researcher conducted the

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<sup>46</sup> Linda Crocker and James Algina. *Introduction to Classical and Modern Test Theory*, in Khaerudin 2016. (Jurnal Madania)p. 189

<sup>47</sup> C.R.Khtari, *Research Methodology method and Technique*. (New Age International Publisher,India, 2004). p.35

treatment in experimental group. Every meeting, the researcher did treatment to students in experimental group by using Concept Oriented Reading Instruction and using discovery learning strategy in control group. The researcher conducted the treatment for 6 times. The schedule of treatment can be seen as follows:

**Table 3.8**

List of Treatment in Experimental Group

Meeting	Experimental Group	Date
1	Pre-Test	Mei 25 <sup>th</sup> 2023
2	CORI Strategy : Recount Text About Personal Experience	Mei 29 <sup>th</sup> 2023
3	CORI Strategy : Recount Text About Factual Information	Mei 30 <sup>th</sup> 2023
4	CORI Strategy : Recount Text About Factual Information	Mei 31 <sup>th</sup> 2023
5	CORI Strategy : Recount Text About Imaginative Recount	June 5 <sup>th</sup> 2023
6	CORI Strategy : Recount Text About Imaginative Recount	June 6 <sup>th</sup> 2023
7	CORI Strategy : Recount Text About Historical Recount	June 12 <sup>th</sup> 2023
8	Post-Test	June 14 <sup>th</sup> 2023

**Table 3.9**

List of Teaching in Control Group

Meeting	Experimental Group	Date
1	Pre-Test	Mei 25 <sup>th</sup> 2023
2	Discovery Learning : Recount Text About Personal Experience	Mei 26 <sup>th</sup> 2023
3	Discovery Learning : Recount Text About Factual Information	Mei 29 <sup>th</sup> 2023
4	Discovery Learning : Recount Text About Factual Information	Mei 30 <sup>th</sup> 2023
5	Discovery Learning : Recount Text	Mei 31 <sup>th</sup> 2023

	About Imaginative Recount	
6	Discovery Learning : Recount Text About Imaginative Recount	June 5 <sup>th</sup> 2023
7	Discovery Learning : Recount Text About Historical Recount	June 6 <sup>th</sup> 2023
8	Post-Test	June 14 <sup>th</sup> 2023

### 3. Post-Test

Creswell said that A posttest is a measure on some attribute or characteristic that is assessed for participants in an experiment after a treatment.<sup>48</sup> Post-test was given by the researcher to the students after the implementation of CORI strategy at the end or after treatment had really finished to be given in experimental group. The researcher also was given post-test to the students who are control group. The post-test in control group and experimental group was conducted on June 14<sup>th</sup> 2023 at 8A and 8B in SMP Aisyiyah Rejang Lebong .

The post-test was reading test. The test was administered by researcher, the students should answer 40 multiple choice question which the material tested was the same as those in the pre-test which is about recount text. For taking score in post-test the researcher invited English teacher to give score the students. The length of time use in in giving post-test to every class is organize as long as 70 minutes (2 x 35 minutes).

For the criteria of scoring in this study, the researcher relied on the score 0 for incorrect answer and 1 for correct answer. To find out the description of

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<sup>48</sup> *Ibid*, 36

students' reading comprehension. The scores of test were analyzed by using the following formula :

$$\text{Students' Score} = \frac{\text{the number of correct answer}}{\text{the number of test item}} \times 100$$

In the last, the researcher finally knew scores pre-test and post-test both of groups, and also the differences between those groups. After collecting the data, the researcher then got the conclusion whether effect CORI strategy had toward students' reading comprehension or had not effect.

#### **E. Instrument of Research**

The instrument of collecting data is used by the researcher to get the data by using Reading test. The explanation as follows:

##### **1. Writing Blue Print**

In developing and constructing the instrument the researcher prepared the blue print of the instrument. The blue print describe about planning a test before constructing the instrument. The blue print or test content specification consist of some points : 1) Identifying flow of learning objectives. Based on independent curriculum used by SMP Aisyiyah Curup, the learning objectives that students are able to identify the structure of text and language features of text recount. 2) The item indicator of test based on bloom's taxonomy by Anderson and Krathwohl. 3) Kind of the test is 40 multiple choice questions. It was guidance in Reading Test.

## 2. Creating (reading) the Test

After finishing the blueprint, the researcher required to write the test items. The reading test was developed to assess students' reading comprehension. The test instruction was made explicit to make it easier for students to understand the test instruction.

There are two kinds of test to measure students reading comprehension namely pre-test and post-test. Pre-test and Post-test are in the form of multiple choice. The reading test consisted of 40 items (Pre-test and Post-test) in multiple choice. The questions are given are based on the learning topic. The purpose of pre-test is conducted to find out initial condition of subject in reading comprehension. Meanwhile the post-test will reflect the effectiveness of feedback strategy when it is applying in VIII grade students of SMP Aisyiyah (Sekolah Kreatif) Curup.

## 3. Expert Validation

The researcher need a expert to validated the result. The professional validation is an professional in reading subject. In this study the expert validation is the professional lecturer in IAIN Curup, she is Mrs. Nastiti Handayani M.Pd. The researcher gave reading test to expert validation to get the comment and feedback. The first validation conducted in May 20<sup>th</sup> 2023.

## 4. First Revision

The purpose of first revision was to evaluate test whether there was a test or some points that had to be revised. The research revised the test based on the

expert validation suggestions. The first revision was conducted on May 22th 2023, the researcher revised based on the expert judgment, such as make sure the questions are appropriate for the students' level of English Competence and correct grammatical errors in the questions. After the expert validation correct the test made by the researcher, and then the researcher revised the test based on the suggestion from the expert.

#### 5. Trying out the test

The try out test aimed at producing the requirement data with relatively valid instrument. The try out was given to another class except experimental and control class. The try out was conducted on May 23th 2023 at 8C in SMP Aisyiyah Rejang Lebong. However, the class which was given the try out should have the same level as the subject of this study it is mean same grade.

#### 6. Analyzing the test validity

Validity is very important in the test. In measuring the skill or knowledge, the test measure appropriately the skill or knowledge. Additionally, the researcher give the students reading test about recount text. The purpose of this is to know whether the score obtained from the test is valid or not, validity evidence can obtained from the reading test used.

The result of try out was analyzed to estimate the reliability and validity of the test. In this research the researcher using excel application to calculate the data of validity and using KR-20 for calculate the reliability by using the theory from Guilford to interpreting the result

## F. Validity and Reliability of the Try Out Test

### 1. Validity of test

To determine the tests utilized are valid. The validity of a test is used by the researcher because a test is said to be valid if it accurately measure what it is designed to measure. It can be conclude that validity is the process that refers to how well the test measures what it is purported to measure. However good our research design statistical analyses, the results will be meaningless if the researchers aren't actually measuring what the researcher is purposing to measure.<sup>49</sup> Validity is very important because one of main characteristic of test, without having this characteristic a test is not important.

The validity test was to assure that this study instrument could be proper to become pre-test and post-test. The data with 40 questions based on students' worksheet was calculated by using excel application. In this research, the subject is 24 (24-2) student and the level of significance 5% then the r-table is 0,4044 to get the valid status the result of r-11 should be higher than r-table. Then after calculating all the questions the result is all of the questions were valid, because to get valid status the r-11 should be higher than r table ( $R-11 > R\text{-table}$ ).

To know the result of test validity, the researcher present the table as the following below :

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<sup>49</sup> Arthur Hunges, *Testing for Language Teachers Second Edition*, (Cambridge: Cambridge University Press, 1989) p. 22



**Table 3.10**  
Test Validation Result

No soal	r-tabel	r-hitung	Status
1	0,404	0,464	Valid
2	0,404	0,443	Valid
3	0,404	0,438	Valid
4	0,404	0,410	Valid
5	0,404	0,467	Valid
6	0,404	0,452	Valid
7	0,404	0,457	Valid
8	0,404	0,474	Valid
9	0,404	0,451	Valid
10	0,404	0,424	Valid
11	0,404	0,453	Valid
12	0,404	0,433	Valid
13	0,404	0,474	Valid
14	0,404	0,459	Valid
15	0,404	0,515	Valid
16	0,404	0,499	Valid
17	0,404	0,435	Valid
18	0,404	0,479	Valid
19	0,404	0,471	Valid
20	0,404	0,471	Valid
21	0,404	0,408	Valid
22	0,404	0,442	Valid
23	0,404	0,474	Valid
24	0,404	0,458	Valid
25	0,404	0,415	Valid
26	0,404	0,444	Valid
27	0,404	0,412	Valid
28	0,404	0,418	Valid
29	0,404	0,474	Valid
30	0,404	0,429	Valid
31	0,404	0,457	Valid
32	0,404	0,406	Valid
33	0,404	0,467	Valid
34	0,404	0,432	Valid
35	0,404	0,464	Valid
36	0,404	0,426	Valid
37	0,404	0,419	Valid
38	0,404	0,425	Valid
39	0,404	0,446	Valid

40	0,404	0,492	Valid
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From the result of the table above it can be conclude that the status of the questions is valid then the questions can be used for post-test and pre-test.

## 2. Reliability of test

Instrument reliability is the level of consistency of results achieved by a measuring instrument, even though it is used repeatedly on the same or different subject. Thus an instrument said to be reliable when able to measure something with results consistent (steady)<sup>50</sup>. To measure the test is reliable or not, the researcher does the reliability of the test before the instrument or test steadily is made as pre-test and post-test in which it is the same as in validity of the test activity. The test will reliable if it gives steady result as long as the measured variable is not change.

After calculating the validity of the test, next step was calculating the reliability of test. In this research, researcher used excel application to calculate the reliability of test and comparing the test by using the formula, the researcher use the formula of reliability that is Kuder Richardson (KR-20) as follow :

$$r = \frac{k}{(k-1)} \left\{ \frac{St^2 - \sum p.q}{St^2} \right\}$$

$$r = \frac{40}{39} \left\{ \frac{68,222 - 8,607}{68,222} \right\}$$

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<sup>50</sup> Kuntjojo, *Pengantar Evaluasi Pendidikan*. Rajawali press, (Jakarta:2009),p. 37

$$r = \frac{40}{39} \left\{ \frac{59,615}{68,222} \right\}$$

$$r = \frac{40}{39} \{0,87\}$$

$$r = 0,89$$

Where :

k = many items

St = variant total of the total score

p = the proportion of students who answered correctly for each item

q = the proportion of students who answered incorrectly for each item

**Table 3.11**

**The Range Score and Interpretation of Reliability**

*Guilford theory of coefficient reliability*

<b>Index Range</b>	<b>Reliability Interpretation</b>
• $0,80 \leq r_{11} \leq 1,00$	: Highest
• $0,60 \leq r_{11} \leq 0,80$	: High
• $0,40 \leq r_{11} \leq 0,60$	: Enough
• $0,20 \leq r_{11} \leq 0,40$	: Low
• $0,00 \leq r_{11} \leq 0,20$	: Lowest (not reliable)

For reliability test, the researcher also using excel to calculate the data. First of all, the researcher should count the mean total and many more. And after get the result, the researcher was analyzing the result by using the range score and interpretation of reliability from Guilford theory (KR-20) , to know if the questions are reliable or not. In this research, reliability result is 0,89 then based from the calculation, result and index range above, we can conclude that the reliability interpretation is highest.

## G. Technique of Data Analysis

The researcher also analyzed the technique of data analysis examined the result of the data test. The data from the pretest and posttest were analyzed to find out whether the result of the test were similar or different. Then, the data from pretest and posttest were analyzed by employing these formula<sup>51</sup> :

### 1. Mean Score

To get mean score of pre-test and post-test result in the experimental group, the researcher used the formula such below :

$$M_1 = \frac{\sum x}{N}$$

Where:

$M_1$  : Mean score of experimental group

$\sum x$  : The sum of students score in experimental group

$N$  : The amount of students at experimental group

In addition, in order to acquire the mean score of post-test and pre-test result in the control group, the researcher also used the same formula as the following below:

$$M_2 = \frac{\sum y}{N}$$

Where:

$M_2$  : Mean score of control group

$\sum y$  : The sum of students score in control group

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<sup>51</sup> Mason and Bramble in Hasma, *The effectiveness of Herringbone Technique in Improving Students* Makssar. Unismuh. 2016 p.27

N : The amount of students at control group.

## 2. Standard Deviation

In gaining the standard deviation of scores in conducting the study at experimental group, the researcher applied the formula below:

$$SD_x = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N-1}}$$

Where:

$SD_x$  : Standart deviation of experimental group

X : Score of experimental group

N : The amount of student at experimental group

In addition, in order to aquire the standard deviation in control group, the researcher used the formula:

$$SD_y = \sqrt{\frac{\sum y^2 - \frac{(\sum y)^2}{N}}{N-1}}$$

Where :

$SD_y$  : Standart deviation of control group

Y : Score of control group

N : The amount of student at control group

### 3. Hypothesis Testing

In testing the hypothesis devised previously, the researcher used the statistical formula such the following bellow:<sup>52</sup>

$$t = \frac{M_1 - M_2}{\sqrt{\frac{SDx^2}{N_x} + \frac{SDy^2}{N_y}}}$$

Where :

t : Test

M<sub>1</sub> : Mean score of the post test at experimental group

M<sub>2</sub> : Mean score of the post at control group

S<sub>Dx</sub> : Standard deviation of post-test result at experimental group

S<sub>Dy</sub> : Standard deviation of post test result at control group

N<sub>x</sub> : The amount of students at experimental group

N<sub>y</sub> : The amount of students at control group

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<sup>52</sup> *Ibid*, 42

## CHAPTER IV

### FINDING AND DISCUSSION

In this chapter, the research provides findings of the conducted research. The findings consist of the pre-test calculation of students' reading comprehension before the treatment is done and post-test calculation of students' reading comprehension both conventional strategy and CORI strategy. Also the researcher does calculation of the data as the basis of the discussion for this thesis.

#### A. Finding of the Research

##### 1. Students' Reading Comprehension in control group

###### a) The result pre-test in control group

The pre-test is a kind of the test used in this research to know the students' reading comprehension and the teaching with using conventional strategy, habitual teaching strategy commonly applied by the English teacher are implemented. Based on the test, below are the pre-test results:

**Table 4.1**  
The score of students' pre-test in control group

No	Name of Students Based on List Absent	Score	Y	$\Sigma Y^2$
1	Student 01	18	45	2025
2	Student 02	22	55	3025
3	Student 03	16	40	1600
4	Student 04	15	38	1406
5	Student 05	15	38	1406

6	Student 06	19	48	2256
7	Student 07	18	45	2025
8	Student 08	23	58	3306
9	Student 09	16	40	1600
10	Student 10	23	58	3306
11	Student 11	16	40	1600
12	Student 12	23	58	3306
13	Student 13	20	50	2500
14	Student 14	23	58	3306
15	Student 15	25	63	3906
16	Student 16	12	30	900
17	Student 17	27	68	4556
Total			828	42031

From the data above it is known that the score is the result of the correct number of 40 multiple choice pretest questions given to 17 control class students, and the Y statement is a score calculation after that is totaled to get a score of 828 which will later be used to calculate the mean score and standard deviation. The following is the formula used when checking questions according to Linda Crocker and James Algina in Khaerudin in previous chapter ,for the assessment criteria in the reading test given is a score of 0 for incorrect and 1 for correct. The scores of test were analyzed by using the following formula :

$$students'score = \frac{the\ number\ of\ correct\ answer}{the\ number\ of\ test\ item} \times 100$$

For  $\sum Y^2$ , it is obtained from the results of each Y score which is squared by 2 after that it is added up and a score of 42031 is obtained which will later be used to measure or find out the standard deviation.

From the data above, research find the means score below :

N : 17

$\sum y$  : 828



$$\begin{aligned}
 M_2 &= \frac{\sum y}{N} \\
 &= \frac{828}{17} \\
 &= \mathbf{48,7}
 \end{aligned}$$

Where :

$M_2$  : Mean score of control group

$\sum y$  : The sum of students score in control group

$N$  : The amount of students at control group.

The following is the result of calculating the standard deviation :

$$\begin{aligned}
 SD_y &= \sqrt{\frac{\sum y^2 - \frac{(\sum y)^2}{N}}{N-1}} \\
 &= \sqrt{\frac{42031 - \frac{(828)^2}{17}}{17-1}} \\
 &= \sqrt{\frac{42031 - 40328}{16}} \\
 &= \sqrt{\frac{1703}{16}} \\
 &= \sqrt{106,4} \\
 &= \mathbf{10,2}
 \end{aligned}$$

Where :

$SD_y$  : Standart deviation of control group

$Y$  : Score of control group

$N$  : The amount of student at control group

Based on the data showed on the table above, the result of calculation of 17 students' score in pre test at control group proved that they possess the mean score at 48,7 and the standard deviation that was found out has the degree of score as 10,2

b) The result post-test in Control group

After having the treatment, researcher gave students the post-test to measure how high they understood the material of treatment. The result of post test in control group could be viewed based on table below :

**Table 4.2**

The result of students' post test in control class

No	Name of Students Based on List Absent	Score	Y	$\Sigma Y^2$
1	Student 01	16	40	1600
2	Student 02	25	63	3906
3	Student 03	21	53	2756
4	Student 04	16	40	1600
5	Student 05	26	65	4225
6	Student 06	22	55	3025
7	Student 07	22	55	3025
8	Student 08	26	65	4225
9	Student 09	24	60	3600
10	Student 10	31	78	6006
11	Student 11	24	60	3600
12	Student 12	30	75	5625
13	Student 13	26	65	4225
14	Student 14	29	73	5256
15	Student 15	15	38	1406
16	Student 16	25	63	3906
17	Student 17	24	60	3600
Total			1005	61588

From the data above it is known that the score is the result of the correct number of 40 multiple choice post-test questions given to 17 control class students, and the Y statement is a score calculation after that is totaled to get a score of 1005 which will later be used to calculate the mean score and standard deviation. The following is the formula used when checking questions according to Linda Crocker and James Algina in Khaerudin in previous chapter ,for the assessment criteria in the reading test given is a score of 0 for incorrect and 1 for correct. The scores of test were analyzed by using the following formula :

$$students' score = \frac{the\ number\ of\ correct\ answer}{the\ number\ of\ test\ item} \times 100$$

For  $\sum Y^2$ , it is obtained from the results of each Y score which is squared by 2 after that it is added up and a score of 61588 is obtained which will later be used to measure or find out the standard deviation.

From the data above, research find the means score below :

$$\begin{aligned} N & : 17 \\ \sum y & : 1005 \\ M_2 & = \frac{\sum y}{N} \\ & = \frac{1005}{17} \\ & = \mathbf{59,1} \end{aligned}$$

Where:

- $M_2$  : Mean score of control group
- $\sum y$  : The sum of students score in control group
- N : The amount of students at control group.

The following is the result of calculating the standard deviation :

$$\begin{aligned}
 SD_y &= \sqrt{\frac{\sum y^2 - \frac{(\sum y)^2}{N}}{N-1}} \\
 &= \sqrt{\frac{61588 - \frac{(1005)^2}{17}}{17-1}} \\
 &= \sqrt{\frac{61588 - 59413}{16}} \\
 &= \sqrt{\frac{2175}{16}} \\
 &= \sqrt{135,9} \\
 &= \mathbf{11,3}
 \end{aligned}$$

Where :

$SD_y$  : Standart deviation of control group

$Y$  : Score of control group

$N$  : The amount of student at control group

Based on the data showed on the table above, the result of calculation of students' scores in post-test at control group proved that they possess the mean score as 59,1 and the standard deviation that was found out has the degree of score as 11,3.

In cultivating the result of pre-test and post-test in control group, it also had the basic function that is to encounter five aspects of score. They involved the highest score, lowest score, and total score, mean score and standard deviation. In accordance with the data displayed on the table 4.1 and 4.2, the five aspects can be seen on table 4.3 below :

**Table 4.3**  
Five Aspects Result of Students' Pre test and Post test

Group	Highest Score		Lowest Score		Total Score		Mean Score		Standard Deviation	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
Control	68	78	30	38	828	1005	48,7	59,1	10,2	11,3

Based on the table above, in the control class which consist of 17 students, concerning with the score in pre-test, the highest score attains 68 Gained by one student and the lowest score was 30 gained by one student. Meanwhile, in post-test, the highest score attains 78 Gained by one student and the lowest score was 38 Attains by one student. Before getting the mean score, the researcher firstly encounters the total score owned by 17 students in which it reaches the number as 828 on pre-test and 1005 on post-test. Based on the total score, there was found the mean score which achieves 48,7 on pre-test and 59,1 on post-test. The researcher then did the calculation to get the standard deviation on the pre-test and post-test result. The standard deviation was 10,2 on pre-test and 11,3 on post-test.

## 2. Students' Reading Comprehension in Experimental Group

### a. The result of pre-test

In this study, teaching reading by using Concept Oriented Reading Instruction was applied in the experimental group referring to the class VIII B. In acquiring the first data before the learning process was under taken, the researcher gave students the pre-test. The result of

pre-test which the researcher had gained could be viewed on the table below :

**Table 4.4**  
The Result of Students' pre-test in Experimental Group

No	Name of Students Based on List Absent	Score	X	$\sum X^2$
1	Student 01	20	50	2500
2	Student 02	20	50	2500
3	Student 03	21	53	2756
4	Student 04	24	60	3600
5	Student 05	25	63	3906
6	Student 06	20	50	2500
7	Student 07	19	48	2256
8	Student 08	22	55	3025
9	Student 09	18	45	2025
10	Student 10	17	43	1806
11	Student 11	30	75	5625
12	Student 12	25	63	3906
13	Student 13	25	63	3906
14	Student 14	26	65	4225
15	Student 15	29	73	5256
16	Student 16	31	78	6006
17	Student 17	25	63	3906
18	Student 18	13	33	1056
19	Student 19	30	75	5625
20	Student 20	30	75	5625
21	Student 21	29	73	5256
22	Student 22	27	68	4556
Total			1315	81825

From the data above it is known that the score is the result of the correct number of 40 multiple choice pre-test questions given to 22 experimental class students, and the X statement is a score calculation after that is totaled to get a score of 1315 which will later be used to calculate the mean score and standard

deviation. The following is the formula used when checking questions according to Linda Crocker and James Algina in Khaerudin in previous chapter ,for the assessment criteria in the reading test given is a score of 0 for incorrect and 1 for correct. The scores of test were analyzed by using the following formula :

$$\text{Students' Score} = \frac{\text{the number of correct answer}}{\text{the number of test item}} \times 100$$

For  $X^2$ , it is obtained from the results of each X score which is squared by 2 after that it is added up and a score of 81825 is obtained which will later be used to measure or find out the standard deviation.

From the data above, research find the means score below :

$$N : 22$$

$$\sum x : 1315$$

$$\begin{aligned} M1 &= \frac{\sum x}{N} \\ &= \frac{1315}{22} \\ &= \mathbf{59,8} \end{aligned}$$

Where:

M1 : Mean score of experimental group

$\sum x$  : The sum of students score in experimental group

N : The amount of students at experimental group

The following is the result of calculating the standard deviation :

$$SD_x = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N-1}}$$

$$\begin{aligned}
&= \sqrt{\frac{81825 - \frac{(1315)^2}{22}}{22-1}} \\
&= \sqrt{\frac{81825 - 78601}{21}} \\
&= \sqrt{\frac{3224}{21}} \\
&= \sqrt{153,5} \\
&= \mathbf{12,3}
\end{aligned}$$

Where:

$SD_x$  : Standart deviation of experimental group

X : Score of experimental group

N : The amount of student at experimental group

Based on the data presented on the table above, the calculation result of 22 students' scores in pre-test at experimental group indicates that they possess the mean score as 59,8 and the standard deviation was 12,3

b. The result of post-test

The condition of students' reading comprehension after CORI strategy was implemented could be viewed based on the result of post-test to 22 students having seat on the experimental group. Concerning with the result of post-test in experimental group, it can be seen on the displayed data as the following table :



**Table 4.5**  
The result of students' post-test in experimental group

No	Name of Students Based on List Absent	Score	X	$\Sigma X^2$
1	Student 01	31	78	6006
2	Student 02	25	63	3906
3	Student 03	36	90	8100
4	Student 04	22	55	3025
5	Student 05	26	65	4225
6	Student 06	26	65	4225
7	Student 07	32	80	6400
8	Student 08	26	65	4225
9	Student 09	28	70	4900
10	Student 10	35	88	7656
11	Student 11	31	78	6006
12	Student 12	31	78	6006
13	Student 13	29	73	5256
14	Student 14	36	90	8100
15	Student 15	29	73	5256
16	Student 16	33	83	6806
17	Student 17	31	78	6006
18	Student 18	17	43	1806
19	Student 19	31	78	6006
20	Student 20	35	88	7656
21	Student 21	35	88	7656
22	Student 22	25	63	3906
Total			1625	123138

From the data above it is known that the score is the result of the correct number of 40 multiple choice post-test questions given to 22 experimental class students, and the X statement is a score calculation after that is totaled to get a score of 1625 which will later be used to calculate the mean score and standard deviation. The following is the formula used when checking questions according to Linda Crocker and James Algina in Khaerudin in previous chapter ,for the

assessment criteria in the reading test given is a score of 0 for incorrect and 1 for correct. The scores of test were analyzed by using the following formula :

$$\text{students score} = \frac{\text{the number of correct answer}}{\text{the number of test item}} \times 100$$

For  $X^2$ , it is obtained from the results of each X score which is squared by 2 after that it is added up and a score of 123138 is obtained which will later be used to measure or find out the standard deviation.

From the data above, research find the means score below :

$$N : 22$$

$$\sum x : 1625$$

$$\begin{aligned} M_1 &= \frac{\sum x}{N} \\ &= \frac{1625}{22} \\ &= \mathbf{73,9} \end{aligned}$$

Where:

$M_1$  : Mean score of experimental group

$\sum x$  : The sum of students score in experimental group

$N$  : The amount of students at experimental group

The following is the result of calculating the standard deviation :

$$\begin{aligned} SD_x &= \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N-1}} \\ &= \sqrt{\frac{123138 - \frac{(1625)^2}{22}}{22-1}} \\ &= \sqrt{\frac{123138 - 120028}{21}} \end{aligned}$$

$$\begin{aligned}
&= \sqrt{\frac{3110}{21}} \\
&= \sqrt{148,0} \\
&= 12,1
\end{aligned}$$

Where:

$SD_x$  : Standart deviation of experimental group

X : Score of experimental group

N : The amount of student at experimental group

Based on the data showed on the table above, the result of calculation of students' scores in post-test at experiment group proved that they possess the mean score as 73,9 and the standard deviation that was found out has the degree of score as 11,9

In calculation of students' scores in experimental group, it also had the basic function that was to encounter five aspects of score. They involved the highest score, lowest score, and total score, mean score and standard deviation. In accordance with the data displayed on the table 4.4 and 4.5, the five aspects can be seen on the table 4.6 below:

**Table 4.6**  
five aspects result of students' pre test and post test

Group	Highest Score		Lowest Score		Total Score		Mean Score		Standard Deviation	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
Experimental	78	90	33	43	1315	1625	59,8	73,9	12,3	12,1

Based on the table above, in the experimental group which consist of 22 students, concerning with the score in pre-test, the highest score attains 78 by one student and the lowest score was 33 gained by one student. Meanwhile, in post-test, the highest score attains 90 Gained by two students and the lowest score was 43 attains by one student. Before getting the mean score, the researcher firstly encounters the total score owned by 22 students in which it reached the number as 1315 on pre-test and 1625 on post-test. based on the total score, there was found the mean score which achieves 59,8 on pre-test and 73,9 on post-test. the researcher then did the calculation to get the standard deviation on the pre-test and post-test result. The standard deviation was 12,3 on pre-test and 12,3 on post-test.

### 3. The Analysis of Pre-test and Post-test Result

In analyzing pre-test and post-test result, the scores of both groups were compared to see whether that treatment gave the effect or not. The following table might help clarify and contain comparative result from experimental and control group.

**Table 4.7**  
The comparative result between control and experimental group

Group	Mean Score		Standard Deviation		Students who get the score > 70		Students who get the score < 70	
	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
Control	48,7	59,1	10,2	11,3	0	3	17	14
Experimental	59,8	73,9	12,3	11,1	6	15	16	7

In accordance with the scores shown on the table above, in the control group, the mean score of pre-test was 48,7 and the mean score of post-test is 59,1. Concerning with the calculation of standard deviation, the result of pre-test has the standard deviation as 10,2 and the result of post-test has the standard deviation as 11,3. Furthermore, in the pre-test there are not students got the score  $> 70$ , and 17 students got the score  $< 70$ , in the post test, there are 3 students got score  $> 70$ , and 14 students got the score  $< 70$ .

In the experimental group, the mean score of pre-test was 59,8 and the mean score of post-test was 73,9. Concerning with the calculation of standard deviation, the result of pre-test has the standard deviation as 12,3 and the result of post-test has standard deviation as 12,1. Furthermore, in the pre-test there are 6 students got the score  $> 70$ , and 15 students got the score  $< 70$ , in the post test there are 16 students got score  $> 70$  and 7 students got the score  $< 70$ .

In reviewing the data presented on the table 4.7, the fact showed that the experimental group produced the score higher than the scores found out from the control group. It was proven by the calculation of mean scores owned by both groups. In the control group, the mean got from pre-test was 48,7 and from post-test was 59,1. It can be said that the conventional method teaching technique improves students' reading comprehension. Based on the measurement through a valid and reliable instrument. Therefore in the experimental group, the mean score acquired from pre-test was 59,8 and from post-test as 73,9. It can be said that Concept Oriented Reading instruction

Strategy was effective toward students' Reading Comprehension. Based on the same procedure of measurement through the same valid and reliable instrument. So, it could be conclude that there was a significant effect of the treatment for the experimental group, which could be seen from the range of the post-test result between experimental group and control group. further information about the result of the post-test could be seen in the following table :

**Table 4.8**  
The score of pre-test and post-test

No. Subject	Control Group		Experimental Group	
	pretest	posttest	pretest	posttest
1	45	40	50	78
2	55	63	50	63
3	40	53	53	90
4	38	40	60	55
5	38	65	63	65
6	48	55	50	65
7	45	55	48	80
8	58	65	55	65
9	40	60	45	70
10	58	78	43	88
11	40	60	75	78
12	58	75	63	78
13	50	65	63	73
14	58	73	65	90
15	63	38	73	73
16	30	63	78	83
17	68	60	63	78
18			33	43
19			75	78
20			75	88
21			73	88
22			68	63

<b>Total</b>	<b>828</b>	<b>1005</b>	<b>1315</b>	<b>1625</b>
<b>Mean Score</b>	<b>48,7</b>	<b>59,1</b>	<b>59,8</b>	<b>73,9</b>
<b>Standard Deviation</b>	<b>10,2</b>	<b>11,3</b>	<b>12,3</b>	<b>12,1</b>

#### 4. The Analyzing of Data

After the data pre-test and post-test were collected, then the data were analyzed in the normal distribution test and hypothesis (t-test).

##### 1. Hypothesis testing (t-test)

To examine the hypothesis, the researcher applies the t-test formula. Generally, the objective of t-test is to prove whether the “t” which is obtained refers to a significant difference between the mean score of both groups (control and experimental). The t-test calculation is steadily needed because it can more certainly decide whether hypothesis alternative can be accepted or not. The data calculation of both groups is done by applying the t-test which can be seen on the formula below:

Hypothesis Testing formula :

##### **Hypothesis testing (the “t” Calculation)**

$$M_1 = 73,9$$

$$M_2 = 59,1$$

$$SD_x = 12,1$$

$$SD_y = 11,3$$

$$N_x = 22$$

$$N_y = 17$$

Where :

t : Test

$M_1$  : Mean score of the post test at experimental group

$M_2$  : Mean score of the post at control group

$S_{Dx}$  : Standard deviation of post-test result at experimental group

$S_{Dy}$  : Standard deviation of post test result at control group

$N_x$  : The amount of students at experimental group

$N_y$  : The amount of students at control group

$$t = \frac{M_1 - M_2}{\sqrt{\frac{SDx^2}{N_x} + \frac{SDy^2}{N_y}}}$$

$$t = \frac{73,9 - 59,1}{\sqrt{\frac{(12,1)^2}{22} + \frac{(11,3)^2}{17}}}$$

$$t = \frac{14,8}{\sqrt{6,65 + 7,51}}$$

$$t = \frac{14,8}{3,60} = 4,11$$

$$\mathbf{t\text{-test} = 4,11}$$

$$\mathbf{t\text{-table} = tN_1 + tN_2 - 2}$$

$$= 22 + 17 - 2$$

$$= 37$$

Where :

tN1 : Subject of Experimental class

tN2 : subject of Control Class

$$\mathbf{t\text{-table} = 2,02}$$

$$\mathbf{t\text{-test} > t\text{-table}}$$



$$4,11 > 2,02$$

**H<sub>1</sub> is accepted**

**H<sub>0</sub> is rejected**

From the calculating above the figure of “t” test found out was 4,11 and the value of “t” table from 37 subject was 2,02 It is proven that t obtained was bigger than t table ( $4,11 > 2,02$ ). It means that the null hypothesis is rejected and the alternative hypothesis is accepted. In conclusion H<sub>1</sub> is accepted it means that there is an effect taught by using Concept Oriented Reading Instruction .

## **B. Discussion of the Research**

The research of Concept Oriented Reading Instruction. Where the eight grade students in SMP Aisyiyah Rejang Lebong were as the population of the research. Based on the result of calculation score both of experimental and control class above, it was found that there was a significant effect of Concept Oriented Reading Instruction toward students’ reading comprehension particularly in experimental class. It was proved by the result of calculation for experimental class showed that they had higher score than the control class which was taught by conventional teaching (discovery learning strategy).

Before conducting the treatment, the mean score for the control group was 48,7 after conducting the treatment, the mean score was 59,1 points became

10,4. It means that there was increasing range of the score in control group which was taught by conventional teaching strategy (Discovery learning).

In other hand, the mean score for experimental group before the treatment was 59,8 After conducting the treatment by using concept oriented reading instruction strategy, the mean score increased 73,9 points became 14,1. It means that there was also increasing range of the score in experimental class which showed there was a significant effect of concept oriented reading instruction toward students' reading comprehension. From that, it can be said that there was a significant effect of using concept oriented reading instruction toward students reading comprehension because there was an increasing score that was higher than the control group score.

From the research finding above, it is clear that concept oriented reading instruction had effect toward students' reading comprehension particularly in the experimental class. The researcher also found the increased from students reading comprehension in recount test like more explain in event, and achievement in reading recount text after using concept oriented reading instruction. It also supported by Guthrie et,al, claim using concept oriented reading instruction strategy that in his research it was found that students who used the cori strategy showed quite significant differences. where students become more active, students show changes in concept mastery as indicated by students being able to complete problem solving assignments, expressing their knowledge through mind mapping, foster, written report and others . Students

who use the Cori strategy show that it is easier to investigate, understand, and integrate information from texts.

Finally, it can be that employing the CORI strategy to teach reading had a considerable impact on students' reading comprehension.

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter is the last part of writing this thesis, then chapter V was carried out conclusions, and suggestions regarding this study were presented. As for the conclusion, and the suggestions given are based on the results of this study, especially the results Hypothesis testing. Conclusions and suggestions as follows:

#### A. CONCLUSION

Based on the result in the previous chapter and after conduction the result of the treatments, the researcher concludes that :

1. The students' reading comprehension can improve after using conventional teaching strategy. It is proven by the mean of the posttest. The mean score of pretest by using conventional teaching strategy was 48,7 however the mean score of posttest after using conventional system was 59,1. It means that this strategy can improve students' reading comprehension based on an increase in mean score.
2. The students' reading comprehension increased after using concept oriented reading instruction as a strategy in the classroom and the result is much better than the previous one. It could be proving from the mean score, the mean score in pretest is higher than the mean score in posttest ( $59,8 > 73,9$ ). It is concluded that the using concept oriented reading instruction strategy was effective toward students' reading comprehension.

Based on data above, the increasing of the score in control group was not higher than experimental group. it indicate that there was a significant different achievement by using CORI strategy in teaching reading comprehension than using conventional strategy. Finally, it can be concluded that using of CORI in teaching reading comprehension has greater contribution and a significant effect on students' reading comprehension. Based on the result of hypothesis that said "there is a significant effect using CORI Staretgy toward Students' reading comprehension of the eight grade of SMP Aisyiyah Rejang Lebongp In 2022/2023 academic year is accepted"

## **B. SUGGESTION**

After doing the research which finds out the effectiveness of concept oriented reading instruction strategy toward students' reading comprehension, in getting the result of the research, the researcher make some suggestion fro some people who are probably related to the research.

1. For the teacher should consider that the concept oriented reading instruction is one of alternative strategy which toward students' reading instruction. By applying this strategy the teacher would be easier to make the students become active reader because they would try to analyze the text while reading. By using this strategy the students not only read the text but also would try to interact with the text.
2. For the students, they should improve their reading comprehension and also have high motivation in reading a text. One of effective ways which can be

used toward students' reading comprehension is learning with the teaching that used Cori strategy. This strategy would not be monotonous in every teaching-learning process. This strategy even makes the teaching and learning process become more effective.

3. For further research, the researcher who wants to conduct the research in this area hopes that this strategy can be conducted in other schools in order that those schools can be acquainted with the effectiveness of Concept oriented reading instruction toward students' reading comprehension.

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**A**

**P**

**P**

**E**

**N**

**D**

**I**

**X**

**Satuan Pendidikan** : SMP 'Aisyiyah Rejang Lebong

**Mata Pelajaran** : Bahasa Inggris

**Kelas** : VIII

**Tahun Pelajaran** : 2022/2023

## **ALUR TUJUAN PEMBELAJARAN (ATP)**

### **BAHASA INGGRIS FASE D KELAS VIII**

#### **A. Capaian Pembelajaran Fase D**

##### **Tabel 1.1 Capaian Pembelajaran Fase D**

Pada akhir fase D, siswa menggunakan teks lisan, tulisan, dan visual dalam Bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal, berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks asli menjadi rujukan utama dalam mempelajari Bahasa Inggris di fase ini. Siswa menggunakan Bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam Bahasa Inggris yang terstruktur dengan kosa kata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam Bahasa Inggris.

## B. Capaian Pembelajaran Fase D per Elemen Berbahasa

Tabel 1.2 Elemen Capaian Pembelajaran Fase D

Elemen	Capaian Pembelajaran
<b>Menyimak – Berbicara</b>	Pada akhir Fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detail yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana.
<b>Membaca – Memirsa</b>	Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks.
<b>Menulis – Mempresentasikan</b>	Pada akhir Fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur

	kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.
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### 1. ELEMEN : MENYIMAK-BERBICARA

CP	TP	KONTEN MATERI	PROFIL PP	ALOKASI JP
peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detil yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka	Siswa mampu melakukan percakapan interpersonal dengan menggunakan ungkapan untuk meminta perhatian sesuai dengan konteks penggunaannya melalui kegiatan terintegrasi menyimak dan berbicara bahasa Inggris	1. Excuse me (Attention)	Beriman, Bertakwa, kepada Tuhan YME dan Berakhlak Mulia Mandiri Bernalar Kritis Kreatif Bergotong Royong Kebinekaan global	8 JP
	Siswa mampu merespon dan memberi ucapan selamat dan pujian dengan menggunakan fungsi sosial, struktur teks dan unsur kebahasaan yang tepat sesuai dengan tujuan dan konteks penggunaan	2. God Job! (Compliments)		8 JP
	Siswa terampil menggunakan ungkapan menyatakan pendapat dan pikiran dalam teks lisan dan tulis sesuai konteks dengan memperhatikan fungsi sosial, struktur teks dan unsur	3. Is not it good (Opinion)		8 JP

menggunakan struktur kalimat dan kata kerja sederhana.	kebahasaan yang benar			
	Siswa mampu memahami dan melakukan intruksi dan perintah dengan benar sesuai dengan konteks	4. intruction and Commands		10 JP
	Siswa mampu merespon ungkapan mengundang seseorang dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang tepat sesuai dengan tujuan dan konteks penggunaan	5. Will you come to my party (Invite Someone)		10 JP
	Siswa dapat menceritakan secara lisan tentang kegiatan rutin seseorang dengan menggunakan fungsi sosial, struktur teks dan unsur kebahasaan yang tepat sesuai dengan tujuan dan konteks penggunaan	6. What do you usually do?		10 JP
	Siswa dapat mengungkapkan kalimat sederhana yang melibatkan tindakan meminta dan memberi informasi terkait keadaan dan kejadian yang sedang berlangsung	7. What are you doing ?		12 JP
	Siswa dapat mengidentifikasi dan membuat kalimat positif, negative dan interogatif dalam bentuk present continuous tense	8. At the moment we (Present Continous)		12 JP

	berdasarkan informasi yang didengar dengan benar			
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## 2. ELEMEN : MEMBACA-MEMIRSA

CP	TP	KONTEN MATERI	PROFIL PP	ALOKASI JP
peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah	Siswa mampu memahami teks interaksi transaksional lisan dan tulisan dengan menggunakan unsur kebahasaan can dan will	1. You can do it (Ability)	Beriman,Bertakwa, kepada Tuhan YME dan Berakhlak Mulia Mandiri Bernalar Kritis Kreatif Bergotong Royong Kebinekaan global	12 JP
	Siswa mampu memahami serta membuat kartu undangan dan ucapan selamat dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks	2. Congratulations (Greeting Card)		12 JP
	Siswa mampu memahami serta menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	3. There are many people (Small quality)		10 JP
	Siswa dapat memahami serta membuat	4. I want you to		10 JP

teks.	sebuah pesan pendek dengan cara menerapkan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks	(Short messege)		
	Siswa mampu memahami teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/ berlangsung saat diucapkan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	5. It was tasty (Simple past tense and Continous tense)		8 JP
	Siswa mampu memahami teks interaksi transaksional lisan dan tulis yang berbentuk recount text dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks	6. Recount text		8 JP

### 3. ELEMEN : MENULIS – MEMPRESENTASIKAN

CP	TP	KONTEN MATERI	PROFIL PP	ALOKASI JP
Peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat sederhana.	Siswa mampu menafsirkan makna secara kontekstual terkait dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan beberapa lirik lagu	1. Song	Beriman,Bertakwa, kepada Tuhan YME dan Berakhlak Mulia Mandiri Bernalar Kritis Kreatif Bergotong Royong	8 JP

Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat.	Siswa mampu membandingkan teks deskriptif lisan dan tulis sangat pendek dan sederhana terkait orang, binatang dan benda dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks	2. Descriptive text (Comperative and Suverlative)	Kebinekaan global	8 JP
	Siswa dapat menulis dan melakukan pemberitahuan , sangat pendek dan sederhana dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks	3. Announcement /notice		10 JP

**Mengetahui  
Guru Mata Pelajaran**



**Yuli Latifah, M.Pd  
NP.042014072014004**

**Curup, 2023  
Mahasiswa**



**Suci Meliana  
NIM.18551056**



## **LEMBAR VALIDASI**

### **SILABUS**

#### **Petunjuk Pengisian:**

1. Lembar penilaian ini digunakan untuk mengetahui pendapat Bapak/Ibu validator mengenai kualitas dari silabus pembelajaran yang akan digunakan pada penelitian dengan judul "The Effect of Concept Oriented Reading Instruction toward Students' Reading Comprehension".
2. Lembar penilaian ini terdiri dari aspek format, isi dan bahasa
3. Bapak/ Ibu mohon untuk memberikan tanda "√" pada salah satu kolom 1,2,3,4 dan 5 sesuai dengan rubric penilaian sebagai berikut:

1: Tidak Relevan

2: Kurang Relevan

3: Cukup Relevan

4: Relevan

5: Sangat Relevan

4. Kolom keterangan digunakan untuk memberikan kritik/saran bapak/ibu.
5. Mohon Bapak/Ibu memberikan kesimpulan secara umum dari hasil penilaian silabus ini dengan memberikan tanda "√" pada salah satu kolom pernyataan.
6. Atas bantuan dan kesediaan Bapak/Ibu, Saya ucapkan terimakasih.

**LEMBAR VALIDASI  
SILABUS**

No.	Pernyataan	Skor Penilaian					Keterangan
		5	4	3	2	1	
<b>Format</b>							
<b>1.</b>	<b>ISI YANG DISAJIKAN</b>						
	1. Mengkaji keterkaitan antar Capaian Pembelajaran dan Tujuan Pembelajaran dalam mata pelajaran	✓					
	2. Kegiatan Pembelajaran dirancang sesuai dan dikembangkan berdasarkan CP/TP serta potensi siswa/i	✓					
	3. Pemilihan materi ajar	✓					
<b>2.</b>	<b>BAHASA</b>						
	1. Penggunaan bahasa sesuai dengan EYD	✓					
	2. Kesederhanaan struktur kalimat	✓					
<b>3.</b>	<b>WAKTU</b>						
	1. Kesesuaian alokasi yang digunakan	✓					
	2. Pemilihan alokasi waktu didasarkan pada tuntunan tujuan pembelajaran	✓					
	3. Pemilihan alokasi waktu didasarkan pada ketersediaan alokasi waktu per semester	✓					

• **KOMENTAR/SARAN**

.....

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.....

- **KESIMPULAN UMUM**

Berdasarkan penilaian yang dilakukan, maka silabus pembelajaran yang akan digunakan dinyatakan :

✓	Layak untuk digunakan tanpa revisi
	Layak digunakan dengan revisi sesuai masukan
	Belum layak digunakan dalam pembelajaran

Curup, 26 Mei 2023

Validator

  
Yuli Fatimah, M.Pd

## **MODUL AJAR** **(Experimental Class)**

Nama Sekolah : SMP ‘Aisyiyah  
Fase/Kelas : D /VIII  
Mata Pelajaran : Bahasa Inggris  
Tahun Pelajaran : 2022 / 2023  
Materi Pokok : Recount Text  
Alokasi Waktu : 8 x Pertemuan ( 16 x 35 menit)

### **CAPAIAN PEMBELAJARAN (CP)**

Elemen Capaian :

- ❖ Menyimak – Berbicara
- ❖ Membaca – Memirsa
- ❖ Menulis - Mempresentasikan

### **TUJUAN PEMBELAJARAN**

Setelah pembelajarn peserta didik diharapkan untuk mampu :

- ❖ Menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan teks personal recount lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau sesuai dengan konteks penggunaannya.
- ❖ Menangkap makna secara konstektual fungsi sosial, terkait pengalaman pribadi di waktu lampau.
- ❖ Menyusun teks personal recount lisan dan tulis terkait pengalaman pribadi di waktu lampau.
- ❖ Menganalisis dan mengevaluasi text (personal recount).

### **PROFIL PELAJAR PANCASILA**

- ❖ Beriman, bertakwa kepada Tuhan yang Maha Esa dan berakhlak mulia
- ❖ Bernalar kritis
- ❖ Berkebinekaan Global
- ❖ Kreatif

### **MODEL PEMBELAJARAN :**

- ❖ Concept Oriented Reading Instruction (CORI)

### **SARANA DAN PRASARANA**

- ❖ Papan tulis, spidol, penghapus
- ❖ Lembar kerja peserta didik (LKPD)
- ❖ Buku pegangan siswa
- ❖ Buku penunjang yang relevan

### **PERTANYAAN PEMANTIK**

- ❖ Apakah peserta didik pernah mengalami peristiwa menyenangkan atau menyedihkan di masa lalu? Mengapa?

- ❖ Bagaimana peristiwa menyenangkan atau menyedihkan itu terjadi? Jelaskan!

#### TARGET PESERTA DIDIK

- ❖ Kategori Peserta Didik : Siswa Reguler
- ❖ Jumlah Peserta Didik : 22 Siswa

#### LANGKAH – LANGKAH PEMBELAJARAN

PERTEMUAN 1 & 2 (Personal Recount Text)	KETERANGAN
<p><b>APERSEPSI</b></p> <ul style="list-style-type: none"> <li>❖ Guru membuka dengan salam pembuka dan mengajak peserta didik untuk berdo'a sebelum memulai kegiatan pembelajaran dipimpin oleh salah seorang peserta didik</li> <li>❖ Guru menanyakan kabar dan memeriksa kehadiran peserta didik</li> <li>❖ Guru menyampaikan tujuan pembelajaran atau kompetensi yang akan dicapai</li> </ul>	
<p><b>KEGIATAN INTI</b></p> <ul style="list-style-type: none"> <li>❖ <i>Observing and Personalizing</i> <ol style="list-style-type: none"> <li>1. Guru membagi siswa kedalam beberapa guru 3-4 grup (hal tersebut bagian dari proses motivasi siswa)</li> <li>2. Guru menyediakan bahan bacaan dan memperkenalkan berkaitan dengan personal recount teks</li> <li>3. Berdasarkan bahan bacaan, siswa terlibat dalam kegiatan diskusi untuk mengingat latar belakang pengetahuan mereka terkait dengan teks dan mengarahkan mereka untuk mengajukan pertanyaan untuk menemukan informasi lebih lanjut.</li> </ol> </li> <li>❖ <i>Searching and Retrieving</i> <ol style="list-style-type: none"> <li>1. Siswa diinstruksikan untuk membuat catatan tentang segala sesuatu yang mereka ketahui terkait dengan cerita yang diberikan (misalnya tentang apa cerita itu, di mana dan kapan cerita itu terjadi, siapa saja yang terlibat dalam cerita itu, dan bagaimana ciri-ciri tokoh mereka.dll)</li> </ol> </li> <li>❖ <i>Comprehending and integrating</i> <ol style="list-style-type: none"> <li>1. Siswa akan diinstruksikan untuk membuat ringkasan dan kesimpulan dalam bentuk laporan tertulis berdasarkan lembar kerja yang</li> </ol> </li> </ul>	

<p>diberikan.</p> <ul style="list-style-type: none"> <li>❖ <i>Communicating to others</i> <ol style="list-style-type: none"> <li>1. Berdasarkan laporannya, siswa diinstruksikan untuk mempresentasikan laporannya di depan kelas (siswa bebas menentukan cara presentasi; kertas tertulis, poster, powerpoint, mind mapping dll.)</li> </ol> </li> </ul>	
<p><b>PENUTUP</b></p> <ul style="list-style-type: none"> <li>❖ Guru dan siswa menyimpulkan materi ajar yang telah didiskusikan</li> <li>❖ Guru bertanya kepada siswa tentang kesulitan yang dihadapi saat mereka berbicara dan menerapkan keterampilan</li> </ul>	
<p><b>PERTEMUAN KE 3-4</b> (Factual Information)</p>	<p><b>KETERANGAN</b></p>
<p><b>APERSEPSI</b></p> <ul style="list-style-type: none"> <li>❖ Guru membuka dengan salam pembuka dan mengajak peserta didik untuk berdo'a sebelum memulai kegiatan pembelajaran dipimpin oleh salah seorang peserta didik</li> <li>❖ Guru menanyakan kabar dan memeriksa kehadiran peserta didik</li> <li>❖ Guru menyampaikan tujuan pembelajaran atau kompetensi yang akan dicapai</li> </ul>	
<p><b>KEGIATAN INTI</b></p> <ul style="list-style-type: none"> <li>❖ <i>Observing and Personalizing</i> <ol style="list-style-type: none"> <li>1. Guru membagi siswa kedalam beberapa guru 3-4 grup (hal tersebut bagian dari proses motivasi siswa)</li> <li>2. Guru menyediakan bahan bacaan dan memperkenalkan kaidah kebahasaan dari teks recount</li> <li>3. Berdasarkan bahan bacaan, siswa terlibat dalam kegiatan diskusi untuk mengingat latar belakang pengetahuan mereka terkait dengan teks dan mengarahkan mereka untuk mengajukan pertanyaan untuk menemukan informasi lebih lanjut.</li> </ol> </li> <li>❖ <i>Searching and Retrieving</i> <ol style="list-style-type: none"> <li>1. Siswa diinstruksikan untuk membuat catatan tentang segala sesuatu yang mereka ketahui terkait dengan cerita yang diberikan (misalnya tentang apa cerita itu, di mana dan kapan cerita</li> </ol> </li> </ul>	

<p>itu terjadi, siapa saja yang terlibat dalam cerita itu, dan bagaimana ciri-ciri tokoh mereka.dll)</p> <ul style="list-style-type: none"> <li>❖ <i>Comprehending and integrating</i> <ol style="list-style-type: none"> <li>1. Siswa akan diinstruksikan untuk membuat ringkasan dan kesimpulan dalam bentuk laporan tertulis berdasarkan lembar kerja yang diberikan.</li> </ol> </li> <li>❖ <i>Communicating to others</i> <ol style="list-style-type: none"> <li>1. Berdasarkan laporannya, siswa diinstruksikan untuk mempresentasikan laporannya di depan kelas (siswa bebas menentukan cara presentasi; kertas tertulis, poster, powerpoint, dll.)</li> </ol> </li> </ul>	
<p><b>PENUTUP</b></p> <ul style="list-style-type: none"> <li>❖ Guru dan siswa menyimpulkan materi ajar yang telah didiskusikan</li> <li>❖ Guru bertanya kepada siswa tentang kesulitan yang dihadapi saat mereka berbicara dan menerapkan keterampilan</li> </ul>	
<p><b>PERTEMUAN KE 5-6</b> (Imaginative Recount)</p>	<p><b>KETERANGAN</b></p>
<p><b>APERSEPSI</b></p> <ul style="list-style-type: none"> <li>❖ Guru membuka dengan salam pembuka dan mengajak peserta didik untuk berdo'a sebelum memulai kegiatan pembelajaran dipimpin oleh salah seorang peserta didik</li> <li>❖ Guru menanyakan kabar dan memeriksa kehadiran peserta didik</li> <li>❖ Guru menyampaikan tujuan pembelajaran atau kompetensi yang akan dicapai</li> </ul>	
<p><b>KEGIATAN INTI</b></p> <ul style="list-style-type: none"> <li>❖ <i>Observing and Personalizing</i> <ol style="list-style-type: none"> <li>1. Guru membagi siswa kedalam beberapa guru 3-4 grup (hal tersebut bagian dari proses motivasi siswa)</li> <li>2. Guru menyediakan bahan bacaan dan memperkenalkan jenis-jenis teks recount</li> <li>3. Berdasarkan bahan bacaan, siswa terlibat dalam kegiatan diskusi untuk mengingat latar belakang pengetahuan mereka terkait dengan teks dan mengarahkan mereka untuk mengajukan pertanyaan untuk menemukan informasi lebih lanjut.</li> </ol> </li> <li>❖ <i>Searching and Retrieving</i> <ol style="list-style-type: none"> <li>1. Siswa diinstruksikan untuk membuat catatan</li> </ol> </li> </ul>	

<p>tentang segala sesuatu yang mereka ketahui terkait dengan cerita yang diberikan (misalnya tentang apa cerita itu, di mana dan kapan cerita itu terjadi, siapa saja yang terlibat dalam cerita itu, dan bagaimana ciri-ciri tokoh mereka.dll)</p> <ul style="list-style-type: none"> <li>❖ <i>Comprehending and integrating</i> <ol style="list-style-type: none"> <li>1. Siswa akan diinstruksikan untuk membuat ringkasan dan kesimpulan dalam bentuk laporan tertulis berdasarkan lembar kerja yang diberikan.</li> </ol> </li> <li>❖ <i>Communicating to others</i> <ol style="list-style-type: none"> <li>1. Berdasarkan laporannya, siswa diinstruksikan untuk mempresentasikan laporannya di depan kelas (siswa bebas menentukan cara presentasi; kertas tertulis, poster, powerpoint, dll.)</li> </ol> </li> </ul>	
<p><b>PENUTUP</b></p> <ul style="list-style-type: none"> <li>❖ Guru dan siswa menyimpulkan materi ajar yang telah didiskusikan</li> <li>❖ Guru bertanya kepada siswa tentang kesulitan yang dihadapi saat mereka berbicara dan menerapkan keterampilan</li> </ul>	
<p><b>PERTEMUAN KE 7-8</b> (Historical Recount)</p>	<p><b>KETERANGAN</b></p>
<p><b>APERSEPSI</b></p> <ul style="list-style-type: none"> <li>❖ Guru membuka dengan salam pembuka dan mengajak peserta didik untuk berdoa sebelum memulai kegiatan pembelajaran dipimpin oleh salah seorang peserta didik</li> <li>❖ Guru menanyakan kabar dan memeriksa kehadiran peserta didik</li> <li>❖ Guru menyampaikan tujuan pembelajaran atau kompetensi yang akan dicapai</li> </ul>	
<p><b>KEGIATAN INTI</b></p> <ul style="list-style-type: none"> <li>❖ <i>Observing and Personalizing</i> <ol style="list-style-type: none"> <li>1. Guru membagi siswa kedalam beberapa guru 3-4 grup (hal tersebut bagian dari proses motivasi siswa)</li> <li>2. Guru menyediakan bahan bacaan dan memperkenalkan judul teks</li> <li>3. Berdasarkan bahan bacaan, siswa terlibat dalam kegiatan diskusi untuk mengingat latar belakang pengetahuan mereka terkait dengan teks dan mengarahkan mereka untuk mengajukan pertanyaan untuk menemukan informasi lebih lanjut.</li> </ol> </li> </ul>	



<ul style="list-style-type: none"> <li>❖ <i>Searching and Retrieving</i> 1. Siswa diinstruksikan untuk membuat catatan tentang segala sesuatu yang mereka ketahui terkait dengan cerita yang diberikan (misalnya tentang apa cerita itu, di mana dan kapan cerita itu terjadi, siapa saja yang terlibat dalam cerita itu, dan bagaimana ciri-ciri tokoh mereka.dll)</li> <li>❖ <i>Comprehending and integrating</i> 1. Siswa akan diinstruksikan untuk membuat ringkasan dan kesimpulan dalam bentuk laporan tertulis berdasarkan lembar kerja yang diberikan.</li> <li>❖ <i>Communicating to others</i> 1. Berdasarkan laporannya, siswa diinstruksikan untuk mempresentasikan laporannya di depan kelas (siswa bebas menentukan cara presentasi; kertas tertulis, poster, powerpoint, dll.)</li> </ul>	
<p><b>PENUTUP</b></p> <ul style="list-style-type: none"> <li>❖ Guru dan siswa menyimpulkan materi ajar yang telah didiskusikan</li> <li>❖ Guru bertanya kepada siswa tentang kesulitan yang dihadapi saat mereka berbicara dan menerapkan keterampilan</li> </ul>	

#### ASSESSMEN

- ❖ Penilaian Sikap : Observasi/Pengamatan
- ❖ Penilaian Pengetahuan : Tes Reading
- ❖ Penilaian Keterampilan : Praktik

#### JENIS ASSESSMEN

- ❖ Teks Recount

#### PEDOMAN PENILAIAN

- ❖ Teknik Penilaian : Tes

#### Penilaian tes tulis berbentuk essay

<b>Kriteria</b>	<b>Skor</b>
Jawaban Benar, tata bahasa benar	5
Jawaban benar, tata bahasa kurang benar	4
Jawaban kurang benar, tata bahasa benar	3
Jawaban kurang benar, tata bahasa kurang benar	2
Jawaban salah, tata bahasa salah	1

*Adopted by : Harmer in M Zain (2013)*

Skor maksimal =  $5 \times 5 = 25$

Nilai siswa =  $\frac{\text{Skor perolehan}}{25} \times 100$

After collect the data of the students, we classify the score of the students into the following criteria:

Score	Classifications
86-100	Excellent
66-85	Good
41-65	Fair
0- 40	Poor

$$\text{level of mastery} = \frac{\text{the number of correct answer}}{\text{the number of test item}} \times 100$$

#### REFLEKSI PESERTA DIDIK DAN GURU

❖ Refleksi Peserta Didik

1. Apakah kamu suka dengan kegiatan pembelajaran ini?
2. Cara belajar yang bagaimana yang paling membantumu dalam mempraktekkan pembelajaran?
3. Kesulitan apa saja yang kamu temui dalam belajar ini?

❖ Refleksi Guru

1. Apakah proses belajar mengajar berjalan sesuai rencana?
2. Apakah siswa berpartisipasi dalam kegiatan kelas?
3. Apakah siswa mengalami kesulitan dalam memahami beberapa bagian materi?

Mengetahui  
Guru Mata Pelajaran



Yuli Latifah, M.Pd  
NP. 042014072014004

Curup, 2023  
Mahasiswa



Suci Meliania  
NIM.18551056

## LAMPIRAN

### 1. Definition and Social Function

Recount text is a text that telling the reader about one story, action or activity in the past. The social function of Recount Text is to retell events for the purpose of informing or entertaining the reader.

Its text that serves retell events or experiences that occurred in the past. That is mean, the events that are notified in the Recount Text occur before you write the text. For example, events that took places last year, last month, or even yesterday. Well, the events that are retold in Recount Text can be experiences such as holidays, competitions, or birthdays.

“Jadi Recount Text ini bercerita mengenai pengalaman atau kejadian yang dialami seseorang dimasa lalu.Kejadian tersebut diceritakan secara berurutan atau secara kronologis.Sedangkan fungsi dari Recount text untuk menceritakan kembali peristiwa yang bertujuan untuk menginformasikan atau menghibur pembaca”.

### 2. Generic Structure

Recount Text consists of 3 parts, that are Orientation, Series of Events, and Reorientation.

#### a. Orientation

This section is the opening part of the text or introduction that contains the background of an incident, such as who was involved, or when and where there the incident occurred.

“Orientation ini menceritakan siapa saja yang terlibat dalam cerita, apa yang terjadi, dimana tempatnya peristiwa terjadi, dan kapan terjadi peristiwanya.”

#### b. Series of Events

This section is part of the content of the text that contains a series of sequential events experienced by the author.

“Event ini menceritakan tentang apa yang terjadi (lagi) dan menceritakan urutan ceritanya.” For example, if the Recount Text tells about the experience of the race, then the Series of Event section contains a series of events that were experienced sequentially, starting from the beginning of the preparation of the race until the end of the race.

#### c. Reorientation

This section is the closing of the text which contains conclusions, messages, impressions, or feelings of the author on the events experienced.

“Reorientation ini berisi penutup cerita/akhir cerita.” For example, the author tells about his experience in the competition and it turns out that he won 1st place in the competition, then the author can tell how happy he was when he found out that he had won 1st place.

### 3. Language Feature

#### a. Using Simple Past Tense

Why must Simple Past Tense? Kenapa harus Simple Past Tense? Because the events being told are events that happened in the past, so we have to use a tense that serves to express events that happened in the past, that is Simple Past Tense.

“Recount Text ini menceritakan kejadian dimasa lampau sehingga recount text harus menggunakan tense yang berfungsi untuk mengungkapkan kejadian di masa lampau yakni Simple Past Tense”.

Example

#### SIMPLE PAST TENSE

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

#### b. Using Adverb of Time and Adverb of Sequence

- Adverb of Time (Keterangan Waktu, untuk menunjukkan masa lalu)  
Example : yesterday, las week, last month, an hour ago, a year ago
- Adverb od Sequence  
Example : first, then, after that, at last, finally, etc

#### c. Conjunctions and chronological connectors

Conjunctions are words that link other words, phrases, or clauses together.

There are: for, and, nor, but, or, yet, after, although, as, as if, as long as, as much as, as soon as, as though, because, before, by the time, even if, even

though, if, in order that, in case, in the event that, lest, now that, once, only, only if, provided that, since, so, supposing, that, than, though, till, unless, until, when, whenever, where, whereas, wherever, whether or not, while, both/and, either/or, neither/nor, not only/but, whether/or.

#### 4. Types Recount Text

Here are the types of recount text that you need to know.

- a. **Personal Recount** This type of text is used to retell an event experienced by one person. This paper will tell in detail what was done and what events were experienced.
- b. **Factual Recount** This type of recount text also tells about events or events in the past. The events narrated were experienced by other people. Even so, it is certain that this event actually happened.
- c. **Imaginative Recount** This type of text tells of an event in the past that didn't actually happen or was just an imagination. This type of text is also written in a coherent way, but there is no emphasis on who the actors or characters are in the story.

Example of Recount Text

#### 5. Example Of Recount Text

Title	Thief
Orientation	There days ago, I went to the traditional market to buy some fruits and vegetables. In that market, I saw an accident, there was a thief beaten by a lot of people. It was so terrible. I didn't want to closer and see. A few minutes later, police came and took him.
Events	I asked to the fruits seller what had happened actually and she said that the thief tried to steal someone's wallet but he was unlucky. Someone saw him and shouted loudly and suddenly some people roughed him up hardly.
Re-orientation	It was a pity event and I hoped it would never happen again.

- Social Function: To retell past events based on someone's experience
- Use simple past tense (Yellow)
- Use adverb of place (Green)
- Use adverb of time (Blue)

## **MODUL AJAR** **(Control Class)**

Nama Sekolah : SMP 'Aisyiyah  
Fase/Kelas : D /VIII  
Mata Pelajaran : Bahasa Inggris  
Tahun Pelajaran : 2022 / 2023  
Materi Pokok : Recount Text  
Alokasi Waktu : 8 x Pertemuan ( 16 x 35 menit)

### **CAPAIAN PEMBELAJARAN (CP)**

Elemen Capaian :

- ❖ Menyimak – Berbicara
- ❖ Membaca – Memirsa
- ❖ Menulis - Mempresentasikan

### **TUJUAN PEMBELAJARAN**

Setelah pembelajarn peserta didik diharapkan untuk mampu :

- ❖ Menjelaskan fungsi sosial, struktur teks, dan unsur kebahasaan teks personal recount lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait pengalaman pribadi di waktu lampau sesuai dengan konteks penggunaannya.
- ❖ Menangkap makna secara konstektual fungsi sosial, terkait pengalaman pribadi di waktu lampau.
- ❖ Menyusun teks personal recount lisan dan tulis terkait pengalaman pribadi di waktu lampau.
- ❖ Menganalisis dan mengevaluasi text (personal recount).

### **PROFIL PELAJAR PANCASILA**

- ❖ Beriman, bertakwa kepada Tuhan yang Maha Esa dan berakhlak mulia
- ❖ Bernalar kritis
- ❖ Berkebinekaan Global
- ❖ Kreatif

### **MODEL PEMBELAJARAN :**

- ❖ Problem Based Learning

### **SARANA DAN PRASARANA**

- ❖ Papan tulis, spidol, penghapus
- ❖ Lembar kerja peserta didik (LKPD)
- ❖ Buku pegangan siswa
- ❖ Buku penunjang yang relevan

### **PERTANYAAN PEMANTIK**

- ❖ Apakah peserta didik pernah mengalami peristiwa menyenangkan atau menyedihkan di masa lalu? Mengapa?

- ❖ Bagaimana peristiwa menyenangkan atau menyedihkan itu terjadi? Jelaskan!

**TARGET PESERTA DIDIK**

- ❖ Kategori Peserta Didik : Siswa Reguler
- ❖ Jumlah Peserta Didik : 17 Siswa

**LANGKAH – LANGKAH PEMBELAJARAN**

PERTEMUAN 1 & 2 (Personal Recount Text)	KETERANGAN
<b>APERSEPSI</b> <ul style="list-style-type: none"> <li>❖ Guru membuka dengan salam pembuka dan mengajak peserta didik untuk berdo'a sebelum memulai kegiatan pembelajaran dipimpin oleh salah seorang peserta didik</li> <li>❖ Guru menanyakan kabar dan memeriksa kehadiran peserta didik</li> <li>❖ Guru menyampaikan tujuan pembelajaran atau kompetensi yang akan dicapai</li> </ul>	
<b>KEGIATAN INTI</b> <ul style="list-style-type: none"> <li>❖ Guru mengajak siswa untuk membuka buku mengenai materi yang akan di pelajari (Recount text), dan membaca material yang akan dipelajari</li> <li>❖ Guru menjelaskan materi pelajaran mengenai personal recount text dan bertanya kepada siswa</li> <li>❖ Guru memberikan kesempatan kepada siswa untuk bertanya mengenai materi yang dipelajari dirasa siswa belum mengerti</li> <li>❖ Setelah itu memberikan latihan mengenai personal recount text kepada siswa</li> <li>❖ Setelah selesai di kerjakan di koreksi bersama</li> </ul>	
<b>PENUTUP</b> <ul style="list-style-type: none"> <li>❖ Guru dan siswa menyimpulkan materi ajar yang telah didiskusikan</li> <li>❖ Guru bertanya kepada siswa tentang kesulitan yang dihadapi</li> </ul>	
PERTEMUAN KE 3 & 4 (Factual Information)	KETERANGAN
<b>APERSEPSI</b> <ul style="list-style-type: none"> <li>❖ Guru membuka dengan salam pembuka dan mengajak peserta didik untuk berdo'a sebelum memulai kegiatan pembelajaran dipimpin oleh salah seorang peserta didik</li> </ul>	

<ul style="list-style-type: none"> <li>❖ Guru menanyakan kabar dan memeriksa kehadiran peserta didik</li> <li>❖ Guru menyampaikan tujuan pembelajaran atau kompetensi yang akan dicapai</li> </ul>	
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<p><b>PERTEMUAN KE 5 &amp; 6</b> (Imaginative Recount)</p>	<p><b>KETERANGAN</b></p>
<p><b>APERSEPSI</b></p> <ul style="list-style-type: none"> <li>❖ Guru membuka dengan salam pembuka dan mengajak peserta didik untuk berdo'a sebelum memulai kegiatan pembelajaran dipimpin oleh salah seorang peserta didik</li> <li>❖ Guru menanyakan kabar dan memeriksa kehadiran peserta didik</li> <li>❖ Guru menyampaikan tujuan pembelajaran atau kompetensi yang akan dicapai</li> </ul>	
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Setelah selesai di kerjakan di koreksi bersama	
<b>PENUTUP</b> ❖ Guru dan siswa menyimpulkan materi ajar yang telah didiskusikan ❖ Guru bertanya kepada siswa tentang kesulitan yang dihadapi	
<b>PERTEMUAN KE 7 &amp; 8</b> (Historical Recount)	<b>KETERANGAN</b>
<b>APERSEPSI</b> ❖ Guru membuka dengan salam pembuka dan mengajak peserta didik untuk berdo'a sebelum memulai kegiatan pembelajaran dipimpin oleh salah seorang peserta didik ❖ Guru menanyakan kabar dan memeriksa kehadiran peserta didik ❖ Guru menyampaikan tujuan pembelajaran atau kompetensi yang akan dicapai	
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#### ASSESSMEN

- ❖ Penilaian Sikap : Observasi/Pengamatan
- ❖ Penilaian Pengetahuan : Tes Reading
- ❖ Penilaian Keterampilan : Praktik

#### JENIS ASSESSMEN

- ❖ Teks Recount

#### PEDOMAN PENILAIAN

- ❖ Teknik Penilaian : Tes

Penilaian tes tulis berbentuk essay

Kriteria	Skor
Jawaban Benar, tata bahasa benar	5
Jawaban benar, tata bahasa kurang benar	4
Jawaban kurang benar, tata bahasa benar	3
Jawaban kurang benar, tata bahasa kurang benar	2
Jawaban salah, tata bahasa salah	1

*Adopted by : Harmer in M Zain (2013)*

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After collect the data of the students, we classify the score of the students into the following criteria:

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0- 40	Poor

$$\text{level of mastery} = \frac{\text{the number of correct answer}}{\text{the number of test item}} \times 100$$

#### REFLEKSI PESERTA DIDIK DAN GURU

❖ Refleksi Peserta Didik

4. Apakah kamu suka dengan kegiatan pembelajaran ini?
5. Cara belajar yang bagaimana yang paling membantumu dalam mempraktekkan pembelajaran?
6. Kesulitan apa saja yang kamu temui dalam belajar ini?

❖ Refleksi Guru

4. Apakah proses belajar mengajar berjalan sesuai rencana?
5. Apakah siswa berpartisipasi dalam kegiatan kelas?
6. Apakah siswa mengalami kesulitan dalam memahami beberapa bagian materi?

Mengetahui  
Guru Mata Pelajaran



Yuli Latifah, M.Pd  
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Curup, 2023  
Mahasiswa



Suci Melania  
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## LAMPIRAN

### 6. Definition and Social Function

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Its text that serves retell events or experiences that occurred in the past. That is mean, the events that are notified in the Recount Text occur before you write the text. For example, events that took places last year, last month, or even yesterday. Well, the events that are retold in Recount Text can be experiences such as holidays, competitions, or birthdays.

“Jadi Recount Text ini bercerita mengenai pengalaman atau kejadian yang dialami seseorang dimasa lalu.Kejadian tersebut diceritakan secara berurutan atau secara kronologis.Sedangkan fungsi dari Recount text untuk menceritakan kembali peristiwa yang bertujuan untuk menginformasikan atau menghibur pembaca”.

### 7. Generic Structure

Recount Text consists of 3 parts, that are Orientation, Series of Events, and Reorientation.

#### d. Orientation

This section is the opening part of the text or introduction that contains the background of an incident, such as who was involved, or when and where there the incident occurred.

“Orientation ini menceritakan siapa saja yang terlibat dalam cerita, apa yang terjadi, dimana tempatnya peristiwa terjadi, dan kapan terjadi peristiwanya.”

#### e. Series of Events

This section is part of the content of the text that contains a series of sequential events experienced by the author.

“Event ini menceritakan tentang apa yang terjadi (lagi) dan menceritakan urutan ceritanya.” For example, if the Recount Text tells about the experience of the race, then the Series of Event section contains a series of events that were experienced sequentially, starting from the beginning of the preparation of the race until the end of the race.

#### f. Reorientation

This section is the closing of the text which contains conclusions, messages, impressions, or feelings of the author on the events experienced.

“Reorientation ini berisi penutup cerita/akhir cerita.” For example, the author tells about his experience in the competition and it turns out that he won 1st place in the competition, then the author can tell how happy he was when he found out that he had won 1st place.

## 8. Language Feature

### d. Using Simple Past Tense

Why must Simple Past Tense? Kenapa harus Simple Past Tense? Because the events being told are events that happened in the past, so we have to use a tense that serves to express events that happened in the past, that is Simple Past Tense.

“Recount Text ini menceritakan kejadian dimasa lampau sehingga recount text harus menggunakan tense yang berfungsi untuk mengungkapkan kejadian di masa lampau yakni Simple Past Tense”.

Example

#### SIMPLE PAST TENSE

- Positive sentences

Subject+Verb 2+object/compliment + adverb of time

Example :

I ate rice yesterday

They went to Sidoarjo last week

- Negative sentences

Subject + did not + Verb 1 + object/compliment + adverb of time

Example :

I did not eat rice yesterday

They did not go to Sidoarjo last week

- Interrogative sentences

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

Example :

Did I eat rice yesterday ?

Did they go to Sidoarjo last week ?

### e. Using Adverb of Time and Adverb of Sequence

- Adverb of Time (Keterangan Waktu, untuk menunjukkan masa lalu)

Example : yesterday, las week, last month, an hour ago, a year ago

- Adverb od Sequence

Example : first, then, after that, at last, finally, etc

f. Conjunctions and chronological connectors

Conjunctions are words that link other words, phrases, or clauses together.

There are: for, and, nor, but, or, yet, after, although, as, as if, as long as, as much as, as soon as, as though, because, before, by the time, even if, even though, if, in order that, in case, in the event that, lest, now that, once, only, only if, provided that, since, so, supposing, that, than, though, till, unless, until, when, whenever, where, whereas, wherever, whether or not, while, both/and, either/or, neither/nor, not only/but, whether/or.

9. Types Recount Text

Here are the types of recount text that you need to know.

- d. **Personal Recount** This type of text is used to retell an event experienced by one person. This paper will tell in detail what was done and what events were experienced.
- e. **Factual Recount** This type of recount text also tells about events or events in the past. The events narrated were experienced by other people. Even so, it is certain that this event actually happened.
- f. **Imaginative Recount** This type of text tells of an event in the past that didn't actually happen or was just an imagination. This type of text is also written in a coherent way, but there is no emphasis on who the actors or characters are in the story.

Example of Recount Text

10. Example Of Recount Text

Title	Thief
Orientation	There days ago, I went to the traditional market to buy some fruits and vegetables. In that market, I saw an accident, there was a thief beaten by a lot of people. It was so terrible. I didn't want to closer and see. A few minutes later, police came and took him.
Events	I asked to the fruits seller what had happened actually and she said that the thief tried to steal someone's wallet but he was unlucky. Someone saw him and shouted loudly and suddenly some people roughed him up hardly.
Re-	It was a pity event and I hoped it would never happen again.

orientation	
-------------	--

- Social Function: To retell past events based on someone's experience
- Use simple past tense (Yellow)
- Use adverb of place (Green)
- Use adverb of time (Blue)

## **LEMBAR VALIDASI**

### **MODUL AJAR**

#### **Petunjuk Pengisian:**

1. Lembar penilaian ini digunakan untuk mengetahui pendapat Bapak/Ibu validator mengenai kualitas dari silabus pembelajaran yang akan digunakan pada penelitian dengan judul “The Effect of Concept Oriented Reading Instruction toward Students’ Reading Comprehension”.
2. Lembar penilaian ini terdiri dari aspek format, isi dan bahasa
3. Bapak/ Ibu mohon untuk memberikan tanda “√” pada salah satu kolom 1,2,3,4 dan 5 sesuai dengan rubric penilaian sebagai berikut:

**1: Tidak Relevan**

**2: Kurang Relevan**

**3: Cukup Relevan**

**4: Relevan**

**5: Sangat Relevan**

4. Kolom keterangan digunakan untuk memberikan kritik/saran bapak/Ibu.
5. Mohon Bapak/Ibu memberikan kesimpulan secara umum dari hasil penilaian silabus ini dengan memberikan tanda “√” pada salah satu kolom pernyataan.
6. Atas bantuan dan kesediaan Bapak/Ibu, Saya ucapkan terimakasih.

**LEMBAR VALIDASI  
MODUL AJAR**

No.	Pernyataan	Skor Penilaian					Keterangan
		5	4	3	2	1	
<b>Format</b>							
<b>1.</b>	<b>ISI YANG DISAJIKAN</b>						
	1. Komponen Modul ajar terdapat tujuan, langkah-langkah dan penilaian pembelajaran	✓					
	2. Modul ajar disusun secara runtut	✓					
	3. Mencantumkan nama satuan pendidikan	✓					
	4. Mencantumkan materi yang akan diajarkan	✓					
	5. Mencantumkan keterangan kelas	✓					
<b>2.</b>	<b>KEGIATAN PEMBELAJARAN</b>						
	1. Memberikan apersepsi dan motivasi	✓					
	2. Menyampaikan tujuan pembelajaran	✓					
	3. Scenario pembelajaran disusun sesuai dengan langkah-langkah pembelajaran	✓					
	4. Kegiatan pembelajaran berpusat kepada siswa dan membuat siswa aktif dalam belajar	✓					
	5. Ketetapan penarikan kesimpulan	✓					
	6. Terdapat kegiatan pemberian umpan balik	✓					
<b>3.</b>	<b>BAHASA</b>						
	1. Menggunakan bahasa sesuai dengan EYD	✓					
	2. Kalimat yang digunakan sederhana dan mudah dipahami	✓					

• **KOMENTAR/SARAN**

.....

.....

.....

.....



- **KESIMPULAN UMUM**

Berdasarkan penilaian yang dilakukan, maka modul ajar yang akan digunakan dinyatakan :

✓	Layak untuk digunakan tanpa revisi
	Layak digunakan dengan revisi sesuai masukan
	Belum layak digunakan dalam pembelajaran

Curup, 26 Mei 2023

Validator

  
(Yuli Latifah, M Pd)



IAIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1	02/2023 /02	Perbaikan Bab 1 (Background) Perkuat Fenomena		
2	07/2023 /02	- Act Bab i - Memperkuat teori pada bab 2		
3	22/2023 /03	Perbaikan pada bab 3		
4	09/2023 /03	Bimbingan Instrumen Penelitian		
5	23/2023 /03	Revisi Instrumen Penelitian		
6	15/2023 /05	Validasi Instrument		
7	24/2023 /05	Act Penelitian		
8	10/2023 /07	Act Bab 1-5		



IAIN CURUP

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	08/2023 /02	Perbaikan Bab 1 (Background)		
2	15/2023 /02	Memperkuat teori Bab ii		
3	02/2023 /03	Bimbingan Bab iii		
4	30/2023 /03	Perbaikan Instrumen Penelitian		
5	13/2023 /04	Validasi Instrumen Penelitian		
6	13/2023 /06	Revisi bab 4-5		
7	17/2023 /07	Revisi bab : 4-5		
8	20/2023 /07	Act Bab 1-5		



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI CURUP  
FAKULTAS TARBIYAH  
PROGRAM STUDI TADRIS BAHASA INGGRIS**

Jalan AK Gani No. 01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax. 21010  
Homepage: <http://www.iaincurup.ac.id> Email: [admin@iaincurup.ac.id](mailto:admin@iaincurup.ac.id) Kode Pos 39119



## **SURAT KETERANGAN CEK SIMILARITY**

Admin Tumitin Program Studi Tadris Bahasa Inggris IAIN Curup menerangkan bahwa telah dilakukan pemeriksaan similarity terhadap proposal/skripsi/tesis berikut:

Judul : **THE EFFECT OF CONCEPT ORIENTED READING  
INSTRUCTION TOWARD STUDENTS' READING  
COMPREHENSION**

Penulis : **Suci Meliania**  
NIM : **18551056**

Dengan tingkat kesamaan sebesar 27%. Demikian surat keterangan ini dibuat dengan sebenarnya dan untuk dipergunakan sebagaimana mestinya

Curup, 25 Juli 2023

Pemeriksa,

Admin Tumitin Prodi Tadris Bahasa Inggris



### BLUE PRINT OF READING TEST

Objective Learning	Indicator of the Test Items	Description	Kind of Test	Items Number	Total
Identify meaning contextually related to social functions, text structure, and linguistic elements of spoken and written recount texts, very short and simple, related to personal experiences in the past (personal recount)	1. Remembering	The students mention about the facts, definition, or concept based on the text given.	Multiple Choice	1,2,5,9,15,21,25,30,39	9
	2. Understanding	The students are able to understand what they read, what did the content of the text they read.	Multiple Choice	3,8,10,12,18,19,20,22,24,28,38,40	12
	3. Applying	The students are able to apply their understanding on the situation and condition which are relating each other.	Multiple Choice	6,11,33	3
	4. Analyzing	The students to be able to analyze the information in the text ,recognizing, identifying, and distinguish the information.	Multiple Choice	4,23,26,27,31,36	6
	5. Evaluating	The students to be able to give evaluation upon the text they read, whether about the content or about the cases and problem or about how the writer write the text/point of view	Multiple Choice	14,16,32,35	4
	6. Creating	the students to be able to create new ideas and information using what has been learned before. The students have to be able correlate or to generalize the concept, cases, ideas, facts, and opinions which are in the text.	Multiple Choice	7,13,17,29,34,37	6
<b>Total</b>					<b>40</b>

## Soal reading test

### Text 1

#### “Meeting Star”

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

I found the record store and listened to a few records. D' Masive had a new record that was number two in the top twenty. I decided to buy it. I looked in my bag for my wallet and found a piece of paper the man gave me. It was a photo. I was so surprised! He was a singer of D' Masive!

*Source :englishdirection.com*

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

### Text 2

Bob and Greg were new to camping. They didn't know the rules. After they helped their dad put up the tent, they wanted to watch up TV. They took the TV out of their camping bag. When their dad knew the TV, he said, “Why did

you bring that? There was no electricity!” That night it was cold. The boys didn’t want to use their electric blanket. They remembered they didn’t have any electricity. They slept only three hours because they were cold. When they got up in the morning, they wanted to wash in the cold lake water. And there **was** no any fresh milk or orange juice to drink. When the boys got home, they ran into the house. They turned on the television and sat under the electric blanket. “What are you and Bob doing?” their dad 54 asked. “We’re just happy to be home,” the boys said.

*Source : englishdirection.com*

4. The purpose of recount text is ?
  - a. To convince the readers about an opinion.
  - b. To entertain the readers
  - c. To retell about past experience
  - d. To persuade the readers to do something
  
5. How long did Bob and Greg sleep **in** the camping area ?
  - a. Three hours
  - b. Four hours
  - c. Five hours
  - d. Six hours
  
6. From the text above, we know that ...
  - a. Bob and Greg preferred camping to staying at home.
  - b. Bob and Greg preferred staying at home to camping.
  - c. Bob and Greg liked camping better than staying at home.
  - d. Bob and Greg would rather camp at home than stay at home.
  
7. “After they helped their dad **put up** the tent, they wanted to watch up TV”.  
The underlined word means...
  - a. Withdraw
  - b. Construct
  - c. Destroy
  - d. Delay

### Text 3

On Monday morning Adi woke up late. Before leaving for school, his mother reminded him of having breakfast, but he refused. He was afraid of being late. Adi arrived at school only one minute before the bell rang. All students walked towards the **schoolyard**. They would have a flag-hoisting ceremony.

It was very hot and the sun shone very brightly. During the ceremony, Adi felt dizzy and his eyes were blurred. He tried to stand up still, but he could **not**

hold on. He trembled and fainted.

He didn't know what happened next. When he opened her eyes, he was in the medical room with his class teacher and Riski, his best friend. Riski gave him a glass of hot tea and a piece of bread.

*Source : nekopencil.com*

8. What is the main idea of paragraph one?
  - a. **Adi woke up late.**
  - b. Adi skipped breakfast.
  - c. Adi was afraid of arriving late at school.
  - d. Adi's mother reminded him of having breakfast.
  
9. Where did Adi tremble and faint ?
  - a. At home
  - b. In his classroom
  - c. At the **schoolyard**
  - d. In the medical room
  
10. **The** event in the text **is** shown by sentence ...
  - a. On Monday morning Adi woke up late
  - b. It was very hot and the sun shone very brightly
  - c. He didn't know what happened next
  - d. They would have a flag-hoisting ceremony.
  
11. From the text, we know that ...
  - a. nobody cared about Adi
  - b. Adi arrived late at school
  - c. Adi felt unwell during the ceremony
  - d. Riski stood up next to Adi during the ceremony

#### Text 4

Last weekend I and my classmates went to the countryside to have a picnic. Before leaving, we made some sandwiches for lunch. We left quite early to avoid the traffic jam.

After driving for two hours, we arrived at a very nice place. It was near a river with some big trees around it. The driver parked the car under the tree. Seeing the clear **and** cool water of the river, my friends and I decided to swim. After having lunch together, we went around the area to enjoy the scenery. We saw some beautiful birds and butterflies.

After walking for about an hour, we decided to return to the car and go home.

Unfortunately, we could not start up the car. Finally, after some time, we **could** make the car start up by pushing it. We were happy although we felt a bit tired when we got home.

*Source : englishadmin.com*

12. What is the main idea of the second paragraph?
- The writer made sandwiches for lunch
  - The writer did some fun activities during their picnic
  - After doing some activities, the writer went home by car
  - Last weekend the writer prepared to have a picnic in the countryside
13. "It was **near** a river with some big trees around it."  
The underlined word means ...
- |          |           |
|----------|-----------|
| a. Far   | b. Behind |
| c. Close | d. Beside |
14. Because of the trouble they had at the end of their picnic, they probably ....
- Got home a bit late
  - Decided to swim again
  - Had to spend the night there
  - Decided not to have a picnic again

#### Text 5

#### "A Unpleasant Experience"

Last week, Mr. Budi's wife had an accident. Her youngest child, Yusuf, was at home when it happened. He was playing with his new toy car. Suddenly Yusuf heard his mother calling, "Help! Help!" he ran to the kitchen. His mother had burnt herself with some hot cooking oil. She was crying with pain and the pan was on fire. Mr. Budi had gone to the office. The other children had gone to school.

Yusuf was too small to help his mother, and she was too frightened to speak sensibly to him. But he ran to the neighbor's house and asked his neighbor to come and help his mother. The neighbor soon put out the fire and took Yusuf's mother to the clinic.

When Mr. Budi came home, his wife told him what had happened. He was very proud of his son, "When you are a man, you will be just like your father," she said.

*Source : englishadmin.com*



15. Who was at home when the accident happened ?
- a. Her son  
c. Her neighbor
- b. Her husband  
d. Her youngest child
16. What did Yusuf do to help his mother ?
- a. He called his father  
c. He asked his neighbor to help
- b. He put out the fire  
d. He advised Mrs. Budi to stay calm
17. “and she was too frightened to speak sensibly to him.”  
The underlined word mean ?
- a. Yusuf  
c. His mother
- b. Her husband  
d. His children
18. What is the orientation of the text ?
- a. Yusuf was too small to help his mother  
b. Last week, Mr. Budi’s wife had an accident  
c. He put out the fire and took Mrs. Budi to the clinic  
d. When Mr. Budi came home, his wife told him what had happened
19. The main idea of the second paragraph is ...
- a. Mrs. Budi got an accident  
b. Mr. Budi was proud of his son  
c. Yusuf asked his neighbour to help  
d. Mr. Budi and his other children had gone
20. The main idea of the last paragraph is ....
- a. Mrs. Budi got an accident  
b. Mr. Budi was proud of his son  
c. Yusuf asked his neighbor to help  
d. Mr. Budi and his other children had gone

## Text 6

Read the text in practice! Then answer the following questions!

### “A Holiday to Yogyakarta”

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big

temples, the Brahmana, Syiwa, and Wisnu temples. They are really amazing. We visited only Brahmana and Syiwa temples because **the** Wisnu temple is being renovated.

On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by Wisata bus.

*Source : englishadmin.com*

21. The text is written in the form of a ...

- a. Recount
- b. Report
- c. Narrative
- d. Descriptive

22. What is the main idea of the first paragraph ?

- a. My students and I went to Yogyakarta
- b. We visited the temples in Prambanan
- c. We spent about two hours there.
- d. In the evening we left for Jakarta by Wisata bus.

23. The purpose of the text is to ?

- a. Entertain readers
- b. Describe the smugglers
- c. Tell past events
- d. Inform readers about events of the day

24. What is the main idea of the second paragraph ?

- a. We stayed at Dirgahayu Hotel which is not far from Malioboro.
- b. my students and I went to Yogyakarta
- c. we visited the temples in Prambanan
- d. we left for Jakarta by Wisata bus

25. When did they go home ?

- a. On Saturday morning
- b. On Thursday evening
- c. On Friday afternoon
- d. On Friday evening

26. Why did **they** only visit Brahmana and Syiwa temples?

- a. Because there was no Wisnu temples
- b. Because Wisnu temple was **too** small

- c. Because Wisnu temple was being repaired
- d. Because Wisnu temple was amazing

Text 7

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

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

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

*Source : Lembar Kerja Siswa  
2018*

27. The orientation of the text is ?

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

28. Reorientation in the dialogue **is** shown by sentence ...

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

29. But suddenly **it** turned round and flew back....

The underlined word refers to ?

- |                   |          |
|-------------------|----------|
| a. Airport        | b. Plane |
| c. An air-hostess | d. Bomb  |

30. Why did the plane fly back to airport ?

- a. The pilot was afraid of bombs
- b. The pilot forgot about something
- c. The passengers were frightened
- d. Police suspected that there was a bomb on the plane

## Text 8

### “Joining Marathon”

Last year I joined the Chicago Marathon, my first marathon contest. I had to run 26,2 miles to complete it. It was hard.

At first, I just wanted to get the experience of joining a marathon. I thought it would be one **lifetime** 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 time. I also experienced a good feeling between participants and the spectators that made me happy. It was a very wonderful thing for me. So I decided that I had to join another marathon the following year.

*Source : englishadmin.com*

31. What is the text about ?
- a. The writer’s activities of watching Chicago marathon contest
  - b. The writer’s wonderful feeling after watching marathon
  - c. The writer’s good achievement in marathon
  - d. The changing of the writer’s feeling after joining the marathon
32. To improve his achievement, the writer ...
- a. Asked for advice **on** how to run well
  - b. Practiced hard with other participants
  - c. Planned to **join** another marathon
  - d. Ran faster and faster
33. What was the writer’s intention when he decide to join his first marathon ?
- a. He would get the winner
  - b. He just wanted to get an experience
  - c. He planned to join another marathon
  - d. He wanted to complete 26,3 miles run
34. “... I change my mind.” (Paragraph 2 )
- The word “mind” is **closest** in meaning to ?

- a. Decision
- c. Thought

- b. Ambition
- d. Suggestion

35. From the story above we can conclude that his felt was ?

- a. He was sad
- c. He was embarrassed
- b. He was bored
- d. He was joyful

#### Text 9

#### “Vacation to Surabaya”

Last holiday, I went to Surabaya with my friend for vacation. We went there on a night bus. When we arrived in Lamongan, the bus stopped at a small restaurant for a rest. I got off the bus to get a cup of ginger tea, and my friend drank some cold lemonade. Then I went to the toilet. It took only a few minutes.

When I came out again, the bus was not there. It had gone! My friend was not there too. Feeling shocked and confused. I asked a waitress about the bus. She said that the bus departed about five minutes ago.

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

*Source : englishadmin.com*

36. The purpose of the text is to ?

- a. Entertain readers
- c. To vacation to Surabaya
- b. Tell past events
- d. Inform readers about events of the day

37. .... The bus was not here. **It** had gone!  
the word **it** in paragraph one refers to?

- a. The writer
- c. The writer's friend
- b. The bus
- d. The waitress

38. Reorientation in the text shown by sentence ?

- a. Last holiday, I went to Surabaya with my friend for a vacation
- b. When I came out again, the bus was not there. It had gone
- c. She said that the bus departed about five minutes ago.
- d. I could feel my face turn red.

39. What is the generic structure in paragraph two ?

- a. Orientation
- b. Events
- c. Reorientation
- d. Conclusion

40. What is the main idea of the second paragraph ?

- a. I went to Surabaya with my friend for a vacation
- b. I came out again, the bus was not there
- c. I tried to call my friend on my cell-phone
- d. Feeling shocked and confused

Notes from Validator:


The instruments had been validated. The validator validated the instruments into two things; *the first* is content, including the coherence between the statements and indicators stated in theory. *The second* is the accuracy of grammatical aspects used in the instrument. In addition, please pay attention to your spelling.

The **blue color words or statements** mean the validator's additional point for your instrument.

The **red color** means something that you need to revise or delete.

Make sure your questions are appropriate for the students' level of English Competence.

Curup, 20<sup>th</sup> of May 2023

Validator  


Nastiti Handayani, M.Pd

**Surat Pernyataan  
(Informed Consent)  
Sebagai Interrater Penelitian**

Yang bertanda tangan dibawah ini, saya :

Nama : Yuli Latifah  
Umur : 35 tahun  
Pekerjaan : Guru Mapel Bahasa Inggris

Setelah mendapatkan penjelasan dari peneliti tentang penelitian dengan judul “ The Effect of Concept Oriented Reading Instruction Toward Students’ Reading Comprehension” serta telah mendapat petunjuk tentang pelaksanaan penilaian, maka dengan ini saya menyatakan bahwa saya telah memberikan penilaian yang sungguh-sungguh dan bertanggung jawab atas penilaian reading test dari siswa/I kelas VIII SMP Aisyiyah Curup.

Demikian surat pernyataan ini saya buat dengan sungguh-sungguh tanpa ada paksaan dari pihak manapun. Kiranya dapat digunakan dengan sebaik-baiknya sebagai pegangan bagi peneliti dan pihak lain yang berkepentingan dalam penelitian.

Curup, 22 Juni 2023

Peneliti



(Suci Meliana)

Interrater Reliability



(Yuli LATIFAH, M.Pd)

**DAFTAR HADIR SISWA  
SMP AISYIYAH CURUP  
TAHUN PELAJARAN 2022/2023**

**KELAS : VIII B**

NO. ABSEN SISWA	KODE SISWA	PERTEMUAN KE-								KETERANGAN
		1	2	3	4	5	6	7	8	
1	E01	A	A	A	A	A	A	A	A	
2	E02	A	A	A	A	A	A	A	A	
3	E03	A	A	A	A	A	A	A	A	
4	E04	A	A	A	A	A	A	A	A	
5	E05	A	A	A	A	A	A	A	A	
6	E06	A	A	A	A	A	A	A	A	
7	E07	A	A	A	A	A	A	A	A	
8	E08	A	A	A	A	A	A	A	A	
9	E09	A	A	A	A	A	A	A	A	
10	E10	A	A	A	A	A	A	A	A	
11	E11	A	A	A	A	A	A	A	A	
12	E12	A	A	A	A	A	A	A	A	
13	E13	A	A	A	A	A	A	A	A	
14	E14	A	A	A	A	A	A	A	A	
15	E15	A	A	A	A	A	A	A	A	
16	E16	A	A	A	A	A	A	A	A	
17	E17	A	A	A	A	A	A	A	A	
18	E18	A	A	A	A	A	A	A	A	
19	E19	A	A	A	A	A	A	A	A	
20	E20	A	A	A	A	A	A	A	A	
21	E21	A	A	A	A	A	A	A	A	
22	E22	A	A	A	A	A	A	A	A	

**KET :**  
**S** : Sakit  
**I** : Izin  
**A** : Alpa

Mengetahui  
Guru Mata pelajaran



Yuli Latifah, M.Pd  
NP.042014072014004

Curup, 14 Juni 2023  
Mahasiswa



Suci Mellania  
NIM.18551056



**DAFTAR HADIR SISWA  
SMP AISYIYAH CURUP  
TAHUN PELAJARAN 2022/2023**

**KELAS : VIII A**

NO. ABSEN SISWA	KODE SISWA	PERTEMUAN KE-								KETERANGAN
		1	2	3	4	5	6	7	8	
1	C01	A	A	A	A	A	A	A	A	
2	C02	A	A	A	A	A	A	A	A	
3	C03	A	A	A	A	A	A	A	A	
4	C04	A	A	A	A	A	A	A	A	
5	C05	A	A	A	A	A	A	A	A	
6	C06	A	A	A	A	A	A	A	A	
7	C07	A	A	A	A	A	A	A	A	
8	C08	A	A	A	A	A	A	A	A	
9	C09	A	A	A	A	A	A	A	A	
10	C10	A	A	A	A	A	A	A	A	
11	C11	A	A	A	A	A	A	A	A	
12	C12	A	A	A	A	A	A	A	A	
13	C13	A	A	A	A	A	A	A	A	
14	C14	A	A	A	A	A	A	A	A	
15	C15	A	A	A	A	A	A	A	A	
16	C16	A	A	A	A	A	A	A	A	
17	C17	A	A	A	A	A	A	A	A	

**KET :**  
S : Sakit  
I : Izin  
A : Alpa

Mengetahui  
Guru Mata pelajaran

  
Yuli Latifah, M.Pd  
NP.042014072014004

Curup, 14 Juni 2023  
Mahasiswa

  
Suci Meliania  
NIM.18551056



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI CURUP  
FAKULTAS TARBIIYAH**

Alamat : Jalan DR. A.K. Gani No 1 Kotak Pos 108 Curup-Bengkulu Telpn. (0732) 21010  
Fax. (0732) 21010 Homepage <http://www.iaincurup.ac.id> E-Mail : [admin@iaincurup.ac.id](mailto:admin@iaincurup.ac.id)

Nomor : 76 Tahun 2022

**Tentang  
PENUNJUKAN PEMBIMBING I DAN 2 DALAM PENULISAN SKRIPSI  
INSTITUT AGAMA ISLAM NEGERI CURUP**

- Menimbang** : a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;  
b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;
- Mengingat** : 1. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;  
2. Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup ;  
3. Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja Institut Agama Islam Negeri Curup ;  
4. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi ;  
5. Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.  
6. Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21 oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN Curup  
7. Keputusan Rektor IAIN Curup Nomor : 0317 tanggal 13 Mei 2022 tentang Pengangkatan Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup
- Memperhatikan** : 1. Surat Rekomendasi dari Ketua Prodi TBI Nomor : B. 064/FT.2 /PP.00.9/TBI/2022  
2. Berita Acara Seminar Proposal Pada Hari Kamis, 24 November 2022

**MEMUTUSKAN :**

- Menetapkan**  
**Pertama** : 1. Sarwo Edy, M.Pd 2007068102  
2. Henny Septia Utami, M.Pd 2020108101

Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

**N A M A** : Suci Meliana

**N I M** : 18551056

**JUDUL SKRIPSI** : The Effect of Concept Oriented Reading Instruction toward Students' Reading Comprehension

- Kedua** : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;
- Ketiga** : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;
- Keempat** : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;
- Kelima** : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;
- Keenam** : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;
- Ketujuh** : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,  
Pada tanggal 23 Desember 2022

Dekan,

  
Haniengkubuwono

- Tembusan**  
1. Rektor  
2. Bendahara IAIN Curup,  
3. Kabag Akademik kemahasiswaan dan kerja sama,  
4. Mahasiswa yang bersangkutan.



IAIN CURUP

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**  
**INSTITUT AGAMA ISLAM NEGERI CURUP**  
**FAKULTAS TARBIYAH**

Jln. Dr. AK Gani No.01 Kotak Pos 108 Telp. (0732) 21010-21759 Fax.21010  
Homepage: <http://www.iaincurup.ac.id> Email: [admin@iaincurup.ac.id](mailto:admin@iaincurup.ac.id) Kode Pos 39119

Nomor : 403 /In.34/FT/PP.00.9/05/2023  
Lampiran : Proposal dan Instrumen  
Hal : Permohonan Izin Penelitian

24 Mei 2023

Kepada Yth. Kepala Dinas Penanaman Modal dan  
Pelayanan Terpadu Satu Pintu (PTSP)

Assalamualaikum Wr, Wb

Dalam rangka penyusunan skripsi S.1 pada Institut Agama Islam Negeri Curup :

Nama : Suci Meliania  
NIM : 18551056  
Fakultas/Prodi : Tarbiyah / TBI  
Judul Skripsi : The Effect of Concept Oriented Reading Instruction toward Students' Reading  
Comprehension  
Waktu Penelitian : 25 Mei 2023 s.d 25 Agustus 2023  
Lokasi Penelitian : SMP Kreatif Aisyiyah

Mohon kiranya Bapak berkenan memberi izin penelitian kepada Mahasiswa yang bersangkutan.  
Demikian atas kerjasama dan izinnya diucapkan terimakasih



Tembusan : disampaikan Yth ;

1. Rektor
2. Warek 1
3. Ka. Biro AUAK
4. Arslp



PEMERINTAH KABUPATEN REJANG LEBONG  
DINAS PENANAMAN MODAL  
DAN PELAYANAN TERPADU SATU PINTU  
Jalan S.Sukowati No.60 ■ Telp. (0732) 24622 Curup

**SURAT IZIN**

Nomor : 503/ 26 /IP/DPMPSTP/V/2023

**TENTANG PENELITIAN  
KEPALA DINAS PENANAMAN MODAL DAN PTSP KABUPATEN REJANG LEBONG**

- Dasar :
1. Keputusan Bupati Rejang Lebong Nomor 14 Tahun 2022 Tentang Pendelegasian Wewenang Pelayanan Perizinan Berusaha Berbasis Resiko dan Non Perizinan Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong
  2. Surat dari Wakil Dekan I Fakultas Tarbiyah IAIN Curup Nomor : 403/In.34/FT/PP.00.9/05/2023 tanggal 24 Mei 2023 Hal Rekomendasi Izin Penelitian

Dengan ini mengizinkan, melaksanakan Penelitian kepada :

Nama /TTL : Suci Meliania/ Curup, 12 Januari 2000  
NIM : 18551056  
Pekerjaan : Mahasiswa  
Program Studi/Fakultas : Tadris Bahasa Inggris (TBI) / Tarbiyah  
Judul Proposal Penelitian : **The Effect of Concept Oriented Reading Instruction Toward Students' Reading Comprehension (An Experimental Research On The Eight Grade Of SMP Aisyiyah "Sekolah Kreatif" Curup)**  
Lokasi Penelitian : SMP Kreatif Aisyiyah  
Waktu Penelitian : 26 Mei 2023 s/d 26 Agustus 2023  
Penanggung Jawab : Wakil Dekan I Fakultas Tarbiyah IAIN Curup

Dengan ketentuan sebagai berikut :

- a) Harus mentaati semua ketentuan Perundang-Undangan yang berlaku.
- b) Selesai melakukan penelitian agar melaporkan/menyampaikan hasil penelitian kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Rejang Lebong.
- c) Apabila masa berlaku Izin ini sudah berakhir, sedangkan pelaksanaan penelitian belum selesai perpanjangan izin Penelitian harus diajukan kembali kepada instansi pemohon.
- d) Izin ini dicabut dan dinyatakan tidak berlaku, apabila ternyata pemegang surat Izin ini tidak menaati/mengindahkan ketentuan-ketentuan seperti tersebut di atas.

Demikian Izin ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Ditetapkan di : Curup  
Pada Tanggal : 26 Mei 2023

Pit Kepala Dinas Penanaman Modal dan Pelayanan  
Terpadu Satu Pintu  
Kabupaten Rejang Lebong



AGUS, SH  
Pembina/ IV.a  
NIP. 19780810 200903 1 004

**Tembusan :**

1. Kepala Badan Kesbangpol Kab RL
2. Wakil Dekan I Fakultas Tarbiyah IAIN Curup
3. Kepala SMP Kreatif Aisyiyah
4. Yang Bersangkutan
5. Arsip



PIMPINAN DAERAH 'AISYIYAH REJANG LEBONG  
MAJELIS PENDIDIKAN DASAR DAN MENENGAH  
SMP 'AISYIYAH'

Alamat: JKRHA Dahlan No. 71 RT 9 Kel. Talang Bundo Baru Kec. Talang

NSS : 202260205002

NPSN : 69856224

**SURAT KETERANGAN PENELITIAN**

**Nomor: 068/PDA/D-SMP/KET/V/2023**

Yang bertanda tangan dibawah ini :

Nama : **Yuliana, S.Hut,M.Pd**  
NP : **042014082020023**  
Jabatan : **Kepala SMP 'AISYIYAH Rejang Lebong**

Dengan ini menerangkan bahwa :

Nama : **Suci Meliania**  
NIM : **18551056**  
Prodi : **Tarbiyah/TBI**

Telah menyelesaikan penelitian dari tanggal 25 Mei 2023 sampai dengan 15 Juni 2023 dalam rangka penyusunan skripsi yang berjudul **"The Effect of Concept Oriented Reading Instruction toward Students' Reading Comprehension"**

Demikian surat keterangan ini dibuat, agar dapat dipergunakan sebagaimana mestinya.



### The Score Of Students' Pre-Test In Control Group

No	Name of Students Based on List Absent	Score	J. Nilai : J. Total x 100 (Nilai Y)	$\Sigma Y^2$
1	Student 01	18	45	2025
2	Student 02	22	55	3025
3	Student 03	16	40	1600
4	Student 04	15	38	1406
5	Student 05	15	38	1406
6	Student 06	19	48	2256
7	Student 07	18	45	2025
8	Student 08	23	58	3306
9	Student 09	16	40	1600
10	Student 10	23	58	3306
11	Student 11	16	40	1600
12	Student 12	23	58	3306
13	Student 13	20	50	2500
14	Student 14	23	58	3306
15	Student 15	25	63	3906
16	Student 16	12	30	900
17	Student 17	27	68	4556
Total			828	42031

**The Result Of Students' Post Test In Control Class**

<b>No</b>	<b>Name of Students Based on List Absent</b>	<b>Score</b>	<b>J. Nilai : J. Total x 100 (Nilai Y)</b>	<b><math>\Sigma Y^2</math></b>
1	Student 01	16	40	1600
2	Student 02	25	63	3906
3	Student 03	21	53	2756
4	Student 04	16	40	1600
5	Student 05	26	65	4225
6	Student 06	22	55	3025
7	Student 07	22	55	3025
8	Student 08	26	65	4225
9	Student 09	24	60	3600
10	Student 10	31	78	6006
11	Student 11	24	60	3600
12	Student 12	30	75	5625
13	Student 13	26	65	4225
14	Student 14	29	73	5256
15	Student 15	15	38	1406
16	Student 16	25	63	3906
17	Student 17	24	60	3600
Total			1005	61588

### The Result of Students' Pre-Test In Experimental Group

No	Name of Students Based on List Absent	Score	J. Nilai : J. Total x 100 (Nilai X)	$\Sigma X^2$
1	Student 01	20	50	2500
2	Student 02	20	50	2500
3	Student 03	21	53	2756
4	Student 04	24	60	3600
5	Student 05	25	63	3906
6	Student 06	20	50	2500
7	Student 07	19	48	2256
8	Student 08	22	55	3025
9	Student 09	18	45	2025
10	Student 10	17	43	1806
11	Student 11	30	75	5625
12	Student 12	25	63	3906
13	Student 13	25	63	3906
14	Student 14	26	65	4225
15	Student 15	29	73	5256
16	Student 16	31	78	6006
17	Student 17	25	63	3906
18	Student 18	13	33	1056
19	Student 19	30	75	5625
20	Student 20	30	75	5625
21	Student 21	29	73	5256
22	Student 22	27	68	4556
Total			1315	81825



**The Result Of Students' Post-Test In Experimental Group**

<b>No</b>	<b>Name of Students Based on List Absent</b>	<b>Score</b>	<b>J. Nilai : J. Total x 100 (Nilai X)</b>	<b><math>\Sigma X^2</math></b>
1	Student 01	31	78	6006
2	Student 02	25	63	3906
3	Student 03	36	90	8100
4	Student 04	22	55	3025
5	Student 05	26	65	4225
6	Student 06	26	65	4225
7	Student 07	32	80	6400
8	Student 08	26	65	4225
9	Student 09	28	70	4900
10	Student 10	35	88	7656
11	Student 11	31	78	6006
12	Student 12	31	78	6006
13	Student 13	29	73	5256
14	Student 14	36	90	8100
15	Student 15	29	73	5256
16	Student 16	33	83	6806
17	Student 17	31	78	6006
18	Student 18	17	43	1806
19	Student 19	31	78	6006
20	Student 20	35	88	7656
21	Student 21	35	88	7656
22	Student 22	25	63	3906
<b>Total</b>			<b>1625</b>	<b>123138</b>

Post-test

Name : 7  
Class : VIII A

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### Text 1

On Monday morning Adi woke up late. Before leaving for school, his mother reminded him of having breakfast, but he refused. He was afraid of being late. Adi arrived at school only one minute before the bell rang. All students walked towards the schoolyard. They would have a flag-hoisting ceremony.

It was very hot and the sun shone very brightly. During the ceremony, Adi felt dizzy and his eyes were blurred. He tried to stand up still, but he could not hold on. He trembled and fainted.

He didn't know what happened next. When he opened her eyes, he was in the medical room with his class teacher and Riski, his best friend. Riski gave him a glass of hot tea and a piece of bread.

1. What is the main idea of paragraph one?  
 a. Adi woke up late.  
 b. Adi skipped breakfast.  
 c. Adi was afraid of arriving late at school.  
 d. Adi's mother reminded him of having breakfast.
2. Where did Adi tremble and faint ?  
 a. At home  
 b. In his classroom  
 c. At the schoolyard  
 d. In the medical room
3. The event in the text is shown by sentence ...  
 a. On Monday morning Adi woke up late  
 b. It was very hot and the sun shone very brightly  
 c. He didn't know what happened next  
 d. They would have a flag-hoisting ceremony.
4. From the text, we know that ...  
 a. nobody cared about Adi  
 b. Adi arrived late at school  
 c. Adi felt unwell during the ceremony  
 d. Riski stood up next to Adi during the ceremony

### Text 2

Bob and Greg were new to camping. They didn't know the rules. After they helped their dad put up the tent, they wanted to watch up TV. They took the TV out of their camping bag. When their dad knew the TV, he said, "Why did you bring that? There was no electricity!" That night it was cold. The boys didn't want to use their electric blanket. They

remembered they didn't have any electricity. They slept only three hours because they were cold. When they got up in the morning, they wanted to wash in the cold lake water. And there was no any fresh milk or orange juice to drink.

When the boys got home, they ran into the house. They turned on the television and sat under the electric blanket. "What are you and Bob doing?" their dad 54 asked. "We're just happy to be home," the boys said.

5. The purpose of recount text is ?
  - a. To convince the readers about an opinion.
  - b. To entertain the readers
  - c. To retell about past experience
  - d. To persuade the readers to do something
  
6. How long did Bob and Greg sleep in the camping area ?
  - a. Three hours
  - b. Four hours
  - c. Five hours
  - d. Six hours
  
7. From the text above, we know that ...
  - a. Bob and Greg preferred camping to staying at home.
  - b. Bob and Greg preferred staying at home to camping.
  - c. Bob and Greg liked camping better than staying at home.
  - d. Bob and Greg would rather camp at home than stay at home.
  
8. "After they helped their dad put up the tent, they wanted to watch up TV".  
The underlined word means...
  - a. Withdraw
  - b. Construct
  - c. Destroy
  - d. Delay

### Text 3

#### "Meeting Star"

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

I found the record store and listened to a few records. D' Masive had a new record that was number two in the top twenty. I decided to buy it. I looked in my bag for my wallet and found a piece of paper the man gave me. It was a photo. I was so surprised! He was a singer of D' Masive!

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

Text 4

Last weekend I and my classmates went to the countryside to have a picnic. Before leaving, we made some sandwiches for lunch. We left quite early to avoid the traffic jam.

After driving for two hours, we arrived at a very nice place. It was near a river with some big trees around it. The driver parked the car under the tree. Seeing the clear and cool water of the river, my friends and I decided to swim. After having lunch together, we went around the area to enjoy the scenery. We saw some beautiful birds and butterflies.

After walking for about an hour, we decided to return to the car and go home. Unfortunately, we could not start up the car. Finally, after some time, we could make the car start up by pushing it. We were happy although we felt a bit tired when we got home.

12. What is the main idea of the second paragraph?
- a. The writer made sandwiches for lunch
  - The writer did some fun activities during their picnic
  - c. After doing some activities, the writer went home by car
  - d. Last weekend the writer prepared to have a picnic in the countryside
13. "It was near a river with some big trees around it."  
The underlined word means ...
- a. Far
  - b. Behind
  - c. Close
  - Beside
  - e.
14. Because of the trouble they had at the end of their picnic, they probably ....
- Got home a bit late
  - b. Decided to swim again
  - c. Had to spend the night there
  - d. Decided not to have a picnic again

Text 5

“A Unpleasant Experience”

Last week, Mr. Budi’s wife had an accident. Her youngest child, Yusuf, was at home when it happened. He was playing with his new toy car. Suddenly Yusuf heard his mother calling, “Help! Help!” he ran to the kitchen. His mother had burnt herself with some hot cooking oil. She was crying with pain and the pan was on fire. Mr. Budi had gone to the office. The other children had gone to school.

Yusuf was too small to help his mother, and she was too frightened to speak sensibly to him. But he ran to the neighbor’s house and asked his neighbor to come and help his mother. The neighbor soon put out the fire and took Yusuf’s mother to the clinic.

When Mr. Budi came home, his wife told him what had happened. He was very proud of his son, “When you are a man, you will be just like your father,” she said.

15. Who was at home when the accident happened ?
- |                 |   |
|-----------------|---|
| a. Her son      | b. Her husband  |
| c. Her neighbor | <input checked="" type="checkbox"/> d. Her youngest child |
16. What did Yusuf do to help his mother ?
- |  |                                      |
|--|--------------------------------------|
| a. He called his father  | b. He put out the fire               |
| <input checked="" type="checkbox"/> c. He asked his neighbor to help | d. He advised Mrs. Budi to stay calm |
17. “and she was too frightened to speak sensibly to him.”  
The underlined word mean ?
- |  |                 |
|--|-----------------|
| <input checked="" type="checkbox"/> a. Yusuf | b. Her husband  |
| c. His mother                                | d. His children |
18. What is the orientation of the text ?
- |   |
|---|
| a. Yusuf was too small to help his mother   |
| <input checked="" type="checkbox"/> b. Last week, Mr. Budi’s wife had an accident |
| c. He put out the fire and took Mrs. Budi to the clinic                           |
| d. When Mr. Budi came home, his wife told him what had happened                   |
19. The main idea of the second paragraph is ...
- |  |
|--|
| a. Mrs. Budi got an accident   |
| b. Mr. Budi was proud of his son   |
| <input checked="" type="checkbox"/> c. Yusuf asked his neighbour to help |
| d. Mr. Budi and his other children had gone                              |
20. The main idea of the last paragraph is ....
- |                              |
|------------------------------|
| a. Mrs. Budi got an accident |
|------------------------------|

- Mr. Budi was proud of his son
- c. Yusuf asked his neighbor to help
- d. Mr. Budi and his other children had gone

Text 6

“A Holiday to Yogyakarta”

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmna, Syiwa, and Wisnu temples. They are really amazing. We visited only Brahmna and Syiwa temples because the Wisnu temple is being renovated.

On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by Wisata bus.

21. The text is written in the form of a ...

- Recount
- b. Report
- c. Narrative
- d. Descriptive

22. What is the main idea of the first paragraph ?

- My students and I went to Yogyakarta
- b. We visited the temples in Prambanan
- c. We spent about two hours there.
- d. In the evening we left for Jakarta by Wisata bus.

23. The purpose of the text is to ?

- a. Entertain readers
- b. Describe the smugglers
- c. Tell past events
- Inform readers about events of the day

24. What is the main idea of the second paragraph ?

- a. We stayed at Dirgahayu Hotel which is not far from Malioboro.
- b. my students and I went to Yogyakarta
- we visited the temples in Prambanan
- d. we left for Jakarta by Wisata bus

25. When did they go home ?

- a. On Saturday morning
- b. On Thursday evening
- c. On Friday afternoon
- On Friday evening

26. Why did they only visit Brahmana and Syiwa temples?

- a. Because there was no Wisnu temples
- b. Because Wisnu temple was too small
- c. Because Wisnu temple was being repaired
- d. Because Wisnu temple was amazing

Text 7

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

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

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

27. The orientation of the text is ?

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

28. Reorientation in the dialogue is shown by sentence ...

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

29. But suddenly it turned round and flew back....

The underlined word refers to ?

- a. Airport
- b. Plane
- c. An air-hostess
- d. Bomb

30. Why did the plane fly back to airport ?

- a. The pilot was afraid of bombs
- b. The pilot forgot about something
- c. The passengers were frightened
- d. Police suspected that there was a bomb on the plane

Text 8

“Joining Marathon”

Last year I joined the Chicago Marathon, my first marathon contest. I had to run 26,2 miles to complete it. It was hard.

At first, I just wanted to get the experience of joining a marathon. I thought it would be one lifetime 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 time. I also experienced a good feeling between participants and the spectators that made me happy. It was a very wonderful thing for me. So I decided that I had to join another marathon the following year.

31. What is the text about ?
- a. The writer's activities of watching Chicago marathon contest
  - b. The writer's wonderful feeling after watching marathon
  - c. The writer's good achievement in marathon
  - d. The changing of the writer's feeling after joining the marathon
32. To improve his achievement, the writer ...
- a. Asked for advice on how to run well
  - b. Practiced hard with other participants
  - c. Planned to join another marathon
  - d. Ran faster and faster
33. What was the writer's intention when he decide to join his first marathon ?
- a. He would get the winner
  - b. He just wanted to get an experience
  - c. He planned to join another marathon
  - d. He wanted to complete 26,3 miles run
34. "... I change my mind." (Paragraph 2 )  
The word "mind" is closest in meaning to ?
- a. Decision
  - b. Ambition
  - c. Thought
  - d. Suggestion
35. From the story above we can conclude that his felt was ?
- a. He was sad
  - b. He was bored
  - c. He was embarrassed
  - d. He was joyful

Text 9

“Vacation to Surabaya”

Last holiday, I went to Surabaya with my friend for vacation. We went there on a night bus. When we arrived in Lamongan, the bus stopped at a small restaurant for a rest. I got off the



bus to get a cup of ginger tea, and my friend drank some cold lemonade. Then I went to the toilet. It took only a few minutes.

When I came out again, the bus was not there. It had gone! My friend was not there too. Feeling shocked and confused. I asked a waitress about the bus. She said that the bus departed about five minutes ago.

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

36. The purpose of the text is to ?

- a. Entertain readers
- b. Tell past events
- c. To vacation to Surabaya
- d. Inform readers about events of the day

37. . . . The bus was not here. It had gone!  
the word **it** in paragraph one refers to?

- a. The writer
- b. The bus
- c. The writer's friend
- d. The waitress

38. Reorientation in the text shown by sentence ?

- a. Last holiday, I went to Surabaya with my friend for a vacation
- b. When I came out again, the bus was not there. It had gone
- c. She said that the bus departed about five minutes ago.
- d. I could feel my face turn red.

39. What is the generic structure in paragraph two ?

- a. Orientation
- b. Events
- c. Reorientation
- d. Conclusion

40. What is the main idea of the second paragraph ?

- a. I went to Surabaya with my friend for a vacation
- b. I came out again, the bus was not there
- c. I tried to call my friend on my cell-phone
- d. Feeling shocked and confused

Post-test

Name : 01  
Class : 8A

Text 1

On Monday morning Adi woke up late. Before leaving for school, his mother reminded him of having breakfast, but he refused. He was afraid of being late. Adi arrived at school only one minute before the bell rang. All students walked towards the schoolyard. They would have a flag-hoisting ceremony.

It was very hot and the sun shone very brightly. During the ceremony, Adi felt dizzy and his eyes were blurred. He tried to stand up still, but he could not hold on. He trembled and fainted.

He didn't know what happened next. When he opened her eyes, he was in the medical room with his class teacher and Riski, his best friend. Riski gave him a glass of hot tea and a piece of bread.

1. What is the main idea of paragraph one?
  - a. Adi woke up late.
  - b. Adi skipped breakfast.
  - c. Adi was afraid of arriving late at school.
  - d. Adi's mother reminded him of having breakfast.
  
2. Where did Adi tremble and faint ?
  - a. At home
  - c. At the schoolyard
  - b. In his classroom
  - d. In the medical room
  
3. The event in the text is shown by sentence ...
  - a. On Monday morning Adi woke up late
  - b. It was very hot and the sun shone very brightly
  - c. He didn't know what happened next
  - d. They would have a flag-hoisting ceremony.
  
4. From the text, we know that ...
  - a. nobody cared about Adi
  - b. Adi arrived late at school
  - c. Adi felt unwell during the ceremony
  - d. Riski stood up next to Adi during the ceremony

Text 2

Bob and Greg were new to camping. They didn't know the rules. After they helped their dad put up the tent, they wanted to watch up TV. They took the TV out of their camping bag. When their dad knew the TV, he said, "Why did you bring that? There was no electricity!" That night it was cold. The boys didn't want to use their electric blanket. They

remembered they didn't have any electricity. They slept only three hours because they were cold. When they got up in the morning, they wanted to wash in the cold lake water. And there was no any fresh milk or orange juice to drink.

When the boys got home, they ran into the house. They turned on the television and sat under the electric blanket. "What are you and Bob doing?" their dad 54 asked. "We're just happy to be home," the boys said.

5. The purpose of recount text is ?
  - a. To convince the readers about an opinion.
  - b. To entertain the readers
  - c. To retell about past experience
  - d. To persuade the readers to do something
  
6. How long did Bob and Greg sleep in the camping area ?
  - a. Three hours
  - b. Four hours
  - c. Five hours
  - d. Six hours
  
7. From the text above, we know that ...
  - a. Bob and Greg preferred camping to staying at home.
  - b. Bob and Greg preferred staying at home to camping.
  - c. Bob and Greg liked camping better than staying at home.
  - d. Bob and Greg would rather camp at home than stay at home.
  
8. "After they helped their dad put up the tent, they wanted to watch up TV".  
The underlined word means...
  - a. Withdraw
  - b. Construct
  - c. Destroy
  - d. Delay

### Text 3

#### "Meeting Star"

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

I found the record store and listened to a few records. D' Masive had a new record that was number two in the top twenty. I decided to buy it. I looked in my bag for my wallet and found a piece of paper the man gave me. It was a photo. I was so surprised! He was a singer of D' Masive!

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

Text 4

Last weekend I and my classmates went to the countryside to have a picnic. Before leaving, we made some sandwiches for lunch. We left quite early to avoid the traffic jam.

After driving for two hours, we arrived at a very nice place. It was near a river with some big trees around it. The driver parked the car under the tree. Seeing the clear and cool water of the river, my friends and I decided to swim. After having lunch together, we went around the area to enjoy the scenery. We saw some beautiful birds and butterflies.

After walking for about an hour, we decided to return to the car and go home. Unfortunately, we could not start up the car. Finally, after some time, we could make the car start up by pushing it. We were happy although we felt a bit tired when we got home.

12. What is the main idea of the second paragraph?
- a. The writer made sandwiches for lunch
  - b. The writer did some fun activities during their picnic
  - c. After doing some activities, the writer went home by car
  - d. Last weekend the writer prepared to have a picnic in the countryside
13. "It was near a river with some big trees around it."  
The underlined word means ...
- a. Far
  - b. Behind
  - c. Close
  - d. Beside
  - e.
14. Because of the trouble they had at the end of their picnic, they probably ....
- a. Got home a bit late
  - b. Decided to swim again
  - c. Had to spend the night there
  - d. Decided not to have a picnic again

Text 5

“A Unpleasant Experience”

Last week, Mr. Budi's wife had an accident. Her youngest child, Yusuf, was at home when it happened. He was playing with his new toy car. Suddenly Yusuf heard his mother calling, "Help! Help!" he ran to the kitchen. His mother had burnt herself with some hot cooking oil. She was crying with pain and the pan was on fire. Mr. Budi had gone to the office. The other children had gone to school.

Yusuf was too small to help his mother, and she was too frightened to speak sensibly to him. But he ran to the neighbor's house and asked his neighbor to come and help his mother. The neighbor soon put out the fire and took Yusuf's mother to the clinic.

When Mr. Budi came home, his wife told him what had happened. He was very proud of his son, "When you are a man, you will be just like your father," she said.

15. Who was at home when the accident happened ?
- a. Her son
  - b. Her husband
  - c. Her neighbor
  - d. Her youngest child
16. What did Yusuf do to help his mother ?
- a. He called his father
  - b. He put out the fire
  - c. He asked his neighbor to help
  - d. He advised Mrs. Budi to stay calm
17. "and she was too frightened to speak sensibly to him."  
The underlined word mean ?
- a. Yusuf
  - b. Her husband
  - c. His mother
  - d. His children
18. What is the orientation of the text ?
- a. Yusuf was too small to help his mother
  - b. Last week, Mr. Budi's wife had an accident
  - c. He put out the fire and took Mrs. Budi to the clinic
  - d. When Mr. Budi came home, his wife told him what had happened
19. The main idea of the second paragraph is ...
- a. Mrs. Budi got an accident
  - b. Mr. Budi was proud of his son
  - c. Yusuf asked his neighbour to help
  - d. Mr. Budi and his other children had gone
20. The main idea of the last paragraph is ....
- a. Mrs. Budi got an accident

- b. Mr. Budi was proud of his son
- c. Yusuf asked his neighbor to help
- d. Mr. Budi and his other children had gone

Text 6

“A Holiday to Yogyakarta”

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa, and Wisnu temples. They are really amazing. We visited only Brahmana and Syiwa temples because the Wisnu temple is being renovated.

On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by Wisata bus.

21. The text is written in the form of a ...
- a. Recount
  - b. Report
  - c. Narrative
  - d. Descriptive
22. What is the main idea of the first paragraph ?
- a. My students and I went to Yogyakarta
  - b. We visited the temples in Prambanan
  - c. We spent about two hours there.
  - d. In the evening we left for Jakarta by Wisata bus.
23. The purpose of the text is to ?
- a. Entertain readers
  - b. Describe the smugglers
  - c. Tell past events
  - d. Inform readers about events of the day
24. What is the main idea of the second paragraph ?
- a. We stayed at Dirgahayu Hotel which is not far from Malioboro.
  - b. my students and I went to Yogyakarta
  - c. we visited the temples in Prambanan
  - d. we left for Jakarta by Wisata bus
25. When did they go home ?
- a. On Saturday morning
  - b. On Thursday evening
  - c. On Friday afternoon
  - d. On Friday evening

26. Why did they only visit Brahmana and Syiwa temples?

- a. Because there was no Wisnu temples
- b. Because Wisnu temple was too small
- c. Because Wisnu temple was being repaired
- d. Because Wisnu temple was amazing

Text 7

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

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

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

27. The orientation of the text is ?

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

28. Reorientation in the dialogue is shown by sentence ...

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

29. But suddenly it turned round and flew back....

The underlined word refers to ?

- a. Airport
- b. Plane
- c. An air-hostess
- d. Bomb

30. Why did the plane fly back to airport ?

- a. The pilot was afraid of bombs
- b. The pilot forgot about something
- c. The passengers were frightened
- d. Police suspected that there was a bomb on the plane

Text 8

“Joining Marathon”

Last year I joined the Chicago Marathon, my first marathon contest. I had to run 26,2 miles to complete it. It was hard.

At first, I just wanted to get the experience of joining a marathon. I thought it would be one lifetime 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 time. I also experienced a good feeling between participants and the spectators that made me happy. It was a very wonderful thing for me. So I decided that I had to join another marathon the following year.

31. What is the text about ?
- a. The writer’s activities of watching Chicago marathon contest
  - b. The writer’s wonderful feeling after watching marathon
  - c. The writer’s good achievement in marathon
  - d. The changing of the writer’s feeling after joining the marathon
32. To improve his achievement, the writer ...
- a. Asked for advice on how to run well
  - b. Practiced hard with other participants
  - c. Planned to join another marathon
  - d. Ran faster and faster
33. What was the writer’s intention when he decide to join his first marathon ?
- a. He would get the winner
  - b. He just wanted to get an experience
  - c. He planned to join another marathon
  - d. He wanted to complete 26,3 miles run
34. “... I change my mind.” (Paragraph 2 )  
The word “mind” is closest in meaning to ?
- a. Decision
  - b. Ambition
  - c. Thought
  - d. Suggestion
35. From the story above we can conclude that his felt was ?
- a. He was sad
  - b. He was bored
  - c. He was embarrassed
  - d. He was joyful

Text 9

“Vacation to Surabaya”

Last holiday, I went to Surabaya with my friend for vacation. We went there on a night bus. When we arrived in Lamongan, the bus stopped at a small restaurant for a rest. I got off the



bus to get a cup of ginger tea, and my friend drank some cold lemonade. Then I went to the toilet. It took only a few minutes.

When I came out again, the bus was not there. It had gone! My friend was not there too. Feeling shocked and confused. I asked a waitress about the bus. She said that the bus departed about five minutes ago.

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

36. The purpose of the text is to ?

- a. Entertain readers
- c. To vacation to Surabaya
- b. Tell past events
- d. Inform readers about events of the day

37. . . . The bus was not here. **It** had gone!  
the word **it** in paragraph one refers to?

- a. The writer
- b.  The bus
- c. The writer's friend
- d.  The waitress

38. Reorientation in the text shown by sentence ?

- a. Last holiday, I went to Surabaya with my friend for a vacation
- b. When I came out again, the bus was not there. It had gone
- c. She said that the bus departed about five minutes ago.
- d. I could feel my face turn red.

39. What is the generic structure in paragraph two ?

- a. Orientation
- b.  Events
- c. Reorientation
- d. Conclusion

40. What is the main idea of the second paragraph ?

- a. I went to Surabaya with my friend for a vacation
- b. I came out again, the bus was not there
- c. I tried to call my friend on my cell-phone
- d. Feeling shocked and confused

## Pre-test

Name : ~~Hand Dinda Sari~~ 02

Class : VIII A

Text 1

### "Meeting Star"

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

I found the record store and listened to a few records. D' Masive had a new record that was number two in the top twenty. I decided to buy it. I looked in my bag for my wallet and found a piece of paper the man gave me. It was a photo. I was so surprised! He was a singer of D' Masive!

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

Text 2

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

When the boys got home, they ran into the house. They turned on the television and sat under the electric blanket. "What are you and Bob doing?" their dad asked. "We're just happy to be home," the boys said.

4. The purpose of recount text is ?
  - a. To convince the readers about an opinion.
  - b. To entertain the readers
  - c. To retell about past experience
  - d. To persuade the readers to do something
  
5. How long did Bob and Greg sleep in the camping area ?
  - a. Three hours
  - b. Four hours
  - c. Five hours
  - d. Six hours
  
6. From the text above, we know that ...
  - a. Bob and Greg preferred camping to staying at home.
  - b. Bob and Greg preferred staying at home to camping.
  - c. Bob and Greg liked camping better than staying at home.
  - d. Bob and Greg would rather camp at home than stay at home.
  
7. "After they helped their dad put up the tent, they wanted to watch up TV".  
The underlined word means...
  - a. Withdraw
  - b. Construct
  - c. Destroy
  - d. Delay

### Text 3

On Monday morning Adi woke up late. Before leaving for school, his mother reminded him of having breakfast, but he refused. He was afraid of being late. Adi arrived at school only one minute before the bell rang. All students walked towards the schoolyard. They would have a flag-hoisting ceremony.

It was very hot and the sun shone very brightly. During the ceremony, Adi felt dizzy and his eyes were blurred. He tried to stand up still, but he could not hold on. He trembled and fainted.

He didn't know what happened next. When he opened her eyes, he was in the medical room with his class teacher and Riski, his best friend. Riski gave him a glass of hot tea and a piece of bread.

8. What is the main idea of paragraph one?
  - a. Adi woke up late.
  - b. Adi skipped breakfast.
  - c. Adi was afraid of arriving late at school.
  - d. Adi's mother reminded him of having breakfast.

9. Where did Adi tremble and faint ?
- a. At home
  - At the schoolyard
  - b. In his classroom
  - d. In the medical room
10. The event in the text is shown by sentence ...
- On Monday morning Adi woke up late
  - b. It was very hot and the sun shone very brightly
  - c. He didn't know what happened next
  - d. They would have a flag-hoisting ceremony.
11. From the text, we know that ...
- a. nobody cared about Adi
  - Adi arrived late at school
  - c. Adi felt unwell during the ceremony
  - d. Riski stood up next to Adi during the ceremony

#### Text 4

Last weekend I and my classmates went to the countryside to have a picnic. Before leaving, we made some sandwiches for lunch. We left quite early to avoid the traffic jam.

After driving for two hours, we arrived at a very nice place. It was near a river with some big trees around it. The driver parked the car under the tree. Seeing the clear and cool water of the river, my friends and I decided to swim. After having lunch together, we went around the area to enjoy the scenery. We saw some beautiful birds and butterflies.

After walking for about an hour, we decided to return to the car and go home. Unfortunately, we could not start up the car. Finally, after some time, we could make the car start up by pushing it. We were happy although we felt a bit tired when we got home.

12. What is the main idea of the second paragraph?
- The writer made sandwiches for lunch
  - b. The writer did some fun activities during their picnic
  - c. After doing some activities, the writer went home by car
  - d. Last weekend the writer prepared to have a picnic in the countryside
13. "It was near a river with some big trees around it."  
The underlined word means ...
- a. Far
  - Close
  - b. Behind
  - d. Beside
14. Because of the trouble they had at the end of their picnic, they probably ....
- a. Got home a bit late
  - Decided to swim again
  - c. Had to spend the night there
  - d. Decided not to have a picnic again

Text 5

"A Unpleasant Experience"

Last week, Mr. Budi's wife had an accident. Her youngest child, Yusuf, was at home when it happened. He was playing with his new toy car. Suddenly Yusuf heard his mother calling, "Help! Help!" he ran to the kitchen. His mother had burnt herself with some hot cooking oil. She was crying with pain and the pan was on fire. Mr. Budi had gone to the office. The other children had gone to school.

Yusuf was too small to help his mother, and she was too frightened to speak sensibly to him. But he ran to the neighbor's house and asked his neighbor to come and help his mother. The neighbor soon put out the fire and took Yusuf's mother to the clinic.

When Mr. Budi came home, his wife told him what had happened. He was very proud of his son, "When you are a man, you will be just like your father," she said.

15. Who was at home when the accident happened ?

- a. Her son
- Her neighbor
- b. Her husband
- d. Her youngest child

16. What did Yusuf do to help his mother ?

- a. He called his father
- c. He asked his neighbor to help
- b. He put out the fire
- He advised Mrs. Budi to stay calm

17. "and she was too frightened to speak sensibly to him."

The underlined word mean ?

- a. Yusuf
- His mother
- b. Her husband
- d. His children

18. What is the orientation of the text ?

- a. Yusuf was too small to help his mother
- Last week, Mr. Budi's wife had an accident
- c. He put out the fire and took Mrs. Budi to the clinic
- d. When Mr. Budi came home, his wife told him what had happened

19. The main idea of the second paragraph is ...

- a. Mrs. Budi got an accident
- b. Mr. Budi was proud of his son
- Yusuf asked his neighbour to help
- d. Mr. Budi and his other children had gone

20. The main idea of the last paragraph is ....
- a. Mrs. Budi got an accident
  - b. Mr. Budi was proud of his son
  - c. Yusuf asked his neighbor to help
  - d. Mr. Budi and his other children had gone

Text 6

Read the text in practice! Then answer the following questions!

"A Holiday to Yogyakarta"

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmmana, Syiwa, and Wisnu temples. They are really amazing. We visited only Brahmmana and Syiwa temples because the Wisnu temple is being renovated.

On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by Wisata bus.

21. The text is written in the form of a ...
- a. Recount
  - b. Report
  - c. Narrative
  - d. Descriptive
22. What is the main idea of the first paragraph ?
- a. My students and I went to Yogyakarta
  - b. We visited the temples in Prambanan
  - c. We spent about two hours there.
  - d. In the evening we left for Jakarta by Wisata bus.
23. The purpose of the text is to ?
- a. Entertain readers
  - b. Describe the smugglers
  - c. Tell past events
  - d. Inform readers about events of the day
24. What is the main idea of the second paragraph ?
- a. We stayed at Dirgahayu Hotel which is not far from Malioboro.
  - b. my students and I went to Yogyakarta
  - c. we visited the temples in Prambanan
  - d. we left for Jakarta by Wisata bus
25. When did they go home ?

- a. On Saturday morning
- c. On Friday afternoon
- On Thursday evening
- d. On Friday evening

26. Why did they only visit Brahmna and Syiwa temples?

- a. Because there was no Wisnu temples
- b. Because Wisnu temple was too small
- Because Wisnu temple was being repaired
- d. Because Wisnu temple was amazing

#### Text 7

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

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

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

27. The orientation of the text is ?

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

28. Reorientation in the dialogue is shown by sentence ...

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

29. But suddenly it turned round and flew back....

The underlined word refers to ?

- a. Airport
- c. An air-hostess
- Plane
- d. Bomb

30. Why did the plane fly back to airport ?

- The pilot was afraid of bombs
- b. The pilot forgot about something
- c. The passengers were frightened
- d. Police suspected that there was a bomb on the plane

Text 8

“Joining Marathon”

Last year I joined the Chicago Marathon, my first marathon contest. I had to run 26,2 miles to complete it. It was hard.

At first, I just wanted to get the experience of joining a marathon. I thought it would be one lifetime 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 time. I also experienced a good feeling between participants and the spectators that made me happy. It was a very wonderful thing for me. So I decided that I had to join another marathon the following year.

31. What is the text about ?
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  - b. The writer's wonderful feeling after watching marathon
  - c. The writer's good achievement in marathon
  - d. The changing of the writer's feeling after joining the marathon
32. To improve his achievement, the writer ...
- a. Asked for advice on how to run well
  - b. Practiced hard with other participants
  - c. Planned to join another marathon
  - d. Ran faster and faster
33. What was the writer's intention when he decide to join his first marathon ?
- a. He would get the winner
  - b. He just wanted to get an experience
  - c. He planned to join another marathon
  - d. He wanted to complete 26,3 miles run
34. "... I change my mind." (Paragraph 2 )  
The word "mind" is closest in meaning to ?
- a. Decision
  - b. Ambition
  - c. Thought
  - d. Suggestion
35. From the story above we can conclude that his felt was ?
- a. He was sad
  - b. He was bored
  - c. He was embarrassed
  - d. He was joyful



Text 9

"Vacation to Surabaya"

Last holiday, I went to Surabaya with my friend for vacation. We went there on a night bus. When we arrived in Lamongan, the bus stopped at a small restaurant for a rest. I got off the bus to get a cup of ginger tea, and my friend drank some cold lemonade. Then I went to the toilet. It took only a few minutes.

When I came out again, the bus was not there. It had gone! My friend was not there too. Feeling shocked and confused. I asked a waitress about the bus. She said that the bus departed about five minutes ago.

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

36. The purpose of the text is to ?

- a. Entertain readers
- c. To vacation to Surabaya
- b. Tell past events
- d. Inform readers about events of the day

37. . . . The bus was not here. It had gone!  
the word it in paragraph one refers to?

- a. The writer
- c. The writer's friend
- b. The bus
- d. The waitress

38. Reorientation in the text shown by sentence ?

- a. Last holiday, I went to Surabaya with my friend for a vacation
- b. When I came out again, the bus was not there. It had gone
- c. She said that the bus departed about five minutes ago.
- d. I could feel my face turn red.

39. What is the generic structure in paragraph two ?

- a. Orientation
- c. Reorientation
- b. Events
- d. Conclusion

40. What is the main idea of the second paragraph ?

- a. I went to Surabaya with my friend for a vacation
- b. I came out again, the bus was not there
- c. I tried to call my friend on my cell-phone
- d. Feeling shocked and confused

Pre-test

Name : OS

15

Class : 8 A

Text 1

"Meeting Star"

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

I found the record store and listened to a few records. D' Masive had a new record that was number two in the top twenty. I decided to buy it. I looked in my bag for my wallet and found a piece of paper the man gave me. It was a photo. I was so surprised! He was a singer of D' Masive!

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

Text 2

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

When the boys got home, they ran into the house. They turned on the television and sat under the electric blanket. "What are you and Bob doing?" their dad asked. "We're just happy to be home," the boys said.

4. The purpose of recount text is ?
  - a. To convince the readers about an opinion.
  - b. To entertain the readers
  - c. To retell about past experience
  - d. To persuade the readers to do something
  
5. How long did Bob and Greg sleep in the camping area ?
  - a. Three hours
  - b. Four hours
  - c. Five hours
  - d. Six hours
  
6. From the text above, we know that ...
  - a. Bob and Greg preferred camping to staying at home.
  - b. Bob and Greg preferred staying at home to camping.
  - c. Bob and Greg liked camping better than staying at home.
  - d. Bob and Greg would rather camp at home than stay at home.
  
7. "After they helped their dad put up the tent, they wanted to watch up TV".  
The underlined word means...
  - a. Withdraw
  - b. Construct
  - c. Destroy
  - d. Delay

### Text 3

On Monday morning Adi woke up late. Before leaving for school, his mother reminded him of having breakfast, but he refused. He was afraid of being late. Adi arrived at school only one minute before the bell rang. All students walked towards the schoolyard. They would have a flag-hoisting ceremony.

It was very hot and the sun shone very brightly. During the ceremony, Adi felt dizzy and his eyes were blurred. He tried to stand up still, but he could not hold on. He trembled and fainted.

He didn't know what happened next. When he opened her eyes, he was in the medical room with his class teacher and Riski, his best friend. Riski gave him a glass of hot tea and a piece of bread.

8. What is the main idea of paragraph one?
  - a. Adi woke up late.
  - b. Adi skipped breakfast.
  - c. Adi was afraid of arriving late at school.
  - d. Adi's mother reminded him of having breakfast.

9. Where did Adi tremble and faint ?
- a. At home
  - b. At the schoolyard
  - b. In his classroom
  - d. In the medical room
10. The event in the text is shown by sentence ...
- a. On Monday morning Adi woke up late
  - b. It was very hot and the sun shone very brightly
  - c. He didn't know what happened next
  - d. They would have a flag-hoisting ceremony.
11. From the text, we know that ...
- a. nobody cared about Adi
  - b. Adi arrived late at school
  - c. Adi felt unwell during the ceremony
  - d. Riski stood up next to Adi during the ceremony

#### Text 4

Last weekend I and my classmates went to the countryside to have a picnic. Before leaving, we made some sandwiches for lunch. We left quite early to avoid the traffic jam.

After driving for two hours, we arrived at a very nice place. It was near a river with some big trees around it. The driver parked the car under the tree. Seeing the clear and cool water of the river, my friends and I decided to swim. After having lunch together, we went around the area to enjoy the scenery. We saw some beautiful birds and butterflies.

After walking for about an hour, we decided to return to the car and go home. Unfortunately, we could not start up the car. Finally, after some time, we could make the car start up by pushing it. We were happy although we felt a bit tired when we got home.

12. What is the main idea of the second paragraph?
- a. The writer made sandwiches for lunch
  - b. The writer did some fun activities during their picnic
  - c. After doing some activities, the writer went home by car
  - d. Last weekend the writer prepared to have a picnic in the countryside
13. "It was near a river with some big trees around it."  
The underlined word means ...
- a. Far
  - b. Behind
  - c. Close
  - d. Beside
14. Because of the trouble they had at the end of their picnic, they probably ....
- a. Got home a bit late
  - b. Decided to swim again
  - c. Had to spend the night there
  - d. Decided not to have a picnic again

Text 5

"A Unpleasant Experience"

Last week, Mr. Budi's wife had an accident. Her youngest child, Yusuf, was at home when it happened. He was playing with his new toy car. Suddenly Yusuf heard his mother calling, "Help! Help!" he ran to the kitchen. His mother had burnt herself with some hot cooking oil. She was crying with pain and the pan was on fire. Mr. Budi had gone to the office. The other children had gone to school.

Yusuf was too small to help his mother, and she was too frightened to speak sensibly to him. But he ran to the neighbor's house and asked his neighbor to come and help his mother. The neighbor soon put out the fire and took Yusuf's mother to the clinic.

When Mr. Budi came home, his wife told him what had happened. He was very proud of his son, "When you are a man, you will be just like your father," she said.

15. Who was at home when the accident happened ?
- a. Her son
  - b. Her husband
  - c. Her neighbor
  - d. Her youngest child
16. What did Yusuf do to help his mother ?
- a. He called his father
  - b. He put out the fire
  - c. He asked his neighbor to help
  - d. He advised Mrs. Budi to stay calm
17. "and she was too frightened to speak sensibly to him."  
The underlined word mean ?
- a. Yusuf
  - b. Her husband
  - c. His mother
  - d. His children
18. What is the orientation of the text ?
- a. Yusuf was too small to help his mother
  - b. Last week, Mr. Budi's wife had an accident
  - c. He put out the fire and took Mrs. Budi to the clinic
  - d. When Mr. Budi came home, his wife told him what had happened
19. The main idea of the second paragraph is ...
- a. Mrs. Budi got an accident
  - b. Mr. Budi was proud of his son
  - c. Yusuf asked his neighbour to help
  - d. Mr. Budi and his other children had gone

20. The main idea of the last paragraph is ....
- a. Mrs. Budi got an accident
  - b. Mr. Budi was proud of his son
  - c. Yusuf asked his neighbor to help
  - d. Mr. Budi and his other children had gone

Text 6

Read the text in practice! Then answer the following questions!

"A Holiday to Yogyakarta"

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmmana, Syiwa, and Wisnu temples. They are really amazing. We visited only Brahmmana and Syiwa temples because the Wisnu temple is being renovated.

On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m. we heard the announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by Wisata bus.

21. The text is written in the form of a ...

- a. Recount
- b. Report
- c. Narrative
- d. Descriptive

22. What is the main idea of the first paragraph ?

- a. My students and I went to Yogyakarta
- b. We visited the temples in Prambanan
- c. We spent about two hours there.
- d. In the evening we left for Jakarta by Wisata bus.

23. The purpose of the text is to ?

- a. Entertain readers
- b. Describe the smugglers
- c. Tell past events
- d. Inform readers about events of the day

24. What is the main idea of the second paragraph ?

- a. We stayed at Dirgahayu Hotel which is not far from Malioboro.
- b. my students and I went to Yogyakarta
- c. we visited the temples in Prambanan
- d. we left for Jakarta by Wisata bus

25. When did they go home ?

- a. On Saturday morning
- b. On Thursday evening
- c. On Friday afternoon
- d. On Friday evening

26. Why did they only visit Brahmmana and Syiwa temples?

- a. Because there was no Wisnu temples
- b. Because Wisnu temple was too small
- c. Because Wisnu temple was being repaired
- d. Because Wisnu temple was amazing

Text 7

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

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

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

27. The orientation of the text is ?

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

28. Reorientation in the dialogue is shown by sentence ...

- a. Later the passengers learnt that there was a very important person on board
- b. Earlier somebody told the police that there was a bomb on the plane
- c. Fortunately, they didn't find a bomb
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29. But suddenly it turned round and flew back....

The underlined word refers to ?

- a. Airport
- b. Plane
- c. An air-hostess
- d. Bomb

30. Why did the plane fly back to airport ?

- a. The pilot was afraid of bombs
- b. The pilot forgot about something
- c. The passengers were frightened
- d. Police suspected that there was a bomb on the plane

Text 8

“Joining Marathon”

Last year I joined the Chicago Marathon, my first marathon contest. I had to run 26,2 miles to complete it. It was hard.

At first, I just wanted to get the experience of joining a marathon. I thought it would be one lifetime 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 time. I also experienced a good feeling between participants and the spectators that made me happy. It was a very wonderful thing for me. So I decided that I had to join another marathon the following year.

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"Vacation to Surabaya"

Last holiday, I went to Surabaya with my friend for vacation. We went there on a night bus. When we arrived in Lamongan, the bus stopped at a small restaurant for a rest. I got off the bus to get a cup of ginger tea, and my friend drank some cold lemonade. Then I went to the toilet. It took only a few minutes.

When I came out again, the bus was not there. It had gone! My friend was not there too. Feeling shocked and confused. I asked a waitress about the bus. She said that the bus departed about five minutes ago.

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## DOCUMENTATION







## BIOGRAPHY



**SUCI MELIANIA**, Born in Curup, Rejang Lebong Regency, Bengkulu Province on Wednesday, January 12, 2000. The third child of three siblings, and has one older sister and one older brother from the couple Juarjana and Resminita. She Finished her study at Elementary School at SDN 02 Curup Tengah in Banyumas Village, Rejang Lebong Regency in 2012. In that same year she continued her Study at SMPN 1 Curup Tengah, Sukowati Curup and graduated in 2015 then continued to Senior High School at SMAN 4 Rejang Lebong in 2015 and finished in 2018. In 2018 she continued her study at a state university, to be precise at the State Institute Islamic of Curup (IAIN), Faculty of Tarbiyah, English Tadrif Study Program.

With persistence, high motivation to keep learning and trying. The author has succeeded in doing the final task of this thesis.

Finally, the writer expresses her deepest gratitude for the completion of her thesis entitled "**The Effect Of Concept Oriented Reading Instruction Toward Students' Reading Comprehension**"