IMPROVING STUDENTS' READING SKILL USING QUESTIONING STRATEGIES

(A Classroom Action Research of the Eighth Grade at SMP Negeri 1 Sawit Boyolali in Academic Year 2022/2023)

THESIS

Submitted as A Partial Requirements

for the degree of *Sarjana*

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM

FACULTY OF CULTURES AND LANGUAGES

RADEN MAS SAID STATES ISLAMIC UNIVERSITY OF SURAKARTA

2023

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Assalamu'alaikum Wr.Wb

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    Thank you for attention.

Wassalamu'alaikum Wr.Wb

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RATIFICATION

This is to certify the *Sarjana* thesis entitled "Improving Students' Reading Skill Using Questioning Strategy (A Classroom Action Researchoft the Eighth Grade at SMP Negeri 1 Sawit Boyolali in Academic year 2022/2023)" by Zanuba Aulia Arifah has been aproved by the board of Thesis Examiners as the requirements for the Undergraduate in UIN Raden Mas Said Surakarta.

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DEDICATION

This thesis id dedicated to:

- My beloved parents, Mr. Suharyono and Mrs. Srimuyekti who give me love and support

- My beloved grandfather, Sudjimo

- My beloved brother and sister, Naufal Haidar and Azizah Ashabal

- My love, Mahendra Baskara

- All my friends who always support me

MOTTO

"There is only thing that makes a dream impossible to achive: the fear of failure"

Paulo Coelho

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled " Improving Students' Reading Skill Using Questioning Strategies (A Classroom Action Reserch of the eighth Grade at SMP Negeri 1 Sawit in the Academic Year 2022/2023) " is my real masterpiece. The things out of my masterpiece in the thesis are signed by citation and referred in bibliography.

If later proven that my thesis has discrepacies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, 08 June 2023

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ACKNOWLEDGMENT

Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled " Improving Students' Reading Skill Using Questioning Strategies (A Classroom Action Research of the Eighth Grade at SMP Negeri 1 Sawit Boyolali in Academic Year 2022/2023)". Peace be upon Prophet Muhammad SAW, the great leader and good isnpiration of world revolution.

The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

1. Prof. Dr. H Mudhofir Abdullah, S. Ag., M.Pd as the Rector of the State Islamic University of Surakarta.

2. Prof. Dr. Toto Suharto, S. Ag., as the Dean of Cultures and Languages Faculty in the Raden Mas Said State Islamic University of Surakarta.

3. Wildan Mahir Muttaqin, M.A. TESL., as the Coordinator of English Language Education Study Program

4. Habibi Nur Hidayanto, M.Pd., as the consultant for his precious advices, corrections and help to revise the mistake during the entire process of writing thesis.

5. Prihadi Santoso, S.Pd., as Headmaster of SMP Negeri 1 Sawit who allowed the researcher to conduct the researcher in that school.

6. Mrs. Sttefi, as the English teacher who has helped the researcher conducting this research.

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, 08 June 2023

The researcher,

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ABSTRACT

Zanuba Aulia Arifah. 2023. *Improving Students' Reading Skill Using Questioning Strategies (A Classroom Action Research of the Eighth Grade at SMP Negeri 1 Sawit Boyolali in Academic Year 2022/2023).* Thesis English Language Education Study Program. Faculty Cultures and Language.

This study is to improvement students' reading skill using Questioning Startegies of eighth grade SMP Negeri 1 Sawit in the Academic year 2022/2023. The subject of this research was consisted of 32 students.

The study used a Classroom Action Research. The action research was carried out in two cycles with total 7 meetings. The subject of the research was the students of VIII H. In collecting the qualitative data, the researcher used observation and interview with the teacher. To support quantitative data were obtained from pre-test and post-test scores. The qualitative data were collected trough observation and interviews.

The result of this study showed that the implementation o f the questioning strategies in this study succesful to improve the students' reading skillis indicated by: a) the students actively; b) the students' understand meaning word which is they not understood; c)the students more interactive; d) the students are able to find main idea. Regarding to the research result which taken from test, it could be inferred that there was significant improvements reading skill by implementing questioning strategies. Minimum Mastery Criteria (KKM) in class VIII H is 73. The mean score of Pre-test was 47,65. The mean Post-test cycle 1 was 72 and the mean cycle 2 was 78,96.

Keyword   : Reading Skill, Questioning Strategies

CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is one of the important skills that must be learned by every student from elementary school to university. Levine (2010) there are four skills that must be considered, namely, listening, speaking, reading, and writing. By reading students have good interaction with the text. Reading plays an important role in all subjects. In learning English, reading is a skill that must be learned by students who learn English to get information and knowledge. Brown (2004) says reading is a process of negotiating meaning.

Alderson (2000:3) claims that reading is a relationship between the reader and the text. It can be concluded that reading is the process of getting meaning from the text that has been read by combining information. Reading is a cognitive challenge for readers to engage in text-based conversations with writers . Zare (2013). Reading basically involves many things, not just memorizing written words, but also involves thinking, psycholinguistic, and cognitive activities. Reading is very important for students when learning English. The importance of reading comprehension is to find out information and or new knowledge. Reading skills can help students to understand some English vocabulary that they do not know the meaning of.

Learning outcomes are learning competencies that must be achieved by students in each development. Learning outcomes focus on the competence of students for subjects in educational units. Learning outcomes contain a collection of

competencies and scope of material that is comprehensively arranged in narrative form. In class VIII there wer e learning outcomes, including: 1) students are able to identify recount text about personal experience; 2) students are able to tells events, activities experienced chonologically; 3) students are able to complete the experience summary with sentences taken from the text, with correct spelling and punctuation. Based on the pre-research made in class VIII H of SMPN 1 Sawit, there were student problems encountered. These problems included: a) students have low motivation in reading; b) students have not good reading ability; c) students are passive during the teaching and learning process; d) students did not have enough vocabulary.

Based on the result of the pre-survey, the Minimum Mastery Criteria (KKM) in class VIII H is 73. It was found that most students did reach the Minimum Mastery Criteria (KKM). That was because there were as many as 17 students (53%) in English reading, while the number of students who were not able to reach the Minimum Mastery Criteria (KKM) in English was 15 students (46%). Therefore, it could be concluded that the eight students in SMP Negeri 1 Sawit have limited reading ability. The problems faced by eighth grades at SMP Negeri 1 Sawit were caused by the fact that students have a limited amount of English vocabulary, so they were not able to understand the entire contents of the reading properly.

To overcome the above problems, teachers can strive for effective and interactive learning by using appropriate learning methods. One of the methods used is the uestioning strategy, a learning strategy used by teachers in conveying learning materials to students or vice versa, which is expected to help students easily accept and understand learning materials. Using the questioning strategy, students can build

their knowledge, make them more interactive, stimulate thinking and solve problems. Questioning is a strategy readers use to engage with text. This strategy can be a widely used reading strategy to help students' understanding and not only used as a test tool but also as a medium to monitor student understanding. According to Harvey (2017) said thquestioning strategy is activities most effective if it allows students to be fully involved in the teaching and learning process. Students will be motivated to think in reading teacher learning using a questioning strategy in the teaching process.

Alderson (2001) said that appropriate questions help "teachers and students learn from each other". Questioning strategies can increase student awareness and control student thinking. The questioning strategy will encourage students' thinking to understand the text being read. The questioning strategy is seen as a student-centered strategy. This strategy stimulates students to be curious about what they read. The purpose of this strategy is to find out students' understanding of the contents of the reading through questions. So, the questioning strategy is not only used as a tool to measure students' understanding, but also as a medium to monitor their understanding. Questioning in reading class is important because it encourages students to learn and practice. Questioning is one of the teacher's parameters for the extent to which students understand their reading.

This research has been conducted by considering several previous reaserch. The first, Ana Rizqi (2016). This study aimed to improve students' reading comprehension by the use questioning technique. This research is a classroom action research. Based on this research, it can be concluded that Questioning Strategy is able to improve reading comprehension and students participation at SMA

Muhammadiyah 2 Wuluhan in the academic year 2015/206. The similarity this study is used Questioning strategy to improve students' reading. The difference this study is conducted at senior high school.

The second is a study conducted by Ana Rizqi & Yeni Mardiyana (2016). This study aimed to improve students' reading comprehension by the use questioning technique. This showed that the students were successful in reading comprehension and the study is that Questioning Strategy can improve the second grade students' reading comprehension of SMA Muhammadiyah 2 Jember. The similarity this study is used Questioning strategy to improve students' reading. The difference this study isconducted at senior high school. In this research, the researcher used a Classroom Action Research (CAR).

The third is a study conducted by Rezky Aprina (2016). This research focused how is the implementation of literal reading comprehension through the use self question strategy at the eight grade students of SMP N 2 Pajukukang. The similarity between the previous object research in junior high school. The difference this study is research use self question strategy and usd experimental design.

The last is a study conducted by Faizah Noor (2015). The purpose of this study was to know the emperical evident about effectivenes pre questioning technique on students' reading comprehensionpf descriptive and procedural text. The similarity between the previous study and present study is used questioning on reading. The difference this study is used experimental design. In this research, the researcher used a Classroom Action Research (CAR). The novelty in this reasearch

is improving students'reading using questioning strategy at the eight grade in junior high school.

Based on the explanation above, this study aims to help improve student learning outcomes in English subjects that focus on reading. Therefore, the researcher will conduct classroom action research the title **"Improving Students' Reading using Questioning Strategies (A Classroom Action Research of the Eighth Grade at SMPN 1 Sawit Boyolali in the Academic Year 2022/2023".**

B. Identification of the Problem

Based on the background, the problem is identified as follows

1. Students have low motivation in reading.

2. Students have not good reading ability.

3. Students are passive during the teaching and learning process.

4. Students did not have enough vocabulary.

C. Limitation of the Problem

In this research, the study focuses on improving students' reading skill using questioning strategies *(A Classroom Action Research at the Eight Grade of SMP N 1 Sawit Boyolali in the academic year 2022/2023).* Based on problem identification, this study was limited to knowing the students reading of the eight grade students of SMPN 1 Sawit Boyolali.

D. Formulation of the Problem

Based on the backgorund of the problem, the formulation of this research is as follows: "How can questioning strategy improve students' reading skill at the eight grade of SMPN 1 Sawit Boyolali in the academic year of 2022/2023?"

E. Objectives of the Problem

The objective of this research to improve students' reading skill using questioning strategies at eight grade of SMPN 1 Sawit Boyolali in the academic year of 2022/2023.

F. Benefit of the Study

From this research, researchers hope to provide benefits:

1. Theoretically Benefits

The results of this study are expected to provide alternative information and benefits in the learning process in class.

2. Practically Benefits

a. For teachers, the results of this study are expected to inspire the questioning strategy to inspire students to facilitate reading skills. This strategy is very effective for teachers to help students increase knowledge.

b. For students, the use of the questioning strategy is expected to increase students' understanding, make students understand the contents of the text, increase vocabulary and increase students' motivation to speak.

G. Definition Key of Term

1. Reading

Reading is the process of readers learning something they have read, involving it in an academic context as part of education Grabe (2009). In the classroom, teachers often use text or books as a medium to convey material. Reading will help students find new vocabulary. Reading is an important skill that needs to be mastered by students to help them easily get information and add insight in written form.

2. Teacher Questioning Strategy

The questioning strategy is the most important dimension of learning, by asking the teacher can find out what students know and what they don't know. Harvey (2017) said thquestioning strategy is activities most effective if it allows students to be fully involved in the teaching and learning process. Students will be motivated to think about learning when the teacher uses a questioning strategy in the teaching process.

3. Classroom Action Research (CAR)

Cameron Jones (2013) explains, classroom action research is classroom action research conducted by practitioners with the aim of improving professional practice and understanding well.

CHAPTER II

LITERATURE REVIEW

A. Theoritical Review

1. General Concept of Reading

a. Definition of Reading

Reading is one of the basic language skills that has competencies including, grammar, vocabulary, fluency, accuracy. This element is needed to measure students' ability to read with the right technique. According to Michelle Maxom (2020), reading is one of the keys to language learning skills. Reading strengthens the skills students acquire in speaking, listening and writing. Reading is an active and interactive activity to produce metal words and vocals and understand the contents of the reading text. Defines reading as a process of constructing meaning from written texts (Anderson 2015)

Rivers (2012) reading can be a means of strengthening and expanding one's knowledge of language. Readers can take this information so that it can provide benefits for readers. One of the advantages is students, students can add to their knowledge by reading texts without the help of the teacher because they can interpret the meaning of the reading itself.

Reading is one of the important skills that must be mastered by students. In addition, reading is a complex process in which readers interpret the meaning of material and comprehension skills to improve quality in the

reading process. It is necessary to get the information contained in the text. Brown (2004) says reading is a process of negotiating meaning.

According to Nunan (2003: 68) reading is a fluent proccess combine information from a text and their own background knowledge to build meaning. Reading is referred to as the process of decoding certain written systems into language or the process of obtaining meaning from written material. Reading is a fun activity when done effectively. Students must read a lot in order to add information and knowledge. Harmer said that "Reading is useful for the purpose of clothes: any exposure to English (giving students more or less understanding) is a thing that goes up for students' language.

b. Assesment of Reading

Alderson (2000) There are several techniques for test that can be used by teachers as follows:

1. Integrative Test

    This test is designed to get a more general idea of how well students read texts.

2. The Cloze Test

    The cloze test is a form of language test to measure various student abilities, in the form of reading ability and mastery of students' language components.

3. Multiple-Choice Techniques

Techniques commonly used by teachers in assessing reading comprehension. Students choose the correct answer from several possible answers given.

4. Matching Technique

The technique allows students to match the two components.

5. Dichotomous Techniques

This technique allows the examiner to choose two possible answers given, namely true or false.

6. Short-Answer

Techniques created by asking questions that require a few words in response. This technique is used to see whether students really understand the information from the text.

7. The Summary Test

This technique allows students to summarize the main idea of each paragraph. There are various ways to assess students' reading ability. In teaching reading, the assessment aims to determine the extent to which students understand the text.

Assessing or testing is very important to know the ability of students and also measure potential in the lesson. Teacher not only using one or two

techniques in term of testing students in reading skill. But also prefers to consider several options of test, it has purpose to measurements of several aspects on language abilities.

c. The Purpose of Reading

Grabe William and L. Fedrika (2002) have categories of reading purpose:

1. Reading to search for simple information

Reading to search for simple information is a general reading ability. It is often used in reading assignments, which are perhaps best seen as a type of reading ability.

2. Reading to skim quickly

Reading to skim quickly is a common part of many reading assignments and a useful skill in its own right. This involves a strategy of guessing what is important in the text, and then applying basic reading comprehension skills to segments of the text until a general idea is formed.

3. Reading to learn from text

Reading to learn from text usually occurs in academic and professional contexts where a person needs to learn a lot of information from a text, requiring the ability to remember the main ideas.

4. Reading to integrate information

Reading to integrate information requires additional decisions about the relative importance of complementarity, mutually supporting

conflicting information and accommodating information from multiple sources.

5. Reading to write and reading to critique text

Reading to write and reading to critique text and reading to write are variants of reading assignments to integrate information. Both require the ability to compose, select, and critique information from a text.

6. Reading for general comprehension

Reading for general comprehension, if done fluently, requires very fast and automatic processing.

In reading there is a purpose as above. However, reading is used to understand all the information in the reading text, to develop the intellectual knowledge that the reader has. In addition, reading can be beneficial for life.

Rivers and Temperly (2012) suggest there are seven purpose in reading:

a. To obtain information for a purpose.

b. To get instructions about how to do something.

c. Not in the game, playing games, doing puzzles.

d. To get in touch with friends through correspondence or to understand business letters.

e. To know when or where something happened.

f. To find out what happened or has happened (reported in newspapers or magazines).

g. For fun or excitement.

Reading used for various activities, one of which is playing games. There are many reading purposes according to the needs needed. The main goal in reading is to understand all the information contained in the reading text.

d. The Criteria of Reading

According to Brown (2003:206) there are some criteria that are commonly used in measure students reading skill, they are:

a. Main idea

b. Expression/ idiom/ phrases in context

c. Inference

d. Grammatical features

e. Detail

f. Exluding facts not written

g. Supporting ideas

h. Vocabulary in context

Based on some of the criteria above, reading is a complex activity that aims to understand and get information from text or reading. Reading has a relationship with the main idea, expression, inference, grammatical, detail, supporting ideas, vocabulary.

e. Aspect Reading

According to Mahfoodh (2007:1), there are five aspects of reading comprehension:

1. Identifying Main Idea Basically

Basically, the main idea refers to important information that tells you more about the overall idea of a paragraph or text. The main idea is an important part of the text because it tells the text. The main idea is usually at the beginning of the sentence.

2. Finding Specific Information

Supporting sentences or specific information is developing the topic sentence by providing definitions, examples, facts, events, comparisons, analogies, causes and effects, statistics and quotes.

3. Making Inferences

Inference is the output of the interaction between knowledge readers and information in the text.

4. Determining References

Reference is the relationship obtained between the expression and the expression used by the speaker. Reference can also be interpreted as a word or phrase that is used before or after the reference in the text.

5. Understanding Vocabulary

Vocabulary is all the words contained in a language. The ability to determine the meaning of a vocabulary item from context is one of its most

important aspects. By mastering a lot of vocabulary, the more vocabulary you have.

In learning English in reading there are five important aspects that must be understood by students, aiming to be able to get the best results in learning reading.

f. Strategies of Reading

Grellet (2010) four kinds of reading strategies:

1. Skimming

    Skimming is a reading activity to collect important information in a shorter time. The skimming technique can be used to read reviews like a magazine, by reading the important parts and leaving out the unnecessary.

2. Scanning

    Scanning is used to find specific information such as reading class schedules. This method is a technique used when you need specific information quickly.

3. Intensive Reading

    Intensive reading is the most time-consuming reading technique. This technique aims to store detailed and long-term information. Intensive reading is used in shorter texts.

4. Extensive Reading

Extensive reading is reading the entire content of the reading with a long text in the shortest possible time to understand the contents of the reading. Done for fun or to gather information so that reading is more relaxed.

The conclusion of the text above, among other things, skimming is fast reading which aims to get the gist of the text. Scanning is searching for information accurately through text. Intensive reading is reading short texts. Extensive reading is reading a long text to get the main idea.

2. Teacher Questioning Strategy

a. Definition of Questioning Strategy

Teacher questioning is one of the most common techniques used by teachers and is used by teachers to control classroom interactions. McNaughton & Williams (2015) said that questions is an excellent way and learning technique that is relevant to most learning experiences, especially for young learners. According to Ma (2018), the teacher's questioning has always been the most commonly observed phenomenon in class, one of the most frequently used tools by some teachers. Questioning is one of the active procedures in teaching, it is one way of teaching behavior through teacher-student interaction, checking to learn, stimulating thinking, reinforcing knowledge, and achieving teaching goals.

Guest (2016) says that "Questioning Strategy is an important tool for expanding student learning and can help teachers to develop their own

questioning strategies aimed at improving student work and thinking". Questioning is an effective stimulus that encourages students' ability to think and express answers according to the questions that have been given by the teacher.

Questions are one technique commonly used by teachers. Questions serve as a way for the teacher to control class interaction. Few places have been investigated, teachers tend to ask questions. In some classes more than half of the time is spent asking questions and exchanging answers (Richards & Lockhart 2015).

Teacher Questioning is a good interaction process carried out by teachers and students during teaching and learning. McNaughton & Williams (2015) said that asking questions is a good way and teaching technique that is relevant to most experiences, especially for young learners. So, questioning is a process to improve the quality of learning. Through questioning the teacher is able to detect barriers to students' thinking processes.

Sulo (2015). Structured questions posed by the teacher in an appropriate way will help:

a. Increasing student participation in the learning process.

b. Create students' interest and curiosity about something being discussed.

c. Improving students' way of thinking and active learning students.

d. Guiding students' thinking processes.

e. Become the center of student attention on the material being discussed in classroom.

The teacher uses questions to stimulate thinking about concepts and challenges students to push them to a higher level of thinking according to the learning material. Questioning serves to develop student interest in a topic and motivates students to become involved in the lesson.The teacher uses questions to stimulate thinking about concepts and challenges students to push them to a higher level of thinking according to the learning material. Questioning serves to develop student interest in a topic and motivates students to become involved in the lesson.

b. The Function of Teacher Questioning Strategies

Chaudron (2015) Teacher questions are considered important because they have the potential "to facilitate correct and meaningful target language products or content" to facilitate target language products or content that are meaningfully related to student responses. Teacher questions are a method commonly used by teachers in class. Questions are used to evaluate students' knowledge and understanding of the subject matter. Questions can help identify important content in a subject. Questions can be used to control students' social behavior. Questions are a motivator for students to be active and interactive in class. Weiss and Pasley (2018) said teacher questions are very important in helping students make connections and learn concepts. Effective questioning monitors students' understanding of new ideas and encourages students to think higher.

According to Donald & Eggen (2018), there are several teacher questioning functions:

a. Diagnostic teacher questions are used to diagnose what students know and how students think about certain materials or topics.

b. Instructional teacher questions that can help students to learn new information in the learning process.

c. Motivational motivation functions as a tool to involve students actively involved in class interactions and encourage their thinking.

Richard and Lockhart (2018) provide several reasons why questions are widely used by teachers. First, questions stimulate and maintain student interest. Second, questions encourage students to think and focus on learning. Third, questions allow the teacher to clarify what students are saying. Fourth, questions allow the teacher to obtain vocabulary structures. Fifth, the teacher's questions make it possible to check student understanding. Sixth, questions encourage students to engage in learning interactions.

c. Types of Questioning Strategy

The questioning strategy makes it easier to apply various methods of teaching techniques. There are many kinds of questioning strategies to help students engage in the teaching and learning process. According to P.E Blosser (2017), the types of questions are: a) Managerial, questions that keep the class going. b) Rhetorical. Questions are used to emphasize a point to

reinforce an idea or question. c) Closed, questions are used to encourage student discussion.

According to Richard and Lockhart (2020) there are three types of questions:

1. Procedural Questions

This question does not focus on the material. Procedural questions related to class procedures or class management routines. In this question students can answer using short answers like yes or no.

2. Convergent Questions

Students can answer questions based on the material that has been explained. This question can encourage students to answer questions and remember based on the material. Convergent questions involve students staying focused on material that has been learned that has been explained or conveyed by the teacher and focuses on remembering previous informations.

3. Divergent Questions

Questions can encourage students to answer questions in higher order thinking. This question encourages students to answer questions based on experience, knowledge and information, so students can answer questions with more complex and long answers.

Wajnryb (2017) has another category regarding types of teacher questions as follows:

1. Yes/No Questions

This type is a question that can only be answered with "yes" or "no". For example: "Do you know this address?"

2. Short answer or retrieval style questions

This type is a type of question that requires a short response from the person being asked. For example: "What did he say about my shoes?"

3. Open ended

This type of question is one that will improve more languages. For example: "What food do you like? why?"

4. Display Questions

Questions that ask for information that the asker already has and already knows. For example: "What color is this book?"

5. Referential Questions

Referential questions are questions that ask for new information. For example: "What did you learn at the university?"

From the explanation of the teacher's question types above, the researcher can conclude that the selection of asking strategies used by the teacher can use questions based on the classification of student needs.

Based on several types of teacher questions according to several theories. Teacher questioning can be used when teaching and learning takes place. Teachers must use questions that are appropriate to students

and class conditions so that teaching and learning is more effective and easy to understand.

3. **Classroom Action Research (CAR)**

   a. **Definition of Classroom action Research (CAR)**

   Classroom action research is systematic research on classroom learning practices with the aim of improving or increasing the quality of the teaching and learning process. According to Cameron Jones (2013) explains, classroom action research is classroom action research conducted by practitioners with the aim of improving professional practice and understanding well. Classroom action research aims to improve and improve professional teacher services in handling the learning process. Classroom action research is widely used in professional contexts such as assessment, mentoring and self-assessment Ferguson (2011:8-9).The purpose of classroom action research is achieved by reflecting on feelings, trying alternative systematic actions to solve learning problems in class. In classroom action research there is a series of research activities in the form of a series of cycles, at the end of each cycle a new cycle of improvement results will be formed. Classroom action research used pre-test and post-test. Classroom action research is carried out through a cyclical process consisting of four stages; plan, action, observation, reflectionn.

   b. **Characteristics of Classroom Action Research**

   There are several characteristics that are common to all types of action research including Lodico, et.al., (2006: 290-291):

1. Classroom action research is carried out in an educational environment.

2. Research involves collaboration with other educators and people involved in the educational process.

3. This research focuses on taking action to improve educational practice.

4. The research is ongoing and includes several waves of data collection, reflection and action.

c. Step Classroom Action Research

In classroom action research not only looks for the causes of learning problems but researchers provide alternative solutions or solutions to the problems encountered through action to improve the results of the quality of teaching and learning. There are three important things in classroom action research, namely as follows:

1. Classroom action research involves the active role of teachers and students.

2. Reflection, assessment or evaluation activities carried out based on valid theoretical considerations to carry out corrective actions in an effort to solve problems.

3. Corrective actions are carried out practically.

In the classroom action research there are cycles, each cycle there are four stages:

1. Planning

In this plan, the researcher develops a critical plan to fix the problems that exist in the classroom. In this stage, do problem analysis, prepare plans and prepare learning resources.

2. Action

At the action stage, researchers carry out actions according to the plans that have been prepared and planned.

3. Observation

At the observation stage, the researcher carried out the action when the research was carried out. The research was carried out by recording every event that took place during the teaching and learning process.

4. Reflection

At the reflection stage, the researcher evaluates the actions that have been taken, then the research provides an evaluation of lesson plans, students problems, etc. to improve learning activities in the next cycle.

B. Previous Study

In conducting the research, the researcher found a previous study related to teachers' questioning strategy. The first research has been conducted by Annisa (2021), entitled "The Impact of Que stioning Strategy for Enhancing Eleventh-Grades Reading Comprehension in English". The objective of this study is to find

out the impact of using strategy questioning to improve students' reading comprehension in eleventh grade. The similarity between the previous study and the present study is questioning strategy for teaching reading. The difference between the previous study and the present study is the use of experimental design. In this research, the researchers used Classroom Action Research (CAR).

The second is a study conducted by Ana Rizqi & Yeni Mardiyana (2016) "The Use Questioning Strategy to Improve Students' Reading Comprehension". This study aimed to improve students' reading comprehension by the use questioning technique. The similarity between the previous study and present study is used Questioning strategy to improve students' reading. The difference between previous study and present study this study conducted at senior high school. In this research, the researcher used a Classroom Action Research (CAR).

The third is a study conducted by Rezky Aprina (2016) "The Use of Self Question Strategy to Improve Students Reading Comprehension". This research focused of how is the implementation of literal reading comprehension through the use self question strategy at the eight grade students of SMP N 2 Pajukukang. The similarity between the previous object research in junior high school. The difference between the previous study and present study is research use self question strategy and usd experimental design.

The last is a study conducted by Faizah Noor (2015) "The Effectiveness of Using Pre-Questioning Techqnique on Students' Reading Comprehension of Descriptive and Procedural Text". The purpose of this study was to know the emperical evident about effectivenes pre questioning technique on students' reading

comprehensionpf descriptive and procedural text. The similarity between the previous study and present study is used questioning on reading. The difference between previous study and present study are used experimental design. In this research, the researcher used a Classroom Action Research (CAR).

Table 2.1 Comparison of Previous Study with Curren Research

No	Name Researcher	Title	Similarity	Difference
1.	Annisa (2021)	The Impact of Questioning Strategy for Ennhancing Eleventh-Graders' Reading Comprehension in English	Used Questioning strategy for teaching reading	Experimental design
2.	Ana Rizqi & Yeni Mardiyana (2016)	The Use Questioning Strategy to Improve Students' Reading Comprehension	Used Questioning strategy to improve students' reading	Object at senior high school
3.	Rezky Aprina (2016)	The Use of Self Questions Strategy to Improve Students Reading Comprehension	Object reaserch at junior high school	Experimental design
4.	Faizah Noor (2015)	The Effectiveness of Using Pre-Questioning Techqnique on Students' Reading Comprehension of Deskriptive and Procedural Text	Used Classroom Action Research (CAR)	Experimental Design

C. Rationale

Reading is one of the important skills that must be learned by every student. By reading, students have good interaction with the text. Reading plays an important

role in all subjects. In learning English, reading is a skill that must be learned by students who learn English to get information and knowledge.

Based on observations, there are some students who have difficulties learning reading. There are several problems with students, namely: (a). low interest in reading students when given a long text and reading is not interesting for students; (b). the provision of learning materials carried out by the teacher is still conventional, so monotonous learning makes students feel bored and bored; (c). passive students during the teaching and learning process takes place; (d). students do not understand what the teacher explains; (e). lack of vocabulary in students, so make students work hard to translate words in text sentences.

In connection with this problem, researchers strive for effective and interactive learning by using appropriate learning methods. One of the methods used is the questioning strategy. This strategy can be a widely used reading strategy to help students' understanding and not only used as a test tool but also as a medium to monitor student understanding. Questioning strategies can increase student awareness and control student thinking. The questioning strategy will encourage students' thinking to understand the text being read. The questioning strategy is seen as a student-centered strategy. This strategy stimulates students to be curious about what they read. The purpose of this strategy is to find out students' understanding of the contents of the reading through questions. So, the questioning strategy is not only used as a tool to measure students' understanding, but also as a medium to monitor their understanding. Questioning in reading class is important because it encourages

students to learn and practice. Questioning is one of the teacher's parameters for the extent to which students understand their reading.

D. Action Hypothesis

In this action hypothesis of this classroom action research is stated as follow: Questioning strategy can improve students' reading skill.

CHAPTER III

RESEARCH METHODOLOGY

A. Variable and Operational of Variable Research

This chapter the researcher discusses about the method used conduct this research. The chapter consist eight sub chapter. There are variable and operational, research setting, subject and object of the research, action plan, technique collecting data, technique of collecting instrument, technique of analyzing the data and indicators of success.

1. Variables

There are two kinds of variables in this study, namely: independent variables and dependent variables. The independent variable (X) is a variable that influences other variables. The dependent variable is a variable that can be influenced by the independent variables. The variables examined in this study are:

1. The independent variable in this study is the questioning strategy (X).

2. The dependent variable is students' reading skill (Y).

2. Operational of Variables

The operational variables of the researcher are as follows:

1) Independent Variable (X)

The independent variable in this study is the questioning strategy. Questioning strategy is a learning strategy that is used by teachers in conveying learning materials to students or vice versa. It is hoped that this strategy can help students easily accept and understand reading learning materials.

2) Dependent Variable (Y)

  The dependent variable is students' reading skill, which is the process by which the reader gets the message conveyed by the author, with the aim of understanding the content of the text he is reading.

B. Research Setting

  This research was conducted in one of the junior high schools. SMPN 1 Sawit Boyolali. The location of school is in Kateguhan, Sawit, Boyolali. English is a compulsory subject.

1. Place of the research

  This research was conducted at SMPN 1 Sawit Boyolali academic year 2022/2023. Which is located in Sawit, Boyolali, Jawa Tengah. There are adequate school facilities and infrastructure such as classrooms, administration rooms, laboratories, art rooms, halls, mosques, teacher rooms, school health, libraries, and schoolyard. There are some facilities at SMPN 1 Sawit Boyolali that support teaching learning process. Language lab located near the hall. This school also provides internet connection for all students and teachers.

2. Time of the research

  This research has been conducted from Dec 15th , 2022 until Mey 15th, 2023

3.1 Table of Time Schedule of Research

Activity	Month					
	Des 2022	Jan 2023	Feb 2023	Mar 2023	Apr 2023	May 2023
Proposal writing	▓	▓	▓			
Proposal seminar				▓		
Research data collection					▓	

Report writing					▓	
Thesis examination						▓

C. Subject and Object of the Research

The sample is the number and characteristics possessed by the population. The type of sample taken in this study used a purposive sampling technique, where the sampling focused on the research objectives. According to Sugiyono (2013: 117) purposive sampling is a data sampling technique with certain considerations. The researcher chose a class sample whose motivation to learn reading in English was still low.

The subjects of this research is students of eight grade class VIII H SMPN 1 Sawit. Researchers decided to conduct the 2022/2023 academic year at SMPN 1 Sawit Boyolali. The subjects of this study is students of eight grade in class VIII H with a total of 32 students, 18 female and 14 male.

Table 3.2 Data of Students of VIII H

Class	Male	Female	Total
VIII H	14	18	32

D. Action Plan

This research used classroom action research (CAR). Action research investigates practical problems with the aim of developing solutions to a problem. With a practical design that is applied, it will make it easier for researchers to solve problems that occur so that they can achieve the expected goals. According to

Kemmis and McTaggart (2010), action research is dynamic. The process consists of four phases, such as planning, action, observation and reflection. This research activity met four times with the following stages:

Figure 3.1 Cyclical Classroom Action Research by Kemmis and Mc Taggart

1. Planning

Planning is the first stage that must be carried out by researchers. At this stage, the researcher observed the class, student conditions, learning methods and identified student problems and difficulties. Then, the researcher designed a lesson plan, prepared a questioning strategy, prepared materials, media and determined success criteria.

2. Action

This stage is the implementation of the use of questioning strategies that will be applied during the learning process. Researchers conducted two cycles; each

cycle consists of four meetings and each meeting is 40 minutes of learning hours. In the action stage, the researcher carried out 3 stages of learning activities, namely, pre-activity,-while activity and the last post-activity.

3. Observation

At this stage, the researcher observes all learning activities of the situation, teacher's performance and student responses that take place in class. Researchers collect data using a recorder and record during the learning process. At the end of the lesson, the researcher will give tests to students to measure their understanding of the material that students have just learned.

5. Reflecting

After collecting data, the researcher will evaluate the teaching and learning process, then reflect by looking at the results of observations on whether the teaching and learning process for students using questioning strategies is well applied during the teaching and learning process at SMPN 1 Sawit or not. This research is declared successful if there is an increase in students' reading. The results of the first cycle reflection will help in the next cycle.

E. Techniques of Collecting Data

Data In this classroom action research, data collection techniques use qualitative and quantitative techniques. The explanation is as follows:

1. Observations

   Observation is the process of collecting data. In observation, the researcher not only observes what is seen, but also everything that happens in the teaching and learning process. The activities in teaching learning are observed by the collaborators and researcher. This observation is applied to find out the activities of students and teachers teaching English in improving students' reading. The results of the observations will be presented in the form of field notes.

2. Interview

   The interview is an activity that involves the interviewer and the interviewee where the interviewer will ask several questions to the interviewer, which aims to obtain information about the teaching and learning process, difficulties and problems faced by students and teachers.

3. Test

   The test is a tool to measure a person's performance. The test usually consists of two kinds; pre-test and post-test. The researcher used the test to get the results and to know the level of students' reading ability.

4. Documentation

   Documentation is a collection of various relevant documents. The documentation method aims to obtain accurate evidence regarding the research object to be presented, documents can be written or printed. Documentation in the lesson plan.

F. **Research Instrument**

The researcher used many instruments to collect the data in this research. They are observation, test, and documentation. Every method is explain below:

1. Observations

Observation is used to collect information about everything that happens in the teaching and learning process by noting important things at the research location. In this study, researchers will arrange observations for research; the researcher is looking for information related to the reading ability of class VIII H students.

2. Reading test

In this study, the test used in the study was the reading test. The test consists of two kinds of tests, namely; Pre-test and Post-test. In the pre-test, the researcher gave an initial test to find out how far the students' reading ability was before giving treatment. This test is conducted to determine readiness in learning. The post-test was carried out after the treatment, which aims to find out whether students understand what material has been given. The post test is also to ascertain whether questioning strategies can improve students' reading skills. Minimum Mastery Criteria (KKM) in class VIII H is 73.

3. Documentation

Documentation is a method that is carried out by obtaining accurate and relevant evidence. The documentation method aims to obtain accurate evidence

regarding the research object to be presented. Documents can be written or printed. Documentation in the lesson plan

G. Techniques of Analyzing

Data Data analysis techniques in class action research were carried out using qualitative and quantitative techniques. Analysis of student learning outcomes was taken from the average pre-test and post-test scores in the first and second cycles. The data will be analyzed by taking the average pre-test and post-test scores, which will be matched with the minimum standard for class VIII, namely 73. Then, the researcher compares the pre-test and post-test scores.

Data from the pre-test and post-test scores will be analyzed using the quantitative method with the formula from Arikunto (2010:15). In analyzing the data researcher, the mean was calculated by applying the following formula:

$$X = \frac{\sum n}{n} \qquad\qquad Y = \frac{\sum y}{n}$$

Notes:

X : Mean of pre-test scores

Y : Mean of post-test scores

n : Number of the data

$\sum x$: The sum of pre-test score

$\sum y$: The sum of post-test score

After calculating the data, the researcher determines the qualifications of student achievement based on the average score obtained. The purpose of qualifying students

is to find out whether the questioning strategy can increase understanding of reading skills.

H. Indicators of Success

Indicators are needed to determine success in the teaching and learning process. To find out the data, a test will be carried out by taking the average score of the pre-test and post-test. After the results are in accordance with the minimum standards of reading comprehension in class VIII H. This research is successful or complete if 70% of students get a minimum score of 73. In addition, 70% of students are active in the learning process.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings

This research discusses the result of the research. In this research is improving reading skill using questioning strategy at the VIII H of SMP Negeri 1 Sawit Boyolali academic year 2022/2023. This research was conduct on Oct, 15th 2022 until May, 15th 2023. Before implementing the action, researcher used three instruments to gather the data: pre-observation, pre-interview, and pre-test. The finding descriptions of the data as follow:

1. Pre-Research

In pre-research, before implementing the classroom action research researcher conducted observation of improving reading skill using questioning strategy. It was held on Monday Oct 15t,h 2022**.** Observations were made in order to obtain data and find out the conditions before implementing the questioning strategy in reading learning. Beside, it was to identify the problems on teaching learning English. Based on the observation result, the VIII H class showed they are passive students during the teaching and learning process takes place because some student do not understand and teacher explain the material used conventional method. After observation, researcher conducted interview the teacher. Based on the interview the teacher, researcher get the data some students low interest in reading when given a long text and lack of vocabulary. Pre-research was conducted

in three activities: observation the teaching learning process, interview the teacher and pre-test.

2. Pre-Test

The test was conducted on Monday Apr 27th ,2023 at 07.15 until 07.55. Before doing the actions, the researcher gave a pre-test to know the ability of reading skill. Pre-test was given to the students to be finished individually. Test consist essay 10 items. The students pre-test result can be seen on the table below:

Table 4.1. The Students Reading Pre-Test Score

No.	Students Name	Score Post-Test 1	Passing Grade	Category
1.	DYA	55	73	Incomplete
2.	EEA	45	73	Incomplete
3.	FC	75	73	Complete
4.	GBM	60	73	Incomplete
5.	IB	60	73	Incomplete
6.	IRW	60	73	Incomplete
7.	KAM	55	73	Incomplete
8.	KKP	50	73	Incomplete
9.	KAP	55	73	Incomplete
10.	KIS	30	73	Incomplete
11.	KNP	25	73	Incomplete
12.	LAA	50	73	Incomplete
13.	LWN	55	73	Incomplete
14.	MA	30	73	Incomplete
15.	MSF	50	73	Incomplete
16.	NMA	65	73	Incomplete
17.	NAK	80	73	Complete
18.	RAS	65	73	Incomplete
19.	SZS	40	73	Incomplete
20.	SAF	20	73	Incomplete
21.	SAG	45	73	Incomplete
22.	TK	40	73	Incomplete
23.	TWA	30	73	Incmplete
24.	VA	65	73	Incomplete
25.	VPN	40	73	Incomplete
26.	VP	45	73	Incomplete
27.	VAP	40	73	Incomplete

28.	WAS	20	73	Incomplete
29.	ZKA	50	73	Incomplete
30.	ZAR	50	73	Incomplete
31.	ZC	55	73	Incomplete
32.	ZF	20	73	Incomplete
	Total	**1.525**		
	Mean	**47,65**		
	High Score	**80**		
	Low Score	**20**		

Table 4.2. The Frequency of Students' Score in Pre-Test

Grade	Frequencies	Percentage	Category
>73	2	6%	Complete
<73	30	93%	Incomplete
Total	32	100%	

Based in the result of pre-test of this research, Based in the result of pre-test of this research, it could be inferred that 30 students (93%) were not successful and 2 students (6%) success. The data showed that the minimum mastery criteria is 73. Mean score of pre-test was 47,65. The successful students were fewer than those unsiccesful students, so the result was unsatisfied. Therefore, researcher used questioning strategy in learning reading to improve students reading skill.

3. Research Implementation

In the first cycle classroom action research was conducted on 27th March until 4th Apr 2023, at the VIII H. It conducted in two cycle. The action in each cycle were conducted about three meetings, two meetings for action and one for post-test in each meetings took 2x40 minutes. In this cycle there a step: 1) planning; 2) action; 3) observation; 4) reflection. The description of each cycle was presented in the following:

1. Implementation of Cycle 1

a. Planning

In this planning, researcher prepared the material about reading and making lesson plan that consist three activities, they are: opening, main activity, and closing. Having identified the problem faced by students toward reading skill, the researcher implemented her research to improve reading skill using questioning strategy. The material to be delivered is recount text. Material recount text in reading was chosen based on the syllabus in curriculum SMP Negeri 1 Sawit.

b. Action and Observation

The action, researcher implemeted the teaching learning process based on the lesson plan had been made. The researcher conducted two cycles, in each cycles there were these two meetings and one for post-test.

1. First Meeting

The first meeting was conducted on Tuesday Apr, 28th 2023. This class started at 07.30 a.m until 08.00 a.m. The teacher follows the lesson plan that have been made. The first meeting was started by greeting, praying, and checking the attandance of students. In the beginning, the teacher introduce self and introduce procedure of the method learning process. Before the teacher started the lesson, she asked to the students about recount recount text. The teacher questions, *"Do you like to reading?"*, some students said *"No miss", "Yes miss", I like reading"* and then the

teacher question *"Does anyone know, what is recount text?"*. Students did not know about recount text. The teacher called another students and asked her to help preparing the LCD monitor. Then the teacher conveys the learning objectives to be achived. Then, teacher explain material with showed a slide show about definition, generic structure, types, language features, and examples recount text.
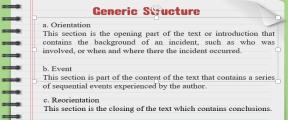
After the teacher explain material, the teacher asked students to make sure that the students received the material well. After the teacher delivered the material, the teacher asked *"After looking at this power point, you have known a recount text, generic structure, types, language features and examples. An so actually, what is recount text. How many types of recount text are there? and what are their purpose?"*. The students did not answer the question, so the teacher re-explained the material using Indonesian. Then, the some students answer in Indonesia. The students answer *"teks yang menceritakan kejadian lampau atau yang sudah terjadi"*. Then the teacher give examples recount text. Teacher asked *"What is topic of the text and what is main idea in the first paragraph?"*.

After the students clearly understand about recount text, the teacher make conclusion. The teacher gave motivation and information to the students about activities next meeting. Then, teacher closed learning by praying together.

Figure 4.1 Teaching Learning Process

Event

- Lisa and her friends had lunch together.
- Then, Lisa and her friends playing at the beach.

Reorientation

They were very happy

Types of Recount Text

➤ **Personal recount**
  These usually retell an event that the writer was personally involved in.
➤ **Factual recount**
  Recording an incident.
➤ **Imaginative recount**
  Writing an imaginary role and giving details of events.

"Language Features"

Introducing Personal Participants: I, My Family

Chronological Connection: First, second, then, next,etc

Action Verb: Looked, moved, ate, played

Conjunction: After that, then, next

Simple Past Tense: Went, saw, bought, walked

Linking Verb: was, were, saw, could

Adverb of Time: Last week, 2 years ago, 5 month

Figure 4.2 Material in Learning Process

2. Second Meeting

The second me The meeting was conducted on Monday Apr, 3ʳᵈ 2023 at 07.55 a.m until 08.35 a.m. The meeting was started by prayer together and then, checking the attendance students one by one. Before started the lesson, teacher review the prior last material and told the students about the activities that day. Before teacher give the text, she question the students "*Kemarin habis liburan darii Bali ya*?", students answer "*yes miss*". The activity continous by giving the text. The teacher ask experiences the students "*What do you think after seeing the barong dance in Bali?*"and students said "*Tariannya bagus miss*". Then, the teacher continous lesson. The students read of the text for 10 minutes, after that students analysis the main idea, generic structure, and language features contained in the text with 1 friend. After finished the activity they submitted their works to teacher. Then, the teacher and students discuss the text together. The teacher asked "*After reading the text what is the text talking about?, What is the best title for text?, What main idea in second paragraph?,What are the writer activities while in Bali?*". The teacher

concluded the lesson today, then the teacher asking question to students *"What have we learn today?"*. The teacher informs the students that the next meeting will be held a post test and provides motivation to students learn to prepare for the test. teacher closed learning by praying together.

Holiday in Bali

When I was 2nd grade of senior high school, my friends and I went to Bali. We were there for three days. I had many impressive experiences during the vacation.

First day, we visited Sanur Beach in the morning. We saw the beautiful sunrise together. It was a great scenery. Then, we checked in to the hotel. After prepared our selves, we went to Tanah Lot. We met so many other tourists there. They were not only domestic but also foreign tourists. Second day, we enjoyed the day on Tanjung Benoa beach. We played so many water sports such as banana boat, jetsky, speedboat etc. We also went to Penyu island to see many unique animals. They were turtles, snakes, and sea birds. We were very happy. In the afternoon, we went to Kuta Beach to see the amazing sunset and enjoyed the beautiful wave. The last day, we spent our time in Sangeh. We could enjoy the green and shady forest. There were so many monkies. They were so tame but sometimes they could be naughty. We could make a close interaction with them. After that, we went to Sukowati market for shopping. That was my lovely time. I bought some Bali T-Shirt and souvenirs.

In the evening, we had to check out from the hotel. We went back home bringing so many amazing memories of Bali.

Figure 4.3 Teaching Learning Process

3. Third Meeting

The third meeting was conducted on Tuesday Apr, 4th 2023 at 08.35 a.m until 09.15 a.m. The meeting was srarted by prayer together and then, checking the attendance. After the treatment, the teacher gave a post-test cycle I. Kinds of the test were essay test which consist of 10 items. They were given thirty minutes to finish the test. Post-test was conducted to find out whether students understood and understood the recount text material that was explained at meetings first and second. The researcher presented a table students score below:

Table 4.3. The Students Reading Post-Test 1 Score

No.	Students Name	Score Post-Test 1	Passing Grade	Category
1.	DYA	70	73	Incomplete
2.	EEA	50	73	Incomplete
3.	FC	0	73	Incomplete
4.	GBM	80	73	Complete
5.	IB	90	73	Complete
6.	IRW	70	73	Incomplete
7.	KAM	80	73	Complete
8.	KKP	70	73	Incomplete
9.	KAP	80	73	Complete
10.	KIS	80	73	Complete
11.	KNP	90	73	Complete
12.	LAA	70	73	Incomplete
13.	LWN	70	73	Incomplete
14.	MA	60	73	Incomplete
15.	MSF	90	73	Complete
16.	NMA	70	73	Incomplete
17.	NAK	90	73	Complete
18.	RAS	0	73	Complete
19.	SZS	90	73	Complete
20.	SAF	80	73	Complete
21.	SAG	90	73	Complete
22.	TK	90	73	Complete
23.	TWA	0	73	Complete
24.	VA	90	73	Complete
25.	VPN	90	73	Complete
26.	VP	70	73	Incomplete
27.	VAP	80	73	Complete
28.	WAS	50	73	Incomplete
29.	ZKA	70	73	Incomplete
30.	ZAR	70	73	Incomplete
31.	ZC	90	73	Complete
32.	ZF	0	73	Incomplete
	Total	**2.170**		
	Mean	**67,81**		
	High Score	**90**		
	Low Score	**50**		

Table 4.4. The Frequency of Students' Score in Post-Test 1

Grade	Frequencies	Percentage	Category
>73	18	56%	Complete
<73	14	43%	Incomplete
Total	32	100%	

After gave two treatment by using questioning strategy in teaching reading, there were some students who got increasing in scores and also there were some improvements of total scores of all students.The result post-test of this research, it could be inferred that 14 students (43 %) were not successful and 18 students (56%) success. The data showed that the Minimum Mastery Criteria (KKM) is 73. The successful students more than those unsuccesful students, so the result the post-test was increase. The mean score of the pre-test was 67,81, so that reseracher had to continue the research into cycle 2.

c. Reflection

In this post test cycle 1 there were significant improvements for reading. The data shows for reading 13 students were not successful and 16 students success. The teaching learning process cycle 1 is done well. The students have significant improvements score they get from pre-test and post-test. In the first meeting the students looked that they felt awkward, but teacher made a atmosphere more fun so that students are not awkward. The some students difficulties understanding text. There were changes in the teaching learning process and students reading after implemented questioning strategy. Before used questioning strategy, the students were not active and not answer

questions from the teacher. They were also not brave enough to ask the teacher when they found any difficulties. Students lack vocabulary and do not understanding the text, so they are confused about reading the recount text.

After impelementation, the students were more active to answer any questions, even though using Indonesian. The use questioning strategy was also successful in improving the interaction between the teacher and students, the impelemntation questioning strategies in the cycle 1 conducted well. The students confident enough to answer the questions. It is necessary to increase the activeness of students in asking questions to the teacher so that students can better understand the material presented and increase their vocabulary. Students questions the teacher so that students can understand the text.

2. Implementation Cycle of II

a. Planning

The second cycle was conducted Apr 5th until May 16th 2023. In this second cycle the researcher tried to overcome the problem in first cycle. The teacher modified the previous lesson plan based on the result of reflecting in the first cycle. The lesson plan which was reading used questioning strategy. There material still related recount text. The teacher also prepared the post test to collect the data to know wheter there are some students improvements scores from pre-test to post-test cycle 1. The teacher made lesson plan for three meetings, two meeting for treatment and one meetings for post-test.

b. Action and Observation

Based on the observation cycle 1, there are some problems one of them students could not understand the text on the story recount text and did nit want to ask questions to teacher so students do not enthusiastic in learning. In this cycle teacher tried to make the variation of action that was given to the students.

1. The First Meeting

The first meeting in cycle 2 was conducted on Wednesday May 5th 2023 at 10.10-10.50 a.m. Before strating the lesson, the teacher greeted and ask the students *"How are you?"*, students answer *"good miss"* and checked students attandance one by one. The teacher review the lesson the meeting. The teacher ask about difficulties in the work previous meeting *"There   any difficulties in the analysis recount text at the previous meeting?"*, some students answerd *"No miss"*. Then the teacher asks several individual students to repeat the material *"What is the generic structure in the recount text? please raise your hand!"* students silent, no one answer. The teacher repeated the questions again, and there are students answerd *"I want to answer miss, generic stucture ada tiga yaitu orientation, events dan reorientation miss"* .

Then the teacher showed a videos on the monitor class, in the video tells *My Sister's Experience*. The students are very excited and focused watching in this video. After videos end, teacher and students discuss the stories they have watched. The teacher questions the *students "There are 3*

types in the recount text, what type is appropriate in the My Sisterts Experience?" students said *"factual miss"*, *"personal miss"*. From the conclusions of the students' answers, there were some students who forgot the material that was explained at the first cycle 1 meeting. To remember the material for the first meeting, the teacher briefly reviews the material that has been presented. This discussion between students was productive. Then, the teacher asked students make group consisted of 2 students. The teacher gave an excercise to identification about story my sister's experience. The teacher gave them 15 minutes to finish the task. The teacher walked around in the class to make sure the students find no difficulty in doing the task. The students asked the teacher *"What words mean?"*. The teacher helped them as well. The teacher also gave them vocabularies written on the board. After students finish the task, the teacher asks several students to come forward in front of the class to read the result that have been done. Then, the teacher closed the lesson with reflection of the lesson that day.

2. The Second Meeting

The meeting was held on Monday, May 15th 2023. The teaching learning process began at 09.15 a.m. The teacher started the teaching learning activity in the classs by greeting and prayer. She checked the attendance list wheter there was a students who did not come to the class or not. The teacher brings a piece of paper that contains a story with the title *"Holiday in Karimun Jawa"*. Then she showed some pictures relate to the

text. The teacher asked students to look at the picture and *asked " What do you think about the pictures?"*, the students said that *"Pantainya indah miss"*. Then, the teacher asked *"Do you like holiday in pantai?",* the students answer together *"yes miss"*

Then, the teacher asked students make group consisted of 4 students. After the students are in groups, the teacher gives a story but randomly. Students are asked to put the story together correctly according to the generic structure, namely: orientation, events, and reorientation. The students analyze the main ideas in paragraphs one to the end. The students do the task, one by one group that practiced reading text in front of class. After students read the text, the teacher asks *"What is the main idea of the first paragraph?"* and asked *"What are the activities of the writer while in Karimun Jawa?"*. After the finished the reading in front class, before the teacher closed the teaching learning process, she recaputulated the material and task in the generally. The teacher give evaluation questions *"What do you think about what you have done today? Do you enjoy today lesson? Is activity interesting?* Then, the teacher closed class and reminded the next meeting will be held a test .

Teacher used questioning strategy, when teaching and learning takes place from the question does not focus on the material up to complex questions using higher order thinking based on experience, knowledge, and information.

Karimunjawa

I spent my last holiday in Karimunjawa, Central Java with my friends.

On the first day, I arrived at Karimunjawa Harbor at 10.00 after a 12 hour trip with a bus and ferry boat. After I arrived, Randy decided to take a shower and rest for a while. Then, Randy followed a trip with our guide to explore a few islands around Karimunjawa. On the next morning, we went snorkeling and explore more islands. We had fun, we also ate good food. On the last day, I went shopping for some souvenirs. After that, Randy went to the harbor at 11.00. We arrived in Bandung at 23.00. Randy had a wonderful experience in Karimunjawa. It was the best trip of my life.

3. Third Meeting

The last meeting was conducted on Tuesday May, 16th 2023 at 10.20 a.m until 10.50 a.m. This meeting used to post-test 2 at the end of cycle 2. Kinds of the test were essay test which consist of 10 items. They were given thirty minutes to finish the test. The researcher presented a table students score below:

Table 5.5. The Students Reading Post-Test 1 and Post-Test 2 Score

No.	Students Name	Score Post-Test 1	Score Post-Test 2	Passing Grade
1.	DYA	70	90	73
2.	EEA	50	70	73
3.	FC	0	80	73
4.	GBM	80	80	73
5.	IB	90	90	73
6.	IRW	70	0	73
7.	KAM	80	80	73

8.	KKP	70	70	73
9.	KAP	80	80	73
10.	KIS	80	0	73
11.	KNP	90	90	73
12.	LAA	70	90	73
13.	LWN	70	70	73
14.	MA	60	80	73
15.	MSF	90	70	73
16.	NMA	70	80	73
17.	NAK	90	90	73
18.	RAS	0	80	73
19.	SZS	90	80	73
20.	SAF	80	60	73
21.	SAG	90	80	73
22.	TK	90	90	73
23.	TWA	0	90	73
24.	VA	90	90	73
25.	VPN	90	90	73
26.	VP	70	60	73
27.	VAP	80	90	73
28.	WAS	50	80	73
29.	ZKA	70	80	73
30.	ZAR	70	80	73
31.	ZC	90	90	73
32.	ZF	0	60	73
	Total	**2.170**	**2.410**	
	Mean	**67,81**	**75,31**	
	High Score	**90**	**90**	
	Low Score	**50**	**60**	

Table 5.6 The Frequency of Studenyts' Score in Post-Test 2

Grade	Frequencies	Percentage	Category
>73	23	71%	Complete
<73	9	28%	Incomplete
Total	32	100%	

Based on the data above, the result post-test in cycle 1 of this research, it could be inferred that 14 students (43%) were not successful and 18 students (56 %) success. The data showed that the Minimum Mastery

Criteria (KKM) is 73. The successful students more than those unsiccesful students, so the result the post-test was increase The mean score of the pre-test was 67,81. The result post-test cycle 2, it could be inferred that 9 students (28%) were not successful and 21 students (71%) success. The mean post-test cycle II 75,31. From the data above, it showed that the result of the cycle 2 was better than previous one.

c. Reflection

From the implemented two cycles, the researcher got the result. It was the process of teaching and learning process using questioning strategy run well. The improvements can be recognized by comparison the students mean score of pre-test and mean score post-test. The students mean score of pre-test was 47,65, the students mean score of post-test 1 was 72 and mean score post-test 2 was 78,96. The result was regarded as fair. It showed that it was better. From the observation, it can be seen the influence of the action in questioning strategy to students. They were: 1) students more active, some students brave to answer questions and ask the teacher. They were active in discussing the task whit their friends in their group; 2) The motivation students has been increased. The first meeting students feel awkward and shy, after the next meeting the students felt more confident.

However, the researcher and collaboration found some problems in teaching learning process. They are: 1) some students were still passive in the teaching learning process; 2) some students difficulties implication information and difficult meaning of word, because lack vocabulary; 3) some students do not

focuss in learning process; 4) some students have low motivation. According to the result of the cycles, it could be assumed that implementing of Classroom Action Research in improving reading skill using questioning strategies could be accomplished well.

B. Discussion

This research conducted using classroom action research (CAR), design four phases. Those are planning, action, observation, and reflecting. This research design was carried out in two cycles. The subject consisted of 32 students VIII H of SMP Negeri 1 Sawit Boyolali. The use questioning strategy to improve students' reading skill especially in reading a recount text was proven by the result of the research, The result showed that there were improvements in students reading ability through questioning strategy in English teaching learning process. Nunan (2003: 68) reading is a fluent proccess combine information from a text and their own background knowledge to build meaning. The researcher did an observation as a pre-research. The main problems of the teaching learning process in the class before the implementation of action was low interest in reading students when given a long text. The students had low motivation in reading learning English. In order to solve the problems occuring observed the researcher administered treatments which consisted of two cycle.

The questioning strategy makes it easier to apply various methods of teaching techniques Guest (2016) says that "Questioning Strategy is an important tool for expanding student learning and can help teachers to develop their own questioning strategies aimed at improving student work and thinking". The researcher used this

strategy to help students in learning reading and made students more active in reading in learning English. In learning the researcher used three type of questions, that is: 1) procedural question are used by teacher does not focus on the material. In this question students can answer using short answer like yes/no; 2) convergent questions, this questions can encourage students to answer question and remember based on material; 3) divergent questions, questions can encourage students to answer questions in higher thingking with more complex and long answer (Richard and Lochart 2020).

The explanation above give the result questioning strategy could improve the students ability in reading skill. It can be proven from the following fact. First, the improvements could be seen from the increase od students' mean reading score from pre-test was 47,65, the mean score post-test 1 was 72, and the mean score post-test I2 was 78,96. The post-test of cycle 2 has fulfilled the target of Classrom Action Research (CAR) success.

Based similarity of the result research from Ana Rizqi, et al (2016) that the questioning strategy can improve reading comprehension of second grade at SMA Muhammadiyah 2 Jember. By questioning strategy made the students easier to study English especially in reading subject. They were able to comprehend the meaning of the word comprehension, sentence comprehension, paragraph comprehension, and text comprehension. It means that the result the study is the used of questioning strategy can improve reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusions

The implementation of Questioning Strategies of SMP Negeri 1 Sawit Boyolali in academic year 2022/2023 can be concluded that questioning strategy can improve students' reading skill. The result showed that the questioning strategy helped the students in learning recount text. They stated that the learning reading using the questioning strategy was well. Based on the findings, it can be concluded before the implementing motivation in learning reading low and the dtudents were passive. But after have been given a treatment using questioning strategy, it showed the significant improvements of the students motivation and enthusiastic. They were more active to learn reading.

Regarding to the fact happening to the students, it can be concluded that students' reading was increased. They were also successful in improving their achivement. The comparison of students' result pre-test and pos-test cycle 1 and 2 were significant. After conducting the first cycle of the research, students' mean score pre-test was 47,65 and the mean post-test was 72. Therefore, the second cycle was done. After finished the second cycle, the post-test was done. The students mean score was 78,96. Those test scores showed that the students reading improve.

B. Suggestions

Based on conclusion above, the researcher gives some suggestion as follows:

1. For the English Teacher

      The result of research can be the alternative strategy for a teacher in teaching reading. It is another strategy which the teacher can use as a way of teaching a recount text. The teacher should know how to improve their ability in teahing and to develop a good atmosphere in class so that the students comfortably in their class. The teacher should use the questioning strategy in English learning especially in reading because it can improve students' reading. The teacher should give motivation to the students to be active in the learning process.

2. For the Students

      It suggested to the students to be more active in learning process in the class and improve their ability in reading. Questioning strategy helped the students in reading. The students were also more active to follow learning process. The students should be eware of the importance of reading to get some information they need.

3. For the Other Researcher

      The result of this research showed that the use questioning strategy improve reading skill. In this research can be used as an additional references or futher research with different discussion for the next researcher.

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APPENDICES

INTERVIEW

Interview trancript 1

Interviewer   **: The Researcher (R)**

Interviewee   **: The English Teacher (T)**

Day/Date   **: Thursday 15th December 2022**

Time   **: 08.00 a.m**

Place   **: Sitting room**

R   : Assalamualaikum bu, perkenalkan saya Zanuba dari UIN Raden Mas Said Surakarta jurusan Pendidikan Bahasa Inggris. Sebelumnya saya minta maaf mengganggu waktu ibu.

T   : Wa'alaikumsalam, enggak kok mbak. Ini dek Zanuba yang mau melakukan penelitian disini ya?

R   : Iya bu, betul.

T   : Sudah bertemu bapak kepala sekolah?

R   : Belum bu. Kemarin hari senin saya kesini tapi bapak kepala sekolah tidak ada.

T   : Iya, bapak kepala sekolah jarang disini beliau menetap di SMP Negeri 2 Banyudono.

R   : Untuk suratnya bagaimana bu?

T   : Besok saya *sanjang* ke bapak kepala sekolah. Kalau bapaknya sudah kesini nanti surat kamu kasih ya.

R   : Baik bu.

T   : Penelitianmu tentang apa dek?

R : Penelitian saya tentang *improving students reading skill using questioning strategy*. Jadi nanti saya menggunakan questioning strategy untuk membantu memudahkan dan membantu siswa pada pembelajaran reading. Serta membantu siswa agar lebih aktif dalam pembelajaran.

T : Kamu sudah paham staregy questioning itu gimana?

R : Jadi nanti dalam proses pembelajaran, saya memberikan pertanyaan kepada siswa seperti kesulitan siswa pada teks, informasi yang sudah di dapat apa saja. Jadi guru perlu mengetahui kemampuan siswa dan sejauh mana siswa memahami materi yang telah diaajarkan.

T : oh gitu.

R : Iya bu.

T : Jadi dek Zanuba mau ambil kelas berapa?

R : Saya mau ambil kelas 8 bu.

T : oh iya.

R : Saya mau bertanya mengenai masalah atau kendala siswa mengenai proses pembelajaran bahasa inggris pada kelas 8 yang ibu ajar?

T : Masih banyak masalah yang ada dalam proses pembelajaran reading. Masih banyak siswa yang kurang menguasai vocabulary, kurangnya minat membaca siswa kalo di kasih teks panjang, siswa pasif dalam pembelajaran mungkin karena tidak paham dan takut untuk menjawab.

R : Untuk media, bu tia sering menggunakan media apa nggih?

T : Saya lebih sering berpusat ke buku.

R : Baik bu, mungkin segini dulu besok kalo masih ada pertanyaan saya tanyakan kepada ibu nggih.

T : Iya dek. Kalau ada masalah bilang ya.

R : Baik bu, terimaksih atas waktunya.

Interview Transcript 2

Interviewer **: The Researcher (R)**

Interviewee **: The English Teacher (T)**

Day/Date **: Monday, 06 Februari 2023**

Time **: 10.00 a.m**

R : Selamat pagi bu.

T : Selamat pagi juga dek.

R : Untuk kelas besok saya mengajar di kelas delapan apa nggih?

T : Untuk kelas saya mengajar kelas delapan G sama H aja dek. Ini jadwal
nya.

R : Saya lihat dulu ya bu.

T : Apa ini kelas delapan h motivasi dalam reading lebih sedikit.

R : Ini seminggu 3x pertemuan ya bu.

T : Iya untuk delapan h ini 3x pertemuan dalam seminggu.

R : Baik bu.

Interview Transcript 3

Interviewer   **: The Researcher (R)**

Interviewee   **: The English Teacher (T)**

Day/Date   **: Monday,13 Feb 2023**

Time   **: 08.00 a.m**

R   : Assalamualaikum bu.

T   : Wa'alaikumsalam dek. Gimana dek?

R   : Saya mau mengkonsultasikan RPP untuk cycle 1 bu.

T   : Oh ya sebentar ya, duduk dulu dek.

R   : Iya bu.

T   : Mau treatmen berapa kali dek?

R   : Untuk treatmen rencana 2x pertemuan miss.

T   : Ini sudah bagus dek, nanti bisa di tambahin apa yang mau kamu tanyakan di RPP ini.

R   : Belum ada bayangan tambahan pertanyaan di kasih dimana bu.

T   : Bentar, tak ambilkan cotoh.

R   : Iya bu.

T   : Jadi gini dek.

R   : Oh gini. Ini memudahkan ya bu.

T   : Iya memudahkan kamu kalo lupa.

R   : Baik bu, terimakasih sarannya.

T   : Iya sama-sama. Jadi pertemuan pertama pre-test ya.

R   : Iya bu.

T   : Semangat ya.

R   : Iya bu, terimakasih.

Interview Transcript 4

Interviewer   **: The Researcher (R)**

Interviewee   **: The English Teacher (T)**

Day/Date   **: Thursday, 16 March 2023**

Time   **: 09.00 a.m**

R   : Selamat pagi bu.

T   : Selamat pagi dek.

R   : Saya boleh minta nilai reading siswa dan mau liat buku yang digunakan bu.

T   : Boleh dek.

R   : Terimakasih bu. Sekarang sampai bab berapa bu?

T   : Chapter IV tentang we played together.

R   : Kalau saya masuk bulan depan, kira-kira membahas tentang apa bu?

T   : Recount text boleh dek.

R   : Untuk format RRP seperti apa bu?

T   : Format monggo gimana dek Zanuba saja.

Interview Transcript 5

Interviewer : **The Researcher (R)**

Interviewee : **The English Teacher (T)**

Day/Date : **Monday, 08 May 2023**

Time : **10.55 a.m**

R : Bagaimana pembelajaran untuk cycle 1 bu?

T : Menurut saya siswa jadi lebih antusias dan aktif dek.

R : Tadi terlihat lebih semangat ya bu, walaupun pertemuan pertama siswa canggung.

T : Tentunya ada beberapa hal yang perlu ditingkatkan lagi.

R : Apa saja bu?

T : Vocabularynya siswa masih ada beberapa yang tidak paham kalau diberi teks.

R : Oh iya bu.

Interview Transcript 6

Interviewer   **: The Researcher (R)**

Interviewee   **: The English Teacher (T)**

Day/Date   **: Tuesday, 17 May 2023**

Time   **: 08.33 a.m**

R   : Selamat pagi bu, kira-kira ada peningkatan tidak terhadap kemampuan siswa dalam membaca sebelum dan sesudah treatment cycle 1?

T   : Ada mbak, siswa lebih berani bertanya yang mereka tidak tahu. Dari skor post-test juga ada peningkatan dari pada skore pre-test.

R   : Tapi hasil belum signifikan kalau mau diadakan cycle ke 2 boleh bu?

T   : Boleh dek.

R   : Berarti untuk cycle 2 minggu langsung dilakukan minggu depan nggih?

T   : Iya dek.

R   : Baik bu, terimakasih

T   : Iya dek sama-sama.

LESSONS PLAN

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah   : **SMP Negeri 1 Sawit**

Mata Pelajaran   **: Bahasa Inggris**

Materi Pokok   **: Recount Text**

Alokasi Waktu   **: 30 Menit**

A. Kompetensi Inti (KI)

KI1: Menghargai dan menghayati ajaran agama yang dianutnya

KI2: Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan

bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak

di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa,

negara, dan kawasan regional.

KI3: Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan

metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya

tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan,

kebanvgsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

KI4: Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif,

produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah

abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut

pandang teori.

B. Kompetensi Dasar

3.5 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk *recount text*, dengan memberi dan meminta informasi terkait dengan hari-hari spesial, sesuai dengan konteks penggunaannya.

4.5 Menyusun teks khusus dalam bentuk teks recount, sangat pendek dan sederhana, terkait hari-hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Tujuan Pembelajaran

Setelah mengikuti pembelajaran dengan metode questioning strategy peserta didik dapat:

- Mengidentifikasi teks recount tentang pengalaman pribadi seseorang
- Menjelaskan definisi, tujuan, struktur, jenis dari sebuah teks Recount
- Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan dari sebuah teks Recount
- Mempresentasikan teks masing-masing dengan temannya, secara lisan, dengan ucapan dan tekanan kata yang benar

D. Nilai Karakter yang Dikembangkan

1. Kerja sama

2. Tanggung Jawab

3. Komunikatif

4. Disiplin

E. Materi Pembelajaran

Recount text adalah jenis teks bahasa Inggris yang menceritakan kembali kejadian atau peristiwa di masa lampau. Cerita tersebut dapat berupa aksi atau aktivitas sebelum seseorang menuliskan teks.

Tujuan Recount Text (Purpose of Recount Text)

Ada beberapa tujuan dari teks recount, yaitu:

1. Memberikan informasi pada pembaca

   Recount text dapat digunakan untuk memberikan informasi tentang suatu kejadian atau pengalaman di masa lalu pada orang lain. Dalam hal ini, informasi tersebut bisa berupa laporan perjalanan, pengalaman pribadi, atau laporan tentang suatu acara.

2. Menghibur pembaca

   Seperti kebanyakan teks lain, recount text juga berfungsi untuk menghibur pembaca. Pasalnya, jenis teks bahasa Inggris yang satu ini umumnya ditulis untuk menceritakan sesuatu yang menyenangkan.

3. Merefleksikan suatu hal

   Dalam beberapa kasus, teks recount bisa dijadikan sebagai media untuk merefleksikan dan menganalisis peristiwa atau pengalaman tertentu. Inilah alasan mengapa diary dan jurnal pribadi termasuk sebagai recount text.

4. Mendokumentasikan pengalaman penting

   Selain melalui foto dan video, kamu juga dapat mengabadikan pengalaman penting di masa lalu melalui teks recount.

5. Mempelajari sejarah

Dalam konteks pendidikan, recount text sering digunakan untuk mempelajari dan memahami peristiwa sejarah.

<u>Generic Structure of Recount Text</u>

1. Orientation

Dalam tahap yang pertama ini, penulis diminta untuk memberikan sebuah pengenalan berupa informasi mengenai siapa, di mana, kapan peristiwa atau kejadian itu terjadi di masa lalu. Di dalam bagian ini, penulis diharapkan untuk memberikan pembaca informasi yang diperlukan untuk memahami keseluruhan dari teks.

Contoh : *Yesterday I stayed the night at my friend's house, Delia, with my other three friends, Amanda, Tiara and Clarisse. Delia's house is so pretty. It has a big garden with a lot of kind of flowers and a big swimming pool. Right from the balcony, we can see the scenery of the whole of Bandung city.*

2. Events

Di tahap kedua ini, penulis dapat menyampaikan atau mengisahkan kejadian atau peristiwa yang terjadi. Penulis diminta untuk menulis cerita dalam urutan kronologis. Seperti *'In the first day... . In the next day... . In the last day...'*

3. Reorientation

Tahapan terakhir ini merupakan tahapan pengulangan pengenalan yang ada di tahap pertama. Pengulangan yang ada merangkum semua peristiwa atau kejadian yang diceritakan. Di tahapan terakhir, penulis bisa menuliskan rangkuman dari semua peristiwa atau kejadian yang diceritakan. Penulis juga bisa menuliskan komentar atau kesan personal terhadap peristiwa atau kejadian yang telah terjadi.

Contoh: *We finally go to sleep around 2 AM, it was late, but we had so much fun. I would love to go back to Delia's house.*

<u>Jenis- Jenis Recoun Text</u>

a. Factual : yang diceritakan dalam teks merupakan cerita sesuai fakta. Contohnya laporan kepolisian atau kejadian nyata sejarah.

 b. Personal : kamu sebagai penulis pasti punya pengalaman melakukan sesuatu atau apapun itu dong? Nah, tulisanmu tentang pengalaman itu termasuk ke bentuk teks personal.

c. Imaginative : sama seperti yang udah dibahas tadi, bentuk imaginative recount hampir mirip nih sama narrative text. Bedanya, bentuk ini berkisah tentang pengalaman imajinatifmu. Misalnya, mimpi.

 <u>Language Features</u>

1. Menggunakan simple past tense

2. Menggunakan Adverb of Time dan Adverb of Sequence

- Adverb of Time (Keterangan Waktu) digunakan untuk menunjukkan masa lalu. Contohnya antara lain: Yesterday, Last week, Last month, An hour ago, A year ago.

- Adverb of Sequence (Keterangan Urutan) digunakan untuk menunjukkan urutan terjadinya kejadian. Contohnya antara lain: First,Then, After that,At last, Finally.

Example Recount Text

Orientation:

Last Saturday, my friends and I went to the beach for camping. We set up a tent on the white sand beach. There were 3 tents with 3 people for each one.

Event

Soon after the three tents were set up, we prepared our meals. My job was to cook instant noodles and fry some nuggets. In the meantime, one of my friends made some cups of coffee and hot chocolate for all of us.

Meanwhile, some other friends were trying to make a camp fire several meters from our tents.

At that time, the wind was so calm and cool. After the camp fire was lit, we sat in a circle around it, sang our favourite songs, and enjoyed our dinner together.

Reorientation

That night, we did not sleep until the morning came. I was so tired, but it was an amazing moment that I would not forget.

F. Kegiatan Pembelajaran

Metode   : Diskusi, questioning strategy

Media   : Power Point, Youtube

Alat   : Laptop, LCD, Smartphone, Board Maker, etc.

Sumber   : Buku siswa, Video

TAHAP PEMBELAJARAN	KEGIATAN GURU	ALOKASI WAKTU
Kegiatan Pendahuluan		
Persiapan/orientasi	1. Guru membuka pembelajaran dengan mengucapkan salam. 2. Guru mengecek kehadiran peserta didik. 3. guru meminta seorang peserta didik untuk memimpin doa sebelum memulai pembelajaran.	4 menit

Apersepsi dan Motivasi	1. Guru mengaitkan pengetahuan awal peserta didik, dengan bertanya:
	
	  - *Do you like reading?*
	
	  - *Does anyone know, what is recoun text?*
	
	2. Guru menyampaikan tujuan pembelajaran yang akan dicapai pada hari itu.
	
	3. Guru menyampaikan manfaat pembelajaran.
	
	  - *Tells an experience or event that happened in the past with the aim of entertaining the reader.*
	
	  - *Before you can learn a recount text, you have to understand what the definition recount text is?, what generic structure in a recount tetxt is? What are types of recount text is? What are language features in recount text is?*
		7 menit

Kegiatan Inti		
Fase 1 Orientasi peserta didik	1. Guru menampilkan *power point* dan menjelaskan *definition, generic structure, types, language features* dari *recount text* *After looking at this power point, you have known at a recount text, generic structure, types, language features and examples recount text.* *An so, Actually, what is recount text?* *How many types of recount text are there?* *What are their purpose?*	15 menit
Kegiatan Penutup		
Evaluasi dan rencana tindak lanjut	1. Guru menyampaikan materi yang akan dipelajari pada pertemuan selanjutnya 2. Guru mengajak peserta didik untuk berdoa untuk menutup pembelajaran	4 menit

G. Sumber belajar, Bahan Pembelajaran dan Media Pembelajaran

1. Sumber Belajar

   Buku Guru dan Buku Siswa Kelas VIII Bahasa Inggris, I Have Memorable

   Experience.

   Link Video: https://youtu.be/THpbJQob5mE

2. Bahan Pembelajaran   : Laptop, LCD, Papan Tulis, Video

3. Media Pembelajaran   : Power Point, Youtube

H. Penilaian

1. Teknik Penilaian

   a. Sikap

   Penilaian sikap dinilai dari observasi guru dan penilaian teman sejawat.

   Instrumen Jurnal Sikap

No	Tanggal	Nama Peserta didik	Butir Sikap				Catatan perilaku saat pembelajaran	Tindak Lanjut
			BS	K	TJ	DS		
1								
2								
3								
4								
5								

Keterangan :

BS	: Bekerja Sama	T	: Tanggung
		J	Jawab
K	: Komunikatif	D S	: Disiplin

Catatan :

1. Aspek perilaku dinilai dengan kriteria:

- 100 = Sangat Baik
- 75 = Baik
- 50 = Cukup
- 25 = Kurang

2. Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria = 100 x 4 = 400

3. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = 275 : 4 = 68,75

4. Kode nilai / predikat :

- 75,01 – 100,00 = Sangat Baik (SB)
- 50,01 – 75,00 = Baik (B)
- 25,01 – 50,00 = Cukup (C)
- 00,00 – 25,00 = Kurang (K)

Instrumen Penilaian Teman sejawat

Nama yang dinilai   :

Aspek perilaku saat pembelajaran	Dilakukan	
	Ya	Tidak
1. Teman saya memberikan pendapat mengenai suatu masalah yang dibahas oleh teman atau guru		
2. Teman saya berbagi tugas untuk menyelesaikan tugas kelompok.		
3. Teman saya mengetahui tugas dalam kelompok.		
4. Teman saya mengerjakan tugas sampai selesai dan tepat waktu.		
5. Teman saya Menyerahkan tugas dan hadir di sekolah tepat waktu.		

b. Keterampilan Ketrampilan Membaca (Peserta didik melengkapi recount text dengan struktur yang tepat

Rubrik Penilaian

Nama Kelompok   :   Kelas :

No	Aspek yang Dinilai	Deskripsi
1	Pemahaman	5 = Hampir sempurna

No	Aspek yang Dinilai	Deskripsi
		4 = Ada kesalahan tetapi tidak mengganggu makna
		3 = Ada kesalahan dan mengganggu makna
		2 = Banyak kesalahan dan mengganggu makna
		1 = Terlalu banyak kesalahan sehingga sulit dipahami
2	Kesesuaian isi dengan judul	5 = Hampir sempurna
		4 = Ada kesalahan tetapi tidak mengganggu makna
		3 = Ada kesalahan dan mengganggu makna
		2 = Banyak kesalahan dan mengganggu makna
		1 = Terlalu banyak kesalahan sehingga sulit dipahami
3	Keruntutan Teks	5 = Hampir sempurna
		4 = Ada kesalahan tetapi tidak mengganggu makna
		3 = Ada kesalahan dan mengganggu makna
		2 = Banyak kesalahan dan mengganggu makna
		1 = Terlalu banyak kesalahan sehingga sulit dipahami

No	Aspek yang Dinilai	Deskripsi
4	Pilihan Kosakata	5 = Hampir sempurna 4 = Ada kesalahan tetapi tidak mengganggu makna 3 = Ada kesalahan dan mengganggu makna 2 = Banyak kesalahan dan mengganggu makna 1 = Terlalu banyak kesalahan sehingga sulit dipahami
5	Ketelitian	5 = Hampir sempurna 4 = Ada kesalahan tetapi tidak mengganggu makna 3 = Ada kesalahan dan mengganggu makna 2 = Banyak kesalahan dan mengganggu makna 1 = Terlalu banyak kesalahan sehingga sulit dipahami
6	Penulisan Kosakata	5 = Hampir sempurna 4 = Ada kesalahan tetapi tidak mengganggu makna 3 = Ada kesalahan dan mengganggu makna 2 = Banyak kesalahan dan mengganggu makna 1 = Terlalu banyak kesalahan sehingga sulit dipahami

Keterangan

Skor Maksimal : 20

Pedoman Penilaian $= \frac{Skor\ Perolehan}{Skor\ Maksimal} \times 100$

Kode Nilai Predikat

- 75,01 – 100,00   = Sangat Baik (SB)
- 25,01 – 50,00   = Cukup (C)
- 50,01 – 75,00 = Baik (B)
- 00,00 – 25,00   = Kurang (K)

No	Nama	Aspek/Kriteria					Total
		Kesesuaian Kalimat dengan konteks	Pilihan Kosakata	Kesesuaian tata bahasa	Penulisan Kosakata	Pemahaman	Skor
1							
2							
3							
4							

c. Pengetahuan

No.	Aspek yang Dinilai	Baik	Kurang baik
1.	Ketepatan mengidentifikasi generic structure		
2.	Menemukan language features pada teks recount		
3.	Menemukan gagasan utama di setiap paragraf		
Skor yang dicapai			
Skor maksimum		10	

Keterangan :

- Baik mendapat skor 2
- Kurang baik mendapat skor 1

2. Pembelajaran Remedial dan Pengayaan

a. Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan.

b. Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : **SMP Negeri 1 Sawit**

Mata Pelajaran : **Bahasa Inggris**

Materi Pokok : **Recount Text**

Alokasi Waktu : **40 Menit**

A. Kompetensi Inti (KI)

KI1: Menghargai dan menghayati ajaran agama yang dianutnya

KI2: Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.

KI3: Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

KI4: Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar

3.5 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk *recount text*, dengan memberi dan meminta informasi terkait dengan hari-hari spesial, sesuai dengan konteks penggunaannya.

4.5 Menyusun teks khusus dalam bentuk teks recount, sangat pendek dan sederhana, terkait hari-hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Tujuan Pembelajaran

Setelah mengikuti pembelajaran dengan metode questioning strategy peserta didik dapat:

- Mengidentifikasi teks recount tentang pengalaman pribadi seseorang
- Menjelaskan definisi, tujuan, struktur, jenis dari sebuah teks Recount
- Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan dari sebuah teks Recount
- Mempresentasikan teks masing-masing dengan temannya, secara lisan, dengan ucapan dan tekanan kata yang benar

D. Nilai Karakter yang Dikembangkan

1. Kerja sama
2. Tanggung Jawab
3. Komunikatif
4. Disiplin

E. Materi Pembelajaran

Recount text adalah jenis teks bahasa Inggris yang menceritakan kembali kejadian atau peristiwa di masa lampau. Cerita tersebut dapat berupa aksi atau aktivitas sebelum seseorang menuliskan teks.

Recount Text

Holiday in Bali

When I was in senior high school, my school held a study tour to Bali and all of the 11th-grade students participated. I went there with my teachers and friends. We left our school at about 08.00 a.m.

The trip from Blora to Bali only took about one day, but it was quite exhausting because I had to sit along the way. Luckily, the trip felt short because it was fun. I spent the whole time along the way singing, joking around, and playing games with my friends.

All of my tiredness has suddenly gone when we arrived at Sanur Beach. It was early in the morning, so I could see the sunrise. It was really beautiful. Then, we headed for the hotel to take a rest and had breakfast first before continuing our adventure.

After my energy had fully recharged, then we went to the Nusa Dua Beach. We could do a lot of fun activities there, such as playing parasailing, banana boat, and so on. I skipped those fun stuff and preferred to go to a little island which had a lot of reptiles in there, such as snakes, turtles, etc. The view was wonderful because the island looked like in the middle of the sea.

Next, we went to Garuda Wisnu Kencana. There were two gigantic statues of Wisnu and his bird named Garuda. The relief on the rock was also amazing but I did not really know the story on it. At last, we went to one of the biggest bottled tea beverage companies in Bali to do some observations. We learned how tea bottled beverages were manufactured from the first until the last step.

Finally, our study tour in Bali was over and we went back to Blora. Although the trip was so tiring, I felt really happy because I could learn a lot from it and spent the time with my dear friends.

F. Kegiatan Pembelajaran

Metode   : Diskusi, questioning strategy

Media   : Power Point, Youtube

Alat   : Laptop, LCD, Smartphone, Board Maker, etc.

Sumber   : Buku siswa, Video

TAHAP PEMBELAJARAN	KEGIATAN GURU	ALOKASI WAKTU
Kegiatan Pendahuluan		
Persiapan/orientasi	1.Guru membuka pembelajaran dengan mengucapkan salam.	5 menit

	2.Guru mengecek kehadiran peserta didik.	
	3.Guru meminta seorang peserta didik untuk memimpin doa sebelum memulai pembelajaran.	
Apersepsi dan Motivasi	1. Guru mengulas materi pertemuan sebelumnya.	2 menit

Kegiatan Inti		
Fase Mengorganisasikan peserta didik	1.Guru menampilkan teks berjudul "*Holiday in Bali*".	27 menit
	2. Guru menanyakan pengalaman pada saat di bali.	
	-What do you think after seeing the Tari Barong in Bali?	
	3. Guru meminta peserta didik menguraikan *gagasan utama, generic structure, dan language features* pada teks.	
	4.Guru memastikan peserta didik berdiskusi dengan teman satu bangku	
	5. Guru dan siswa mendiskusikan soal yang telah dijawab.	
Kegiatan Penutup		

Evaluasi dan rencana tindak lanjut	1. Guru membimbing peserta didik untuk menarik kesimpulan dari pembelajaran yang dilalui hari ini. *Ok class, What have we learn today?* 2. Guru menyampaikan materi yang akan dipelajari pada pertemuan selanjutnya 3. Guru mengajak peserta didik untuk berdoa untuk menutup pembelajaran	5 menit

G. Sumber belajar, Bahan Pembelajaran dan Media Pembelajaran

1. Sumber Belajar

   Buku Guru dan Buku Siswa Kelas VIII Bahasa Inggris, I Have Memorable Experience.

   Link Video: https://youtu.be/THpbJQob5mE

2. Bahan Pembelajaran : Laptop, LCD, Papan Tulis, Video

3. Media Pembelajaran : Power Point, YoutubE

H. Penilaian

1. Teknik Penilaian

   a. Sikap

      Penilaian sikap dinilai dari observasi guru dan penilaian teman sejawat.

      Instrumen Jurnal Sikap

No	Tanggal	Nama Peserta didik	Butir Sikap				Catatan perilaku saat pembelajaran	Tindak Lanjut
			BS	K	TJ	DS		
1								
2								
3								
4								
5								

Keterangan :

BS : Bekerja Sama

T J : Tanggung Jawab

K : Komunikatif

D S : Disiplin

Catatan :

1. Aspek perilaku dinilai dengan kriteria:

   - 100 = Sangat Baik
   - 75 = Baik
   - 50 = Cukup
   - 25 = Kurang

   Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria =

2. 100 x 4 = 400

3.   Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = 275 : 4 = 68,75

4.   Kode nilai / predikat :

- 75,01 – 100,00   = Sangat Baik (SB)
- 25,01 – 50,00   = Cukup (C)
- 50,01 – 75,00 = Baik (B)
- 00,00 – 25,00   = Kurang (K)

Instrumen Penilaian Teman sejawat

Nama yang dinilai   :

Aspek perilaku saat pembelajaran	Dilakukan	
	Ya	Tidak
1. Teman saya memberikan pendapat mengenai suatu masalah yang dibahas oleh teman atau guru		
2. Teman saya berbagi tugas untuk menyelesaikan tugas kelompok.		
3. Teman saya mengetahui tugas dalam kelompok.		
4. Teman saya mengerjakan tugas sampai selesai dan tepat waktu.		
5. Teman saya Menyerahkan tugas dan hadir di sekolah tepat waktu.		

b. Keterampilan Ketrampilan Membaca (Peserta didik melengkapi recount text dengan struktur yang tepat

Rubrik Penilaian

Nama Kelompok   :   Kelas   :

No	Aspek yang Dinilai	Deskripsi
1	Pemahaman	5 = Hampir sempurna 4 = Ada kesalahan tetapi tidak mengganggu makna 3 = Ada kesalahan dan mengganggu makna 2 = Banyak kesalahan dan mengganggu makna 1 = Terlalu banyak kesalahan sehingga sulit dipahami
2	Kesesuaian isi dengan judul	5 = Hampir sempurna 4 = Ada kesalahan tetapi tidak mengganggu makna 3 = Ada kesalahan dan mengganggu makna 2 = Banyak kesalahan dan mengganggu makna 1 = Terlalu banyak kesalahan sehingga sulit dipahami
3	Keruntutan Teks	5 = Hampir sempurna 4 = Ada kesalahan tetapi tidak mengganggu makna

No	Aspek yang Dinilai	Deskripsi
		3 = Ada kesalahan dan mengganggu makna
		2 = Banyak kesalahan dan mengganggu makna
		1 = Terlalu banyak kesalahan sehingga sulit dipahami
4	Pilihan Kosakata	5 = Hampir sempurna
		4 = Ada kesalahan tetapi tidak mengganggu makna
		3 = Ada kesalahan dan mengganggu makna
		2 = Banyak kesalahan dan mengganggu makna
		1 = Terlalu banyak kesalahan sehingga sulit dipahami
5	Ketelitian	5 = Hampir sempurna
		4 = Ada kesalahan tetapi tidak mengganggu makna
		3 = Ada kesalahan dan mengganggu makna
		2 = Banyak kesalahan dan mengganggu makna
		1 = Terlalu banyak kesalahan sehingga sulit dipahami
6	Penulisan Kosakata	5 = Hampir sempurna
		4 = Ada kesalahan tetapi tidak mengganggu makna
		3 = Ada kesalahan dan mengganggu makna

No	Aspek yang Dinilai	Deskripsi
		2 = Banyak kesalahan dan mengganggu makna
		1 = Terlalu banyak kesalahan sehingga sulit dipahami

Keterangan

Skor Maksimal : 20

$$\text{Pedoman Penilaian} = \frac{Skor\ Perolehan}{Skor\ Maksimal} \, x \, 100$$

Kode Nilai Predikat

- 75,01 – 100,00 = Sangat Baik (SB)
- 25,01 – 50,00 = Cukup (C)
- 50,01 – 75,00 = Baik (B)
- 00,00 – 25,00 = Kurang (K)

No	Nama	Aspek/Kriteria					Total Skor
		Kesesuaian Kalimat dengan konteks	Pilihan Kosakata	Kesesuaian tata bahasa	Penulisan Kosakata	Pemahaman	
1							
2							

3							
4							

c. Pengetahuan

No.	Aspek yang Dinilai	Baik	Kurang baik
1.	Ketepatan mengidentifikasi generic structure		
2.	Menemukan language features pada teks recount		
3.	Menemukan gagasan utama di setiap paragraf		
Skor yang dicapai			
Skor maksimum		10	

Keterangan :

- Baik mendapat skor 2
- Kurang baik mendapat skor 1

2. Pembelajaran Remedial dan Pengayaan

a. Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah

dialokasikan berakhir, perlu diberikan kegiatan pengayaan.

b. Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah

dialokasikan, perlu diberikan kegiatan remedial.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah   : SMP Negeri 1 Sawit

Mata Pelajaran   : Bahasa Inggris

Materi Pokok   : Recount Text

Alokasi Waktu   : 40 Menit

A. Kompetensi Inti (KI)

KI1: Menghargai dan menghayati ajaran agama yang dianutnya

KI2: Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.

KI3: Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

KI4: Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar

3.5 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk *recount text*, dengan memberi dan meminta informasi terkait dengan hari-hari spesial, sesuai dengan konteks penggunaannya.

4.5 Menyusun teks khusus dalam bentuk teks recount, sangat pendek dan sederhana, terkait hari-hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Tujuan Pembelajaran

Setelah mengikuti pembelajaran dengan metode questioning strategy peserta didik dapat:

- Mengidentifikasi teks recount tentang pengalaman pribadi seseorang
- Menjelaskan definisi, tujuan, struktur, jenis dari sebuah teks Recount
- Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan dari sebuah teks Recount
- Mempresentasikan teks masing-masing dengan temannya, secara lisan, dengan ucapan dan tekanan kata yang benar

D. Nilai Karakter yang Dikembangkan

1. Kerja sama
2. Tanggung Jawab
3. Komunikatif
4. Disiplin

E. Materi Pembelajaran

Recount text adalah jenis teks bahasa Inggris yang menceritakan kembali kejadian atau peristiwa di masa lampau. Cerita tersebut dapat berupa aksi atau aktivitas sebelum seseorang menuliskan teks.

Generic Structure of Recount Text

1. Orientation

Dalam tahap yang pertama ini, penulis diminta untuk memberikan sebuah pengenalan berupa informasi mengenai siapa, di mana, kapan peristiwa atau kejadian itu terjadi di masa lalu. Di dalam bagian ini, penulis diharapkan untuk memberikan pembaca informasi yang diperlukan untuk memahami keseluruhan dari teks.

Contoh : *Yesterday I stayed the night at my friend's house, Delia, with my other three friends, Amanda, Tiara and Clarisse. Delia's house is so pretty. It has a big garden with a lot of kind of flowers and a big swimming pool. Right from the balcony, we can see the scenery of the whole of Bandung city.*

2. Events

Di tahap kedua ini, penulis dapat menyampaikan atau mengisahkan kejadian atau peristiwa yang terjadi. Penulis diminta untuk menulis cerita dalam urutan kronologis. Seperti *'In the first day... . In the next day... . In the last day...'*

3. Reorientation

Tahapan terakhir ini merupakan tahapan pengulangan pengenalan yang ada di tahap pertama. Pengulangan yang ada merangkum semua peristiwa atau kejadian yang diceritakan. Di tahapan terakhir, penulis bisa menuliskan rangkuman dari

semua peristiwa atau kejadian yang diceritakan. Penulis juga bisa menuliskan komentar atau kesan personal terhadap peristiwa atau kejadian yang telah terjadi.

Contoh: *We finally go to sleep around 2 AM, it was late, but we had so much fun. I would love to go back to Delia's house.*

<u>Jenis- Jenis Recoun Text</u>

a. Factual : yang diceritakan dalam teks merupakan cerita sesuai fakta. Contohnya laporan kepolisian atau kejadian nyata sejarah.

 b. Personal : kamu sebagai penulis pasti punya pengalaman melakukan sesuatu atau apapun itu dong? Nah, tulisanmu tentang pengalaman itu termasuk ke bentuk teks personal.

c. Imaginative : sama seperti yang udah dibahas tadi, bentuk imaginative recount hampir mirip nih sama narrative text. Bedanya, bentuk ini berkisah tentang pengalaman imajinatifmu. Misalnya, mimpi.

F. Kegiatan Pembelajaran

Metode   : Diskusi, questioning strategy

Media   : Power Point, Youtube

Alat   : Laptop, LCD, Smartphone, Board Maker, etc.

Sumber   : Buku siswa, Video

TAHAP PEMBELAJARAN	KEGIATAN GURU	ALOKASI WAKTU
Kegiatan Pendahuluan		
Persiapan/orientasi	1. Guru membuka pembelajaran dengan mengucapkan salam. 2. Guru mengecek kehadiran peserta didik. 3. Guru meminta seorang peserta didik untuk memimpin doa sebelum memulai pembelajaran.	5 menit
Apersepsi dan Motivasi	1. Guru mengaitkan pengetahuan awal peserta didik, dengan bertanya: *There any difficulties in the analysis recount text at the orevious meeting?*	2 menit

Kegiatan Inti		
Kegiatan Inti		
Fase 1 Orientasi peserta didik kepada masalah	1. Guru menampilkan video recount text *yang menceritakan My Sister's Experience* *https://youtu.be/THpbJQob5mE* 2.Guru menanyakan tipe teks recount dari cerita *My Sister's Experience* 3. Guru meminta siswa berkelompok 2 orang	15 menit

	untuk mengidentifikasi *tentang my sister's experience* 4. Guru meminta siswa untuk maju kedepan untuk membacakan hasil.	
Kegiatan Penutup		
Evaluasi dan rencana tindak lanjut	1. Guru mengajak peserta didik untuk berdoa untuk menutup pembelajaran	5 menit

G. Sumber belajar, Bahan Pembelajaran dan Media Pembelajaran

1. Sumber Belajar

Buku Guru dan Buku Siswa Kelas VIII Bahasa Inggris, I Have Memorable Experience.

Link Video: https://youtu.be/THpbJQob5mE

2. Bahan Pembelajaran   : Laptop, LCD, Papan Tulis, Video

3. Media Pembelajaran   : Power Point, YoutubE

H. Penilaian

1. Teknik Penilaian

a. Sikap

Penilaian sikap dinilai dari observasi guru dan penilaian teman sejawat.

Instrumen Jurnal Sikap

No	Tanggal	Nama Peserta didik	Butir Sikap				Catatan perilaku saat pembelajaran	Tindak Lanjut
			BS	K	TJ	DS		
1								
2								
3								
4								
5								

Keterangan :

BS : Bekerja Sama   T J : Tanggung Jawab

K : Komunikatif   D S : Disiplin

Catatan :

1. Aspek perilaku dinilai dengan kriteria:

   - 100 = Sangat Baik
   - 50 = Cukup
   - 75 = Baik
   - 25 = Kurang

   Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria =

2. 100 x 4 = 400

3. Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = 275 : 4 = 68,75

4. Kode nilai / predikat :

- 75,01 – 100,00 = Sangat Baik (SB)

- 50,01 – 75,00 = Baik (B)

- 25,01 – 50,00 = Cukup (C)

- 00,00 – 25,00 = Kurang (K)

Instrumen Penilaian Teman sejawat

Nama yang dinilai :

Aspek perilaku saat pembelajaran	Dilakukan	
	Ya	Tidak
1. Teman saya memberikan pendapat mengenai suatu masalah yang dibahas oleh teman atau guru		
2. Teman saya berbagi tugas untuk menyelesaikan tugas kelompok.		
3. Teman saya mengetahui tugas dalam kelompok.		
4. Teman saya mengerjakan tugas sampai selesai dan tepat waktu.		
5. Teman saya Menyerahkan tugas dan hadir di sekolah tepat waktu.		

b. Keterampilan Ketrampilan Membaca (Peserta didik melengkapi recount text dengan

struktur yang tepat

Rubrik Penilaian

Nama Kelompok   :   Kelas :

No	Aspek yang Dinilai	Deskripsi
1	Pemahaman	5 = Hampir sempurna 4 = Ada kesalahan tetapi tidak mengganggu makna 3 = Ada kesalahan dan mengganggu makna 2 = Banyak kesalahan dan mengganggu makna 1 = Terlalu banyak kesalahan sehingga sulit dipahami
2	Kesesuaian isi dengan judul	5 = Hampir sempurna 4 = Ada kesalahan tetapi tidak mengganggu makna 3 = Ada kesalahan dan mengganggu makna 2 = Banyak kesalahan dan mengganggu makna 1 = Terlalu banyak kesalahan sehingga sulit dipahami
3	Keruntutan Teks	5 = Hampir sempurna 4 = Ada kesalahan tetapi tidak mengganggu makna

No	Aspek yang Dinilai	Deskripsi
		3 = Ada kesalahan dan mengganggu makna
		2 = Banyak kesalahan dan mengganggu makna
		1 = Terlalu banyak kesalahan sehingga sulit dipahami
4	Pilihan Kosakata	5 = Hampir sempurna
		4 = Ada kesalahan tetapi tidak mengganggu makna
		3 = Ada kesalahan dan mengganggu makna
		2 = Banyak kesalahan dan mengganggu makna
		1 = Terlalu banyak kesalahan sehingga sulit dipahami
5	Ketelitian	5 = Hampir sempurna
		4 = Ada kesalahan tetapi tidak mengganggu makna
		3 = Ada kesalahan dan mengganggu makna
		2 = Banyak kesalahan dan mengganggu makna
		1 = Terlalu banyak kesalahan sehingga sulit dipahami
6	Penulisan Kosakata	5 = Hampir sempurna
		4 = Ada kesalahan tetapi tidak mengganggu makna
		3 = Ada kesalahan dan mengganggu makna

No	Aspek yang Dinilai	Deskripsi
		2 = Banyak kesalahan dan mengganggu makna
		1 = Terlalu banyak kesalahan sehingga sulit
		dipahami

Keterangan

Skor Maksimal : 20

$$Pedoman\ Penilaian = \frac{Skor\ Perolehan}{Skor\ Maksimal} \; x \; 100$$

Kode Nilai Predikat

- 75,01 – 100,00 = Sangat Baik (SB)
- 50,01 – 75,00 = Baik (B)
- 25,01 – 50,00 = Cukup (C)
- 00,00 – 25,00 = Kurang (K)

No	Nama	Aspek/Kriteria					Total Skor
		Kesesuaian Kalimat dengan konteks	Pilihan Kosakata	Kesesuaian tata bahasa	Penulisan Kosakata	Pemahaman	
1							
2							
3							
4							

c. Pengetahuan

No.	Aspek yang Dinilai	Baik	Kurang baik
1.	Ketepatan mengidentifikasi generic structure		
2.	Menemukan language features pada teks recount		
3.	Menemukan gagasan utama di setiap paragraf		
	Skor yang dicapai		
	Skor maksimum	**10**	

Keterangan :

- Baik mendapat skor 2   • Kurang baik mendapat skor 1

2. Pembelajaran Remedial dan Pengayaan

    a. Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah

    dialokasikan berakhir, perlu diberikan kegiatan pengayaan.

    b. Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah

    dialokasikan, perlu diberikan kegiatan remed

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : **SMP Negeri 1 Sawit**

Mata Pelajaran : Bahasa Inggris

Materi Pokok : Recount Text

Alokasi Waktu : 40 Menit

A. Kompetensi Inti (KI)

KI1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI2: Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.

KI3: Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

KI4: Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar

3.5 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk *recount text*, dengan memberi dan meminta informasi terkait dengan hari-hari spesial, sesuai dengan konteks penggunaannya.

4.5 Menyusun teks khusus dalam bentuk teks recount, sangat pendek dan sederhana, terkait hari-hari spesial dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Tujuan Pembelajaran

Setelah mengikuti pembelajaran dengan metode questioning strategy peserta didik dapat:

- Mengidentifikasi teks recount tentang pengalaman pribadi seseorang

- Menjelaskan definisi, tujuan, struktur, jenis dari sebuah teks Recount

- Menganalisis fungsi sosial, struktur teks dan unsur kebahasaan dari sebuah teks Recount

- Mempresentasikan teks masing-masing dengan temannya, secara lisan, dengan ucapan dan tekanan kata yang benar

D. Nilai Karakter yang Dikembangkan

1. Kerja sama

2. Tanggung Jawab

3. Komunikatif

4. Disiplin

E. Materi Pembelajaran

Recount text adalah jenis teks bahasa Inggris yang menceritakan kembali kejadian atau peristiwa di masa lampau. Cerita tersebut dapat berupa aksi atau aktivitas sebelum seseorang menuliskan teks.

Generic Structure of Recount Text

1. Orientation

2. Events

3. Reorientation

<div align="center">Holiday in Karimunjawa</div>

I spent my last holiday in Karimunjawa, Central Java with my friends.

On the first day, I arrived at Karimunjawa Harbor at 10.00 after a 12 hour trip with a bus and ferry boat. After I arrived, I decided to take a shower and rest for a while. Then, Randy followed a trip with our guide to explore a few islands around Karimunjawa. On the next morning, we went snorkeling and explore more islands. We had fun, we also ate good food. On the last day, I went shopping for some souvenirs. After that, Randy went to the harbor at 11.00. We arrived in Bandung at 23.00. Randy had a wonderful experience in Karimunjawa. It was the best trip of my life.

F. Kegiatan Pembelajaran

    Metode   : Diskusi, questioning strategy

    Media   : Power Point, Video

    Alat   : Laptop, LCD, Smartphone, Board Maker, etc.

TAHAP PEMBELAJARAN	KEGIATAN GURU	ALOKASI WAKTU
Kegiatan Pendahuluan		
Persiapan/orientasi	1. Guru membuka pembelajaran dengan mengucapkan salam. 2. Guru mengecek kehadiran peserta didik. 3. Guru meminta seorang peserta didik untuk memimpin doa sebelum memulai pembelajaran.	4 menit

Kegiatan Inti		
Kegiatan Inti		
Fase 1 Orientasi peserta didik kepada masalah	1. Guru membawa sebuah kertas cerita berjudul *"Holiday in Karimun Jawa"* 2. Guru menampilkan sebuah gambar pantai dan bertanya - *What do you think about the pictures?"* 3. Guru meminta siswa berkelompok 4 orang 4. Guru meminta siswa memperbaiki teks recount secara benar sesuai generic structure	15 menit

	5. Guru meminta siswa maju dengan kelompok membacakan hasil bekerja siswa dan guru bertanya:
	
	   -What is the main idea of the first paragraph?
	
	   -What are the activities of the writer while in Karimun Jawa?
	
	6. Guru meminta kelompok lain menyimak penyajian kelompok lain dan memberikan tanggapan.	

Kegiatan Penutup		

1. Evaluasi dan rencana tindak lanjut	1. Guru memberikan pertanyaan evaluasi.
	
	   -What do you think about what you have done today?
	
	   -Do you enjoy today lesson?
	
	   -Is activity interesting?
	
	2. Guru membimbing peserta didik untuk menarik kesimpulan dari pembelajaran yang dilalui hari ini
	
	3. Guru menyampaikan kegiatan yang akan dilakukan pada pertemuan selanjutnya
		4 menit

		4. Guru mengajak peserta didik untuk berdoa untuk menutup pembelajaran	

G. Sumber belajar, Bahan Pembelajaran dan Media Pembelajaran

1. Sumber Belajar

   Buku Guru dan Buku Siswa Kelas VIII Bahasa Inggris, I Have Memorable Experience.

   Link Video: https://youtu.be/THpbJQob5mE

2. Bahan Pembelajaran : Laptop, LCD, Papan Tulis, Video

3. Media Pembelajaran : Power Point, Youtube

H. Penilaian

1. Teknik Penilaian

   a. Sikap

   Penilaian sikap dinilai dari observasi guru dan penilaian teman sejawat. Instrumen Jurnal Sikap

No	Tanggal	Nama Peserta didik	Butir Sikap				Catatan perilaku saat pembelajaran	Tindak Lanjut
			BS	K	TJ	DS		
1								
2								
3								

4							
5							

Keterangan :

BS   : Bekerja Sama   T   : Tanggung

J   Jawab

K   : Komunikatif   D S : Disiplin

Catatan :

1.   Aspek perilaku dinilai dengan kriteria:

- 100 = Sangat Baik
- 50   = Cukup
- 75   = Baik
- 25   = Kurang

2.   Skor maksimal = jumlah sikap yang dinilai dikalikan jumlah kriteria = 100 x 4 = 400

3.   Skor sikap = jumlah skor dibagi jumlah sikap yang dinilai = 275 : 4 = 68,75

4.   Kode nilai / predikat :

- 75,01 – 100,00   = Sangat Baik (SB)
- 25,01 – 50,00   = Cukup (C)
- 50,01 – 75,00 = Baik (B)
- 00,00 – 25,00   = Kurang (K)

Instrumen Penilaian Teman sejawat

Nama yang dinilai :

Aspek perilaku saat pembelajaran	Dilakukan	
	Ya	Tidak
1. Teman saya memberikan pendapat mengenai suatu masalah yang dibahas oleh teman atau guru		
2. Teman saya berbagi tugas untuk menyelesaikan tugas kelompok.		
3. Teman saya mengetahui tugas dalam kelompok.		
4. Teman saya mengerjakan tugas sampai selesai dan tepat waktu.		
5. Teman saya Menyerahkan tugas dan hadir di sekolah tepat waktu.		

b. Keterampilan Ketrampilan Membaca (Peserta didik melengkapi recount text dengan struktur yang tepat

Rubrik Penilaian

Nama Kelompok :   Kelas :

No	Aspek yang Dinilai	Deskripsi
1	Pemahaman	5 = Hampir sempurna 4 = Ada kesalahan tetapi tidak mengganggu makna 3 = Ada kesalahan dan mengganggu makna 2 = Banyak kesalahan dan mengganggu makna 1 = Terlalu banyak kesalahan sehingga sulit dipahami
2	Kesesuaian isi dengan judul	5 = Hampir sempurna 4 = Ada kesalahan tetapi tidak mengganggu makna 3 = Ada kesalahan dan mengganggu makna 2 = Banyak kesalahan dan mengganggu makna 1 = Terlalu banyak kesalahan sehingga sulit dipahami
3	Keruntutan Teks	5 = Hampir sempurna 4 = Ada kesalahan tetapi tidak mengganggu makna 3 = Ada kesalahan dan mengganggu makna 2 = Banyak kesalahan dan mengganggu makna 1 = Terlalu banyak kesalahan sehingga sulit dipahami

No	Aspek yang Dinilai	Deskripsi
4	Pilihan Kosakata	5 = Hampir sempurna 4 = Ada kesalahan tetapi tidak mengganggu makna 3 = Ada kesalahan dan mengganggu makna 2 = Banyak kesalahan dan mengganggu makna 1 = Terlalu banyak kesalahan sehingga sulit dipahami
5	Ketelitian	5 = Hampir sempurna 4 = Ada kesalahan tetapi tidak mengganggu makna 3 = Ada kesalahan dan mengganggu makna 2 = Banyak kesalahan dan mengganggu makna 1 = Terlalu banyak kesalahan sehingga sulit dipahami
6	Penulisan Kosakata	5 = Hampir sempurna 4 = Ada kesalahan tetapi tidak mengganggu makna 3 = Ada kesalahan dan mengganggu makna 2 = Banyak kesalahan dan mengganggu makna 1 = Terlalu banyak kesalahan sehingga sulit dipahami

Keterangan

Skor Maksimal : 20

Pedoman Penilaian $= \frac{Skor\ Perolehan}{Skor\ Maksimal} x\ 100$

Kode Nilai Predikat

- 75,01 – 100,00   = Sangat Baik (SB)
- 50,01 – 75,00 = Baik (B)
- 25,01 – 50,00   = Cukup (C)
- 00,00 – 25,00   = Kurang (K)

No	Nama	Aspek/Kriteria					Total Skor
		Kesesuaian Kalimat dengan konteks	Pilihan Kosakata	Kesesuaian tata bahasa	Penulisan Kosakata	Pemahaman	
1							
2							
3							
4							

c. Pengetahuan

No.	Aspek yang Dinilai	Baik	Kurang baik
1.	Ketepatan mengidentifikasi generic structure		
2.	Menemukan language features pada teks recount		
3.	Menemukan gagasan utama di setiap paragraf		
Skor yang dicapai			
Skor maksimum		**10**	

Keterangan :

- Baik mendapat skor 2
- Kurang baik mendapat skor 1

2. Pembelajaran Remedial dan Pengayaan

   a. Bagi peserta didik yang telah mencapai target pembelajaran sebelum waktu yang telah dialokasikan berakhir, perlu diberikan kegiatan pengayaan.

   b. Bagi peserta didik yang belum mencapai target pembelajaran pada waktu yang telah dialokasikan, perlu diberikan kegiatan remedial.

OBSERVATION SHEET

Activity in Teaching Learning Process of Reading Using Questioning

Strategies

Meeting   : 1

Action   : 1

Date   : 28 March 2023

No	Observation Items	Yes	No	Description
A.	**Pre-teaching**			
	1. The researcher greets and asks the students condition.	√		
	2. The students respond to the reseracher greeting and tell about their condition.	√		
	3. The researcher checked the attendance.	√		
B	**While-teaching**			
	1. The researcher introduces the new topic to the students.	√		
	2. The researcher tells the objective of the teaching and learning process.	√		
	3. The researcher explains the materials about recount text	√		
	4. The students respond toward the researcher explanation	√		

	5. The researcher give the questions to students	√		
C	**Post-teaching**			
	1. The teacher summarized and reflects the lesson	√		
	2. The teacher previews on the upcoming	√		
	3. The teacher closed the teaching and learning process	√		
Class Situation		√		
	1. The students are active during the teaching learning process	√		
	2. The students show enthusiasm during the teaching learning process	√		
	3. Teacher has good time management	√		
	4. The teacher instructions are clear	√		
	5. The students have willingness to use their dictionaries		√	

Activity in Teaching Learning Process of Reading Using Questioning

Strategies

Meeting : 2

Action : 1

Date : 3 March 2023

No	Observation Items	Yes	No	Description
A.	**Pre-teaching**	√		
	1. The researcher greets and asks the students condition.	√		
	2. The students respond to the reseracher greeting and tell about their condition.	√		
	3. The researcher checked the attendance.	√		
B	**While-teaching**			
	1. The researcher reviews the previous materials	√		
	2. The researcher asked the students about the material for the first meeting	√		
	3. The students respond toward the researcher questions.	√		
	4. The researcher give story recount text	√		
	5. The students read the story	√		
	6. The teacher and students discuss together	√		
C	**Post-teaching**			

	1. The teacher summarized and reflects the lesson	√		
	2. The teacher previews on the upcoming	√		
	3. The teacher closed the teaching and learning process	√		
Class Situation				
	1. The students are active during the teaching learning process	√		
	2. The students show enthusiasm during the teaching learning process	√		
	3. Teacher has good time management	√		
	4. The teacher instructions are clear	√		
	5. The students have willingness to use their dictionaries		√	

Activity in Teaching Learning Process of Reading Using Questioning

Strategies

Meeting : 3

Action : 1

Date : 5 Apr 2023

No	Observation Items	Yes	No	Description
A.	**Pre-teaching**	√		
	1. The researcher greets and asks the students condition.	√		
	2. The students respond to the reseracher greeting and tell about their condition.	√		
	3. The researcher checked the attendance.	√		
B	**While-teaching**			
	1. The researcher reviews the previous materials	√		
	2. The researcher asked the students about the material for the previous meeting	√		
	3. The students respond toward the researcher questions.	√		
	4. The researcher give story recount text	√		
	5. The students read the story	√		
	6. The teacher and students discuss together	√		
C	**Post-teaching**			

	1. The teacher summarized and reflects the lesson	√	
	2. The teacher previews on the upcoming	√	
	3. The teacher closed the teaching and learning process	√	
Class Situation			
	1. The students are active during the teaching learning process	√	
	2. The students show enthusiasm during the teaching learning process	√	
	3. Teacher has good time management	√	
	4. The teacher instructions are clear	√	
	5. The students have willingness to use their dictionaries		√

Activity in Teaching Learning Process of Reading Using Questioning

Strategies

Meeting   : 4

Action   : 1

Date   : 15 May 2023

No	Observation Items	Yes	No	Description
A.	**Pre-teaching**			
	1. The researcher greets and asks the students condition.	√		
	2. The students respond to the reseracher greeting and tell about their condition.	√		
	3. The researcher checked the attendance.	√		
B	**While-teaching**			
	1. The researcher reviews the previous materials	√		
	2. The researcher asked the students about the material for the previous meeting	√		
	3. The students respond toward the researcher questions.	√		
	4. The researcher give story recount text	√		
	5. The students asks to match the sentences correctly	√		
	6. The teacher and students discuss together	√		

C	Post-teaching			
	1. The teacher summarized and reflects the lesson	√		
	2. The teacher previews on the upcoming	√		
	3. The teacher closed the teaching and learning process	√		
Class Situation				
	1. The students are active during the teaching learning process	√		
	2. The students show enthusiasm during the teaching learning process	√		
	3. Teacher has good time management	√		
	4. The teacher instructions are clear	√		
	5. The students have willingness to use their dictionaries		√	

STUDENTS' LIST OF VIII H

No	Name	Gender	
		Male	Female
1	Dheden Yannu Ardi	√	
2	Elvina Eka Adelia Damara		√
3	Fransiska Cendana		√
4	Gandring Bhanulantar Mahardhika	√	
5	Ihsanuddien Baskoro	√	
6	Inezha Riska Wardani		√
7	Keisha Ardita Mamang Dara Putri		√
8	Keyla Kirania Putri Dharmawan		√
9	Keylla Angel Putri Purvitasari		√
10	Khafid Ibnu Salam	√	
11	Khariza Naila Putri		√
12	Labib Affan Al Aufa	√	
13	Laras Wahyu Ning Utami		√
14	Muhammad Abimanyu	√	
15	Muhammad Savino Fadhil	√	
16	Najwa Mirza Azizah		√
17	Nimas Alya Kinetta		√
18	Rizky Agus Saputra	√	

19	Safina Zahratushifa Sarmadi		√
20	Salman Al Farisi	√	
21	Syahdan Al Gifari Harbani	√	
22	Tessya Khuzaimi		√
23	Tiara Wahyu Aji Cahaya Wulandari	√	
24	Valeryan Agustino	√	
25	Vika Puspita Ningsih		√
26	Vino Prabowo	√	
27	Virza Augustavani Putri		√
28	Wahyu Aji Setiawan	√	
29	Zahra Khilyatus Zulfa		√

Male   : 14

Female   : 18

ATTENDANCES LIST STUDENTS'

No	Name	March		Apr		May			
		27	28	3	4	8	9	15	16
1	Dheden Yannu Ardi	√	√	√	√	√	√	√	√
2	Elvina Eka Adelia Damara	√	√	√	√	√	√	√	√
3	Fransiska Cendana	√	√	√	S	√	√	√	√
4	Gandring Bhanulantar Mahardhika	√	√	√	√	√	√	√	√
5	Ihsanuddien Baskoro	√	√	√	√	√	√	√	√
6	Inezha Riska Wardani	√	√	√	√	√	√	√	s
7	Keisha Ardita Mamang Dara Putri	√	√	√	√	√	√	√	√
8	Keyla Kirania Putri Dharmawan	√	√	√	√	√	√	√	√
9	Keylla Angel Putri Purvitasari	√	√	√	√	√	√	√	√
10	Khafid Ibnu Salam	√	√	√	√	√	√	√	S
11	Khariza Naila Putri	√	√	√	√	√	√	√	√
12	Labib Affan Al Aufa	√	√	√	√	√	√	√	√
13	Laras Wahyu Ning Utami	√	√	√	√	√	√	√	√
14	Muhammad Abimanyu	√	√	√	√	√	√	√	√
15	Muhammad Savino Fadhil	√	√	√	√	√	√	√	√
16	Najwa Mirza Azizah	√	√	√	√	√	√	√	√
17	Nimas Alya Kinetta	√	√	√	√	√	√	√	√
18	Rizky Agus Saputra	√	√	√	i	√	√	√	√

19	Safina Zahratushifa Sarmadi	√	√	√	√	√	√	√	√
20	Salman Al Farisi	√		√	√	√	√	√	√
21	Syahdan Al Gifari Harbani	√	√	√	√	√	√	√	√
22	Tessya Khuzaimi	√	√	√	√	√	√	√	√
23	Tiara Wahyu Aji Cahaya Wulandari	√	√	√	S	√	√	√	√
24	Valeryan Agustino	√	√	√	√	√	√	√	√
25	Vika Puspita Ningsih	√	√	√	√	√	√	√	√
26	Vino Prabowo	√	√	√	√	√	√	√	√
27	Virza Augustavani Putri	√	√	√	√	√	√	√	√
28	Wahyu Aji Setiawan	√	√	√	√	√	√	√	√
29	Zahra Khilyatus Zulfa	√	√	√	√	√	√	√	√
30	Zalfa Agustina Rhamadani	√	√	√	√	√	√	√	√
31	Zielda Cassandra	√	√	√	√	√	√	√	√
32	Zulfadli Fayyadh	√	√	√	S	√	√	√	√

Note :

S : Sick

A : Absent

I : Permission

√ : Present

READING TEST

Nama   :

No. Absen   :

Kelas   :

PRE-TEST

The following text is for questions 1-6

Randy spent my last holiday in Karimunjawa, Central Java with my friends.

On the first day, Randy arrived at Karimunjawa Harbor at 10.00 after a 12 hour trip with a bus and ferry boat. After Randy arrived, Randy decided to take a shower and rest for a while. Then, Randy followed a trip with our guide to explore a few islands around Karimunjawa. On the next morning, we went snorkeling and explore more islands. We had fun, we also ate good food. On the last day, Randy went shopping for some souvenirs. After that, Randy went to the harbor at 11.00. We arrived in Bandung at 23.00. Randy had a wonderful experience in Karimunjawa. It was the best trip of my life.

1. What is type of the text?

2. The text above is about?

3. Where setting of the story?

4. What the main idea of the second paragraph?

5. Where is the first destination after arriving in Karimunjawa?

6. What did they do for the second day?

7. How does Randy feel about his experience?

8. "We **arrived** in Bandung at 23.00" is similar meaning to?

9. What is events in recount text?

10. From the text it can be concluded that?

Nama   :

Kelas   :

No. Absen   :

POST-TEST 1

Answer the following questions on the text 1-5

1. What is Recount Text?

2. What are the generic structure of Recount Text?

3. What tense does Recount Text?

4. What the function of Event?

5. What the types of Recount Text?

Read the text to answer number 6-10

Unforgettable Moment

Two days ago, Jenny and Lisa had lunch at an Italian restaurant. Both of them ordered one medium pizza. Jenny had a bowl of soup as the appetizer and Lisa had a bowl of fruit salad. They ordered soft drink for Lisa and orange for Jenny.

They enjoyed their meal until Jenny found a piece of button in her soup. They made a complaint to the restaurant manager. They asked for a replacement. The manager was very sorry about it and gave them the replacement of the soup.

6. What is the topic of the text?

7. Where Jenny and Lisa lunch?

8. Why did Jenny make a complaint?

9. What the main idea of the second paragraph?

10. Have you ever meet the problem as above? Do you give solution?

Nama   :

Kelas   :

No. Absen   :

POST-TEST 2

The following text is for question 1 to 8

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 Wisnu temple is being renovated.

On Friday morning, we went to Yogyakarta Keraton. 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 4 p.m. At 5 p.m. We heard an announcement that Borobudur gate was closed. In the evening, we left for Jakarta by Wisata Bus.

1. According to the text, what is type of text?

2. The is the topic of the text?

3. The purpose of the text is?

4. What are the big temples in Prambanan area?

5. Why do they only visit Shiva temples and Brahmana?

6. When did they go home?

7. What is the main idea of the last paragraph??

8.What can we conclude from the text?

The following test is for question 9-10

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 school yard. 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 bot 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.

9. What is the main idea of paragraph one?

10. What would happen if Adi had brakfast?

SCORE TEST

The Students Reading Pre-Test Score

No.	Students Name	Score Post-Test 1	Passing Grade	Category
1.	DYA	55	73	Incomplete
2.	EEA	45	73	Incomplete
3.	FC	75	73	Complete
4.	GBM	60	73	Incomplete
5.	IB	60	73	Incomplete
6.	IRW	60	73	Incomplete
7.	KAM	55	73	Incomplete
8.	KKP	50	73	Incomplete
9.	KAP	55	73	Incomplete
10.	KIS	30	73	Incomplete
11.	KNP	25	73	Incomplete
12.	LAA	50	73	Incomplete
13.	LWN	55	73	Incomplete
14.	MA	30	73	Incomplete
15.	MSF	50	73	Incomplete
16.	NMA	65	73	Incomplete
17.	NAK	80	73	Complete
18.	RAS	65	73	Incomplete
19.	SZS	40	73	Incomplete
20.	SAF	20	73	Incomplete
21.	SAG	45	73	Incomplete
22.	TK	40	73	Incomplete
23.	TWA	30	73	Incmplete
24.	VA	65	73	Incomplete
25.	VPN	40	73	Incomplete
26.	VP	45	73	Incomplete
27.	VAP	40	73	Incomplete
28.	WAS	20	73	Incomplete
29.	ZKA	50	73	Incomplete
30.	ZAR	50	73	Incomplete
31.	ZC	55	73	Incomplete
32.	ZF	20	73	Incomplete
	Total	**1.525**		
	Mean	**47,65**		
	High Score	**80**		
	Low Score	**20**		

The Students Reading Post-Test 1 Score

No.	Students Name	Score Post-Test 1	Passing Grade	Category
1.	DYA	70	73	Incomplete
2.	EEA	50	73	Incomplete
3.	FC	0	73	Incomplete
4.	GBM	80	73	Complete
5.	IB	90	73	Complete
6.	IRW	70	73	Incomplete
7.	KAM	80	73	Complete
8.	KKP	70	73	Incomplete
9.	KAP	80	73	Complete
10.	KIS	80	73	Complete
11.	KNP	90	73	Complete
12.	LAA	70	73	Incomplete
13.	LWN	70	73	Incomplete
14.	MA	60	73	Incomplete
15.	MSF	90	73	Complete
16.	NMA	70	73	Incomplete
17.	NAK	90	73	Complete
18.	RAS	0	73	Complete
19.	SZS	90	73	Complete
20.	SAF	80	73	Complete
21.	SAG	90	73	Complete
22.	TK	90	73	Complete
23.	TWA	0	73	Complete
24.	VA	90	73	Complete
25.	VPN	90	73	Complete
26.	VP	70	73	Incomplete
27.	VAP	80	73	Complete
28.	WAS	50	73	Incomplete
29.	ZKA	70	73	Incomplete
30.	ZAR	70	73	Incomplete
31.	ZC	90	73	Complete
32.	ZF	0	73	Incomplete
	Total	**2.170**		
	Mean	**67,81**		
	High Score	**90**		
	Low Score	**50**		

The Students Reading Post-Test 2 Score

No.	Students Name	Score Post-Test 2	Passing Grade	Category
1.	DYA	90	73	Complete
2.	EEA	70	73	Incomplete
3.	FC	80	73	Complete
4.	GBM	80	73	Complete
5.	IB	90	73	Complete
6.	IRW	0	73	Incomplete
7.	KAM	80	73	Complete
8.	KKP	70	73	Incomplete
9.	KAP	80	73	Complete
10.	KIS	0	73	Incomplete
11.	KNP	90	73	Complete
12.	LAA	90	73	Complete
13.	LWN	70	73	Incomplete
14.	MA	80	73	Complete
15.	MSF	70	73	Incomplete
16.	NMA	80	73	Complete
17.	NAK	90	73	Complete
18.	RAS	80	73	Complete
19.	SZS	80	73	Complete
20.	SAF	60	73	Incomplete
21.	SAG	80	73	Complete
22.	TK	90	73	Complete
23.	TWA	90	73	Complete
24.	VA	90	73	Complete
25.	VPN	90	73	Complete
26.	VP	60	73	Incomplete
27.	VAP	90	73	Complete
28.	WAS	80	73	Complete
29.	ZKA	80	73	Complete
30.	ZAR	80	73	Complete
31.	ZC	90	73	Complete
32.	ZF	60	73	Incomplete
	Total	**2.410**		
	Mean	**75,31**		
	High Score	**90**		
	Low Score	**60**		