THE EFFECTIVENESS OF BOTTOM-UP TECHNIQUE TO TEACH READING COMPREHENSION

(An Experimental Study on the Eighth Grade Students of MTs N Tinawas   in the Academic Year 2015/2016)

THESIS

Submitted as A Partial Requirements

for the Undergraduate Degree in English Education Department

BY:

QURROTUL 'AIN

SRN.12.32.2.1.240

ENGLISH EDUCATION DEPARTMENT

ISLAMIC EDUCATION AND TEACHER TRAINING FACULTY

THE STATE ISLAMIC INSTITUTE OF SURAKARTA

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ADVISOR SHEET

Subject   : Thesis of Qurrotul 'Ain

SRN   : 123221240

To:

The Dean of Islamic Education and Teacher Training Faculty

IAIN Surakarta

In Surakarta

Assalamu'alaikum Wr. Wb.

After reading thoroughly and giving necessary advices, herewith, as the advisor, I state that the thesis of:

Name : Qurrotul 'Ain

Srn   : 123221240

Title   : The Effectiveness of Bottom-up Technique to Teach Reading (an Experimental Study Conducted of the Eighth Grade Students of MTs N Tinawas in the Academic Year 2015/2016)

Has already fulfilled the requirements to be presented before The Board of Examiners (*semprop*) to gain Bachelor Degree in English Education Department.

Thankyou for the attention

Wassalamu'alaikum Wr. Wb.

Surakarta,   February 2016

Advisor,

Budiasih, S.Pd, M.Hum

NIP. 197603082003122003

RATIFICATION

This is to certify the Undergraduate Degree thesis entitled *"The Effectiveness of Bottom-up Technique to Teach Reading Comprehension (an Experimental Study Conducted at the Eighth Grade Students of MTs N Tinawas in the Academic Year 2016)"* by Qurrotul 'Ain has been approved by The Board of Thesis Examiners as the requirement for the Undergraduate Degree in IAIN Surakarta.

Main Examiner   : Novianni Anggraini, S.Pd, M.Pd   (................)

                    NIP. 1983013020011011005

Examiner I   : Dr. Yusti Arini, M.Pd   (................)

                    NIP. 197508292003122001

Examiner II   : Budiasih, M.Hum   (................)

                    NIP. 197603082003122003

Surakarta, March 1th, 2017

Approved by

The Dean of Islamic Education and Teacher Training Faculty

Dr. H. Giyoto, M.Hum

NIP. 196702242000031001

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PRONOUNCEMENT

Name   : Qurrotul 'Ain
SRN   : 123221240
Study Program   : English Education Program
Faculty   : Islamic Education and Teacher Training Faculty

I hereby sincerely state that the thesis titled *"The Effectiveness of Bottom-up Technique to Teach Reading Comprehension (an Experimental Study Conducted on the Eighth Grade Students of MTs N Tinawas in the Academic Year 2015/2016)."* is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

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

Surakarta, 2017

Stated by,

Qurrotul 'Ain
SRN. 123221240

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DEDICATION

This Thesis is dedicated to:

1.   My beloved mother, Siti Yulaikah and my beloved father, Wagimin.
2.   My dearest sister, Lusika.
3.   My close friends, Rahayu, Qurnia, Rapita, Ratih, Izza, Nuril, Rera, Selvie, Enha, Ida, Errizal and Puspita Mekar.
4.   All of my friends, for their magical loves and supports.
5.   The Readers

MOTTO

So, which of the favors of your Lord would you deny?

(QS. Ar-Rahmaan : 13)

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The researcher realizes that the thesis is far from being perfect. The researcher hopes that this thesis is useful for the researcher particularly and the readers generally.

Surakarta, January 2017

The researcher,

Qurrotul 'Ain
NIM. 123.22.12.40

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ABSTRACT

The main objective of this research is to find out how the effectiveness of Bottom-up technique in teaching reading comprehension on the eighth grade students of MTs N Tinawas I the academic year 2015/2016 is.

The researcher used Bottom-up technique in teaching reading comprehension at the eighth grade students of MTs N Tinawas in the academic year of 2016. The research method was experimental research (posttest only control group design). In taking the sample, the researcher used cluster random sampling. The sample of the research was the eighth grade students of VIII C as the experimental class and VIII A as the control class. Each of them consists of 25 students. The students of VIII C were experimental class who were taught using Bottom-up technique and the students of VIII A was control class who were taught using Top-down technique.

The data were in the form of quantitative data and they were taken from reading test after having three times treatment for each class. The data were analyzed by using T-test formula. It is used to determine whether there was a significant difference between the average score of the experimental and the control class or not. The mean score of the experimental class was 85.2, while the mean score of control class was 73.8. The mean difference between them was 11.4. The result of t-test computation that t_o was 3.418 while the value of t-table (t_{table}) was 1.980.it showed that t_o was higher than t_{table} ($t_o > t_{table}$).Therefore, the alternative Hypothesis (Ha) was accepted while the Null Hypothesis (Ho) was rejected. It means that, there is a significant difference in student's reading comprehension between students who are taught by using Bottom-up and those are taught by using Top-down. Based on the result findings, it can be concluded that the use of Bottom-up technique in teaching reading is effective. Therefore, Bottom-up technique can be implemented as one of the effective techniques of teaching to teach reading comprehension.

CHAPTER 1

INTRODUCTION

A. Background of the study

Reading is one of four important skills in English. Reading is regarded as a decoding skill that is, interpreting codes in ideas. Wallace (1992:4) states that reading is interpreting which means reacting to a written text as a piece of communication. Brown (1994:283) states that we as the members of literate society are dependent on the written word surrounds us, even life-and-death matters in our lives.

Besides reading is an effective means to extend our command of language, so it has an important place in the classroom where language is the central purpose. Linguists have proposed the importance of reading in the teaching and learning language. Carrel (1996:1) presents a basic reason for language learners all over the world to improve reading ability and she suggests that reading is the language skill to be mastered first.

Reading has been the major medium not only for transmitting thought but also for building concepts, developing vocabulary, providing knowledge, giving pleasure, giving personal enrichment, growing in intellectual, aiding in understanding personal problems, improving one's self-concept and conveying the problems and ways of other people and culture (Petty, 1980:209). In other words, by reading, reader can communicate with the writer by using printed or written text in order to get information, ideas, pleasure, and develop vocabulary to understand the writer's message.

Same as what the experts say about reading, William (1996:2) states that reading is a process whereby one looks at   erstands what has been written. It means, we can say that reading is a process of communication between writer and reader. Aebersold and Field (1997:15) stated that reading is something which people look at the text and assign to the written symbols in that text.

From the definitions it can be concluded that reading is a process of reacting and understanding a written text as a piece of communication. Reading does not necessarily need to look everything in a given piece of text. The reader is not simply a passive object, fed with letters, words, and sentences, but is actively working on the text, and is able to arrive at understanding without looking at every letter and word. Reading does not mean the activity to read aloud but to comprehend the message and information in the text.

Related to the fact, reading is one of the major skills that students had to master. In fact, many students of Junior High School found it difficult to understand English texts. They were still poor at reading English texts. Normally they were confused because of some problems, such as unfamiliar words, inability in understanding the context, being reluctant, and so forth.

However mastering reading is not an easy task for the students. It is proved from the observation done by the researcher in MTs N Tinawas to the eighth grade students in the academic year of 2015/2016, the way the teacher teaches can influence the students understanding of the text. They do not understand the context of the texts. Based on the observation, the researcher has found that there is a problem dealing with the students' reading comprehension. The student's interaction toward the text is minimal. The minimum interaction toward the text will affect the students reading comprehension. The researcher found that the reading achievement was still low.

Those problems as mentioned above, the researcher conducted more observation to the students in the class to get more information. By doing so, the researcher found some factors causing those problems. They are,the students felt that English is difficult. It is quite hard for them to understand a text. One of the reasons is that they did not know the meaning of the words. In other words, they are lack of vocabulary. The teacher's way of teaching the material is conventional also. The teaching method used by the teacher does not the students to be active. The students are bored with the habitual learning activities. Therefore, the

teacher has to be able to use her creativity to establish inviting, enjoyable classroom environment.

The success of reading can be determined by many factors. One of the factors is the choice of reading technique. Reading technique is one of the most effective means of helping students to overcome their reading problems. Appropriate reading techniques are the key to build reading skills and to understand texts in general. Appropriate reading techniques can make even the worst students become the good learner in reading. Appropriate reading technique will allow students to learn reading effectively. It also can prevent the students from getting bored, so the use of appropriate reading technique will lead to success in reading. There are many techniques of reading, such as structured problem solving technique, higher order thinking, top down, bottom up, and etc.

Bottom-up is predicted as one of effective technique in learning reading. It is proved in International Journal entitled"Effect of Bottom-up Technique of English Language Teaching on Metacognitive Reading Awareness", a journal made by Anjali Puri in 2013. This journal proved that the students are taught Bottom-up technique, the ability to recognize, identify, speak and draw meaning quickly is enhanced and the students tend to make more improvement in reading comprehension. More extensive use of vocabulary improvement and pronunciation can also be seen in the students.

Bottom-up technique typically puts its emphasis on text-based feature. It signs lower-level reading processes (Anderson, 1994). In other words, the focus is directed to words and sentence level. Reader starts with acquisition of letters, letters clusters, words, phrases, sentences, and longer text.

Carrel (1988), states that bottom-up in second language reading is viewed primarily as a decoding process of reconstructing the author's intended meaning by recognizing the printed letters and words, and building up a meaning of a text from the smallest textual units at the "bottom" (letters and words) to larger units at the "top" (phrases, clauses, inter

sentential linkages). That means that the step of bottom-up, first is started by decoding the smallest part (letters) to the higher part (word), and then from word to phrase, from phrase to sentence, then sentence to paragraph to get the idea of the text. The process is complex; the reader has to break down from the smallest part correctly to arrive in the biggest one. So, the idea of the text will be got as the sequence of the parts.

Based on the theories above, some techniques can be used to teach reading, and they have their advantages and their disadvantages. Based on the characteristic and the need of the students of junior high school, where the researcher does the research, and since the techniques of reading applied by the students are important, the researcher is interested to treat the students using bottom-up technique in reading to the students of junior high school. So, the researcher is interested in conducting researches entitle:*"The Effectiveness of Bottom-up Technique to Teach Reading Comprehension (an Experimental Study Conducted on the Eighth Grade Students of MTs N Tinawas in the Academic Year 2015/2016)"*

B. Problem Identification

Based on the explanation above, some problems which are found in the school are:

1. The student's interaction toward the text is minimal.

2. The students are not interested in the technique used in learning English.

3. Technique that the teacher applies influences the students' reading comprehension.

4. There is possibility that Bottom-up technique influences the students' reading comprehension.

C. Problem Formulation

Based on the background of the study above, the problem is formulated as follows; "Is using bottom-up technique effective to teach reading comprehension at the eighth grade of MTs N Tinawas in the academic year 2015/2016?"

D. The Objective of the Study

Based on the problem formulations above, the objectives is to find out the effectiveness of bottom-up technique to teach reading comprehension.

E. The Benefits of the Study

The research is expected to be useful either theoretically or practically. The benefits are elaborated as follows:

1. Theoretical Benefit

The finding of the research will enrich the use of technique to teach eighth grade students. It also can be the reference for the further research.

2. Practical Benefit

a. For the teachers

The research can be made as consideration to use the appropriate technique to teach reading English.

b. For readers

The research can give more information to the reader about the way to teach reading comprehension.

c. For the researchers

The research can give a good experience in conducting an experimental research to know the effectiveness of the technique that use to teach.

F. Previous Related Studies

The researcher conducts this research based on the previous study from two theses which using bottom-up technique to teach student's reading skill. The first thesis entitled "A Comparative Study on Teaching Top-Down and Bottom-Up Techniques of Reading (A Quasi-Experimental Study at 8th Grade Of Smp N 5 Surakarta In The Academic Year 2012/2013)", a thesis made by Meita Dwi Astuti in 2013 from Sebelas Maret University (UNS). In this thesis, Meita has proved that top-down technique is effective to teach reading in students of junior high school.

The second thesis, the researcher reads from a thesis entitled "The Teaching Effectiveness of Bottom-up and Top-down Approaches in the English Reading Comprehension of Grade Eighth Students of SMP N 3 Yogyakarta.", a thesis made in 2012 by Raden Rara Vivi Kusuma Ardhani from UNY. Raden has proved also that bottom-up technique is effective to teach reading skill of students in SMP N 3 Yogyakarta.

The similarities between this research and the two previous researches are: first, one of the variables is about reading. Second, the researcher use new alternative way to teach reading effectively.

The difference the previous researches and this research are about the population and sample of the study, time of the study, the total of variable and research design.

Both these, encourage the researcher to conduct an experimental research of using bottom-up technique to teach reading in eighth grade students of MTs N Tinawas in 2015/22016 academic years.

G. Definition of Key Terms

1. Reading Comprehension

   Reading comprehension is a thinking process through which reader becomes aware of an idea, understand it is terms of their experiential background and interpret it in relation to their own needs and purposes(Kennedy, 1981:192).

2. Teaching Reading

   As children learn to decode text and develop increasing fluency, they also need to learn how to understand the text they are reading. A child may read a text passage with few to no errors, and yet demonstrate little or no comprehension. Fortunately, through many studies of good readers do in order to comprehend texts (Snow in Headley, 1993:275).

3. Bottom-up Technique

   Bottom-up is one of the techniques in learning reading. This technique typically puts its emphasis on text-based feature. It signs lower-level reading processes (Anderson, 1994).

4. The Experimental Design

   Experimental design is an approach to educational research in which an idea or hypothesis is tested or verified by setting up situations in which relationship between different subject or variables can be determined (Richards, 1985:1

CHAPTER II

THEORETICAL REVIEW

A. **Theoretical Description**

1. **Review on Reading Comprehension**

   This chapter consists of theories that underline the research topic and the previous study. Theories underlying the research topic explain the general concept of reading

comprehension, teaching reading, and definition of Bottom-up technique. Meanwhile, the previous study contains some studies which are related to the research topic.

a. **The Definition of Reading**

According to Brown (2007: 22), reading is an active and complex process which draws on the application of a number of skill and knowledge about language and print. The skills that are needed include the ability to recognize letters and words, to match letters with sounds and to combine a series of sounds to create words. Reading also relies on the reader's ability to predict words in a text using knowledge about language such as sentence structure, word meaning and the meaning of the text. In applying skills and knowledge the reader is guided by the expectation that what is read should make sense.

Weaver (in Hoskissen, 1998: 198) states that reading is a tran's active process in which readers negotiate meaning or interpretation. During reading, the meaning does not go from the page to the reader: instead, it is complex negotiation between the text and the reader that is sh   e immediate situational context includes the contexts.

Based on those definitions, reading is a process of our mind understanding or interpreting the content of a text orally or silently. This process needs the ability to connect the text in sound in order to produce the understanding of the text not only in meaning but also in expressing the text.

b. **Reading Comprehension**

Reading as one of basic language skills means activity that involves reader, text, and interaction between both the reader and the text. Reading cannot be separated from the knowledge of the reader, which is known as "schema", and the strategy of the reader uses in the process of reading. The reader needs schema and strategy, because in the process of reading to get the ideas of the text, what the writer means

may not be exactly the same as what the reader gets. Therefore, the writer has a thought that what one reader gets from a text may be different from what other reader gets by the same text. Kennedy (1981:16) states that, the ability of pupils to find, interpret and used ideas is called comprehension. Developing this ability is the chief purpose in reading instruction. It is like Munby's (in Headly, 1993: 197) that states about the model of reading instruction. He divides the types of reading into two categories, they are intensive and extensive reading. Reading comprehension is included in intensive reading. In intensive reading, the students need to understand the factual information, implication, and relationship of paragraph and their own knowledge. While in extensive reading the students need not comprehend the text in details.

Linse (2005: 71) states that, reading comprehension refers to read for meaning, understanding, and entertainment. It involves higher-order thinking skills and is much more complex than merely decoding specific words.

Kennedy (1981:192) states that, reading comprehension can be defined as a thinking process through which reader becomes aware of an idea, understand it is term of their experimental background and interpret it in relation to their own needs and purposes. While Adam (in Howel, Fox, Morehead, 1993:182) states that reading comprehension is an active process through which the reader uses code, context analysis, prior knowledge, vocabulary, and language, along with executive-control strategies to understand the text.

Reading comprehension is the ability to find the writer's idea stated or unstated in the text. The essence in reading comprehension is the understanding of information delivered by the writer in the text. Based on some theories above, it can be concluded that reading comprehension is an active process of understanding and constructing meaning from what is read involving decoding the writer's words and

then using background knowledge to construct an approximate understanding of the writer's message.

c. **Types of Reading**

Munby's (1993: 197) states that model of reading instruction are divided types of reading into two categories, according to purpose: he characterizes reading as being either intensive or extensive. In intensive reading, often for information, students need to understand linguistic as well as semantic detail and pay close attention to the text. Four types of understanding are specified for training in intensive reading : (a) understanding the plain sense, or factual exact surface meanings in the text, (b) understanding implications, which involve making inferences and being sensitive to emotional tone and figurative language, (c) understanding the relationship of ideas in the reading passage, including interferential relationship and linkages between paragraphs, and (d) being able to relate the reading material to one's own knowledge and experience. In intensive reading, often for pleasure, students need not necessarily comprehend all the details of the text. However, speed and getting the gist are the most important criteria for training in this type of reading task. Understanding in a general way the author's intent, getting the main ideas, and reacting to the material personally are also reading goals when reading extensively.

Therefore the type of reading that is used by the students of junior high school in intensive reading. They have to understand the text in detail to get the information. Furthermore, it will help them at the next level such as senior high school and university level.

d. **Sub Skill of Reading Comprehension**

Olson and Diller (1982) state that the reading comprehension is composed of a combination among separable sub skills. They propose twelve sub skills of comprehension:

1) Gaining word meaning

2) Identifying details

3) Identifying main ideas

4) Identifying sequences

5) Identifying cause-effect relationships

6) Making inferences

7) Making generalization and conclusion

8) Identifying tone and mood

9) Identifying theme

10) Identifying characterization

11) Identifying fact, fiction, and opinion

12) Identifying propaganda

Harris and Sipay (1980) identify the skills needed for successful performance on reading comprehension. They are:

1) Reading for main ideas

2) Reading to note and recall details

3) Ability to find answers to specific questions

4) Reading to follow a sequence of events

5) Following printed directions

6) Grasping the author's plan

7) Development of critical reading ability

8) Remembering what one has read, and

9) Encouraging creativity in reading

Based on the theories above, there are some sub skills, which will lead to the successful performance on the reading comprehension. One skill cannot be separated to the other skills because those all are the part of the reading comprehension. The

reader will be said as a successful reader if he/she has ability to cover all those sub skills. Those all seem to be difficult to be done, but when the reader really master all those sub skills, he/she will a good performance in reading and comprehending a text.

e. **The Techniques of Reading**

Reading techniques plays an important role in the process of reading to get understanding of the text. Different readers may have their own ways in reading. There are many techniques in reading propose by many experts. Grellet (1998) summarizes some techniques in reading as bellow:

1) Scanning

Scanning is reading strategy in which the reader glances at a text to find a particular piece of information. Williams (1996) states that scanning occurs when a reader goes through a text very quickly in order to find a particular point of information.It involves these steps:

a) Determining what key words to look for.

b) Looking quickly through the text for those words.

c) Reading the sentences around key words to see if they provide the information being sought.

d) If the texts provide the information being sought, do not read further. If they do not provide the information being sought, continue scanning.

2) Skimming

Skimming is a reading strategy in which the reader glances at a text to get gist of it. The purpose of skimming is simply to see what a text is about. The reader skims in order to satisfy a very general curiosity about the text. It also helps the reader to recognize their thought and specify what information they can get from a book, so that their subsequent reading is more efficient.

3) Extensive Reading

Extensive reading is reading longer texts, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding. In extensive reading, the reader has a general understanding of the text without necessarily understanding every word. The text is always to be read for comprehension of main ideas, not of every detail word.

4) Intensive Reading

Intensive reading is reading shorter texts to extract specific information. This is reading for detail. In intensive reading, the reader is expected to understand everything they read and to be able to answer detailed vocabulary and comprehension questions.

An appropriate reading technique is important to the reader. It will make the reader get the ideas of the text easily. By reading a text in an appropriate way, the reader will not waste his/her time and it will be easier for his/her to remember important point of the text. In junior high school, some of those reading techniques are used, but the techniques, which are often used by the students in a completing a task, are scanning and skimming. The students usually find particular information in the text using these reading techniques because they are considered as the easiest way to get the ideas of the text.

f. Micro skills and Macro skills of Reading

Brown (2004) gives the list of micro and macro skills of reading as bellow:

1) Micro skills

a) Discriminate among distinctive graphemes and orthographic patterns of English.

b) Retain chucks of language of different lengths in short-term memory.

c) Process writing at an efficient rate of speed to suit the purpose.

d) Recognize a core of words, and interpret word other pattern and their significance.

e) Recognize grammatical word classes (noun, verb, etc.) systems (e.g. tense, agreement, pluralisation) patterns, rules, and elliptical forms.

f) Recognize that a particular meaning may be expressed in different grammatical forms.

g) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among the clauses.

2) Macro skills

a) Recognize the rhetorical form of written discourse and their significance for interpretation.

b) Recognize the communicative function of written texts, according to form and purpose.

c) Infer context that is not explicit by using background knowledge.

d) From described events, ideas, etc. infer links and connections between events, deduce causes and effects, and detect such relation as main idea, supporting idea, new information, given information, generalization, and exemplification.

e) Distinguish between literal and implied meaning.

f) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.

g) Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

Based on the micro skills and macro skills above, the writer can infer that reading is a process of extracting meaning from text by doing an active

construction on the reader's mind to find main ideas, explicit and implicit information, and the reference of pronoun in the text, and the meaning of words based on the context.

2. Review in Teaching Reading

a. Teaching Reading

As children learn to decode text and develop increasing fluency, they also need to learn how to understand the text they are reading. A child may read a text passage with few to no errors, and yet demonstrate little or no comprehension. Fortunately, through many studies of good readers do in order to comprehend texts (Snow in Headley, 1993:275).

1) The Principles behind the Teaching of Reading

Harmer (1998:70) states that, the principles behind the teaching of reading are:

a) Reading is not a passive skill.

b) Students need to be engaged with what they are reading.

c) Students should be encouraged to respond to the content of a reading text, not just the language.

d) Prediction is major factor in reading.

e) Match the task to the topic.

f) Good teachers exploit reading texts to the full.

2) Technique for Teaching Reading Skill

Philips (in Headley, 1993:199) states that points out that a whole range of practice activities might be used in concert to integrate individual skills so

that higher levels of proficiency instruction that can be used either in the classroom, in individualize instructional setting, or in computer-adaptive instruction. The five stages are:

a) Pre Teaching/Preparation Stage

This is important first step to develop skills in anticipation and prediction for the reading of graphic material. Some activities Philips recommends for this first stage of reading include:

(1) Brainstorming to generate ideas that have a high probability of occurrence in the text.

(2) Looking at visuals, headlines, titles, chats, or other contextual aids in text.

(3) Predicting or hypothesizing on the basis of the title or first line.

b) Skimming/Scanning Stages

Some of the practice activities needed for this stage includes:

(1) Getting the gist of short readings, paragraphs, or other material

(2) Identify topic sentence and main idea

(3) Selecting the best paraphrase from multiple-choice options of the main idea of a text or of the conclusion

(4) Matching subtitle with paragraphs

(5) Filling in charts or forms with key concepts

(6) Creating titles or headlines for passages

(7) Making global judgments or reacting in some global fashion to a reading passage

3) Decoding /Intensive Reading Stage

Decoding involve guessing from content at the meaning of unknown words of phrase and may be needed at the word.

4) Comprehension Stage

Reading comprehension exercises should (a) not confound the reading skill with other skill, and (b) project the reader through several phases of the reading process.

5) Transferable/Integrating Skills

The exercise should be use that help students go beyond the confines of the specific passage to enhance reading.

b. Teaching Reading to Junior High School Students

Browne (2007:27), states that when teaching children to read we need to make sure that they can draw upon their knowledge of letters and words as they read, apply their knowledge about oral communication to texts and understand that reading is a purposeful and meaning making activity.

However, Pinter (2006:68) states that, the first language of children will influence the process of learning to read in English. They are likely to use strategies that worked in their first language reading, such as spelling, trying to sound things out, comparing sound and letters. At the beginning of teaching, the teacher might introduce written word to let the children experience printed materials. This would make the children curious about reading. Another supportive way to progress from word reading is to lat children follow texts, dialogues, songs, or rhymes. Teachers can get the children to read short texts and dialogues which have been extensively practiced orally.

Browne (2007:35) states that, we have to show to children that reading is about recreation of meaning and providing them with experiences of books, stories, and etc. It helps them to read positively and easily. Every teacher knows that young children are as active learners. Therefore, the teacher can decide to teach by reacting

to the active learning that they see and responding to the problems that children face in their development.

Based on those statements, it can be concluded that teaching reading for young learner should be attend to the background knowledge of their first language. We should teach them by letting them sounding the word or spelling the word. We should not give a long text. But we can give them a short text. The teachers also have to know that young learner need an extra attention from their teacher as they are active learners.

3. Review in Bottom-up Technique

a. The Definition of Bottom-up Technique

Bottom-up is one of the techniques in learning reading. This technique typically puts its emphasis on text-based feature. It signs lower-level reading processes (Anderson, 1994). In other words, the focus is directed to words and sentence level. Reader starts with acquisition of letters, letters clusters, words, phrases, sentences, and longer text. In line with Anderson, Nunan (2003) states that bottom-up processing happen when "the students start with the component parts: words, grammar, and like". It can be said that bottom-up is text base. It means that the reader relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. The reader processes the information from the very basic or small parts of language, i.e. sounds into the bigger one, such as words, phrases, clauses, and sentences. Another bottom-up theory is proposed by Gough (1972). He states that readers will begin by translating the parts of written language (letters) into speech sounds, then the pieces of the sounds together to form individual words, then the pieces of words together to arrive at an understanding the author's written message.

To be successful readers, students must be able to break a word down into its smallest parts, the individual sounds. Nunan (2003) states that all reading materials are carefully reviewed so that the students are not exposed to the difficult vocabulary. The typical classroom focus based on the bottom-up technique is what we call intensive reading, which involved a short reading passage followed by textbook activities to build up comprehension skill. Nowadays, the main method associated with the bottom-up technique to read is known as *phonics*, which requires the learner to match letters with sounds in a defined sequence. According to this view, reading is a linear process by which readers decode a text word by word, linking the word into phrases and then sentences (Kucer, 1987). In other words, textual comprehension involves adding the meanings of words to get the meanings of clauses (Anderson, 1994).

Picture 1.1 bellow is a graphic representation of a bottom-up technique of reading (Nunan, 2003). Readers begin with the smallest elements to build up text comprehension.

Reading begins with the smallest elements
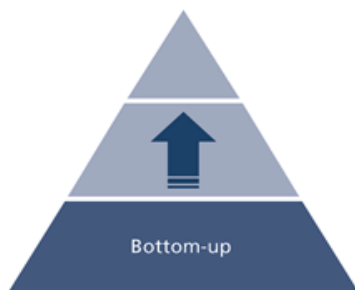
Picture 1.1

From the picture above, it can be seen that meaning finally becomes the order to achieve comprehension as the consequence; bottom-up technique allows little inference for the readers to recall their background knowledge.

b. Teaching Steps of Bottom-up Technique

Carrel (1988) states that, bottom-up in second language reading is viewed primarily as a decoding process of reconstructing the author's intended meaning by recognizing the printed letters and words, and building up a meaning of a text from the smallest textual units at the "bottom" (letters and words) to larger units at the "top" (phrases, clauses, inter sentential linkages). That means that the step of bottom-up, first is started by decoding the smallest part (letters) to the higher part (word), and then from word to phrase, from phrase to sentence, then sentence to paragraph to get the idea of the text. The process is complex; the reader has to break down from the smallest part correctly to arrive in the biggest one. So, the idea of the text will be got as the sequence of the parts.

Kucer (1987) states that in bottom-up process, reading is a linear process by which readers decode a text word by word, linking the words into phrases, and then sentences. The reader in this technique will draw an idea of the text by starting with acquisition of letters, letter clusters, words, phrases, sentences, and longer text. The reader will obtain the comprehension of the text by passing the complex process of decoding a text word by word, linking the words into phrases, and then sentences.

Nattinger and DeCarrico (1992) state that bottom-up processes analyze small bits of discourse such as individual lexical items, which serve as the basis for assigning topic. That means that bottom-up processes will be started from analyzing the small bits of the lexical items. It will be started from comprehending the small part of the language continued with the bigger one.

Richards (1990) states that bottom-up processing refer to the use of incoming data as a source of information about the meaning of a message. From this perspective, the process of comprehension begins with the message received, which is analyzed at successive levels of organization – word, clauses, and sentence – until the intended meaning is arrived. Comprehension is thus viewed as a process of decoding.

Based on the arguments of some experts above, the researcher draws a conclusion that the teaching steps of bottom-up technique in teaching reading to the students are as follows:

1) The teacher ask the students to decode the smallest parts of written language (individual words)

2) Then, the teacher asks the students to combine the individual words together to form phrases for getting the meaning

3) Then, the teacher asks the students to combine the phrases together to form sentence, then group the sentences to get an understanding to the author's written message.

c. **The Advantage of Bottom-up Technique**

According to Carrel (1988), if the reader is skilled of word recognition but does not know much about the text topic, it may be easier to simply recognize the words on the page and rely on bottom-up processes. It means that if the reader does not have such kind of background knowledge, in bottom-up process, the reader can use his/her capability to recognize the word. The reader can get the idea of the text by breaking down the part of the text from the smallest (letters) to the biggest (text). Still according to Carrel, "holding in the bottom", enhancing second language readers' bottom-up decoding skills, should include classroom instruction on the cohesive devices of English, and their function across sentences and paragraph. Such

instruction can make students aware of how ideas in a text are unified by these cohesive elements.

Richards (1990) argues that bottom-up processing can develop the reader's ability to do the following:

1) Recognize word divisions

2) Use knowledge of word-order patterns to identify constituents in utterances

3) Recognize grammatical relations between key elements in sentences

4) Recognize key words in utterance

Henceforth, the reader using bottom-up technique can do some activities as follows:

1) Identify the referents of pronouns used in the text

2) Recognize if a sentence is active or passive

3) Identify major constituents in a sentence, such as subject and object, verb and adverb

4) Recognize the time reference of a sentence

5) Distinguish between positive and negative statements

6) Recognize sequence markers

Stanovich in Carrel (1988) states that reading rate is more dependent on the speed with which a reader can recognize words and construct a representation, that is on bottom-up skills, than on the ability to use predictions. It means that most reading comprehension is got by the recognition of words as the bottom-up process rather than by predicting the text as the top-down process. The recognition of the words here means to break down from the smallest part (letters) to the biggest part (text) to get the idea. It is because not all the readers have background knowledge or experience about the topic of the text.

Based on the statements of expert above, the researcher draws a conclusion that the advantages of reading through bottom-up technique are as follows:

1) Reading through bottom-up technique may be easier for the students who is skilled at words recognition but does not know much about the text topic

2) The students who read through bottom-up technique concerns such as the rapid and accurate identification of lexical and grammatical forms

3) The students who read through bottom-up technique will understand about some phrases in English

d. The Disadvantages of Bottom-up Technique

Carrel (1988) states that bottom-up technique has some limitations. It tends to emphasize such higher-level skills as the rapid and accurate identification of lexical and grammatical forms. It means that in using bottom-up technique, a higher thinking is needed to break down the part of the text. The reader who is not skilled at word recognition may find it difficult to use this technique. It is not simple to break down every detail of element in the text. It also needs more time.

O'Malley and Chamot (1990) state that bottom-up processing leads to the some types of inefficiency. The first, the meaning of any word often depends on the context in which it is used. An individual attempt to comprehend either written or oral text would need to process any word more than one if it was found later not to bear the meaning originally determined, which seems more likely to occur if each word is analyzed in isolation of its context. The second types of inefficiency is that lexical access will be faster if the context can be used to narrow the range of possible meanings that must be explored in long-term memory pathways to the specific word meaning will be quicker if the text is provided (Gagne in O'Malley and Chamot, 1990). The third, bottom-up processing, or processing words without using context to project additional meaning, can be expected to have inefficiencies since

individuals who do make predictions about the text meaning tend to have greater comprehension (Palincsar and Ryan in O'Malley and Chamot, 1990).

Based on the statements of expert above, the researcher draws a conclusion that the disadvantages of reading through bottom-up technique are as follows:

1) Reading through bottom-up technique may be difficult for the students who are less skilled at word recognition

2) Reading through bottom-up technique is a complex process of breaking down from the smallest part of the text

3) The process of reading though bottom-up technique takes much time

4) Reading through bottom-up technique is needed such a higher thinking to break down the part of the text

4. Review in Top-down Technique

a. Definition of Top-down Technique

Top-down processing begins from the students' background knowledge (Nunan, 2003). According to Anderson in Nunan (2003), in top-down technique of reading, the reader begins with the largest elements of reading activity and work down towards smallest elements to build comprehension of what is being read. He also states that the focus in top-down process is on how the reader relates his/her background knowledge, makes predictions, and surveys the text to confirm and reject the predictions that are made (Anderson, 1994). In line with Anderson, Grabe and Stoller (2002) characterize the reader of top-down technique as someone who has a set of expectations about text information and samples enough information from text to confirm or to reject these expectations. However, in this process, the reader needs to have background knowledge in order to be able to convey the message of the text. The text can be understood although all of individual words are

not understood because the background knowledge activates a set of expectation that helps the reader to interpret what is read and to predict what will come next. So, reading comprehension can be generated even though the reader does not have a mastery of word recognition in a passage.

Another argument comes from Nunan (1992); he states that top-down technique begins with overall knowledge of the subject matter and structure of the text to be comprehended top-down technique begins with whole texts and encourages readers to use their knowledge of text structure and the overall purpose of the speaker/writer to orient them to the context. Abraham (2000) argues that top-down technique focuses on what the readers bring to the process. The readers sample the text for information and contrast it with their world knowledge, helping to make sense of what is written. The focus here is on the readers as they interact with the text. Top-down processing technique revolutionized the conception of the way students learn to read (Smith, 1994). In this view, reading is not just extracting meaning from the text, but a process of connecting information in the text with the knowledge the reader brings to the act of reading. In this sense, reading is dialog between the reader and the text, which involve an active cognitive process in which the reader's background knowledge plays a key role in the creation of meaning (Tierney and Pearson, 1994).

To read based on the top-down technique of reading, Nunan (2003) argues that there are four key features:

1) It is a literature-based approach; readers are exposed to a wide range of vocabulary.

2) Language is students-centered; the reader may choose what he or she wants to read.

3) Reading is integrated with writing; reading activity will be followed simultaneously by writing activity.

4) The emphasis is on constructing meaning; the focus is on meaning and keeping language whole, not to breaking down into smallest units.

Picture 1.2 bellow is a graphic representation of a top-down technique of reading (Nunan, 2003).

Reading begins with reader's background knowledge

Picture 1.2

From the explanation above, it is clear that in the top-down technique, the process of comprehension deals with using background knowledge and then read the text by reading the sentences to confirm or reject the predictions they have made. It refers to the use of background knowledge in understanding the meaning of the message. In top-down processing, the teacher, as the facilitator of learning in the

classroom, may help the students to prepare or to construct their prior knowledge of what is going to be learned.

b. Teaching Steps of Top-down Technique

According to Carrell (1988), top-down processing is the making of predictions about the text based on prior experience or background knowledge, and then checking the text for confirmation or refutation of those predictions. Based on this opinion, teaching steps of top-down is started by directing the students as the reader to make some predictions of the text. To make predictions, the students will use their background knowledge or experiences that they have before. After that, the teacher asks the students to check the text by confirming whether the predictions which have been made are similar to what the writer really means is the context of the text or not. If the predictions are not similar, the students have to read the text again to get the proper idea of the text.

Carrel (1988) argue that the process of top-down are the reader stars with the general idea, or schema, of what should be in the text – this being derived from previously acquired knowledge – and uses this schema in perceiving and in interpreting graphic cues. This theory has a similar meaning to the theory by Carrell. According to them, the first step of top-down process is to make a general idea or schema about what should be in the text. In making the general idea and interpreting the text, the reader uses his/her previous knowledge. And then, the reader confirms his/her predictions by skimming the text. That activity of skimming is used to confirm or refute the predictions he/she has made.

Based on the statements of some experts above, the writer draws a conclusion that the teaching steps of top-down technique in teaching reading to the students are as follows:

1) The teacher evokes the students thought. The teacher asks the students to preview the content of the text by looking at the title, the pictures, and the print.

2) The teachers activates the students' appropriate prior knowledge through giving question about what they already know about the topic and the vocabularies of the reading passage.

3) The teacher asks the students to make some predictions about the text by using their background knowledge.

The teacher asks the students to confirm their predictions, whether it is similar to what the writer means or not.

c. **The Advantage of Top-down Technique**

According to Coady in Carrell (1988), the background knowledge will enable the students to comprehend at a reasonable rate and keep him involve in the material in spite of its syntactic difficulty. It means that background knowledge that the reader uses is very helpful in predicting the idea of the text. It is because the main process in using top-down technique is the use of background knowledge or prior experience of the reader to make predictions. Background knowledge becomes very important in top-down technique.

Carrell (1988) states that top-down processing help the readers to resolve ambiguities or to select between alternative possible interpretations of the incoming data. It means that process of reading through top-down technique is very helpful to reader when deciding which correct interpretations in making predictions about the idea of the text. It is because the use of background knowledge of the reader that helps him/her to concern with the information according to the context. So, the reader's background knowledge can be used to omit the ambiguities. By using background knowledge, readers who may be slow at word recognition can make predictions to get the idea of the text without breaking down the text word by word.

O'Malley and Chamot (1990) states that top-down processing can involve attending to the overall meaning of phrases and sentences rather than their linguistic features. It means that in the process of reading through top-down technique, the reader will understand the meaning of such kind of phrases, sentence, even paragraph without comprehending all the linguistic features of the language. That is because in process of reading through top-down technique, the reader will depend more on using his/her background knowledge to make prediction about the content of the text rather than by understanding every details of the text.

Hudson in Carrell (1988) says that top-down processing is very much implicated in the so-called short circuit of second language reading, and that schemata can override language proficiency as a factor in comprehension. Schemata theory research shows that the greater the background knowledge a reader has of a text's content area, the better reader will comprehend that text (Carrell, 1988). The implicit cultural knowledge presupposed by a text and the reader's own cultural knowledge interact to make texts based on one's own culture easier to read and understand than syntactically and rhetorically equivalent texts based on a less familiar culture.

Based on the statements of some experts above, the researcher draws a conclusion that the advantages of reading through top-down technique are as follows:

1) Reading through top-down technique will make the students familiar with predicting, so if they have good background knowledge, they will comprehend the text easier.

2) Reading though top-down technique develops appropriate schemata for the proper interpretation of text.

3) The use of top-down process in reading does not need to require the students to have the ability to understand every detail letter of the text.

4) Reading through top-down technique increases the students' thinking to understand the text by using their ability in predicting the text.

5) Reading through top-down technique allows the students to find meaning in a subject by applying their own experiences.

d. The Disadvantages of Top-down Technique

Carrel (1988) state in top-down processing, reading is viewed as being conceptually driven by the higher-order stages rather than by low-level stimulus analysis. Top-down technique starts with hypotheses and predictions and attempt to verify them by working down to the printed stimuli. In means that in reading through top-down technique, it needs such a higher thinking by using that one of the problem for the top-down technique is that for many texts, when the reader has a little knowledge of the topic and cannot generate predictions, the amount of time necessary to generate a prediction may be greater than the amount of time the skilled reader needs simply to recognize the words.

Based on the statements of expert above, the researcher draws a conclusion that the disadvantages of reading through top-down technique are as follows:

1) Reading through top-down technique is more difficult for the students who do not have background knowledge and experience because the main process of reading through top-down technique is the use of background knowledge.

2) Reading through top-down technique ignores the importance of smallest element such as letters, letter cluster, phrases, etc.

3) The students, who are taught through top-down technique, can lose the meaning of some phrases in the text.

B. Rationale

Based on underlying theory above, the researcher assumes that reading is one of the most important skills that students have to master. Linse (2005: 71) states that, reading

comprehension refers to read for meaning, understanding, and entertainment. It involves higher-order thinking skills and is much more complex than merely decoding specific words.

Bottom-up technique is very helpful for a student who are less skilled at word recognition, because it is will allow the students to draw ideas of the text by starting with acquisition of letters, letter clusters, words, phrases, sentences, and paragraph (Anderson, 1994). By using bottom-up technique, the students will break down the text into its smallest parts. They will obtain the comprehension of the text by word, linking words into phrases and then sentences. By doing those processes, the students will understand about some phrases in English texts.

Top-down processing begins from the students' background knowledge (Nunan, 2003). According to Anderson in Nunan (2003), in top-down technique of reading, the reader begins with the largest elements of reading activity and work down towards smallest elements to build comprehension of what is being read. He also states that the focus in top-down process is on how the reader relates his/her background knowledge, makes predictions, and surveys the text to confirm and reject the predictions that are made (Anderson, 1994). This technique is difficult for the students who do not have background knowledge and experience. In Top-down technique, the students used their prediction to comprehend the text, so if the students have not good background knowledge, they will not comprehend the text easier.

In conclusion, the researcher assumes that Bottom-up technique is more effective than Top-down technique. The teaching learning reading will be easier to deliver when using Bottom-up technique.

C. Hypothesis

Based on the theory underlying the study dealing with using bottom-up technique in reading, the hypotheses proposed in this study is the use of bottom-up technique is effective to teach reading at eighth grade students of MTs N Tinawas in academic years 2016.

CHAPTER III

RESEARCH METHOD

A. A Method of the Research

Best (1995:20) states that research defined as the systematic and objective analysis and recording of controlled observations that may lead to the development of generalizations, principles, or theories, resulting in prediction and possibly ultimate control of events. Nunan (1992:2) states that research is a process which involves divining a problem, stating an objective, and formulating an hypothesis it involves gathering information, classification, analysis, and interpretation to see to what extent the initial objective has been achieve.

Nunan (1992:47) states that experiments are designed to collect data in such a way that threats to the reliability and validity are minimized. Best (1995:27) states that

experimental research describes what will be when certain variables are carefully controlled or manipulated. The focus is on variable relationships. As defined here, deliberate manipulation is always a part of the experimental method. Based on explanation above, an important point to note about the goal of experimental study is that it is functioned to analyzed whether there is any cause effect or not and how far the cause effect of a technique or method by giving certain condition to experimental group and control group for making comparison.

There are two variables in this research, teaching technique that consists of bottom-up technique and top-down technique and Reading comprehension. Bottom-up technique and Top-down technique represents independent and Reading comprehension as dependent variable. In the purpose of the research is to know whether there is significant difference in reading comprehension between the students are taught by using bottom-up technique and the students are taught by using the Top-down technique at eighth grades students of MTs N Tinawas. So there are two groups, namely experimental group and control group. The experimental group was the class taught using bottom-up technique, while the control group was group taught using Top-down technique. Both of them were not given the pretest. It intended that the posttest scores were not influenced by the pretest scores. This model uses based on the assumption that the groups will be equivalent.

This is the scheme of Posttest Only Control Group Design:

$$E : X \ O_1$$
$$C : Y \ O_2$$

E : Experimental group

C : Control group

X :Bottom-up technique (independent variable)

Y :Top-down technique (dependent variable)

O_1: Posttest scores of experimental group

O_2: Posttest scores of control group

B. The Setting of the Research

1. Place

This research was carried out in MTs N Tinawas, which is located at Tinawas, Ketitang, Nogosari, Boyolali.

2. Time

This research was conducted the research from March-May 2016, second semester in the academic year of 2016. In collecting the data, the researcher made schedule as follows:

Table 1. Research Scedule

No	Task	What to Prepare	Date
1.	Preliminary visit (meet the administrator officer)	-	March
2.	Contact the Headmaster	-	April
3.	Contact the English teacher to ask the data of students as participants, the syllabus and lesson plan, hand book	-	April
4.	Teach students by using Bottom-up technique for the experimental group and Top-down technique for the control group	Lesson plan, hand book, exercise	May
5.	Posttest	Students' test	May

C. The Subject of the Research

1. Population

Gay states that (2000:169) population is a group of elements or cases, whether individuals, objects, or events that conform to specific criteria and to which we intend to generalize the results of the research. Richard states that (1985:223) A population is any set of items, individuals, etc. which share some common characteristics and from which a sample can be taken. Then, Best (1995:13) said that a population is any group of

individuals that have one or more characteristics in common that are of interest to the researcher.

The summary of the statement above, population is a large domain group of people which has some characteristics which become the field of the research to collect the data. The population of the research was conducted at eighth grade students of MTs N Tinawas in the academic year of 2015/2016. The total number of population in this research is 200 students, which consists of seven classes. They are VIII A, VIII B, VIII C, VIII D, VIII E, VIII F and VIII G.

2. **Sample**

The number of population of the research sometimes is too big and out of the reach. Richard (1985:249) states that sample is any group of individuals which is selected to represent a population. A sample is a small proportion of a population selected for observation an analysis. By observing the characteristics of the sample, one can make certain inferences about the characteristics of the population from which it is drawn (Best, 1995:13)

So, it can be concluded that sample is a part of population and should represent the population since the research result will be generalized to the population. To take the sample of this research, the writer chooses two classes of the eighth grade students of MTs N Tinawas. The first class is 8Cas the experimental class which is taught by using bottom-up technique and the other class is 8A as the control class which is taught by using top-down technique.

3. **Sampling**

Taking the number of sample, the researcher should use the sampling technique. Sampling is the procedure of selecting a sample (Jack Richard, 1985:249)

The researcher will use random sampling. A sample which every member of population has an equal and independent chance of being selected, (Jack Richard,

1985:249). According to John W. Best (1995:14) simple random sample is the individual observation or individuals are chosen in such a way that each has an equal chance of being selected, and each choice is independent of any other choice. The area or cluster sample is a variation of the simple random sample that is particularly appropriate when the population of interest is infinite, when a list of the members of the population does not exist, or when the geographic distribution of the individuals is widely scattered.

Cluster random sampling is used to determine two classes which are used as the sample in this research. By using lottery, to choose the sample of the research to get the data.

After the two classes were chosen, the classes were divided to be two groups by using random sampling technique. Random sampling technique is used choose the class which will be the experimental group and the one which will be control group. Operationally, the steps done in selecting the groups were as follows:

a. Write the name of the class in the two pieces of paper

b. Enter the papers in a box or bottle

c. Shake the bottle then put on paper out from the bottle

d. The first paper is experimental group, while the other paper is control group.

D. Techniques of Collecting the Data

Technique of collecting the data explains about how the way of collecting data for the research. There are two ways of collecting data, observation and test.

1. Test

The instrument of collecting data in this research is a test. A test is used to examine and measure the qualities of students in cognitive aspect or level of mastering material

(Sanjaya, 2009: 99). As the measurement tool of evaluation process, the tests have to have two criterion, validation, and reliability.

The instrument used in this research is an objective test. The researcher used one of objective tests. It is multiple choice types. The multiple choices have objective score. The test consists of 50 question items. The genre of the test is narrative and recount, because the syllabus of KTSP curriculum in second semester contains narrative and recount text.

Before the items are implemented, those items were tried out in MTs N Tinawas to know whether the instrument is valid and reliable or not.

2. Validity and Reliability

Before the test is administrated, it is tried out in another class. The class consists of 28 students, so that 28 students attend the try out test. The result of the try out is analyzed to know whether the items are valid or not. The instrument was tried-out to know its validity and reliability.

a. Validity

Savignon (1983:236) states that the validity of a test is the extent to which a test measures what it is supposed to measure and nothing else. The degree to which a test measures what it is supposed to measure, or can be used successfully for the purposes can be applied to a test to estimate its validity. Such procedures generally seek to determine what the test measures, and how well it does so (Richard, 1985:304). The formula of validity is:

$$r_0 = \frac{Xi - Xt}{St} \sqrt{\frac{pi}{qi}}$$

Where:

r_0 =coefficient of validity

X_i =mean score of correct answer

X_t = mean of total score

pi = the proportion of the correct answers

qi= the proportion of incorrect answers

St = standart deviation of total score

b. Reliability

Nunan (1992) defines the reliability as (a) the extent to which an independent researcher, on analyzing one's data, would reach the same conclusion; (b) a replication of one's study yield similar result. The reliability, in this context, refers to the accuracy (consistency and stability) of measurement by a test. In short, it refers to the consistency of the test score.

When all items are valid, the next step is determining the reliability. To find out the reliability of the test, the formula is as follows:

$$r_{11} = \left(\frac{n}{n-1}\right)\left(\frac{S - \sum pq}{S^2}\right)$$

Where:

r$_{11}$ = the reliability coefficient of items

n   = the number of item in the test

p   = the proportion of students who give the right answer

q   = the proportion of students who give the wrong answer

S^2 = the standard deviation of the test

E. The Technique of Analyzing the Data

1. Descriptive Statistics

Descriptive statistics is used to find the mean, median, mode, and standard deviation of the reading score. The formulas of mean, median, mode are described as follows:

a. Mean

The mean is adding a list of score then dividing by the number of scores. The formula used to determine the mean is:

$$\bar{X} = \frac{\Sigma X}{N}$$

Where:

X = the mean

Σ = the sum of

X = raw score

N = the number of cases

b. Median

Median is defined as that point in a distribution of measures bellow which 50 percents of the cases lie, which means that the other 50 percents will be above this point (Ary, 1985). The median formula is employed:

$$Md = L + \left(\frac{\frac{N}{2} - cfb}{fw}\right) i$$

Md   = the median

N   = the number of cases in the distribution

L   = the lower limit of the interval within which the median lies

cfb   = the cumulative frequency in all intervals below the interval containing the median

fw   = the frequency of cases within the interval containing the median

i   = the interval size

c. Mode

Mode is the value in a distribution that occurs most frequently (Ary, 1985). The formula is as follows:

$$Mo = L + i\left[\frac{f_1}{f_1 + f_2}\right]$$

Where:

Mo	= the symbol for mode
L	= the lower limit of the interval within which the mode lies
f_1	= the frequency of the interval containing mode reduced by that of the previous interval
f_2	= the frequency of the interval containing mode reduced by that of the following interval.

d. Standard Deviation

Standard deviation is the square root of variance (Ary, et al., 2010: 117, Best & Kahn, 1995: 285) in which the variance is the average of the squared differences from the mean. In this research, the researcher used the following formula is:

$$Sx = \sqrt{\frac{\sum(X - \bar{X})^2}{N}}$$

Sx	= the symbol for standard deviation
X	= value of the ith item
n	= total number of items

2. Pre Requisite Test

It is used to know the legality of the sample.

a. Normality Test

It is used to find out the data distribution normal or not. The researcher uses Liliefors test, the steps of Liliefors test is as follows:

1) Short the data has been obtained.

2) Seeking Mean$\sum = \left\{ \frac{\sum \bar{x}}{N} \right\}$

3) Seeking standard derivation $sd = \sqrt{\frac{\sum(x_1 - x)^2}{n-1}}$

4) Seeking $Z_i = \sqrt{\frac{(x - \bar{x})}{sd}}$

5) Seeking F(Zi) data for the first half = 0.5 − Zi obtained from the table, then the last data = 0.5 + Zi

6) Seeking $S(Xi) = \frac{Xi}{n}$

7) | F(Xi-S(Xi)|

b. Homogeneity Test

Homogeneity is used to determine that data homogeny or not. The steps as follows:

1) To determining means $(\bar{X})$

2) To determining variants (s^2) using:

$$S^2 = \frac{n \sum X_1^2 - (\sum X_1)^2}{n(n-1)}$$

3) To determining F using formula:

F= $\frac{biggervariants}{smallervariants}$

4) T_{so} compare F_{value} with $F_{table} \frac{1}{2}\alpha$ (nb-1) (nk-1) and dk = (k-1)

If $F_{value} < F_{table}$ so that the data is homogen distribution

3. T-test

The technique that uses in analyzing the data was T-Test of independent sample. T-Test for independent formula is used to find the effectiveness of the technique. The T-Test formula is:

$$t = \frac{\overline{x1} - \overline{x2}}{\sqrt{\frac{(n1-n2)s_2^1 + (n2-n1)s_2^2}{n1+n2}}}$$

Where:

$\overline{x_1}$ = the mean score of the experimental group

$\overline{x_2}$ = the mean score of control group

n_1 = the number of the experimental group

n_2 = the number of the control group

s = standard deviation

s^2 = variance

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

This chapter discusses the result of the research. This chapter describes some findings and discussions about the effectiveness of using bottom-up technique to teach reading comprehension. The aim of this research is to find out the effectiveness of bottom-up technique to teach reading comprehension. In this research, the research chooses two classes as the sample. They are 8A class and 8C class. 8C class becomes experimental group that consist of 25 students and8A class becomes control group that consist of 25 students.

The researcher gave post-test to both experimental group and control group to know that both classes were homogeneous.

1. The Description of the Data

The data which were analyzed in this research was the result of the test. After giving treatment to both groups, the researcher gave a test to the students. In this research the researcher used same material but the techniques used were different, and after treatment the researcher gave a test to the students. The scores of the students were compared using t-test formula to prove whether there is any significant difference between the two groups and to find which group has higher scores.

After teaching reading process was done at two classes that were VIII C as the experimental class and VIII A as the control class, here the result of the reading

comprehension. The researcher got the data from the post test was given after treatment finished. Then, the data are explained in detail. It includes the mean, mode, median, standard deviation, and frequency distribution then followed by histogram and polygon. The descriptions of the data are based on the groups analyzed which are divided into two groups:

a. The data of reading test on the students who are taught by using Bottom-up technique in experimental class.

b. The data of reading test on the students who are taught by using Top-down technique in control class.

The data of each group are presented as bellow:

a. The data of reading test on the students who are taught by using Bottom-up technique in experimental class.

Descriptive analysis of the data ofstudents in experimental class shows that the scores are:

No.	Name	Score
1.	ABP	83
2.	AES	80
3.	ASP	83
4.	ANF	91
5.	DA	86
6.	DAS	72
7.	DY	83
8.	EDS	89
9.	ENK	86
10.	FRA	94
11.	FA	83
12.	FR	83
13.	FI	86
14.	IZH	89
15.	KH	89
16.	LDS	91
17.	M. YLP	86
18.	MF	80
19.	NFM	89
20.	NQ	80
21.	PT	91
22.	SK	89
23.	SH	77
24.	SA	89

25.	OS	89
	$\sum$	F

Table 2

From the data, the lowest score is 72, while the highest score is 94. The mean is 85.2, the mode is 87, the median is 85.66 and the standard deviation is 11.19706. Histogram and polygon are presented below:

Class Limit	Class Boundaries	Mid point	Tally	f	Percentage
72-76	71,5-76,5	74	I	1	4
77-81	76,5-81,5	79	IIII	4	16
82-86	81,5-86,5	84	IIIIIIIII	9	36
87-91	86,5-91,5	89	IIIIIIIIII	10	40
92-96	92,5-96,5	94	I	1	4
$\sum$				25	100

Table 4.1 Frequency Distribution in experimental class
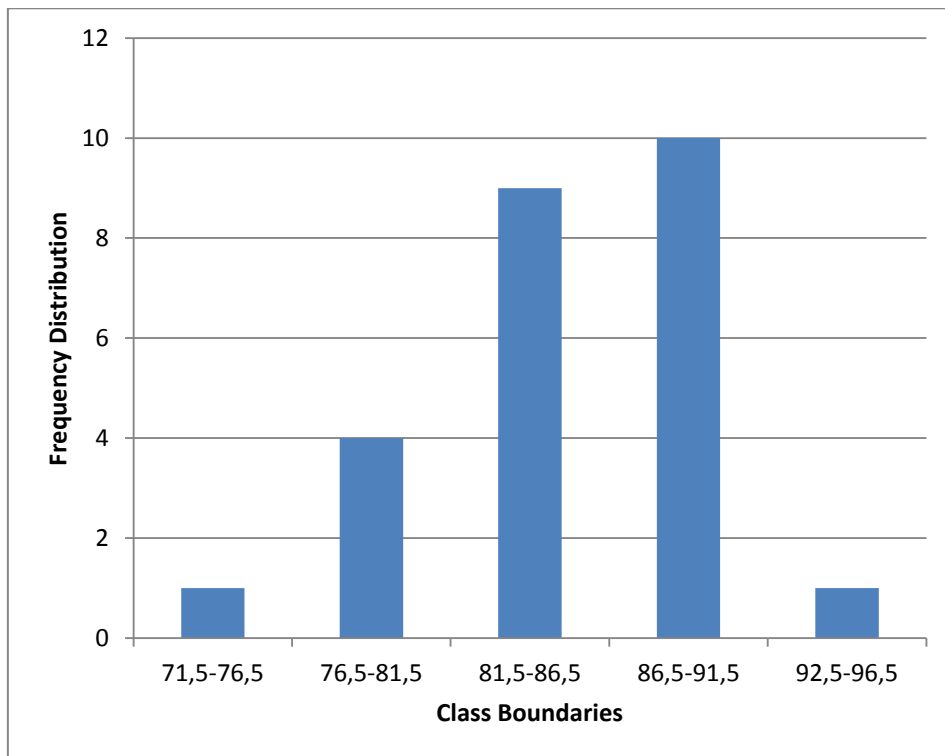
Figure 4.1 Histogram and Polygon in experimental class

b. The data of reading test on the students who are taught by using Top-down technique in control class.

Descriptive analysis of the data ofstudents in control class shows that the scores are:

No.	Name	Score
1.	AEL	77
2.	ARS	57
3.	AFAR	74
4.	AFF	83
5.	AAN	80
6.	DPU	71
7.	EGS	80
8.	FNA	71
9.	LS	83
10.	LTA	83
11.	M. I	77
12.	PA	57
13.	PW	71
14.	RDS	77
15.	SNW	74
16.	SFA	80
17.	SM	71
18.	TKT	80
19.	VSR	77
20.	WTM	77
21.	WWK	71
22.	WJ	63
23.	YSY	80
24.	YTW	74
25.	ZK	60
	$\sum$	F

From the data, the lowest score is 57, while the highest score is 83. The mean is 73.8, the mode is 78.8, the median is 76.727 and the standard deviation is 8.9513. Histogram and polygon are presented below:

Class Limit	Class Boundaries	Mid point	Tally	f	Percentage
57-61	56,5-61,5	59	III	3	12
62-66	61,5-66,5	64	I	1	4
67-71	66,5-71,5	69	IIIII	5	20

72-76	71,5-76,5	74	III	3	12
77-81	76,5-81,5	79	IIIIIIIIII	11	44
82-86	81,5-86,5	84	II	2	8
Σ				25	100

Table 4.2 Frequency Distribution in control class
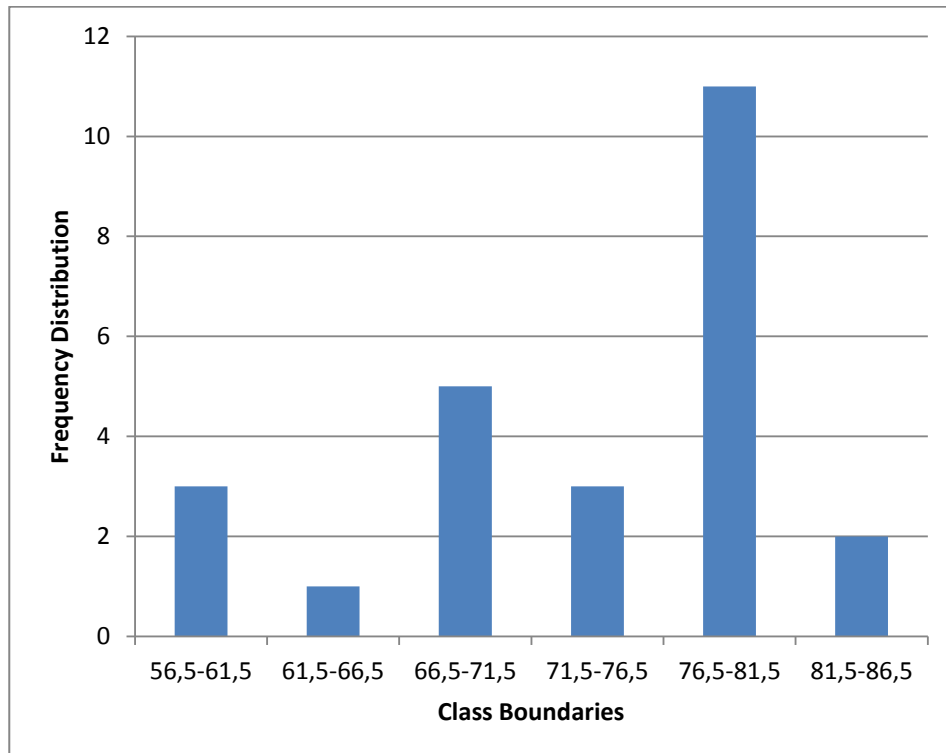
Figure 4.2 Histogram and Polygon in control class

2. Pre-requisite Test

a. Normality and Homogeneity Test

Before analyzing the data using inferential analysis, normality and homogeneity test had to be done. The normality test was to know that the sample is in normal distribution and the homogeneity test was to know that the data were homogeneous. Each test was presented in the following section:

1). Normality Test

The sample is in normal distribution if L_o (L obtained) is lower than L_t (L table), α = 0.05. L stands for Liliefors.

No	Data	The number of Sample	L obtained (L_o)	L Table (L_t)	Alfa (α)	Distribution of Population
1	Experimental class	40	0.0789	0.1400	0.05	Normal
2	Control class	40	0.1110	0.1400	0.05	Normal

Table 4.3 Normality Test

The table above shows the result of normality test. The samples are in normal distribution because L_0 are lower than L_t. In the experimental class that the number of samples are 40, L_0 is 0.0789. It is lower than L_t, 0.1400. It can be concluded that the samples in the experimental class are normal. Then, in the control class that the number of samples are 40, L_0 is 0.1110. It is lower than L_t, 0.1400. It can be concluded that the samples in the control class are normal.

2). Homogeneity Test

Homogeneity test is used to know whether the data of the students' achievement is homogeneous or not. The result of the data is as follows:

Bigger Variants	Smaller Variants
64	25

$$F = \frac{\text{Bigger Variants}}{\text{Smaller Variants}} = \frac{64}{25} = 2{,}56$$

F (value = 2,56) < F (table = 2,66)

Based on the result of calculation above, it can be seen that the data are homogenous.

3). Hypothesis Test

Hypothesis test can be done after the score of the posttest of vocabulary mastery has been fulfilled. The calculation of the test is analyzed by using independent sample T-test. Independent sample T-test is aimed to know the influence of Bottom-up technique to teach reading. The result of independent sample T-test reading can be seen, as follow:

$$s_{x1-x2} = \sqrt{\frac{\sum x_1^2 + \sum x_2^2}{n_1 + n_2 - 2}\left(\frac{1}{n_1} + \frac{1}{n_2}\right)} = \sqrt{\frac{626.24 + 1370.68}{25 + 25 - 2}\left(\frac{1}{25} + \frac{1}{25}\right)}$$

$$= \sqrt{\frac{1996.92}{48}\left(\frac{50}{625}\right)} = \sqrt{3.3282} = 1.824$$

$$t = \frac{\bar{X}_1 - \bar{X}_2}{s_{x1-x2}} = \frac{86 - 74}{1.824} = 3.1489$$

Variable	T (value)	T (table)	Result
Reading	3.418	1.980	H$_o$ is rejected H$_a$ is accepted

Based on the independent sample T-test above, the value of T-test is known that T$_{test}$ (3.418) is higher than T$_{table}$ (1.980). It means that there is significant difference in reading comprehension for the students taught by using Bottom-up technique. It shows that H$_a$ is accepted and H$_o$ is rejected.

B. Discussion

This research is one of the efforts to get some improvement in the teaching reading to the eighth grade students. The result of the study and the hypothesis test shows that the problem statement is fulfilled. The result of the study generally means that: The result of the hypothesis test shows that there is a significant difference of effect on the students' reading

comprehension between those who are taught using Bottom-up technique and those who are taught using Top-down technique. It can be proved from the result of T test (3.418) which is higher than T table (1.980). The α from T-test is 0.005 and n= 25. It means that the students who are taught using Bottom-up technique is more effective in reading comprehension than those who are taught using Top-down technique.

Based on the teaching learning process, the students are interested in learning reading using Bottom-up technique than using Top-down technique. The implementation of Bottom-up technique in the class is effective to their reading comprehension which activities make them active in learning process. The teacher asks the students to decode the smallest parts of written language (individual words). Then, the teacher asks the students to combine the individual words together to form phrases for getting the meaning. Then, the teacher asks the students to combine the phrases together to form sentence, then group the sentences to get an understanding to the author's written message. Finally, the students become active and creative in the classroom. From those activities, the students can be easier to learning reading. The Bottom-up technique procedures are fun to be done in the classroom. It is also fun to be done in the team work.The explanation above conforms with the result of this research is a significant difference in reading comprehension between the students taught the bottom-up technique of reading and those taught the top-down technique of reading, and reading using bottom-up technique is more effective than reading using top-down technique.

The technique of teaching is one of the factors that influence the result of the study. In the process of teaching, the teachers must choose appropriate technique, so the students will enjoy the lesson. Based on the result of tests, the process of learning English using Bottom-up technique as a reading teaching technique in MTs N Tinawas is more effective to teach reading comprehension than Top-down technique.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter discusses about the conclusion, implication, and suggestion of the research finding. The explanation of each section can be seen as follows:

A. Conclusion

Based on the research findings and the discussion result of the research in MTs N Tinawas, the researcher can conclude that Bottom-up Technique in teaching reading comprehension as follows:

First, Bottom-up technique was successful to be used as reading comprehension teaching technique in MTs N Tinawas. The students who are taught bottom-up technique have better comprehension in reading that they are taught using top-down technique.It can be proved from the t-test result that t_{value} (3.418)>t_{table} (1.980) for level significance of 0.08, so there are differences reading comprehension between experiment and control class.

From the statement above, it can be concluded that bottom-up technique is effective to teach reading comprehension. Students who are taught using bottom-up technique is more active in studying than they are taught using top-down technique.

B. Suggestion

66

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

1. To the English teacher

   a. Teachers can use bottom-up technique to teach reading comprehension to get students achievement more effective.

b. Teacher should always encourage students to be more active in teaching learning process, mainly in English lesson by using the correct technique or method.

c. Teacher should give motivation in or out of the class, to make students fun and enjoy the when teaching learning process in beginning. Motivation not only verbal statement, it can be also a present or reward.

d. Teachers should manage the class effectively and maximally by using time management correctly, so there is no wasting time for teaching learning process.

2. To the students

a. The students have to stay focus on teacher's direction in order to be able to practice and apply the bottom-up technique used by the teacher.

b. The students have must have high motivation to follow the English lesson, especially in reading comprehension.

c. The students are suggested to read the reading text accurately to find the difficult words to comprehend the text together with the partners.

d. Students should help each other to finish the reading task.

3. To the researcher

The researcher hopes this research can be a little contribution to teach English in other design, such as correlation, descriptive analysis, and in other grade such as senior high school, university and the other majors. Other researchers can develop with their other material which is suitable for the teaching learning process of English lesson. However, this research can be starting point to investigate the topic more complete.

C. Implication

The result of this research shows that bottom-up technique can give better achievement in reading comprehension than top-down technique. It means that bottom-up technique is appropriate to be applied in teaching reading in MTs N Tinawas especially in the eighth

grade students. The selection of bottom-up technique is reasonable because it is based on the condition of the students. They are more active in the classroom. The conclusion has some implication as follows:

1. Bottom-up technique can be applied to the students of junior high school especially for the eighth grade students.

2. Bottom-up technique builds students more active, expresses their opinions and suggested questions in the learning process. The students do more activities than the teacher in the learning process.

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APPENDICES

APPENDIX 1

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

SMP/MTS   : MTs Negeri Tinawas Nogosari

Kelas/Semester   : VIII (Delapan) / 2

Standar Kompetensi : 12. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar : 12.2 .Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount* dan *narrative*

Jenis teks : *Monologue (Narrative)*

Tema : *Narrating Past Event*

Aspek/Skill : Membaca

Indikator : 1. Mengidentifikasi Informasi/makna yang terdapat dalam teks berbentuk *narrative*

 2. Mengidentifikasi tujuan komunikatif dan langkah retorika teks narrative

Alokasi Waktu :5 x 40 menit

1. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

1. Mengidentifikasi Informasi/makna yang terdapat dalam teks berbentuk *narrative*

2. Mengidentifikasi tujuan komunikatif dan langkah retorika teks narrative

❖ **Karakter siswa yang diharapkan :** Dapat dipercaya (Trustworthines)

 Rasa hormat dan perhatian (*respect*)

 Tekun (*diligence*)

2. Materi Pembelajaran

 a. LKS Buku pegangan guru

 b. Buku Guru kelas VIII (Practice Your English Competence)

- A narrative tells a story.
- A narrative is mainly used to entertain.
- A narrative consist of several parts:
    - Orientation : This part introduces characters and/or sets the scene (when/where)
    - Complication : In this part, the main character is faced to a problem
    - Resolution : This part tells how the problem is resolved, for better or worse

- A narrative mainly used past tense. However, present tense can also be used within dialogues.
- Language features in a narrative:
  - Use of *nouns*

    e.g.: stepsisters, housework, etc.
  - Use of adjectives to form *noun phrases*

    e.g.: long black hair, two red apples, etc.
  - Use of time *connectives* to order the events

    e.g.: then, before that, soon, etc.
  - Use of *adverbs* and *adverbial phrases*

    e.g.: here, in the mountain, happily ever after, etc.
  - Use of *action verbs* in past tense

    e.g.: stayed, climbed, etc.
  - Use of *saying verbs* in past tense

    e.g.: said, told, promised, etc.
  - Use of *thinking verbs* in past tense

    e.g.: thought, understood, felt, etc.

3. **Metode Pembelajaran:** Bottom-up Technique

4. **Langkah-langkah Kegiatan**

Pertemuan Pertama

A. Kegiatan Pendahuluan

Apersepsi :

- Menulis hal-hal yang ingin diketahui berkaitan dengan bacaan yang akan dibahas

Motivasi :

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasi siswa (narrative text)

B. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

☞ Memberi contoh berbagai macam teks narrative

☞ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dari berbagai sumber yang mudah di temui dan belajar dari aneka sumber;

☞ Menggunakan Bottom-up Technique untuk pengajaran Reading (Narrartive) dengan cara: guru memberikan contoh teks narrative, guru meminta siswa untuk mengidentifikasi kata demi kata dalam teks, guru meminta siswa untuk mengkombinasi kata-kata menjadi frasa dan mengartikannya, guru meminta siswa untuk mengelompokkan frasa-frasa tersebut dalam kalimat sehingga dapat memahami isi dalam teks

☞ Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya; dan

☞ Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran sesuai prosedur pengajaran Bottom-up Technique

Elaborasi

Dalam kegiatan elaborasi, guru:

☞ Meminta peserta didik mendengarkan dan merespon materi narrative yang disajikan

☞ Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna

☞ Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;

☞ Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual dengan teknik Bottom-up yang mana para siswa di berikan teks narrative, kemudian mengidentifikasi kata demi kata dan mengkombinasikannya menjadi sebuah kata dan mencari makna nya, kemudian mengelompokkannya ke dalam sebuah kalimat

☞ Memfasilitasi peserta didik untuk menyajikan hasil kerja individual

☞ Memfasilitasi peserta didik melakukan pameran, turnamen, festival, serta produk yang dihasilkan

☞ Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

☞ Bersama siswa bertanya jawab mengenai hal yang belum dipahami siswa tentang materi narrative text

☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

☞ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;

☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;

☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;

☞ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;

☞ menyampaikan rencana pembelajaran pada pertemuan berikutnya.

Pertemuan Kedua

A. Kegiatan Pendahuluan

Apersepsi :

Menulis hal-hal yang ingin diketahui berkaitan dengan bacaan yang akan dibahas

Motivasi :

Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasi siswa (narrative text)

B. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

☞ Memberi contoh berbagai macam teks narrative

☞ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dari berbagai sumber yang mudah di temui dan belajar dari aneka sumber;

☞ Menggunakan Bottom-up Technique untuk pengajaran Reading (Narrartive) dengan cara: guru memberikan contoh teks narrative, guru meminta siswa untuk

mengidentifikasi kata demi kata dalam teks, guru meminta siswa untuk mengkombinasi kata-kata menjadi frasa dan mengartikannya, guru meminta siswa untuk mengelompokkan frasa-frasa tersebut dalam kalimat sehingga dapat memahami isi dalam teks

☞ Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya; dan

☞ Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran sesuai prosedur pengajaran Bottom-up Technique

Elaborasi

Dalam kegiatan elaborasi, guru:

☞ Meminta peserta didik mendengarkan dan merespon materi narrative yang disajikan

☞ Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna

☞ Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;

☞ Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual dengan teknik Bottom-up yang mana para siswa di berikan teks narrative, kemudian mengidentifikasi kata demi kata dan mengkombinasikannya menjadi sebuah kata dan mencari makna nya, kemudian mengelompokkannya ke dalam sebuah kalimat

☞ Memfasilitasi peserta didik untuk menyajikan hasil kerja individual

☞ Memfasilitasi peserta didik melakukan pameran, turnamen, festival, serta produk yang dihasilkan

☞ Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

☞ Bersama siswa bertanya jawab mengenai hal yang belum dipahami siswa tentang materi narrative text

☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

☞ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;

☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;

☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;

☞ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;

☞ menyampaikan rencana pembelajaran pada pertemuan berikutnya.

5. Sumber belajar

a. Buku Guru kelas VIII

b. Buku LKS pegangan guru .

c. *Script* teks narrative

6. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal
1. Mengidentifikasi Informasi/makna yang terdapat dalam teks berbentuk *narrative*	Tes tulis	PG	*Choose the best option, a,b,c or d*
2. Mengidentifikasi tujuan komunikatif dan langkah retorika teks *narrative*	Tes lisan	Essai	*Answer the questions based on the text*

a. Instrumen:

Read the text below about the Painting the Wall

Painting the Wall

One morning, one of the Witch's friends came over to visit. When she looked around the room, she said "your house is ugly. My house is more beautiful than yours, and the walls are brighter." The Witch was very angry when she heard this and she shouted, "Get out of my house! And don't ever come back here! ".

After her friend left, the Witch looked around her house and she said to herself, "My friend was right. My house looks ugly and the paint is faded. I have to repaint it. "Then, she went to the shop and bought a can of paint. After lunch, she started to paint, and she worked very carefully. In the afternoon she finished the lower part her house. When she wanted to start painting the upper part she found out that she couldn't reach it. Then she got an idea, "I will use my magic broom!" she shouted, "Broom, oh my broom, turn into a paint brush and paint my walls."

Suddenly the broom turned into a paint brush and it started to paint the upper walls. It worked very fast, and in ten minutes all the job was done. The Witch was very happy.

Answer the questions below based on the text!

1. What is the kind of the text?
2. Who is Witch?
3. Who came to the Witch's house?
4. What is the Witch's friend said after come over to visit and look around her house. . . . . . .
5. What was Witch felt when she heard her friends talk about her house?
6. When did Witch get an Idea?
7. How did Witch shout and call her Magic Broom?
8. How long Witch and her Broom painting the wall?
9. What was Witch felt after she saw her house?
10. What do you think about this story? According to you . . . . .

Vocabulary in the text

1.	Came / Come	:	13. Angry	:
2.	Visit	:	14. Heard	:
3.	Looked / Look	:	15. Shouted / shout	:
4.	Around	:	16. Went / go	:
5.	Room	:	17. Bought / buy	:

6.	Said / say	:	18. Paint / painting	:	
7.	Ugly	:	19. Faded / fade	:	
8.	More	:	20. Finished	:	
9.	Than	:	21. Found / find	:	
10.	Wall	:	22. Broom	:	
11.	Brighter / Bright	:	23. Carefully	:	
12.	Witch	:	24. Very fast	:	

b. Kunci jawaban

1. Painting the wall

2. Witch

3. Witch's friend

4. She said "your house is ugly. My house is more beautiful than yours, and the walls are brighter."

5. The Witch was very angry

6. When she wanted to start painting the upper part she found out that she couldn't reach it.

7. She shouted, "Broom, oh my broom, turn into a paint brush and paint my walls."

8. Ten minutes

9. The Witch was very happy

10. The story is good. We can get some learn from the story such as when there is an opinion about our mine (good or bad opinion), we should not angry. We must accept it to correction.

Vocabulary

1.	Datang	13.	Marah
2.	Mengunjungi	14.	Mendengar
3.	Melihat	15.	Berteriak
4.	Sekitar	16.	Pergi
5.	Ruangan	17.	Membeli
6.	Berkata	18.	Cat / mangecat
7.	Jelek	19.	Memudar / pudar
8.	Lebih	20.	Selesai
9.	Dari pada	21.	Menemukan
10.	Dinding	22.	Sapu

11. Penerang / terang	23. Hati-hati
12. Penyihir	24. Sangat cepat

c. Pedoman penilaian

1. Untuk tiap nomor, tiap jawaban benar skor 10

2. Jumlah skor maksimal 100 x 1

3. Nilai maksimal = 100

4. Nilai Siswa = skor perolehan x 1

d. Rubrik Penilaian

Uraian	Skor
Isi benar, tata bahasa benar	3
Isi benar, tata bahasa kurang tepat	2
Isi dan tata bahasa kurang tepat	1
Tidak menjawab	0

Nogosari, 3 Mei 2016

Guru Pamong,   **Guru Mapel Bahasa Inggris,**

(Siti Rohmatin S.Pd.I)   **(Qurrotul 'Ain)**

APPENDI   **NIP. 19820816 200501 2 003**

X 4

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

SMP/MTS   : MTs Negeri Tinawas Nogosari

Kelas/Semester   : VIII (Delapan) / 2

Standar Kompetensi   : 12. Mengungkapkan   makna dalam teks tulis fungsional dan esei pendek

sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan

lingkungan sekitar

Kompetensi Dasar   : 12.2 .Mengungkapkan makna dan langkah retorika dalam esai pendek

sederhana menggunakan ragam bahasa tulis secara akurat, lancar, dan

berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount* dan *narrative*

Jenis teks   : *Monologue (Narrative)*

Tema   : *Narrating Past Event*

Aspek/Skill   : Membaca

Indikator   : 1. Mengidentifikasi Informasi/makna yang terdapat dalam teks berbentuk *narrative*

                        2. Mengidentifikasi tujuan komunikatif dan langkah retorika teks narrative

Alokasi Waktu   :5 x 40 menit

7. Tujuan Pembelajaran

Pada akhir pembelajaran, siswa dapat:

1. Mengidentifikasi Informasi/makna yang terdapat dalam teks berbentuk *narrative*

2. Mengidentifikasi tujuan komunikatif dan langkah retorika teks narrative

❖   **Karakter siswa yang diharapkan :** Dapat dipercaya (Trustworthines)

                                        Rasa hormat dan perhatian (*respect*)

                                        Tekun (*diligence*)

8. Materi Pembelajaran

   a. LKS Buku pegangan guru

   b.   Buku Guru kelas VIII (Practice Your English Competence)

- A narrative tells a story.

- A narrative is mainly used to entertain.

- A narrative consist of several parts:

       – Orientation : This part introduces characters and/or sets the scene (when/where)

       – Complication : In this part, the main character is faced to a problem

       – Resolution : This part tells how the problem is resolved, for better or worse

- A narrative mainly used past tense. However, present tense can also be used within dialogues.

- Language features in a narrative:

      - Use of *nouns*

        e.g.: stepsisters, housework, etc.

      - Use of adjectives to form *noun phrases*

e.g.: long black hair, two red apples, etc.

- Use of time *connectives* to order the events

  e.g.: then, before that, soon, etc.

- Use of *adverbs* and *adverbial phrases*

  e.g.: here, in the mountain, happily ever after, etc.

- Use of *action verbs* in past tense

  e.g.: stayed, climbed, etc.

- Use of *saying verbs* in past tense

  e.g.: said, told, promised, etc.

- Use of *thinking verbs* in past tense

  e.g.: thought, understood, felt, etc.

9. **Metode Pembelajaran:** Top-down Technique

10. **Langkah-langkah Kegiatan**

Pertemuan Pertama

A. Kegiatan Pendahuluan

Apersepsi :

- Menulis hal-hal yang ingin diketahui berkaitan dengan bacaan yang akan dibahas

Motivasi :

- Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasi siswa (narrative text)

B. **Kegiatan Inti**

Eksplorasi

Dalam kegiatan eksplorasi, guru:

☞ Memberi contoh berbagai macam teks narrative

☞ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dari berbagai sumber yang mudah di temui dan belajar dari aneka sumber;

☞ Menggunakan Top-down Technique untuk pengajaran Reading (Narrartive) dengan cara: guru memberikan contoh teks narrative, guru meminta siswa untuk menunjukkan isi teks yang ada dengan melihat judul dan cerita, guru menghidupkan pengetahuan siswa melalui pertanyaan tentang apa yang mereka ketahui tentang tema dan kosa kata dalam teks, kemudian guru meminta siswa untuk membuat prediksi tentang teks

menggunakan pengetahuan yang mereka miliki, guru meminta siswa untuk memeriksa prediksi mereka tentang teks, apakah prediksi mereka tentang isi teks sama dengan makna sebenarnya.

☞ Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya; dan

☞ Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran sesuai prosedur pengajaran Top-down Technique

Elaborasi

Dalam kegiatan elaborasi, guru:

☞ Meminta peserta didik mendengarkan dan merespon materi narrative yang disajikan

☞ Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna

☞ Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;

☞ Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual dengan teknik Top-down yang mana para siswa di berikan teks narrative, kemudian menunjukkan isi teks dengan melihat judul dan isi teks, membuat prediksi tentang isi teks menggunakan pengetahuan yang mereka miliki dan menyimpulkan apakah prediksi isi teks mereka sama dengan makna yang sebenarnya

☞ Memfasilitasi peserta didik untuk menyajikan hasil kerja individual

☞ Memfasilitasi peserta didik melakukan pameran, turnamen, festival, serta produk yang dihasilkan

☞ Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

☞ Bersama siswa bertanya jawab mengenai hal yang belum dipahami siswa tentang materi narrative text

☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

☞ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;

☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;

☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;

☞ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;

☞ menyampaikan rencana pembelajaran pada pertemuan berikutnya.

Pertemuan Kedua

B. Kegiatan Pendahuluan

Apersepsi :

Menulis hal-hal yang ingin diketahui berkaitan dengan bacaan yang akan dibahas

Motivasi :

Menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasi siswa (narrative text)

B. Kegiatan Inti

Eksplorasi

Dalam kegiatan eksplorasi, guru:

☞ Memberi contoh berbagai macam teks narrative

☞ Melibatkan peserta didik mencari informasi yang luas dan dalam tentang topik/tema materi yang akan dipelajari dari berbagai sumber yang mudah di temui dan belajar dari aneka sumber;

☞ Menggunakan Top-down Technique untuk pengajaran Reading (Narrartive) dengan cara: guru memberikan contoh teks narrative, guru meminta siswa untuk menunjukkan isi teks yang ada dengan melihat judul dan cerita, guru menghidupkan pengetahuan siswa melalui pertanyaan tentang apa yang mereka ketahui tentang tema dan kosa kata dalam teks, kemudian guru meminta siswa untuk membuat prediksi tentang teks menggunakan pengetahuan yang mereka miliki, guru meminta siswa untuk memeriksa prediksi mereka tentang teks, apakah prediksi mereka tentang isi teks sama dengan makna sebenarnya.

☞ Memfasilitasi terjadinya interaksi antarpeserta didik serta antara peserta didik dengan guru, lingkungan, dan sumber belajar lainnya; dan

☞ Melibatkan peserta didik secara aktif dalam setiap kegiatan pembelajaran sesuai prosedur pengajaran Top-down Technique

Elaborasi

Dalam kegiatan elaborasi, guru:

☞ Meminta peserta didik mendengarkan dan merespon materi narrative yang disajikan

☞ Membiasakan peserta didik membaca dan menulis yang beragam melalui tugas-tugas tertentu yang bermakna

☞ Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar;

☞ Memfasilitasi peserta didik membuat laporan eksplorasi yang dilakukan baik lisan maupun tertulis, secara individual dengan teknik Top-down yang mana para siswa di berikan teks narrative, kemudian menunjukkan isi teks dengan melihat judul dan isi teks, membuat prediksi tentang isi teks menggunakan pengetahuan yang mereka miliki dan menyimpulkan apakah prediksi isi teks mereka sama dengan makna yang sebenarnya

☞ Memfasilitasi peserta didik untuk menyajikan hasil kerja individual

☞ Memfasilitasi peserta didik melakukan pameran, turnamen, festival, serta produk yang dihasilkan

☞ Memfasilitasi peserta didik melakukan kegiatan yang menumbuhkan kebanggaan dan rasa percaya diri peserta didik.

Konfirmasi

Dalam kegiatan konfirmasi, guru:

☞ Bersama siswa bertanya jawab mengenai hal yang belum dipahami siswa tentang materi narrative text

☞ Guru bersama siswa bertanya jawab meluruskan kesalahan pemahaman, memberikan penguatan dan penyimpulan

C. Kegiatan Penutup

Dalam kegiatan penutup, guru:

☞ bersama-sama dengan peserta didik dan/atau sendiri membuat rangkuman/simpulan pelajaran;

☞ melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram;

☞ memberikan umpan balik terhadap proses dan hasil pembelajaran;

☞ merencanakan kegiatan tindak lanjut dalam bentuk pembelajaran remedi, program pengayaan, layanan konseling dan/atau memberikan tugas baik tugas individual maupun kelompok sesuai dengan hasil belajar peserta didik;

☞ menyampaikan rencana pembelajaran pada pertemuan berikutnya.

11. Sumber belajar

d. Buku Guru kelas VIII

e. Buku LKS pegangan guru .

f. *Script* teks narrative

12. Penilaian

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/ Soal

3.Mengidentifikasi Informasi/makna yang terdapat dalam teks berbentuk *narrative*	Tes tulis	PG	*Choose the best option, a,b,c or d*
4.Mengidentifikasi tujuan komunikatif dan langkah retorika teks *narrative*	Tes lisan	Essai	*Answer the questions based on the text*

e. Instrumen:

Read the text below about the Painting the Wall

THE STORY OF RORO JONGGRANG

Once upon a time, there was a prince named Bondowoso. He was famous for his powerful weapon, called *Bandung.* Therefore, Bondowoso was called Bandung Bondowoso. Bandung Bondowoso fell in love with a beautiful princess, Roro Jonggrang. He wanted to marry her but she was not interested in him. Roro Jonggrang was afraid to refuse his proposal because Bandung Bondowoso would destroy her kingdom if she refused. To make things difficult for Bandung Bondowoso to marry her, Roro Jonggrang gave some requirements. She asked him to build one thousand temples within one night. Bandung Bondowoso had to finish them before sunrise. Without doubt of his success, he accepted the requirements.

With the help of genies and spirits, Bandung Bondowoso almost built one thousand temples. At four o'clock in the morning, Bandung Bondowoso had only five more temples to build. Roro Jonggrang got panic because she knew he would complete the task. Suddenly, Roro Jonggrang had an idea. She called all the women in the kingdom and asked them to pound rice. She also asked the men to burn a lot of wood at the east side of the kingdom. Hearing the sound of the pounding and seeing a bright sky, the genies and spirits were afraid. They ran away with only one more temple to complete. They thought the morning had come.

Bandung Bondowoso was extremely angry when he found out what Roro Jonggrang had done to him. He cursed Roro Jonggrang and turned her into a statue.

Answer these following questions shortly.

1. What is the topic of the text above?

…………………………………………………………

2. What is the purpose of the text above?

…………………………………………………………

3. What should Bandung Bondowoso do in order to marry Roro Jonggrang?

…………………………………………………………

4. Who helped Bandung Bondowoso in building the temples?

…………………………………………………………

5. Does the story have a happy ending or sad ending? Give your reason.

…………………………………………………………

f. Kunci jawaban

1. The story of Roro Jonggrang
2. To entertain/retell the reader about the story of Roro Jonggrang
3. Build one thousand temples within one night
4. Genies and spirits
5. The story have sad ending because Bandung Bondowoso cannot build one thousand temples within one night and he cursed Roro Jonggrang and turned her into a statue

g. Pedoman penilaian

1. Untuk tiap nomor, tiap jawaban benar skor 10

2. Jumlah skor maksimal 50 x 2

3. Nilai maksimal = 100

4. Nilai Siswa = skor perolehan x 2

h. Rubrik Penilaian

Uraian	Skor

Isi benar, tata bahasa benar	3
Isi benar, tata bahasa kurang tepat	2
Isi dan tata bahasa kurang tepat	1
Tidak menjawab	0

Nogosari, 3 Mei 2016

Guru Pamong,   **Guru Mapel Bahasa Inggris,**

(Siti Rohmatin S.Pd.I)   **(Qurrotul 'Ain)**
NIP. 19820816 200501 2 003

APPENDIX 5

SILABUS

Sekolah   : ....
Kelas   : VIII (Delapan)

Mata Pelajaran : **Bahasa Inggris**
Semester : **2 (Dua)**
Standar Kompetensi : Membaca

    1. **Memahami makna dalam esei pendek sederhana berbentuk** *recount,* **dan** *narrative* **untuk berinteraksi dengan lingkungan sekitar**

	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu
				Teknik	Bentuk Instrumen	Contoh Instrumen	
g essai na *unt* dan gan n dan erterima dengan itar a dalam ional na ancar yang n itar	1. Teks Essai berbentuk *narrative / recount* 2. Ciri kebahasaan Teks Essai berbentuk *narrative / recount* 3. Tujuan komunikatif teks essai *narratif / recount* 4. Langkah retorika *narrative / recount* 5. Spelling, stress, intonation	1. Tanya jawab mengembangkan kosakata berdasarkan gambar / cerita popular 2. Tanya jawab menggali informasi dalam cerita berdasarkan gambar 3. Mendengarkan teks *narrative / recount* yang dibaca guru 4. Membaca nyaring teks *narrative / recount* dengan ucapan dan intonasi yang benar 5. Menjawab berbagai pertanyaan tentang informasi dalam teks yang di baca 6. Menentukan tujuan komunikatif teks *narrative / recount* yang di baca 7. Menentukan langkah retorika dari teks *narrative / recount* yang di baca 8. Menentukan ciri kebahasaan teks *narrative / recount* yang di baca 9. Membaca teks *narrative / recount* lainnya	• Membaca nyaring dan bermakna teks essai berbentuk *narrative / recount* • Mengidentifikasi berbagai makna teks *narrative / recount* • Mengidentifikasi tujuan komunikatif teks *narrative / recount* • Mengidentifikasi langkah retorika dan ciri kebahasaan teks *narrative / recount*	Tes lisan Tes tulis Tes Tulis Tes Tulis	Membaca nyaring Pilihan ganda Isian singkat Pertanyaan tertulis	*Read the story aloud.* *Choose the right answer based on the text.* *Complete the following sentences using the information from the text.* *Answer the following questions based on the text.*	4 x 40 m
a dan dalam		1. Mencermati teks					

| | Materi Pembelajaran | Kegiatan Pembelajaran | Indikator Pencapaian Kompetensi | Penilaian | | | Alokasi Waktu |
				Teknik	Bentuk Instrumen	Contoh Instrumen	
rhana car dan erkaitan an s *t* dan	1.Teks fungsional : - undangan - pengumuman - pesan - iklan 2.Tujuan komunikatif 3.Ciri kebahasaan	fungsional pendek terkait materi 2. Menyebutkan jenis teks fungsional yang dicermati 3. Membaca nyaring teks fungsional terkait materi 4. Menjawab pertanyaan tentang informasi yang terdapat dalam teks 5. Menyebutkan ciri-ciri teks fungsional yang dibaca 6. Membaca teks fungsional pendek lainnya dari berbagai sumber	• Mengidentifikasi berbagai informasi dalam teks fungsional • Mengidentifikasi tujuan komunikatif teks fungsional • Mengindentifikasi ciri kebahasaan teks fungsional	Tes tulis Tes tulis Tes tulis	PG Jawaban singkat Jawaban singkat	*Choose the best option, a,b,c or d* *Answer the following questions* *Give short answers !*	4 x 40 m

APPENDIX 6

Blue Print of Try Out Test
(50 questions)

Concept	Indicator	
Reading comprehension is ability to understanding information from written text.	a. Main idea The students are asked to identify the central theme of the selection b. Details The students are asked	a. 2, 7, 16, 26, 29, 30, 32, 39 b. 1, 3, 8, 11, 13, 15, 20, 22, 25,

		for bits of information conveyed by the material	28, 33, 34, 41, 42
	c.	Vocabulary The students are asked for the meaning of words used in the selection	c. 5, 12, 14, 18, 23, 31, 50
	d.	Sequence The students are asked for required knowledge of event of the order of occurrence	d. 10, 19, 21, 35, 36, 37, 38, 43, 44, 45
	e.	Inference The students are asked the information that implied but not directly stated in the material	e. 4, 6, 9, 17, 24, 27, 40, 46, 47, 48, 49

LEMBAR SOAL (TRY OUT) TES KEMAMPUAN READING COMPREHENSION BAHASA INGGRIS KELAS 8

Petunjuk umum
1. Bacalah basmalah sebelum mengerjakan soal
2. Tulislah nama dan kelas pada lembar jawaban yang tersedia
3. Bacalah dengan seksama soal-soal yang telah tersedia
4. Dengarkan audio dengan cermat untuk menjawab soal-soal
5. Teliti jawaban anda sebelum menyerahkannya pada petugas

Petunjuk khusus
Berilah tanda silang (x) pada huruf A, B, C, dan D untuk menjawab pertanyaan yang dianggap paling benar pada lembar jawaban yang tersedia.

Read the following text to answer question number 1-6

A Touch of Gold

King Midas was very wealthy king. His hobby was collecting gold. From the time he got up in the morning to the time he went to bed, he would count his gold.

One morning, as he was sitting alone in the garden, Dionysus, the gold of wine, came to him and said, "Midas, I grand you to touch of gold. Whatever you touch, it will turn into gold, be careful. What you think will bring you the most happiness might cause you the greatest grief."

Midas was very happy. He didn't heed Dionysus' warming. He touched a tree, and it turned to gold. He touched his palace and it turned into gold. When he touched his beloved daughter, she turned to go id. He was extremely unhappy.

Finally, Midas went back to Dionysus and said, "Please take back your gift. I no longer want the golden touch. I realize that we do not always bring happiness."

Dionysus laughed, "I see that you have changed. Go and bath in river of Poctolus. The spell will be undone and your woe will be gone.

King Midas was relieved and happy. After he took a bath, he rushed into his palace. He poured the water to his daughter and she came back to lie.

1. What is the purpose of the text?
   a. Persuade the reader   c. Entertain the reader
   b. Present reader idea   d. Criticize the reader

2. What is the text about?
   a. The generous gold of wine   c. The happy King Midas
   b. The greedy king Midas   d. The life of King's daughter

3. Which of the following statements in NOT TRUE?
   a. King Midas was very rich
   b. King Midas was very generous
   c. King Midas wanted to get richer and richer

    d. King Midas finally changed his mind about the welfare.

4. He poured the water to **his** daughter….. (Paragraph 1). The meaning of the underline word refers to…

    a. Dionysus   c. King Midas

    b. Poctolus   d. King Midas' son

5. "King Midas was very wealthy king" (Paragraph 1). The meaning of wealthy is….

    a. Miskin   c. Ramah

    b. Kaya   d. Sombong

6. From the text above, we can learn that…..

    a. It's hard to get something

    b. Wealth isn't everything in our life

    c. Our children must be our first consideration

    d. Working hard must be done to get a better life

Read the following text to answer question number 7-10

The Sun and the Moon

A long time ago, the Sun and the Moon were a married a couple who lived the earth and were great friends of the Sea. One day, they invite the Sea to visit them. So the Sea went along with his fist and all the members of his family.

Surprisingly, the water began to rise, so that the Sun and the Moon had to climb up the roof because they did not want to be drowned. Then they climbed up to the sky, where they remain ever since.

7. What is the text about?

    a. The Sun, the Moon and Sea were a great friend

    b. Why the Sun and the Moon live in the sky

    c. The Sun and the Moon afraid of water

    d.   The water would drown the Sun and the Moon

8. Who is the couple that lived in the earth?

    a.   Sea and the Moon

    b.   The Sun and the Moon

    c.   The Moon and the Stars

    d.   The Sun and Sea

9. "One day, they invite the sea to visit **them**." The underline word refers to……

    a.   The Fish   c. The Sun and the Moon

    b.   The Sea   d. The Sea and the Fish

10. Why did the Sun and the Moon climb to the sky?

    a.   Because they wanted to visit it

    b.   Because the Sun and the Moon afraid of water

    c.   Because they did not want to be drowned

    d.   Because the Sea went along with his fish and all the members of his family

Read the following text to answer question number 11-14

Cinderella

      One upon a time, there was a girl called Cinderella. She lived with her stepsisters. They were very bossy. They made Cinderella do all housework. One day she invitation to the ball came to the family. Her stepsisters would not let her go. Cinderella was sad because she wanted to go the ball too. The stepsisters went to the ball without her.

    Fortunately, the fairy Godmother came and helped her to get to the ball. At the ball, Cinderella dance with the prince. The prince fell in love with her then married her. They lived happily ever after.

11. How is the character of Cinderella stepsisters?

    a.   They were very nice

    b.   They were very bossy

c. They were very beautiful

d. They were very kindly

12. What is the word "fortunately" means?

a. Beruntung   c. Untung-untungan

b. Untungnya   d. Tidak beruntung

13. "Cinderella was sad because she wanted to go to the ball too. The stepsisters went to the ball without her." The sentences are the…… of the story.

a. Orientation   c. Complication

b. Description   d. Resolution

14. "At the ball…." What is the synonym of the underline word?

a. Night party   c. Dance party

b. Mask party   d. Birthday party

Read the following text to answer question number 15-19

Snow White

One upon a time, there lived a little, name Snow White. She lived with her aunt and uncle because her parents were diad. One day, she heard her aunt and uncle talking about leaving Snow White in the castle because they wanted to go to America and they did not have enough money to take Snow White with them. Snow White did not want her uncle and aunt to do this. So, she decided to run away. The next she run away from home when her aunt and uncle were having breakfast, she run away into the wood.

15. Where was Snow White live?

a. In the small house   c. In the castle

b. In America   d. In the wood

16. Why did Snow White live with her aunt and uncle?

a. Because she loved them so much

    b. Because her aunt and uncle didn't have a daughter

    c. Because her aunt and uncle were a nice family

    d. Because her parents were died

17. "so she decided to run away." (line 5) the word "she" refers to……

    a. Snow White   c. Uncle

    b. Aunt   d. The parents

18. What is antonym of "Live"?

    a. Stay   c. Leave

    b. Come   d. Arrive

19. Why did aunt and uncle leaving Snow White in the castle?

    a. Because they won't a troublesome

    b. Because they didn't have enough money

    c. Because they hate Snow White

    d. Because their castle were broke

Read the following text to answer question number 20-24

    Yesterday my mother was ill. My father and I took her to the doctor. First, my father talked to the lady who was in charge of registration. She typed the data about my mother on the computer. Then we waited my mother's turn.

    When her turn comes, I accompanied her to enter the doctor's room. The doctor listened to my mother's complained patiently. To be examined my mother by putting the stethoscope on her chest. After that, a nurse takes my mother's temperature so she put a thermometer in my mother's armpit. He told me that my mother had a bad influenza. He wrote a prescription and gave it to me. He advised my mother to stay in bed for three days and come back after a week.

Then, father took my mother home directly and I went to the nearest dispensary.

20. Who was sick yesterday?

    a. My mother   c. My father

    b. The writer's mother   d. The writer's father

21. What did the doctor do first the patience enter his room?

    a. Examined the patient first after the patients enter his room

    b. Took the patient's blood pleasure by using spignomonometer

    c.   Listened to the patient's complain patiently

    d.   Wrote a prescription and gave it to the writer

22. What is used to take the patient's temperature?

    a.   Thermometer   c. Spignomonometer

    b.   Stethoscope   d. Electrocardiograph

23. "After that, he <u>took my mother's blood pleasure</u>…." (Second paragraph).

    The underline word means…..

    a.   Examining   c. Putting

    b.   Complaining   d. Using

24. Why does the writer write such kind of text?

    a.   To present his pointing of view

    b.   To retell events for the purpose of informing

    c.   To persuade the readers to go to the doctor

    d.   To explain how the doctor explain the patients

Read the following text to answer question number 25-27

A milkmaid had been in the meadow to milk her cows and she was returning home with a pail of milk on her head.

She thought, "I will naked cream and butter out of the milk. Then after selling them, I will buy eggs. When they hatch, I shall have a good poultry farm."

She further thought, "I shall sell of my chickens and buy a fine dress. Seeing it on my body at the party, all the boys will admire me, but I will turn them away."

She went on daydreaming, she forgot about the pail on her head. She suddenly moved her head and the pail of milk came tumbling down. It was broken and all the milk spilt. "dear, o dear!" she cried, "I have a lost main all."

25. What did the milkmaid carry on her head?

    a.   Some cream   c. A pail of milk

    b.   Some butter   d. A pail of eggs

26. What does the text tell us about?

    a.   Split milk   c. A hardworking girl

b. A pail of milk   d. A day dreaming milkmaid

27. What can we learn from the story above?

a. Don't daydream excessively

b. Don't cry before you are hurt

c. Don't dream when you sleep

d. Don't count your chickens before they are hatched

Read the following text to answer question number 28-32

Malin Kundang

This tale is from Sumatra. It is about a young man called Malin Kundang. He lives in a small fisherman village with his old mother. They were so poor that he wanted to go from the village to look for fortunes. He married the daughter of a rich merchant. The girl he married was very beautiful and he loved her.

One day the young man went back to the fisherman village on a big and beautiful ship. Sadly, he did not want to see his old mother because he was ashamed on her. His wife asked him to introduce her to his mother. Malin Kundang refused by saying that his mother had died before he left his village. His mother was so sad that Malin Kundang didn't want to see her, she prayed to God to turn Malin Kundang into a stone. When the ship was leaving the fisherman village, God turned the ship and everything on it, including Malin Kundang and his wife into a stone.

28. Malin Kundang is a story from?

a. Sumatra   c. Bali

b. Java   d. Flores

29. Malin Kundang wanted to leave his village because?

a. He wanted to be a merchant

b. He wanted marry his girl friend

c. He was very poor

d. His mother was very old

30. Malin Kundang refused to introduce his wife to his mother because?

a. He was ashamed of his mother

b. His mother had died before he left the village

c. His wife was too beautiful to know his mother

d. His ship was leaving the village again soon

31. Malin Kundang's mother was…….that her son didn't want to see her.

a. Glad   c. Cheerful

b. Depressed   d. Happy

32. The ship and everything on is turned into a stone when?

a. Maling Kundang's mother prayed to God

b. Malin Kundang refused to introduce his wife to his mother

c. Malin Kundang's ship was departing from the village

d. Malin Kundang did not want to see his old mother

Read the following text to answer question number 33-37

Two Thin Goats

Once there were two goats. Both of them were hungry. They were tied together with a brown rope. They want to eat the green leaves from two separated bushes. One bush was on the left. The other bush was on the right.

The goats thought they could do everything on their own. However, the rope was short. They tried and tried but they could not reach the bushes. They were sad.

Then, the goat decided to work together. First, they ate the leaves on the left. The leaves were delicious. The goats were happy.

33. How many goats are there in the story?

a. Two   c. Four

b. Three   d. Five

34. What did the goats want to eat?

a. A brown rope   c. Green leaves

b. Bushes   d. Trees

35. Why did the goats want to eat?

a. They were hungry

b. They were tried together

c. They were near the bushes

d. They were near the leaves

36. Why were the goats sad?

a. They thought they could do everything

b. They rope was short

c. They couldn't reach the bushes

d. They were hungry

37. How did the goats finally read the bushes?

a. By cutting the rope

b. By working together

c. By trying to reach the bushes on their own

d. By doing everything on their own

Read the following text to answer question number 38-40

The Ant and The Dove

An ant went to river to get a drink. The water rushed so fast that he was washed off the bank into the river.

"I shall down," he cried. "Help! Help! Help!" but his voice so tiny that it couldn't be heard. A dove was sitting on a tree hanging over the water. She was the ant struggling and quickly nipped of a leaf and let it fall into the water. The ant climbed up into it and floated down the river until the leaf was washed up on the bank of the river.

The ant called out in its tiny voice. "thank you, kind dove, you have saved my life," but of course the dove couldn't hear him.

Several days afterward, when the dove was sitting on the tree, a hunter crept carefully up to the tree. His gun was pointed at the dove and he was about to shoot when he was bitten in the leg by the ant.

He cried out in pain and dropped his gun. This frightened the dove and she flew away, "thank you, kind ant," cooed the dove. The ant heard it and was so happy that he could help her.

38. Why did the hunter cry out in pain?

a. His gun dropped down   c. His leg was bitten by an ant

b. His gun exploded   d. His head was bitten by a dove

39. What is the main idea of the fourth paragraph?

    a. The ant saved the dove's life

    b. The ant called the dove

    c. The ant was thankful to the dove

    d. The dove couldn't hear the ant

40. What can we learn from the story?

    a. Thanking each other for kindness is dangerous

    b. Helping each other is the best way in life

    c. We have to support each other in a crime

    d. We have to share with each other and make a wealthy life

Read the following text to answer question number 41-45

Once upon a time, there were four little rabbits. Their names were Flopsy, Mopsy, Cotton-tail, and Peter. One morning they were allowed to play outside. Their mother reminded them not to go to Mr. McGregor's garden because their father had an accident there.

Flopsy, Mopsy, and Cotton-tail were good little rabbits. They went down the lane to pick blackberries. But Peter was naughty. He ran straight away to Mr. McGregor's garden. He ate some lettuces, French beans, and radishes. Suddenly, he met Mr. McGregor. Peter was very frightened and rushed away as fast as he could. He lost a pair of shoes and a jacket while he was running. Peter never stopped running or looked behind him till he got home. During the evening, he was sick because he was so tired. He had to drink some medicine while three of his brother had bread, mild and blackberries for supper.

41. Who was the naughtiest rabbit?

    a. Flopsy   c. Cotton-tail

    b. Mopsy   d. Peter

42. What did Flopsy, Mopsy and Cotton-tail eat?

    a. Carrot   c. Strawberry

    b. Blackberries   d. French beans

43. What did Peter lose while he was running?

    a. One of his shoes   c. Vegetable

    b.   A book   d. A pair of shoes

44. Why did Peter get sick? Because…….

    a.   He was so tired

    b.   He did not eat

    c.   He was eating too much

    d.   He was naughty

45. Whom did Peter meet at the garden?

    a.   His mother   c. Mr. McGregor

    b.   Flopsy   d. His father

Read the following text to answer question number 46-50

The Princess and the Pea

Once upon a time, there was a prince he wanted to get himself a princess, but she had to be real princess. So he traveled all over the world to find one, but in every case something was the matter. There were lots of princess, but he could never quite make out whether they were real or not. So he came home feeling very unhappy, for really wanted to find a true princess.

One evening a terrible storm came, lightening flashed, thunder rolled, and the rain poured down in torrents-it was simply awful! Suddenly there was a knock at the city gate, and the old king went out to answer it.

There was a princess standing outside, but what a sight the rain and the bad weather had made of her! The water streamed down her hair and her clothes, and yet she said she was a real princess.

"It won't take long to find that out," thought the old Queen. Without saying anything, she went into bed chamber, asks off all the bedclothes, and places one pea on the bottom boards of the bed. Then she took twenty mattresses and put them on top of the pea, and after that she put twenty feather-pillows on top of the mattresses.

That was where the princess was to spend the night.

In the morning they asked her how she had slept.

"Oh, dreadfully! said the princess. "I hardly slept a wink all night. Whatever could have been in the bed? I was lying on something so hard that I'm black and blue all over.

So of course they could see that she was a real princess, since she had felt the pea through twenty mattresses and twenty feather-pillows. No one but a real princess could have such a tender skin as that.

So the prince took her for his wife, and they lived happily ever after.

46. What kind of the text is it?
   a. Report   c. Narrative
   b. Recount   d. Descriptive

47. The generic structure of the text is…..
   a. Orientation > Complication > Resolution
   b. Orientation > Events > Re-Orientation
   c. General Classification > Description
   d. Identification > Description

48. What is the purpose of the text?
   a. To inform about princess and the pea
   b. To describe the story of the princess and the pea
   c. To give information that the prince looked for the real princess
   d. To describe how the princess could feel the pea on the bottom boards of the bed

49. What is the dominant structure used in the text?
   a. The simple present tense
   b. The simple past tense
   c. The present continuous tense
   d. Passive voice

50. "No one but a real princess could have such a tender skin as that. " The SYNONYM of "tender" is…
   a. Hard
   b. Light
   c. Weak
   d. Soft

Answer Key of Try Out Test

1. C	11. B	21. C	31. B	41. D
2. B	12. A	22. A	32. C	42. B
3. B	13. C	23. B	33. A	43. D
4. C	14. C	24. B	34. C	44. A
5. B	15. C	25. C	35. A	45. C
6. B	16. D	26. D	36. C	46. C
7. B	17. A	27. A	37. B	47. A
8. B	18. C	28. A	38. C	48. A
9. A	19. B	29. C	39. A	49. B
10. C	20. B	30. A	40. B	50. D

APPENDIX 8

LEMBAR SOAL TES KEMAMPUAN READING COMPREHENSION
(POST-TEST)
BAHASA INGGRIS KELAS 8

Petunjuk umum
6. Bacalah basmalah sebelum mengerjakan soal
7. Tulislah nama dan kelas pada lembar jawaban yang tersedia
8. Bacalah dengan seksama soal-soal yang telah tersedia
9. Dengarkan audio dengan cermat untuk menjawab soal-soal
10. Teliti jawaban anda sebelum menyerahkannya pada petugas

Petunjuk khusus
Berilah tanda silang (x) pada huruf A, B, C, dan D untuk menjawab pertanyaan yang dianggap paling benar pada lembar jawaban yang tersedia.

Read the following text to answer question number 1-6.

A Touch of Gold

King Midas was very wealthy king. His hobby was collecting gold. From the time he got up in the morning to the time he went to bed, he would count his gold.

One morning, as he was sitting alone in the garden, Dionysus, the gold of wine, came to him and said, "Midas, I grand you to touch of gold. Whatever you touch, it will turn into gold, be careful. What you think will bring you the most happiness might cause you the greatest grief."

Midas was very happy. He didn't heed Dionysus' warming. He touched a tree, and it turned to gold. He touched his palace and it turned into gold. When he touched his beloved daughter, she turned to go id. He was extremely unhappy.

Finally, Midas went back to Dionysus and said, "Please take back your gift. I no longer want the golden touch. I realize that we do not always bring happiness."

Dionysus laughed, "I see that you have changed. Go and bath in river of Poctolus. The spell will be undone and your woe will be gone.

King Midas was relieved and happy. After he took a bath, he rushed into his palace. He poured the water to his daughter and she came back to lie.

51. What is the purpose of the text?

    c. Persuade the reader   c. Entertain the reader

    d. Present reader idea   d. Criticize the reader

52. What is the text about?

    c. The generous gold of wine   c. The happy King Midas

    d. The greedy king Midas   d. The life of King's daughter

53. "King Midas was very wealthy king" (Paragraph 1). The meaning of wealthy is….

    c. Miskin   c. Ramah

    d. Kaya   d. Sombong

54. From the text above, we can learn that…..

    e. It's hard to get something

    f. Wealth isn't everything in our life

    g. Our children must be our first consideration

    h. Working hard must be done to get a better life

Read the following text to answer question number 7-10

The Sun and the Moon

A long time ago, the Sun and the Moon were a married a couple who lived the earth and were great friends of the Sea. One day, they invite the Sea to visit them. So the Sea went along with his fist and all the members of his family.

Surprisingly, the water began to rise, so that the Sun and the Moon had to climb up the roof because they did not want to be drowned. Then they climbed up to the sky, where they remain ever since.

55. What is the text about?

    e. The Sun, the Moon and Sea were a great friend

    f. Why the Sun and the Moon live in the sky

    g. The Sun and the Moon afraid of water

    h. The water would drown the Sun and the Moon

56. Who is the couple that lived in the earth?

    e.   Sea and the Moon

    f.   The Sun and the Moon

    g.   The Moon and the Stars

    h.   The Sun and Sea

57. Why did the Sun and the Moon climb to the sky?

    e.   Because they wanted to visit it

    f.   Because the Sun and the Moon afraid of water

    g.   Because they did not want to be drowned

    h.   Because the Sea went along with his fish and all the members of his family

Read the following text to answer question number 11-14

Cinderella

One upon a time, there was a girl called Cinderella. She lived with her stepsisters. They were very bossy. They made Cinderella do all housework. One day she invitation to the ball came to the family. Her stepsisters would not let her go. Cinderella was sad because she wanted to go the ball too. The stepsisters went to the ball without her.

Fortunately, the fairy Godmother came and helped her to get to the ball. At the ball, Cinderella dance with the prince. The prince fell in love with her then married her. They lived happily ever after.

58. How is the character of Cinderella stepsisters?

    e.   They were very nice

    f.   They were very bossy

    g.   They were very beautiful

    h.   They were very kindly

59. What is the word "fortunately" means?

    c.   Beruntung   c. Untung-untungan

    d.   Untungnya   d. Tidak beruntung

60. "Cinderella was sad because she wanted to go to the ball too. The stepsisters went to the ball without her." The sentences are the…… of the story.

    c. Orientation   c. Complication

    d. Description   d. Resolution

61. "At the ball…." What is the synonym of the underline word?

    c. Night party   c. Dance party

    d. Mask party   d. Birthday party

Read the following text to answer question number 15-19

Snow White

      One upon a time, there lived a little, name Snow White. She lived with her aunt and uncle because her parents were diad. One day, she heard her aunt and uncle talking about leaving Snow White in the castle because they wanted to go to America and they did not have enough money to take Snow White with them. Snow White did not want her uncle and aunt to do this. So, she decided to run away. The next she run away from home when her aunt and uncle were having breakfast, she run away into the wood.

62. Where was Snow White live?

    c. In the small house   c. In the castle

    d. In America   d. In the wood

63. "so she decided to run away." (line 5) the word "she" refers to……

    c. Snow White   c. Uncle

    d. Aunt   d. The parents

64. Why did aunt and uncle leaving Snow White in the castle?

    e. Because they won't a troublesome

    f. Because they didn't have enough money

    g. Because they hate Snow White

    h. Because their castle were broke

Read the following text to answer question number 20-24

Yesterday my mother was ill. My father and I took her to the doctor. First, my father talked to the lady who was in charge of registration. She typed the data about my mother on the computer. Then we waited my mother's turn.

When her turn comes, I accompanied her to enter the doctor's room. The doctor listened to my mother's complained patiently. To be examined my mother by putting the stethoscope on her chest. After that, a nurse takes my mother's temperature so she put a thermometer in my mother's armpit. He told me that my mother had a bad influenza. He wrote a prescription and gave it to me. He advised my mother to stay in bed for three days and come back after a week.

Then, father took my mother home directly and I went to the nearest dispensary.

65. Who was sick yesterday?

c. My mother   c. My father

d. The writer's mother   d. The writer's father

66. What did the doctor do first the patience enter his room?

e. Examined the patient first after the patients enter his room

f. Took the patient's blood pleasure by using spignomonometer

g. Listened to the patient's complain patiently

h. Wrote a prescription and gave it to the writer

67. Why does the writer write such kind of text?

e. To present his pointing of view

f. To retell events for the purpose of informing

g. To persuade the readers to go to the doctor

h. To explain how the doctor explain the patients

Read the following text to answer question number 25-27

A milkmaid had been in the meadow to milk her cows and she was returning home with a pail of milk on her head.

She thought, "I will naked cream and butter out of the milk. Then after selling them, I will buy eggs. When they hatch, I shall have a good poultry farm."

She further thought, "I shall sell of my chickens and buy a fine dress. Seeing it on my body at the party, all the boys will admire me, but I will turn them away."

She went on daydreaming, she forgot about the pail on her head. She suddenly moved her head and the pail of milk came tumbling down. It was broken and all the milk spilt. "dear, o dear!" she cried, "I have a lost main all."

68. What did the milkmaid carry on her head?

    c.   Some cream   c. A pail of milk

    d.   Some butter   d. A pail of eggs

69. What does the text tell us about?

    c.   Split milk   c. A hardworking girl

    d.   A pail of milk   d. A day dreaming milkmaid

Read the following text to answer question number 28-32

Malin Kundang

This tale is from Sumatra. It is about a young man called Malin Kundang. He lives in a small fisherman village with his old mother. They were so poor that he wanted to go from the village to look for fortunes. He married the daughter of a rich merchant. The girl he married was very beautiful and he loved her.

One day the young man went back to the fisherman village on a big and beautiful ship. Sadly, he did not want to see his old mother because he was ashamed on her. His wife asked him to introduce her to his mother. Malin Kundang refused by saying that his mother had died before he left his village. His mother was so sad that Malin Kundang didn't want to see her, she prayed to God to turn Malin Kundang into a stone. When the ship was leaving the fisherman village, God turned the ship and everything on it, including Malin Kundang and his wife into a stone.

70. Malin Kundang refused to introduce his wife to his mother because?

    e.   He was ashamed of his mother

    f.   His mother had died before he left the village

    g.   His wife was too beautiful to know his mother

    h.   His ship was leaving the village again soon

71. Malin Kundang's mother was…….that her son didn't want to see her.

    c. Glad   c. Cheerful

    d. Depressed   d. Happy

72. The ship and everything on is turned into a stone when?

    e. Maling Kundang's mother prayed to God

    f. Malin Kundang refused to introduce his wife to his mother

    g. Malin Kundang's ship was departing from the village

    h. Malin Kundang did not want to see his old mother

Read the following text to answer question number 33-37

Two Thin Goats

Once there were two goats. Both of them were hungry. They were tied together with a brown rope. They want to eat the green leaves from two separated bushes. One bush was on the left. The other bush was on the right.

The goats thought they could do everything on their own. However, the rope was short. They tried and tried but they could not reach the bushes. They were sad.

Then, the goat decided to work together. First, they ate the leaves on the left. The leaves were delicious. The goats were happy.

73. What did the goats want to eat?

    c. A brown rope   c. Green leaves

    d. Bushes   d. Trees

74. Why were the goats sad?

    e. They thought they could do everything

    f. They rope was short

    g. They couldn't reach the bushes

    h. They were hungry

75. How did the goats finally read the bushes?

    e. By cutting the rope

    f. By working together

g. By trying to reach the bushes on their own

h. By doing everything on their own

Read the following text to answer question number 38-40

The Ant and The Dove

An ant went to river to get a drink. The water rushed so fast that he was washed off the bank into the river.

"I shall down," he cried. "Help! Help! Help!" but his voice so tiny that it couldn't be heard. A dove was sitting on a tree hanging over the water. She was the ant struggling and quickly nipped of a leaf and let it fall into the water. The ant climbed up into it and floated down the river until the leaf was washed up on the bank of the river.

The ant called out in its tiny voice. "thank you, kind dove, you have saved my life," but of course the dove couldn't hear him.

Several days afterward, when the dove was sitting on the tree, a hunter crept carefully up to the tree. His gun was pointed at the dove and he was about to shoot when he was bitten in the leg by the ant.

He cried out in pain and dropped his gun. This frightened the dove and she flew away, "thank you, kind ant," cooed the dove. The ant heard it and was so happy that he could help her.

76. Why did the hunter cry out in pain?

   c. His gun dropped down   c. His leg was bitten by an ant

   d. His gun exploded   d. His head was bitten by a dove

77. What is the main idea of the fourth paragraph?

   e. The ant saved the dove's life

   f. The ant called the dove

   g. The ant was thankful to the dove

   h. The dove couldn't hear the ant

78. What can we learn from the story?

   e. Thanking each other for kindness is dangerous

f. Helping each other is the best way in life

g. We have to support each other in a crime

h. We have to share with each other and make a wealthy life

Read the following text to answer question number 41-45

Once upon a time, there were four little rabbits. Their names were Flopsy, Mopsy, Cotton-tail, and Peter. One morning they were allowed to play outside. Their mother reminded them not to go to Mr. McGregor's garden because their father had an accident there.

Flopsy, Mopsy, and Cotton-tail were good little rabbits. They went down the lane to pick blackberries. But Peter was naughty. He ran straight away to Mr. McGregor's garden. He ate some lettuces, French beans, and radishes. Suddenly, he met Mr. McGregor. Peter was very frightened and rushed away as fast as he could. He lost a pair of shoes and a jacket while he was running. Peter never stopped running or looked behind him till he got home. During the evening, he was sick because he was so tired. He had to drink some medicine while three of his brother had bread, mild and blackberries for supper.

79. Who was the naughtiest rabbit?

c. Flopsy   c. Cotton-tail

d. Mopsy   d. Peter

80. What did Flopsy, Mopsy and Cotton-tail eat?

c. Carrot   c. Strawberry

d. Blackberries   d. French beans

81. What did Peter lose while he was running?

c. One of his shoes   c. Vegetable

d. A book   d. A pair of shoes

Read the following text to answer question number 46-50

The Princess and the Pea

Once upon a time, there was a prince he wanted to get himself a princess, but she had to be real princess. So he traveled all over the world to find one, but in every case something was the matter. There were lots of princess, but he could

never quite make out whether they were real or not. So he came home feeling very unhappy, for really wanted to find a true princess.

One evening a terrible storm came, lightening flashed, thunder rolled, and the rain poured down in torrents-it was simply awful! Suddenly there was a knock at the city gate, and the old king went out to answer it.

There was a princess standing outside, but what a sight the rain and the bad weather had made of her! The water streamed down her hair and her clothes, and yet she said she was a real princess.

"It won't take long to find that out," thought the old Queen. Without saying anything, she went into bed chamber, asks off all the bedclothes, and places one pea on the bottom boards of the bed. Then she took twenty mattresses and put them on top of the pea, and after that she put twenty feather-pillows on top of the mattresses.

That was where the princess was to spend the night.

In the morning they asked her how she had slept.

"Oh, dreadfully! said the princess. "I hardly slept a wink all night. Whatever could have been in the bed? I was lying on something so hard that I'm black and blue all over.

So of course they could see that she was a real princess, since she had felt the pea through twenty mattresses and twenty feather-pillows. No one but a real princess could have such a tender skin as that.

So the prince took her for his wife, and they lived happily ever after.

82. What kind of the text is it?

 c. Report   c. Narrative

 d. Recount   d. Descriptive

83. The generic structure of the text is…..

 e. Orientation > Complication > Resolution

 f. Orientation > Events > Re-Orientation

 g. General Classification > Description

 h. Identification > Description

84. What is the dominant structure used in the text?

 e. The simple present tense

f. The simple past tense

g. The present continuous tense

h. Passive voice

85. "No one but a real princess could have such a <u>tender</u> skin as that. " The SYNONYM of "tender" is…

e. Hard

f. Light

g. Weak

h. Soft

APPENDIX 9

The List of Students' Name in Experimental Class

No.	Name	Class

No.	Name	Class
1.	Adi Bagus Prastiawan	VIII C
2.	Ananda Eka Saputro	VIII C
3.	Angga Setyo Prabowo	VIII C
4.	Anis Nofia Farida	VIII C
5.	Dannisya Alzura	VIII C
6.	Dimas Adi Saputro	VIII C
7.	Dimas Yudhistira	VIII C
8.	Erwin Dwi Saputro	VIII C
9.	Evy Nuraini Khoiriyah	VIII C
10.	Feny Ratna Anjani	VIII C
11.	Fikri Abdillah	VIII C
12.	Fitri Rahmawati	VIII C
13.	Fredi Imawan	VIII C
14.	Inggit Zammi Hanggarwati	VIII C
15.	Kisni Hangganingtyas	VIII C
16.	Lina Dwi Saputri	VIII C
17.	M. Yoga Listya Putra	VIII C
18.	Meliana Febrianti	VIII C
19.	Nazaqya Fathul Mussa	VIII C
20.	Nazilatul Qori'ah	VIII C
21.	Pandu Tyasno	VIII C
22.	Senia Kristanti	VIII C
23.	Siti Hanifah	VIII C
24.	Syandy Armanto	VIII C
25.	ozy Saputro	VIII C

The List of Students' Name in Control Class

No.	Name	Class
1.	Agus Eka Laksmana	VIII A

2.	Agus Roni Setiawan	VIII A
3.	Ahmad Fauzan Alwi Rozaq	VIII A
4.	Ana Fatwa Fauziah	VIII A
5.	Avian Adi Nugroho	VIII A
6.	Desy Putri Utami	VIII A
7.	Elva Guntur S	VIII A
8.	Fadillah Nur Azizah	VIII A
9.	Lia Setayaningsih	VIII A
10.	Linda Tias Astuti	VIII A
11.	M. Irfani	VIII A
12.	Puput Anggraeni	VIII A
13.	Putri Wulandari	VIII A
14.	Rizal Dwi Saputro	VIII A
15.	Suci Nofy Wardaningsih	VIII A
16.	Syifa Fauziah Aldiningsih	VIII A
17.	Syifana Mardhotillah	VIII A
18.	Tsalis Khoirul Tsaqif	VIII A
19.	Venny Shafira Rahma	VIII A
20.	Wahyu Topik Mushidayat	VIII A
21.	Wahyuni Wijaya Kusumawati	VIII A
22.	Wijayanto	VIII A
23.	Yanuar Sukma Yudha	VIII A
24.	Yusuf Tri Windarto	VIII A
25.	Zeni Kurniawati	VIII A

List of Post-test Score in Experimental Class

No.	Name	Class	Score
1.	Adi Bagus Prastiawan	VIII C	83
2.	Ananda Eka Saputro	VIII C	80
3.	Angga Setyo Prabowo	VIII C	83
4.	Anis Nofia Farida	VIII C	91
5.	Dannisya Alzura	VIII C	86
6.	Dimas Adi Saputro	VIII C	72
7.	Dimas Yudhistira	VIII C	83
8.	Erwin Dwi Saputro	VIII C	89
9.	Evy Nuraini Khoiriyah	VIII C	86
10.	Feny Ratna Anjani	VIII C	94
11.	Fikri Abdillah	VIII C	83
12.	Fitri Rahmawati	VIII C	83
13.	Fredi Imawan	VIII C	86
14.	Inggit Zammi Hanggarwati	VIII C	89
15.	Kisni Hangganingtyas	VIII C	89
16.	Lina Dwi Saputri	VIII C	91
17.	M. Yoga Listya Putra	VIII C	86
18.	Meliana Febrianti	VIII C	80
19.	Nazaqya Fathul Mussa	VIII C	89
20.	Nazilatul Qori'ah	VIII C	80
21.	Pandu Tyasno	VIII C	91
22.	Senia Kristanti	VIII C	89
23.	Siti Hanifah	VIII C	77
24.	Syandy Armanto	VIII C	89
25.	ozy Saputro	VIII C	89

List of Post-test Score in Control Class

No.	Name	Class	Score
1.	Agus Eka Laksmana	VIII A	77
2.	Agus Roni Setiawan	VIII A	57
3.	Ahmad Fauzan Alwi Rozaq	VIII A	74
4.	Ana Fatwa Fauziah	VIII A	83
5.	Avian Adi Nugroho	VIII A	80
6.	Desy Putri Utami	VIII A	71
7.	Elva Guntur S	VIII A	80
8.	Fadillah Nur Azizah	VIII A	71
9.	Lia Setayaningsih	VIII A	83
10.	Linda Tias Astuti	VIII A	83
11.	M. Irfani	VIII A	77
12.	Puput Anggraeni	VIII A	57
13.	Putri Wulandari	VIII A	71
14.	Rizal Dwi Saputro	VIII A	77
15.	Suci Nofy Wardaningsih	VIII A	74
16.	Syifa Fauziah Aldiningsih	VIII A	80
17.	Syifana Mardhotillah	VIII A	71
18.	Tsalis Khoirul Tsaqif	VIII A	80
19.	Venny Shafira Rahma	VIII A	77
20.	Wahyu Topik Mushidayat	VIII A	77
21.	Wahyuni Wijaya Kusumawati	VIII A	71
22.	Wijayanto	VIII A	63
23.	Yanuar Sukma Yudha	VIII A	80
24.	Yusuf Tri Windarto	VIII A	74
25.	Zeni Kurniawati	VIII A	60

APPENDIX 10

FREQUENCY DISTRIBUTION

1. **The frequency distribution of the post test scores of the experimental class**

The scores are:

72	77	80	80	80
83	83	83	83	83
86	86	86	86	89
89	89	89	89	89
89	91	91	91	94

1. The highest score is 94
2. The lowest score is 72
3. The range is 94 - 72 = 22
4. The number of classes is 1 + (3.3) log 25 = 1 + (3.3) (1.3979) = 1 + 4.61037 = 5.61307 (6 is used)
5. The interval is 25/6 = 5 (5 is used)
6. Tally the data

Class Limit	Class Boundaries	Mid point	Tally	f	Percentage
72-76	71,5-76,5	74	I	1	4
77-81	76,5-81,5	79	IIII	4	16
82-86	81,5-86,5	84	IIIIIIIII	9	36
87-91	86,5-91,5	89	IIIIIIIIII	10	40
92-96	92,5-96,5	94	I	1	4
$\sum$				25	100

2. **The frequency distribution of the post test scores of the control class**

The scores are:

57	57	60	63	71
71	71	71	71	74
74	74	77	77	77
77	77	80	80	80
80	80	81	83	83

1. The highest score is 83
2. The lowest score is 57
3. The range is 83 - 57 = 26
4. The number of classes is 1 + (3.3) log 25 = 1 + (3.3) (1.3979) = 1 + 4.61307 = 5.61307 (6 is used)
5. The interval is 25/6 = 4.16 (5 is used)
6. Tally the data

Class Limit	Class Boundaries	Mid point	Tally	f	Percentage
57-61	56,5-61,5	59	III	3	12
62-66	61,5-66,5	64	I	1	4
67-71	66,5-71,5	69	IIIII	5	20
72-76	71,5-76,5	74	III	3	12
77-81	76,5-81,5	79	IIIIIIIIIII	11	44
82-86	81,5-86,5	84	II	2	8
$\sum$				25	100

MEAN

1. Mean of post test of experimental class

Class limits	Fi	Xi	ci	fici
72-76	1			
		74	-3	-3
77-81	4			
		79	-2	-8
82-86	9			
		84	-1	-9
87-91	10			
		89	0	0
92-96	1			
		94	1	1
	25			-19

$$\bar{X} = X_0 + i\left(\frac{\sum f_i c_i}{f_i}\right) = 89 + 5\left(\frac{19}{25}\right) = 85.2$$

2. Mean of the post test of control class

Class limits	Fi	Xi	Ci	fici
57-61	3			
		59	-4	-12
62-66	1			
		64	-3	-3
67-71	5			
		69	-2	-10
72-76	3			
		74	-1	-3
77-81	11			
		79	0	0
82-86	2			
		84	1	2
	25			-26

$$\bar{X} = X_0 + i\left(\frac{\sum f_i c_i}{f_i}\right) = 79 + 5\left(\frac{26}{25}\right) = 73.8$$

MODE

1. Mode of the post test of experimental class

Class limits	Fi
72-76	1
77-81	4
82-86	9
87-91	10
92-96	1

$$M_O = L + i \left(\frac{f_1}{f_1 + f_2} \right) = 76.5 + 5 \left(\frac{8}{8+9} \right) = 78.8$$

2. Mode of the post test of control class

Class limits	Fi
57-61	3
62-66	1
67-71	5
72-76	3
77-81	11
82-86	2

$$M_O = L + i \left(\frac{f_1}{f_1 + f_2} \right) = 49.5 + 7 \left(\frac{6}{6+3} \right) = 54.17$$

MEDIAN

1. Median of the post test of experimental class

Class limits	Fi
72-76	1
77-81	4
82-86	9
87-91	10
92-96	1

$$Me = L + i\left[\frac{\frac{n}{2}-cfb}{fw}\right] = 81.5 + 5\left[\frac{12.5-5}{9}\right] = 85.66$$

2. Median of the post test of control class

Class limits	Fi
57-61	3
62-66	1
67-71	5
72-76	3
77-81	11
82-86	2

$$Me = L + i\left[\frac{\frac{n}{2}-cfb}{fw}\right] = 76.5 + 5\left[\frac{12.5-12}{11}\right] = 76.727$$

STANDARD DEVIATION

1. Standard deviation of the post test of experimental class

Class limits	fi	Xi	Xi²	fiXi	fiXi²
72-76	1	74	5476	74	5471
77-81	4	79	6241	316	24964
82-86	9	84	7056	756	63504
87-91	10	89	7921	890	79210
92-96	1	94	8836	94	8836
	25			2130	181990

$$s = \sqrt{\frac{\sum f_i X_i^2 - \frac{\left(\sum f_i X_i\right)^2}{n}}{n-1}} = \sqrt{\frac{217466 - \frac{(2916)^2}{25}}{24}} = 11.19706$$

2. Standard deviation of the post test of control class

Class limits	fi	Xi	Xi²	fiXi	fiXi²
57-61	3	59	3481	177	10443
62-66	1	64	4096	64	4096
67-71	5	69	4761	345	23805
72-76	3	74	5476	222	16428
77-81	11	79	6241	869	68651
82-86	2	84	7056	168	14112
	25			1845	137535

$$s = \sqrt{\frac{\sum f_i X_i^2 - \frac{\left(\sum f_i X_i\right)^2}{n}}{n-1}} = \sqrt{\frac{92024 - \frac{(1404)^2}{22}}{21}} = 10.74$$

NORMALITY

1. Normality of the post test of experimental class

No.	X1	X1-	Z1	F(Z1)	S(Z1)	F(Z1)-S(Z1)
1	72	182.79	-2.65	0.004	0.0417	0.0377
2	77	72.59	-1.67	0.0475	0.0833	0.0358
3	80	30.47	-1.08	0.1401	0.2083	0.0682
4	80	30.47	-1.08	0.1401	0.2083	0.0682
5	80	30.47	-1.08	0.1401	0.2083	0.0682
6	83	6.35	-0.49	0.3121	0.4167	0.1046
7	83	6.35	-0.49	0.3121	0.4167	0.1046
8	83	6.35	-0.49	0.3121	0.4167	0.1046
9	83	6.35	-0.49	0.3121	0.4167	0.1046
10	83	6.35	-0.49	0.3121	0.4167	0.1046
11	86	0.23	0.09	0.4641	0.5833	0.1192
12	86	0.23	0.09	0.4641	0.5833	0.1192
13	86	0.23	0.09	0.5359	0.5833	0.0474
14	86	0.23	0.09	0.5359	0.5833	0.0474
15	89	12.11	0.68	0.7517	0.8750	0.1233
16	89	12.11	0.68	0.7517	0.8750	0.1233
17	89	12.11	0.68	0.7517	0.8750	0.1233
18	89	12.11	0.68	0.7517	0.8750	0.1233
19	89	12.11	0.68	0.7517	0.8750	0.1233
20	89	12.11	0.68	0.7517	0.8750	0.1233
21	89	12.11	0.68	0.7517	0.8750	0.1233
22	91	30.03	1.07	0.8577	1.0000	0.1423
23	91	30.03	1.07	0.8577	1.0000	0.1423
24	91	30.03	1.07	0.8577	1.0000	0.1423
25	94	71.91	1.66	0.9515	1.0417	0.0902
	2138	626.24				
	X	85.52			L max	0.1423
	Sd	5.11			L table	0.1730
					Judge	Normal

$$Mean = \frac{\Sigma X}{n} = \frac{2138}{25} = 85.2$$

$$sd = \sqrt{\frac{\Sigma(x1-x)^2}{n-1}} = \sqrt{\frac{626.24}{24}} = 26.0933$$

Example for data no 1:

$$z_i = \frac{X - \bar{X}}{s} = \frac{72 - 85.52}{5.11} = \text{-2.64}$$

In the z table, value score -2.64 is 0.4922
F(zi)= 0.5 - 0.922 = 0.0078

Lo = F(zi) - s(zi) = 0.0078 - 0.0256 = 0.0178

Because Lo is lower than Lt, it can be concluded that the sample is in normal distribution.

2. Normality of the post test of control class

No.	X1	X1-	Z1	F(Z1)	S(Z1)	F(Z1)-S(Z1)
1	57	283.59	-2.22	0.0132	0.0833	0.0701
2	57	283.59	-2.22	0.0132	0.0833	0.0701
3	60	191.55	-1.83	0.0336	0.1250	0.0914
4	63	117.51	-1.43	0.0764	0.1667	0.0903
5	71	8.07	-0.38	0.352	0.3750	0.0230
6	71	8.07	-0.38	0.352	0.3750	0.0230
7	71	8.07	-0.38	0.352	0.3750	0.0230
8	71	8.07	-0.38	0.352	0.3750	0.0230
9	71	8.07	-0.38	0.352	0.3750	0.0230
10	74	0.03	0.02	0.508	0.5000	0.0080
11	74	0.03	0.02	0.508	0.5000	0.0080
12	74	0.03	0.02	0.508	0.5000	0.0080
13	77	9.99	0.42	0.6628	0.7083	0.0455
14	77	9.99	0.42	0.6628	0.7083	0.0455
15	77	9.99	0.42	0.6628	0.7083	0.0455
16	77	9.99	0.42	0.6628	0.7083	0.0455
17	77	9.99	0.42	0.6628	0.7083	0.0455
18	80	37.95	0.81	0.791	0.9167	0.1257
19	80	37.95	0.81	0.791	0.9167	0.1257
20	80	37.95	0.81	0.791	0.9167	0.1257
21	80	37.95	0.81	0.791	0.9167	0.1257
22	80	37.95	0.81	0.791	0.9167	0.1257
23	81	51.27	0.95	0.8289	0.9583	0.1294
24	83	83.91	1.21	0.8869	1.0417	0.1548
25	83	83.91	1.21	0.8869	1.0417	0.1548
	1846	1375.36				
	X	73.84			L max	0.1548
	Sd	7.57			L table	0.1730
					Judge	Normal

$$Mean = \frac{\sum X}{n} = \frac{1846}{25} = 73.8$$

$$sd = \sqrt{\frac{\sum(x1-x)^2}{n-1}} = \sqrt{\frac{1375.36}{24}} = 57.3066$$

Example for data no 1:

$$z_i = \frac{X-\bar{X}}{s} = \frac{57-73.84}{7.57} = -2.22$$

In the z table, value score -2.22 is 0.4922

F(zi)= 0.5 - 0.922 = 0.0078

Lo = F(zi) - s(zi) = 0.0078 - 0.0256 = 0.0178

Because Lo is lower than Lt, it can be concluded that the sample is in normal distribution.

HOMOGENEITY

Control Class					Experimental Class			
No.	x	(Xi-x)	(Xi-X)		No.	x	(Xi-x)	(Xi-x)
1	57	-16.84	283.59		1	72	-13.52	182.79
2	57	-16.84	283.59		2	77	-8.52	72.59
3	60	-13.84	191.55		3	80	-5.52	30.47
4	63	-10.84	117.51		4	80	-5.52	30.47
5	71	-2.84	8.07		5	80	-5.52	30.47
6	71	-2.84	8.07		6	83	-2.52	6.35
7	71	-2.84	8.07		7	83	-2.52	6.35
8	71	-2.84	8.07		8	83	-2.52	6.35
9	71	-2.84	8.07		9	83	-2.52	6.35
10	74	0.16	0.03		10	83	-2.52	6.35
11	74	0.16	0.03		11	86	0.48	0.23
12	74	0.16	0.03		12	86	0.48	0.23
13	77	3.16	9.99		13	86	0.48	0.23
14	77	3.16	9.99		14	86	0.48	0.23
15	77	3.16	9.99		15	89	3.48	12.11
16	77	3.16	9.99		16	89	3.48	12.11
17	77	3.16	9.99		17	89	3.48	12.11
18	80	6.16	37.95		18	89	3.48	12.11
19	80	6.16	37.95		19	89	3.48	12.11
20	80	6.16	37.95		20	89	3.48	12.11
21	80	6.16	37.95		21	89	3.48	12.11
22	80	6.16	37.95		22	91	5.48	30.03
23	81	7.16	51.27		23	91	5.48	30.03
24	83	9.16	83.91		24	91	5.48	30.03
25	83	9.16	83.91		25	94	8.48	71.91
∑	1846	0.00	1375.36		∑	2138	0.00	626.24
x	74				X	86		
Sd	8				Sd	5		

Bigger Variants = $(SD)^2 = (8)^2 = 64$
Smaller Variants = $(SD)^2 = (5)^2 = 25$
χo = Bigger Variants / Smaller Variants = 64/ 25 = 2.56
χt = 2.66
result : $\chi o < \chi t$ (homogenous)

HYPOTHESIS TEST

Control Class					Experimental Class			
No.	x	(Xi)	(Xi)^2		No.	x	xi	(X1)^2
1	57	-16.81	282.55		1	72	-13.52	182.79
2	57	-16.81	282.55		2	77	-8.52	72.59
3	60	-13.81	190.70		3	80	-5.52	30.47
4	63	-10.81	116.84		4	80	-5.52	30.47
5	71	-2.81	7.89		5	80	-5.52	30.47
6	71	-2.81	7.89		6	83	-2.52	6.35
7	71	-2.81	7.89		7	83	-2.52	6.35
8	71	-2.81	7.89		8	83	-2.52	6.35
9	71	-2.81	7.89		9	83	-2.52	6.35
10	74	0.19	0.04		10	83	-2.52	6.35
11	74	0.19	0.04		11	86	0.48	0.23
12	74	0.19	0.04		12	86	0.48	0.23
13	77	2.93	8.61		13	86	0.48	0.23
14	77	2.93	8.61		14	86	0.48	0.23
15	77	2.93	8.61		15	89	3.48	12.11
16	77	3.19	10.18		16	89	3.48	12.11
17	77	3.19	10.18		17	89	3.48	12.11
18	80	6.19	38.32		18	89	3.48	12.11
19	80	6.19	38.32		19	89	3.48	12.11
20	80	6.19	38.32		20	89	3.48	12.11
21	80	6.19	38.32		21	89	3.48	12.11
22	80	6.19	38.32		22	91	5.48	30.03
23	81	7.19	51.71		23	91	5.48	30.03
24	83	9.19	84.47		24	91	5.48	30.03
25	83	9.19	84.47		25	94	8.48	71.91
∑	1845		1370.68		∑	2138		626.24
x	74				X	86		
n	25				n	25		

$$s_{x1-x2} = \sqrt{\frac{\sum x_1^2 + \sum x_2^2}{n_1 + n_2 - 2}\left(\frac{1}{n_1} + \frac{1}{n_2}\right)} = \sqrt{\frac{626.24 + 1370.68}{25 + 25 - 2}\left(\frac{1}{25} + \frac{1}{25}\right)}$$

$$= \sqrt{\frac{1996.92}{48}\left(\frac{50}{625}\right)} = \sqrt{3.3282} = 1.824$$

$$t = \frac{\bar{X}_1 - \bar{X}_2}{s_{x1-x2}} = \frac{86 - 74}{1.824} = 3.1489$$

t_o is 3.418

t_{table} is 1.980

result: t_o (3.418) is higher than t_{table} (1.980) or $t_o > t_{table}$ (H_o is rejected).

APPENDIX 14

Documentation