APPENDICES
## Appendix 1

### Silabus

<table>
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<tr>
<th>Nama Sekolah</th>
<th>SMP N 5 Kudus</th>
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<tr>
<td>Mata Pelajaran</td>
<td>Bahasa Inggris</td>
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<tr>
<td>Kelas</td>
<td>VIII</td>
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<td>Semester</td>
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<table>
<thead>
<tr>
<th>Standar Kompetensi</th>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
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<th>Alokasi Waktu</th>
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<th>Pendidikan Karakter</th>
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<tr>
<td>Reading</td>
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<tr>
<td>11. Memahami makna dalam esei pendek sederhana berbentuk recount dan narrative untuk berinteraksi dengan lingkungan sekitar.</td>
<td>11.1 membaca nyaring bermakna teks fungsional dan essai pendek sederhana berbentuk recount dan narrative dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.</td>
<td>- Teks essai berbentuk narrative/recount</td>
<td>- Tanya jawab mengembangkan kosakata berdasarkan gambar cerita popular.</td>
<td>- Membaca nyaring dan bermakna teks essai berbentuk narrative / recount.</td>
<td>Uraian</td>
<td>5x40 menit</td>
<td>Buku teks yang relevan</td>
<td>Disiplin Tanggung jawab</td>
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- Ciri kebahasaan teks essai berbentuk narrative / recount
- Tujuan komunikatif teks essai narrative / recount
- Langkah retorika

- Tanya jawab menggali informasi dalam cerita berdasarkan gambar
- Mendengarkan teks narrative /recount dengan ucapan dan intonasi yang benar.
| 11.3 Merespon makna dengan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk recount dan narrative | narrative/recount. | - Membaca nyaring teks narrative/recount dengan ucapan dan intonasi yang benar. 
- Membaca teks narrative/recount lainnya 
- Menjawab berbagai pertanyaan tentang informasi dalam teks yang dibaca 
- Menetukan tujuan komunikatif teks narrative/recount yang dibaca | recount. | Uraian | 7 X 40 |
Appendix 2

LESSON PLAN

(RPP)

SCHOOL : SMP N 5 Kudus
STUDY : English
CLASS / SEMESTER : VIII (Eight) / II (Two)
TEXT TYPE : Monologue Text (Recount Text)
THEME : Daily Life
ASPECT/SKILL : Reading
TIME : 2 x 40 minutes (1 meeting)

COMPETENCY STANDARD :
11. To understand the meaning in written functional text and simple short essay of narrative and recount text related to surrounding environment.

BASIC COMPETENCE :
11.2 To respond the meaning and rhetorical steps in simple short essay of narrative and recount which related to surrounding area accurately, fluently and with right intonation.

CHARACTER
1. Self Confidence
2. Curiously
3. Creatively and Innovative

INDICATOR :
1. To identify a variety of information in the Recount text
2. To identify the steps rhetoric Recount text
3. To identify characteristic of linguistic recount text

1. Learning Purpose

At the end of the session, the students are able to express:

1. Identify a variety of information in the Recount text
2. Identify the steps rhetoric Recount text

3. Identifying characteristic of linguistic recount text

**2. Learning Material**

Recount Text

Definition: is a text which retells events or experiences in the past. A recount tells about something that happened in the past.

The details in a recount can include what happened, who was involved, where it took place, when it happened and why it occurred.

Purpose: to retell past events for entertaining or informing the readers.

Generic Structure:

- **Orientations**: Introducing the participants, place and time.
- **Events**: Describing series of events that happened in the past.
- **Reorientation**: It is optional. Stating personal comment of the writer to the story.

Grammatical features of recount text:

- Focus on specific participants; I, My group etc
- Using Action verb; went, look, go etc
- Using Time connectives; then, after that, when etc
- Use of past tense; (v2, was/were)

Example:

**AT THE BEACH**

_Last weekend, my boyfriend and I_ went to the beach by a car. The beach was very crowded because it was holiday. ➔ **Orientation**

_We arrived_ there at 9 a.m. In there we _saw_ a lot of people. The sea _was_ calm and the sky was clear. We decided to swim there. We _swam_ there about an hour. _After that_, the sky was very dark and raining hard. _And then_, we _played_ and _sang_ together. ➔ **Event**

Although we felt so tired but it was really a fun holiday. ➔ **Reorientation**

- Specific participant
**MY BUSY DAY**

Last Monday was a busy day for me. I spent my time to do a lot of activities from college to my home.

First, at the morning, I did my presentation's assignment with my partner, she was Nur hidayah. It took 3 hours. And then we went to the campus for joining lecture. But, the lecturer said that our presentation would be started next week. It made us disappointed. The class was finished at 12.30.

After that, I had to go home because my grandmother was in a bad condition. She was hospitalized. So, it was a must for me to back home at that time. When I got there, there were so many members of my family. There were about 10 people. My aunt, my niece, my uncle and some of my cousins. We all hoped that our grandmother would get better soon.

Those activities made my day busy.

3. **Learning Method and Teaching Technique:**
   a. Presentation – Practice – Production
   b. PQ4R Strategy

4. **Learning Activities**
   A. Pre-Activity
      - Greeting and call the roll
      - Ask and answer some question that related with the material will be given
      - Explain the importance and advantages of Recount text
   B. Whilst-Activity
      a. Exploration
         - To listen the Recount text given by teacher
         - Explain definition of Recount text
         - To find the meaning and the function of Recount text
      b. Elaboration
         - The teacher gives a recount text to the students
         - The students preview the text that is given by the teacher
         - The students make question that can guide them in reading activity
         - The students read the whole text to find out the answer
         - The students reflect on what they have read
         - The students recite / summarize the material using their own word
         - The students review the material
c. **Confirmation**
   - Teacher gives chance to the students to ask about material
   - Teacher giving feedback

C. **Post Activity**
   - Teacher give reinforcement the material
   - Teacher give motivation to the students
   - Saying good bye

5. **Source**
   - PQ4R Strategy
   - Picture
   - Let’s Talk grade VIII

6. **Evaluation**
   a. **Technique** : Written test
   b. **Form** : Essay
   c. **Instrument** :
      1. Read the text carefully
      2. Analyze the text above using PQ4R Strategy base on:
         social function, generic structure, and linguistic feature!
      3. Answer the question based on the text

**Scoring:**
1. **Rome I** : each correct answer scored 1
2. **Max score sum**
   1. 5 x 2 = 10
   2. **Total** : 10
3. **Max score** : 10
4. **Student’s Mark** : \[
   \frac{\text{Accepted score}}{\text{Max score}} \times 100
   \]
5. **Assessment rubric**

<table>
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<tr>
<th>No</th>
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<th>Score</th>
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<tbody>
<tr>
<td>1</td>
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Kudus, April 2014
Practitioner

Evi Kristianawati
NIM. 2009-32-194
Camping

On Saturday night, my friends and I camped on a hill nearby. We chose a flat land to set up tents. It was on the bank of a lake. We found that the lake was not so deep, but the water was clear and fresh. We saw many fish in it, so we fished there.

After setting up the tent, we took our picnic jar and had a meal together. We rolled out mat to sit on the ground. It was nice having meals in the open air.

Then, we walk into a swift waterfall. We could see how wonderful it was. Unfortunately, we left our camera at home. We couldn’t take any photographs.

Suddenly, my friends slipped off. He hurt his leg. We gave him a band aid that we took from the first aid kit. Finally, we decided to go back to our tent.

Next morning we went home. It was trying but we were happy.

Answer these questions!
1. Where did they camp?
2. When did the writer and his friends have their meals?
3. What happened to one of writer’s friend?
4. What is the purpose of the text?
5. What is the main idea of paragraph one?

Answer key:
1. They camp on hill nearby
2. After setting up the tent
3. The writer’s friend slipped off
4. To tell the past events for the purpose of informing or entertaining
5. On Saturday night, my friend and I camped on a hill nearby
LESSON PLAN
(RPP)

SCHOOL : SMP N 5 Kudus
STUDY : English
CLASS / SEMESTER : VIII (Eight) / II (Two)
TEXT TYPE : Monologue Text (Recount Text)
THEME : Daily Life
ASPECT/SKILL : Reading
TIME : 2 x 40 minutes (1 meeting)

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INDICATOR :

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1. Learning Purpose

At the end of the session, the students are able to express:

1. Identify a variety of information in the Recount text
2. Identify the steps rhetoric Recount text
3. Identifying characteristic of linguistic recount text

2. Learning Material

**Going to Johar Market**

My mother and I went shopping to Johar Market last Sunday. We took a bus 8 a.m and got there at 10 a.m.

We went to the fruit section. We bought two kilograms of guavas and three papayas. After that, we went to the fist section to buy two kilograms of fresh fish. Then we went to the fashion shop to buy dresses for my sister.

Johar market was very hot at the time. I felt so thirsty, so I asked my mother to have some drink at a small food stall nearby.

We went home at 11 a.m by a taxi because we had to go our family in Semarang.

3. Learning Method and Teaching Technique:
   a. Presentation – Practice – Production
   b. PQ4R Strategy

4. Learning Activities
   **A. Pre-Activity**
   - Greeting and call the roll
   - Ask and answer some question that related with the material will be given
   - Explain the importance and advantages of Recount text
   **B. Whilst-Activity**
     a. Exploration
     - To listen the Recount text given by teacher
     - Explain definition of Recount text
     - To find the meaning and the function of Recount text
     b. Elaboration
     - Giving explanation about “Recount text”.
     - Ask the students to read carefully about recount text, the title “Going to Johar Market”
     - Guide the students to memorize about the text the title “Going to Johar Market”
     - Explain material or text how to describe the text by using PQ4R Strategy
     - As a follow up, complete PQ4R Strategy and ask the students to supply the responses and information needed
     - Observe students while they complete a PQ4R Strategy
     - Ask the students to do students work sheet
     - Observe students while they complete a PQ4R Strategy
c. **Confirmation**
- Teacher gives chance to the students to ask about material
- Teacher giving feedback

C. **Post Activity**
- Teacher give reinforcement the material
- Teacher give motivation to the students
- Saying good bye

5. **Source**
- PQ4R Strategy
- Power point made by the teacher
- Let’s Talk grade VIII

6. **Evaluation**
   a. **Technique**: Written test
   b. **Form**: Essay
   c. **Instrument**:
      1. Read the text carefully
      2. Analyze the text above using PQ4R Strategy base on:
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**Scoring:**
1. Rome I : each correct answer scored 1
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   I : 5 x 2 = 10
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4. Student’s Mark : $\frac{\text{Accepted score}}{\text{Max score}} \times 100$
5. Assessment rubric

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**Kudus, April 2014**
Practitioner

Evi Kristianawati
NIM. 2009-32-194
Earthquake

The day when I went home from office was a terrible day. I was driving along the coast road when the car suddenly lurched to one side.

At first I thought a tire had gone but then I saw telegraph poles collapsing like matchstick which flashed and bunt.

The rocks that tumbled a coss the road almost hit my car and I tried to abandon it.

When I got back to town where my people crow died on the road, I saw some houses collapsed, the bridge had a crack, and the people said that the earthquake happened a few minute ago.

Fortunately, the earthquake did not collapse my home. I thanked God happily because my wife and my children well save.

Answer these questions!

1. What did happen in the text situations?
2. What is the purpose of the text?
3. What is the main idea of paragraph one?
4. Write the generic structure of the text?
5. Write the events that happen in the text?

Answer key:

1. The day when she or he went home from her or his office.
2. To retell the past events for the purpose of informing or entertaining
3. It was terrible day for the writer
4. Orientation – Event – Reorientation
5. Paragraph 2 until 3
LESSON PLAN
(RPP)

SCHOOL : SMP N 5 Kudus
STUDY : English
CLASS / SEMESTER : VIII (Eight) / II (Second)
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1. Learning Purpose

At the end of the session, the students are able to express:

a. Identify a variety of information in the Recount text
b. Identify the steps rhetoric Recount text
c. Identifying characteristic of linguistic recount text

2. Learning Material

Going to Solo

Last Sunday, I and family (my wife and my three children) went to Solo to visit a relative.

First, I borrowed a car of my brother in law. Then we left home at about 7 a.m. we drove along they rough roads of Purwodadi and arrived there 4 hours later.

After chatting, praying and having lunch, we took arest for a while. Then, at about 2 p.m we left the city for home.

On the way home, we dropped at Gajah Mugkur dam to buy some fresh fish. There were plenty of fish, and the price was reasonable. Next, we continued our way home.

We got home at 7 p.m, feeling tired and sleepy.

3. Learning Method and Teaching Technique:
   a. Presentation – Practice – Production
   b. PQ4R Strategy

4. Learning Activities
   A. Pre-Activity
      ▪ Greeting and call the roll
      ▪ Ask and answer some question that related with the material will be given
      ▪ Explain the importance and advantages of Recount text

   B. Whilst-Activity
      a. Exploration
         ▪ To listen the Recount text given by teacher
         ▪ Explain definition of Recount text
         ▪ To find the meaning and the function of Recount text

      b. Elaboration
         ▪ Giving explanation about “Recount text”.  
         ▪ Ask the students to read carefully about recount text, the title “Going to Solo”
         ▪ Guide the students to memorize about the text the title “Going to Solo”
         ▪ Explain material or text how to describe the text by using PQ4R Strategy
         ▪ As a follow up, complete PQ4R Strategy and ask the students to supply the responses and information needed
         ▪ Observe students while they complete a PQ4R Strategy
         ▪ Ask the students to do students work sheet
• Observe students while they complete a PQ4R Strategy in class

c. Confirmation
• Teacher gives chance to the students to ask about material
• Teacher giving feedback

C. Post Activity
• Teacher give reinforcement the material
• Teacher give motivation to the students
• Saying good bye

5. Source
• PQ4R Strategy
• Picture
• Let’s Talk grade VIII

6. Evaluation
1. Technique : Written test
2. Form : Essay
3. Instrument :
   1. Read the text carefully
   2. Analyze the text above using PQ4R Strategy base on: social function, generic structure, and linguistic feature!
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Kudus, April 2014
Practitioner

Evi Kristianawati
NIM. 2009-32-032
Having a Picnic

Last weekend, my family went to the zoo. We saw Togog. Togog is a good monkey. He is very popular at the zoo. I was very excited to see him.

I came closer to him. He was having breakfast. It was very interesting. He sat on the table and knew how to use a fork and a spoon. He drank milk from a cup. I tried to speak to him. He listened quietly and nodded his head as if he understood what I was saying.

After breakfast we said goodbye to Togog. Then, my father took us to the “Ice Palace” to see penguins. Through a window, we saw the penguins playing in their enclosure. My father took some pictures of the penguins.

We had an enjoyable time at the zoo.

Answer these questions!

1. When did the writer go to the zoo?
2. Who is Togog?
3. How did the writer feel with Togog?
4. Where did the writer go after saying Togog?
5. Identifying the generic structure of the text above?

Answer key:

1. Last weekend
2. Togog is a good monkey, he is very popular at the zoo and he was very exciting
3. The writer feels very interesting
4. The writer having breakfast
5. Orientation – Event – Reorientation
Appendix 3

THE INSTRUMENT OF THE ABILITY READING ABILITY
OF THE EIGHTH GRADE STUDENTS OF SMP N 5 KUDUS
IN ACADEMIC YEAR 2013/2014

Subject : English
Class : VIII
Semester : II / Two
Time : 40 minutes

Choose the correct answer by crossing a, b, c, or d!

Read the text below carefully to answer the questions number 1-5!

Yesterday my family went to Yogyakarta. We left from Kudus at 5 in the morning. My father
drove his car carefully. on the way there, my young brother sang his favorite song “Twinkle-Twinkle
Little Stars” many times.

We arrived in Yogyakarta at 9 in the morning. We did not stay at the hotel, but we directly
visited Parangtritis beach. There were a lot of people enjoying the beauty of the beach. My brother
and I played football on the white sand. It was very exciting. Meanwhile, my sister rode a horse. My
parents watched us. They sat on the bench.

At the night, we looked around at Malioboro Street. My mother bought a beautiful rounded
hat. My father did not want to buy anything. He just accompanied us. I got a t-shirt. My two brothers
bought new shoes as their souvenirs.

Then, at eleven at night we went home to Kudus. We felt so tired but happy.

1. What is the main idea of paragraph two?
   a. The game that the writer and his brother played
   b. The place where the family visited
   c. The place and activities that the family did
   d. The activities that the parents did

2. What is the purpose of the text?
   a. To entertain the readers
   b. To describe a certain place
   c. To tell how to go to a tourist resort
   d. To tell past events for entertaining

3. Then, at eleven at night we want home to Kudus. We felt so tired but happy.
The sentence above belongs to....
   a. Reorientation
   b. Orientation
   c. Resolution
   d. Series of events

4. How long was the journey to Yogyakarta?
   a. Four hours
   b. Five hours
c. Six hours
d. Seven hours

5. It was very exciting. (Paragraph 2)
   The underlined word has meaning....
   a. Dealing with hatred
   b. Having great interest
   c. Feeling of bored
   d. Something annoying

Answer the questions number 6-10 based on the text below!

Three years ago, I got a new bike from my grandparents. It was the best gift for my tenth birthday. Unfortunately, I could not ride on it yet. Then I tried to learn riding it.

On Sunday morning I pulled the bike my hands to the football field near my house. Then I held the rudder tightly, sat on the bike seat and pedaled slowly. Next I added the speed, the bike ran faster and faster. Suddenly, the bike was shaking and the movement was uncontrolled. Finally, it hit a plant tree on the side of field. It felt and when I felt my knee, it was bleeding.

Although all my body was in pain, I was satisfied.

6. How old is the writer now?
   a. Three years old
   b. Seven years old
   c. Ten years old
   d. Thirteen years old

7. It was the best gift for my tenth birthday. (Paragraph 1)
   The underlined word refers to....
   a. a tree
   b. a house
   c. a bike
   d. a ball

8. What is the main idea of paragraph two?
   a. The beautiful Sunday morning
   b. The shaking bike
   c. The writer’s effort ride a bike
   d. The bleeding knee

9. Although all my body was in pain, I was satisfied.
   The sentence is a kind of....
   a. Orientation
   b. Series of events
   c. Resolution
   d. Reorientation

10. What is social function of the text?
    a. To retell past event
    b. To describe something
    c. To entertain the reader
    d. To persuade the reader

Read the text below carefully to answer the questions number 11-15!

Last year my family had a trip to Bali. My parents, my elder sister, and I spent three days.

We had a flight to Bali. We arrived at 9 a.m. Then, we checked in the hotel. It was not big, but confortable. After taking a rest and having a shower, we had a lunch in the restaurant of the hotel. In the afternoon, we went to sanur beach. There were a lot of tourists enjoying the beautiful beach.
Some of domestic and foreign tourists surfed on the beach. They really enjoyed it. My sister and I played the sand. We built a castle from the sand.

On the second day, we had a shopping in the traditional market near the hotel. My mother bought a new dress, while my father chose a leather jacket. My sister bought a pair of unique glasses and a cap. While I liked heve t-shirt.

On the last day, we checked out the hotel. We left the hotel at 8 a.m.

It was really an amazing holiday.

11. How did they go to Bali?
   a. By ship
   b. By plane
   c. By car
   d. By train

12. They really enjoy it. (Paragraph 2)
   The underlined word refers to....
   a. The tourist
   b. The sand
   c. Surfing on the beach
   d. The castle

13. It was really an amazing holiday.
   The sentence above belongs to....
   a. Orientation
   b. Resolution
   c. Series of events
   d. Reorientation

14. The family did shopping
   This idea is found in paragraph....
   a. One
   b. Two
   c. Three
   d. Four

15. What is the social function of the text?
   a. To describe something
   b. To entertain the reader
   c. To persuade the reader
   d. To retell past event

Read the text below carefully to answer the questions number 16-20!

On last Sunday, my parents asked me to go by car. We visited grandmother at the village because she was sick.

Firstly, mother asked father to stop at the market buy some fruits. Mother bought apples, oranges, and bananas.then, we continued our trip. It took three hours o get there. When we arrived, grandma was lying on her bed. She was thin and pale. She was happy to meet us. We kissed her and asked her condition. After that mother fed her an orange. The she felt asleep. We asked permission to go home. She give permission while she was waving her hand.

It was tiring but we were satisfied.

16. Why did the writer go to the village? Because....
   a. He had a new car
   b. His grandmother did not feel well
c. He liked traveling
d. He accompanied his mother

17. What did the mother buy?
   a. Apples, melons, and bananas
   b. Bananas, fruit stars and mangoes
   c. Apples, oranges, and bananas
   d. Oranges, mangoes, and bananas

18. On last Sunday, my parents asked me to go by car. We visited grandmother at the village because she was sick.
The sentence above belongs to....
   a. Orientation
   b. Resolution
   c. Series of events
   d. Reorientation

19. What is the main idea of paragraph two?
   a. The bad last Sunday
   b. The writer go to market
   c. The our trip
   d. The writer visited grandmother

20. What is the communicative purpose of the text?
   a. To explain how to go to the village
   b. To describe the grandmother
   c. To retell the past event
   d. To entertain the readers

Answer the questions number 21–25 based on the text below!

Last weekend the girl and the boys scouts had a “Persami” activity outside their school.
They left for the woods at five in the morning. After a long drive they arrived at the woods and found a good camping site.

“Let’s set up the tents here” said the leader. Then, they started to work. They needed two poles, some ropes and nails for each tent, in a short time the tents were ready and they put a small flag on the top of each tents.

The girls made a fire and cooked their lunch while the boys were busy working. As soon as the lunch was ready, they immediately started to eat. Of course it was a very simple dish, but it was very good lunch for them.

After a little rest, the reader blew the whistle and all the girl and boy scouts gathered around to start their “Persami” programs.

21. What is the main idea of paragraph 3?
   a. Set up the tent
   b. Persami activity
   c. Cooked the lunch
   d. Journey in the woods

22. They left the woods...  
The underlined word refers to...
   a. Girl scout
   b. Boy scout
   c. Boy and girl scout
   d. Ropes and nail

23. When the scout have a “persami” activity?
   a. Last day
   b. Yesterday
c. Last Sunday
d. Last weekend

24. Which one is NOT needed to sets up the tents?
   a. Nails
   b. Woods
   c. Ropes
   d. Poles

25. What is the communicative purpose of the text?
   a. To retell the events for the purpose of informing or entertaining
   b. To describe a particular person, thing or place
   c. To describe the way things are generic
   d. To retell an event with a humorous twist

Answer the questions number 26-30 based on the text below!

Yesterday afternoon I went to a dentist, dr. Saldji at “Bhayangkara Public Hospital”. You know, it was my first time so that I felt nervous to wait my name called.

First, a nurse called my name and asked me to sit on a special chair. Then the doctor tilted the chair. He cleaned my teeth. He used a little round brush and special tooth powder. After that, he showed me how to keep my teeth clean. He used a big set of false teeth and a big toothbrush to show me how to brush the teeth rightly. Brush down on the top teeth, from the gums. Brush up on the bottom teeth from the gums. When he saw a soft in a tooth, he cleaned the spot away with a drill. Then he filled the tooth.

Well, it was my impressive experience.

26. When did the writer go to a dentist?
   a. Last week
   b. Tomorrow
   c. Yesterday afternoon
   d. Today

27. Yesterday afternoon I went to a dentist, dr. Saldji at “Bhayangkara Public Hospital”. You know, it was my first time so that I felt nervous to wait my name called.

The sentence above is the example of.....
   a. Resolution
   b. Orientation
   c. Events
   d. Reorientation

28. After that, he showed me how to keep teeth clean. (Paragraph 2)

The underline word refers to....
   a. The writer
   b. The nurse
   c. The dentist
   d. The writer’s family

29. What is the main idea of the first paragraph?
   a. The nurse called the writer’s name
   b. The writer went to dentist
   c. The writer had toothache
   d. The writer felt nervous

30. What is social function of the text?
   a. To persuade the reader
   b. To retell past event
   c. Entertain the reader
   d. To describe something
Key Answer of the Post Test of Reading Ability of Recount Text

TRY-OUT
TAHUN PELAJARAN 2013/2014

Nama

Kelas/Nomor

Mata Pelajaran

Hari/tanggal

Nama: 
Kelas/Nomor: 
Mata Pelajaran: 
Hari/tanggal: 

LEMBAR JAWAB

Berilah tanda X pada huruf a,b,c,d sesuai jawaban yang kamu anggap benar!

1  a b c d e
2  X b c d e
3  X b c d e
4  X b c d e
5  a b c d e
6  X b c d e
7  a b c d e
8  a b c d e
9  a b c d e
10 a b c d e
11 a b c d e
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23 a b c d e
24 a b c d e
25 a b c d e
26 a b c d e
27 a b c d e
28 a b c d e
29 a b c d e
30 a b c d e

63
PRE-TEST
TAHUN PELAJARAN 2013/2014

Nama : M. DARUL UKUM
Kelas/Nomor : VIII B / 24
Mata Pelajaran : B. IPS
Hari/Tanggal : KAMIS / 2A - 09 - 2014

LEMBAR JAWAB
Berilah tanda X pada huruf a,b,c,d sesuai jawaban yang kamu anggap benar!
POST-TEST
TAHUN PELAJARAN 2013/2014

Nama: Risa Yuna Praboni
Kelas/Nomor: Vla B / 28
Mata Pelajaran: Bhs. Inggris
Hari/tanggal: Senin, 12 Maret 2014

LEMBAR JAWAB
Bersilah tanda X pada huruf a, b, c, d sesuai jawaban yang kau anggap benar!

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Total: 378  341  719  4534  3755  4070
Appendix 5

The Calculation of Index of Reliability

\[ r_{xy} = \frac{N \sum xy - \sum x \sum y}{\sqrt{N \sum x^2 - \left( \sum x \right)^2} \sqrt{N \sum y^2 - \left( \sum y \right)^2}} \]

\[ r_{xy} = \frac{2 \times 4070 + 51 \times 44}{\sqrt{3 \times 4534 - 78^2} \sqrt{3 \times 3755 - 41^2}} \]

\[ r_{xy} = \frac{130240 - 128898}{\sqrt{145088 - 142884} \sqrt{130240 - 116281}} \]

\[ r_{xy} = \frac{1342}{\sqrt{8549316}} \]

\[ r_{xy} = \frac{1342}{2923,9} \]

\[ r_{xy} = 0.45 \]

\[ r_H = \frac{2r_{xy}}{1 + r_{xy}} \]

\[ r_H = \frac{2 \times 0.45}{1 + 0.45} \]

\[ r_H = 0.9 \]

\[ r_H = \frac{0.9}{1.45} \]

\[ r_H = 0.62 \] (High Reliable)
Appendix 6

The Reading Ability Score of the Eighth Grade Students of SMP N 5 Kudus

in Academic Year 2013/2014 before Taught by Using PQ4R Strategy

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Appendix 7

The Calculation of Mean and Standard Deviation of the Reading Ability of the Eighth Grade Students of SMP N 5 Kudus before Taught by PQ4R Strategy

Number of interval (k) = 1 + 3.3 Log N

= 1 + 3.3 Log 34

= 1 + 5.05

= 6.05

= 6

Width interval (i) = \frac{\text{highesstscore} - \text{lowestscore}}{\text{number of interval}}

= \frac{87 - 53}{6}

= \frac{34}{6}

= 5.6

= 6

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<td>-54</td>
<td>184</td>
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</table>
a. Mean (Average)

\[ X = \frac{\sum fx}{N} \]

\[ = \frac{2345}{34} \]

\[ = 68.9 \]

b. Standard Deviation

\[ SD = \sqrt{\frac{\sum fx^2}{N} - \left( \frac{\sum fx}{N} \right)^2} \]

\[ SD = \sqrt{\frac{184}{34} - \left( \frac{-54}{34} \right)^2} \]

\[ SD = \sqrt{5.3 - 0.5} \]

\[ SD = \sqrt{5.8} \]

\[ SD = 6 \times 1.67 \]

\[ SD = 10 \]
Appendix 8

The Reading Ability Score of the Eighth Grade Students of SMP N 5 Kudus
in academic year 2013/2014 after Taught by PQ4R Strategy

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<tr>
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<td>6</td>
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<tr>
<td>7</td>
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<td>Good</td>
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<tr>
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Appendix 9

The Calculation of Mean and Standard Deviation of The Reading Ability of Eighth Grade Students of SMP N 5 Kudus After Taught by Using PQ4R Strategy

Number of interval \( k \) = 1 + 3.3 Log \( N \)

\[
= 1 + 3.3 \log 34
= 1 + 5.05
= 6.05
= 6
\]

Width interval \( i \) = \( \frac{\text{highest score} - \text{lowest score}}{\text{number of interval}} \)

\[
= \frac{93 - 63}{6}
= \frac{30}{6}
= 5
\]

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<th>( f.x' )</th>
<th>( x'^2 )</th>
<th>( f(x'^2) )</th>
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a. Mean (Average)

\[ X = \frac{\sum fx}{N} \]

\[ = \frac{2699}{34} \]

\[ = 79.3 \]

b. Standard Deviation

\[ SD = \sqrt{\frac{\sum f \cdot x^2}{N} - \left( \frac{\sum f \cdot x}{N} \right)^2} \]

\[ SD = 5\sqrt{\frac{191}{34} - \left( \frac{57}{34} \right)^2} \]

\[ SD = 5\sqrt{5.6 - 2.8} \]

\[ SD = 5\sqrt{2.8} \]

\[ SD = 5 \times 1.67 \]

\[ SD = 8.4 \]
Appendix 10  (The t-test Result)

t-test Calculation of Pre-test and Post-test of the Eighth Grade Students
of SMP N 5 Kudus

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<td><strong>356</strong></td>
<td><strong>6780</strong></td>
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The Calculation of t-test of Reading Ability of the Eighth Grade Students of
SMP N 5 Kudus in Academic year 2013/2014 Taught by Using PQ4R
Strategy

\[
\bar{D} = \frac{\sum D}{N}
\]
\[
\bar{D} = \frac{356}{34}
\]
\[
\bar{D} = 10.5
\]

\[
t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{\sum D^3}{N}}{N(N-1)}}}
\]
\[
t = \frac{10.5}{\sqrt{\frac{6780 - \frac{(356)^2}{34}}{34(4-1)}}}
\]
\[
t = \frac{10.5}{\sqrt{\frac{6780 - 110.25}{1122}}}
\]
\[
t = \frac{10.5}{\sqrt{5.9}}
\]
\[
t = \frac{10.5}{2.42}
\]
\[
t = 4.33
\]
# Appendix 11

## THE LIST OF STUDENTS VIII-F CLASS

**OF SMP N 5 KUDUS**

**IN ACADEMIC YEAR 2013/2014**

*(Try Out)*

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THE LIST OF STUDENTS VIII-B CLASS
OF SMP N 5 KUDUS
IN ACADEMIC YEAR 2013/2014
(Pre test - Post test)

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Appendix 12

Critical values of t-table

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STATEMENT

Name : EVI KRISTIANAWATI
NIM : 2009-32-194
Study Program : English Education Program
Skripsi Title : “THE READING ABILITY OF THE EIGHTH GRADE STUDENTS OF SMP N 5 KUDUS IN THE ACADEMIC YEAR 2013/2014 TAUGHT BY USING PQ4R STRATEGY”.

State that this skripsi is indeed the scientific work of mine, not that of others. I only make some certain quotations from others’ as references I need to support my skripsi.

I am fully responsible for this statement.

Kudus, September 10th 2014
The writer

EVI KRISTIANAWATI
2009-32-194
CURRICULUM VITAE

The writer was born on Dec, 08th 1988 in Kudus. She the first child of Kumaidi, and Nani Suwarni. She has one brother. His name is Sendi Rizal.

She started her study in Elementary School (SD 1 Jetis Kapuan) in 1997 and graduated in 2003. Then She continued her study in Junior High School (SMP N 2 UNDAAN KUDUS) in 2003 and graduated in 2006. Then, She entered to Senior High School (SMA 1 BAE KUDUS) in 2003 and graduated in 2006. She continued her study in the University of Muria Kudus, English Education Department, Teacher Training and Education Faculty.

After graduating from Muria Kudus University, She plan to keep on teaching English, since She have already enjoyed being an English teacher.
FORMULIR A1

YAYASAN PEMBINA UNIVERSITAS MURIA KUDUS
UNIVERSITAS MURIA KUDUS
Kampus UMK Godangmanis Bae Kudus Po. Box 53 Phone/Fax 0291-438229

PENGAJUAN JUDUL DAN BIMBINGAN SKRIPSI

Nama: Evi Kristianawati
NIM/Semester: 2009-32194/78
Jumlah SKS Diperoleh/IPK: 190/2,98
Program: Budidaya Tanah, Ilmu Pertanian
Denah ini mengajukan:
JUDUL SKRIPSI DAN DOSEN PEMBIMING

a. Judul skripsi sebagai berikut:
1. THE READING ABILITY OF THE EIGHT GRADE STUDENTS OF SMK 3 KUDUS IN ACADEMIC YEAR 2018/2019 TAUGHT BY USING PEAK STRATEGY

b. Nama Dosen Pembimbing yang diurutkan:
A. Drs. Supriadi, M.Pd. (3)
B. DAIH PURWATI, S.Pd., M.Pd. (1)

Mengesahkan:

Kadm. Prodi

Kudus, 27 Agustus 2015

EVI KRISTIANAWATI
YAYASAN PEMBINA UNIVERSITAS MURIA KUDUS
UNIVERSITAS MURIA KUDUS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Kampus UMK, Gondangmanis Bae Kudus PO Box 53 ☏ 0291-438229

Form A2

Penetapan Pembimbing Skripsi


Dengan hormat, kami memberikan tugas kepada:

1. Nama Dosen: Drs. Suprihadi, M.Pd
   NIP/NIS: 19570616-198403-1-015
   Jabatan/Pangkat/Golongan: Lektor Kepala / Pembina Tk. I / IV b

2. Nama Dosen: Diyah Kurniati, S.Pd, M.Pd
   NIP/NIS: 0610701000001190
   Jabatan/Pangkat/Golongan: Lektor / Penata / III c

Untuk berturut-turut menjadi Pembimbing I dan II Skripsi yang akan ditulis oleh mahasiswa:

Nama: EVI KRISTIANAWATI
NIM/Semester: 2009-32-194
Jumlah SKS Diperoleh / IPK: 
Program Studi: PENDIDIKAN BAHASA INGGRIS
Tema/Judul: The Reading Ability of the Eight Grade Students of SMP 5 Kudus in Academic Year 2013/2014 Taught by Using PQ4R Strategy

Sehubungan dengan hal tersebut, mobot usulan tersebut dapat disetujui.

Kudus, 3 September 2013.

Ka.Progdi PBI,

Drs. Slamet Utomo, M.Pd
NIP: 19621219 198703 1 001

Diah Kurniati, S.Pd, M.Pd
NIS: 0610701000001190
YAYASAN PEMBINA UNIVERSITAS MURIA KUDUS
UNIVERSITAS MURIA KUDUS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Gondangmetha Sae, Kudus P.O. BOX 53, Telepon (0291) 458229, Fax. (0291) 457196

Lamp. : -
H a l : Permohonan Ijin Penelitian

Yth. Kepala
SMP NEGERI 5 KUDUS
di -
JEPARA

Kami sampaikan dengan hormat bahwa mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus :

Nama : EVI KRESTIANAWATI
NIM : 2009 - 32 - 194
Fakultas/Prodi : KIP/Pendidikan Bahasa Inggris

Akan mengadakan penelitian untuk penulisan skripsi dengan judul :
"THE READING ABILITY OF THE EIGHTH GRADE STUDENTS OF SMP N 5 KUDUS IN THE ACADEMIC YEAR 2013/2014 TAUGHT BY USING PQ4R STRATEGY"

Sehubungan dengan hal tersebut, kami mohon dengan hormat kesediaan Bapak/ibu untuk berkenan memberikan ijin mahasiswa diatas guna memperoleh data yang diperlukan.

Atas perkenan dan bantuan Bapak, kami sampaikan terima kasih.

A.n. Dekan,
Wakil Dekan I

Dr. Sri Utaminingsih, M.Pd
NIS. 0610701000001218
PEMERINTAH KABUPATEN KUDUS
DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA
SMP 5 KUDUS
JL. Sunan Muria 58 (0291) 432132 Kudus

SURAT KETERANGAN
No: 420/ 288 /14.06.07/2014

Yang bertanda tangan di bawah ini:
Nama: TURAEKAN, S.Pd.
NIP: 19690510 199003 1 008
Pangkat/Gol: Pembina, IV/a
Jabatan: Wakil Kepala SMP 5 Kudus

Menerangkan dengan sesungguhnya, bahwa:
Nama: EVI KRISTIANAWATI
NIM: 200932194
Program studi: FKIP PBI
Universitas Muria Kudus
Jenjang Program: S’1
Tahun akademik: 2013/2014
Keterangan: Bahwa yang bersangkutan benar-benar telah
melaksanakan penelitian skripsi di SMP 5 Kudus
pada tanggal 12 April s.d 12 Mei 2014

Demikian Surat Keterangan ini dibuat untuk dapat digunakan seperli nya.

Kudus, 13 Mei 2014
Smp Kepala SMP 5 Kudus

[Signature]

TURAEKAN, S.Pd
NIP. 19690510 199003 1 008
KETERANGAN SELESAI BIMBINGAN

Yang bertanda tangan di bawah ini:

Nama : Drs. H. Suprihadi, M.Pd
NIP : 19570616 198403 1015
Jabatan : Pembimbing I

Nama : Diah Kurniati, S.Pd, M.Pd
NIS : 061070100001190
Jabatan : Pembimbing II

Menerangkan bahwa :
Nama : Evi Kristinawati
NIM/Semester : 2009-32-194
Program Studi : Pendidikan Bahasa Inggris

Telah selesai dalam menjalani bimbingan skripsi dengan judul:

"THE READING ABILITY OF THE EIGHTH GRADE STUDENTS OF SMP S KUDUS IN ACADEMIC YEAR 2013/2014 TAUGHT BY USING PQ4R STRATEGY"

Demikian surat keterangan ini dihath sebagai syarat untuk mengajukan permohonan ujian terakhir.

Kudus, September 2014

Pembimbing I

Drs. H. Suprihadi, M.Pd
NIP. 19570616 198403 1015
PERMOHONAN UJIAN SKRIPSI

Yang bertanda tangan di bawah ini, saya:

Nama : Evi Kristianawati
NIM/ Semester : 2009-32-194 / X
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan menempuh ujian skripsi,

Bersama ini kami lampirkan hal-hal sebagai berikut:
1. Surat pernyataan mahasiswa tentang orisinalitas skripsi,
2. Surat keterangan selesa bimbingan skripsi,
3. Naskah skripsi 4 eksemplar,
4. Tanda bukti pembayaran biaya bimbingan dan ujian skripsi,
5. Transkrip nilai yang telah lulus dengan IPK minimal 3,0

Kudus, September 2014

Mengelahui

Ka. Progdi Pendidikan Bahasa Inggris

Pemohon

[Signature]

Evi Kristianawati
2009-32-194
**BERITA ACAHAR BIMBINGAN**

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**Nama**: Evi Kusumaningsih  
**Nim/semester**: 2009-32-194  
**Program Studi**: Penulisan Buku  
**Pembimbing**: Dr. Sulistijo, M.Pd  
**Komentar**: 

**Note**: Table continues on the next page.
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