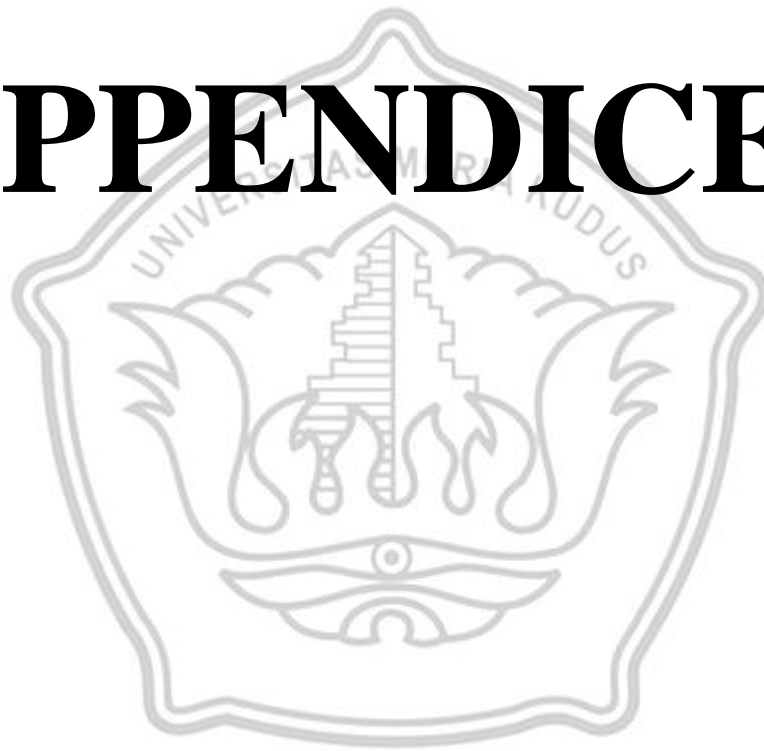


APPENDICES



Appendix 1. The Syllabus Reading Material of the Eighth Grade of MTs Nurul Ulum Welahan Jepara in the Academic year 2011/2012

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
11.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>recount</i> dan <i>narrative</i>	1. Teks fungsional : - undangan - pengumuman - pesan - iklan 2. Tujuan komunikatif 3. Ciri kebahasaan	1. Mencermati teks 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	<ul style="list-style-type: none"> Mengidentifikasi berbagai informasi dalam teks fungsional Mengidentifikasi tujuan komunikatif teks fungsional Mengidentifikasi ciri kebahasaan teks fungsional 	<p>Tes tulis</p> <p>Tes tulis</p> <p>Tes tulis</p>	<p>PG</p> <p>Jawaban singkat</p> <p>Jawaban singkat</p>	<p><i>Choose the best option, a,b,c or d</i></p> <p><i>Answer the following questions</i></p> <p><i>Give short answers !</i></p>	4 x 40 menit	<p>1. Buku teks yang relevan</p> <p>2. Contoh teks fungsional</p> <p>3. Gambar terkait materi dan topik</p> <p>4. Benda sekitar</p>

Appendix 2**Lesson Plan of Teaching Reading Comprehension of Recount Text****(Taught with *The Power of Two*)**

School	: MTs Nurul Ulum Welahan Jepara
Subject	: English
Class/ semester	: VIII/ 2
Material/ topic	: Reading/ Recount
Meeting	: 1- 4
Time allocation	: 4 x 2 x 40 minutes

A. Standard Competence**Reading**

Understanding the meaning in simple short essay involving recount text to interact with surrounding environment.

B. Basic Competence

Responding the meaning and rhetorical step in simple short essay accurately, fluently, and acceptably related to surrounding environment in recount text.

C. Indicators:

1. To identify the information in recount text.
2. To identify the rhetorical steps of recount text.
3. To identify the language features of recount text.

D. Objective of learning

1. Students are able to identify the information in recount text.
2. Students are able to identify the rhetorical steps of recount text.
3. Students are able to identify the language features of recount text.

Appendix 2

E. Teaching Materials

Recount text entitled “Beach” for the first meeting.

Recount text entitled “In National Park” for the second meeting.

Recount text entitled “My Adolescence” for the third meeting.

Recount text entitled “Diving in Karimun Jawa Island” for the fourth meeting.

F. Teaching Strategy

The Power of Two

G. The Learning Steps

1. Pre-Activity (5 minutes)

- The teacher greets students (start the teaching learning process).
- The teacher checks attendance list.
- The teacher asks the students about the topic.
- The teacher gives motivation and building perception.

2. Whilst-Activity (70 minutes)

a. Exploration

- The teacher gives guiding questions related the material.
- The teacher and students discuss various aspect related the material.

b. Elaboration

- The teacher gives a material about recount text.
- The teacher gives student worksheet and answer sheet.
- The students answer the question of text individually.
- The teacher divide his students into group of two to share their answers.
- The teacher asks each group to make another answer to revise their previous answers.
- The teacher compares each group’s answer with others.

Appendix 2

c. Confirmation

- The teacher lead small discussion
- The teacher and student discuss about the material.
- The teacher gives motivation for the students who less the participation.
- The teacher gives chance students to ask related the material.

3. Post- Activity (5 minutes)

- The teacher review the material.
- The teacher and students make a conclusion.
- The teacher closes the teaching learning process.

H. Learning Sources and Media

Source : Handbook “Let’s Talk” by Pakar Raya, Canggih by Gema Nusa,

<http://www.genre-based.com>

Media : Whiteboard and board marker.

I. Scoring

Technique: Written.

Instrument: Student worksheet.

Kudus, April 2012

The English teacher

The English Teacher Trainer

Drs. Hasan As’ari
NIP 19690609 199603 1 003

Choirul Annam
NIM. 2008-32-270

Appendix 3**STUDENT WORKSHEET**

Name :
Class :

TASK 1

Read the text below carefully!

BEACH

Last month, my family and I went to the beach. We wanted to refresh our mind and enjoy the fresh air. We went there early in the morning by car.

After parking our car, we walked along the beach barefooted. We could feel the smoothness of the sand. The cold seawater touched our feet.

Then, we looked for a place to take a rest. We rolled out the mat on the ground and had meals together. While eating, we saw many things. Many children built sand castles. Some of them played with their balls. We also saw some people sunbathe.

After having meals, I was interested in doing the same thing. I made sand castles with my sister. Meanwhile, my brother collected some seashells.

I was so happy and really enjoyed that day.

(Taken from: <http://www.genre-based.com>)

TASK 2

Answer the following questions based on the text above!

1. Who went to the beach?
2. When did they go to there?
3. How did they go to the beach?
4. Why did they go to the beach?
5. What is the main idea of paragraph 3?
6. Some of them played with their balls. (Paragraph 3)
What does the word them refer to?
7. How did the writer feel about that day?
8. What did they do after walking along the beach?
9. What things did the writer and family see while eating?
10. Who collected some seashells?

Appendix 3**STUDENT WORKSHEET**

Name : 1.
2.
Class :

TASK 1

Read the text below carefully!

BEACH

Last month, my family and I went to the beach. We wanted to refresh our mind and enjoy the fresh air. We went there early in the morning by car.

After parking our car, we walked along the beach barefooted. We could feel the smoothness of the sand. The cold seawater touched our feet.

Then, we looked for a place to take a rest. We rolled out the mat on the ground and had meals together. While eating, we saw many things. Many children built sand castles. Some of them played with their balls. We also saw some people sunbathe.

After having meals, I was interested in doing the same thing. I made sand castles with my sister. Meanwhile, my brother collected some seashells.

I was so happy and really enjoyed that day.

(Taken from: <http://www.genre-based.com>)

TASK 2

Answer the following questions based on the text above!

1. Who went to the beach?
2. When did they go to there?
3. How did they go to the beach?
4. Why did they go to the beach?
5. What is the main idea of paragraph 3?
6. Some of them played with their balls. (Paragraph 3)
What does the word them refer to?
7. How did the writer feel about that day?
8. What did they do after walking along the beach?
9. What things did the writer and family see while eating?
10. Who collected some seashells?

Appendix 3**STUDENT WORKSHEET**

Name :

Class :

TASK 1**Read the jumbled paragraph below and arrange them into a good text!****In a National Park**

After that, we walked around the park. We could see many animals, such as one rhinoceros and tapirs. Those animals are one of interesting attractions of the park.

That day was rather tiresome but we were really happy.

Last month, my family and I went to National Park. It is just outside our town. That's why it was not a very a long trip.

Then, we continued our walk toward the playground. It was another attraction of this park. There were many children playing on the slide, seesaw, and swing. We walked to the swimming pool and swam there.

Finally, we had a rest under a big tree. It is on the edge of a river. We had our meals on the mat and had a small talk. We could feel the fresh air.

When we got there, we parked our car. We walked toward the entrance gate and paid the entrance fee. Since it was so crowded, we had to stand in a long queue.

(Taken from: <http://www.genre-based.com>)

TASK 2**Answer the questions below based on the text!**

1. Where did the writer and family go to in the last month?
2. How many animals are in the National park? What are they?
3. What did they do after walking to the swimming pool and swam there?
4. What kind of the text is it?
5. What is the purpose of the text?

Appendix 3**STUDENT WORKSHEET**

Name : 1.
2.

Class :

TASK 1

Read the jumbled paragraph below and arrange them into a good text!

In a National Park

After that, we walked around the park. We could see many animals, such as one rhinoceros and tapirs. Those animals are one of interesting attractions of the park.

That day was rather tiresome but we were really happy.

Last month, my family and I went to National Park. It is just outside our town. That's why it was not a very a long trip.

The, we continued our walk toward the playground. It was another attraction of this park. There were many children playing on the slide, seesaw, and swing. We walked to the swimming pool and swam there.

Finally, we had a rest under a big tree. It is on the edge of a river. We had our meals on the mat and had a small talk. We could feel the fresh air.

When we got there, we parked our car. We walked toward the entrance gate and paid the entrance fee. Since it was so crowded, we had to stand in a long queue.

(Taken from: <http://www.genre-based.com>)

TASK 2

Answer the questions below based on the text!

1. Where did the writer and family go to in the last month?
2. How many animals are in the National park? What are they?
3. What did they do after walking to the swimming pool and swam there?
4. What kind of the text is it?
5. What is the purpose of the text?

Appendix 3**STUDENT WORKSHEET**

Name :
Class :

TASK 1

Read the text carefully!

My Adolescence

I had my adolescence when I was thirteen. It started with acnes that showed up on my face. It was very annoying. It lowered my self-esteem and I was embarrassed to come out of my house and play with friends.

Fortunately, my mother gave me a good medicine. In three weeks, the acnes started to vanish although those showed some black spots in my face.

That was my bad experience when I got adolescence for the first time.

TASK 2

Answer the following questions below based on the text!

1. What does "I" in the text refer to?
2. When did he get his adolescence?
3. What did he feel when there were acnes on his face?
4. Who gave him a good medicine?
5. How long did the acnes start to vanish from his face?
6. What did he think when he got adolescence for the first time?
7. What are the generic structures of the text?
8. What is the purpose of the text?
9. What kind of the text is it?
10. What tense is used in the text?

Appendix 3**STUDENT WORKSHEET**

Name : 1.
2.
Class :

TASK 1

Read the text carefully!

My Adolescence

I had my adolescence when I was thirteen. It started with acnes that showed up on my face. It was very annoying. It lowered my self-esteem and I was embarrassed to come out of my house and play with friends.

Fortunately, my mother gave me a good medicine. In three weeks, the acnes started to vanish although those showed some black spots in my face.

That was my bad experience when I got adolescence for the first time.

TASK 2

Answer the following questions below based on the text!

1. What does "I" in the text refer to?
2. When did he get his adolescence?
3. What did he feel when there were acnes on his face?
4. Who gave him a good medicine?
5. How long did the acnes start to vanish from his face?
6. What did he think when he got adolescence for the first time?
7. What are the generic structures of the text?
8. What is the purpose of the text?
9. What kind of the text is it?
10. What tense is used in the text?

Appendix 3**STUDENT WORKSHEET**

Name :

Class :

TASK 1**Read the text carefully!****Diving in Karimun Jawa Island**

Last year, I left Mayong for Karimun Jawa Island. I went there with a group of Jepara divers. Getting there was not quite easy.

Soon, after our arrival at Karimun Jawa, we got general briefing. It included a description about how to take picture under water.

Then, we began our diving. In our diving, we saw groups of tiny fish. In order to identify them, we needed a good guide. Without some knowledge of their habitat and behavior, it was difficult to identify.

In summary, the trip was mostly enjoyable. This place is so impressive with its marine life.

TASK 2**Answer the following questions below based on the text!**

1. When did the writer go to Karimun Jawa Island?
2. Where was the writer from?
3. With whom did the writer go to Karimun Jawa Island?
4. What is the writer in the text?
5. What is the main idea of the second paragraph?
6. It included a description about how to take picture under water.
What does the underlined word refer to?
7. What did they see in their diving?
8. What did they need to identify the fishes?
9. What does the text belong to?
10. What is the purpose of the text?

Appendix 3**STUDENT WORKSHEET**

Name : 1.
2.

Class :

TASK 1

Read the text carefully!

Diving in Karimun Jawa Island

Last year, I left Mayong for Karimun Jawa Island. I went there with a group of Jepara divers. Getting there was not quite easy.

Soon, after our arrival at Karimun Jawa, we got general briefing. It included a description about how to take picture under water.

Then, we began our diving. In our diving, we saw groups of tiny fish. In order to identify them, we needed a good guide. Without some knowledge of their habitat and behavior, it was difficult to identify.

In summary, the trip was mostly enjoyable. This place is so impressive with its marine life.

TASK 2

Answer the following questions below based on the text!

1. When did the writer go to Karimun Jawa Island?
2. Where was the writer from?
3. With whom did the writer go to Karimun Jawa Island?
4. What is the writer in the text?
5. What is the main idea of the second paragraph?
6. It included a description about how to take picture under water.
What does the underlined word refer to?
7. What did they see in their diving?
8. What did they need to identify the fishes?
9. What does the text belong to?
10. What is the purpose of the text?

Appendix 4**Key Answer of Student Worksheet****Beach****TASK 2**

1. The writer and family went to the beach.
2. They went to the beach last month
3. They went to the beach by car
4. Because they wanted to refresh their mind and enjoy the fresh air.
5. Looked for a place to take a rest.
6. Word “Some of them” refers to the many children.
7. The writer felt so happy and really enjoyed about that day.
8. They looked a place for take a rest.
9. The writer and family saw many things such as many children built sand castle, and some of them played with their balls, and also some people sunbathe.
10. The writer’s brother collected seashells.

Appendix 4**Key Answer of Student Worksheet****In a National Park****TASK 1**

Last month, my family and I went to National Park. It is just outside our town. That's why it was not a very a long trip.

When we got there, we parked our car. We walked toward the entrance gate and paid the entrance fee. Since it was so crowded, we had to stand in a long queue.

After that, we walked around the park. We could see many animals, such as one rhinoceros and tapirs. Those animals are one of interesting attractions of the park.

Then, we continued our walk toward the playground. It was another attraction of this park. There were many children playing on the slide, seesaw, and swing. We walked to the swimming pool and swam there.

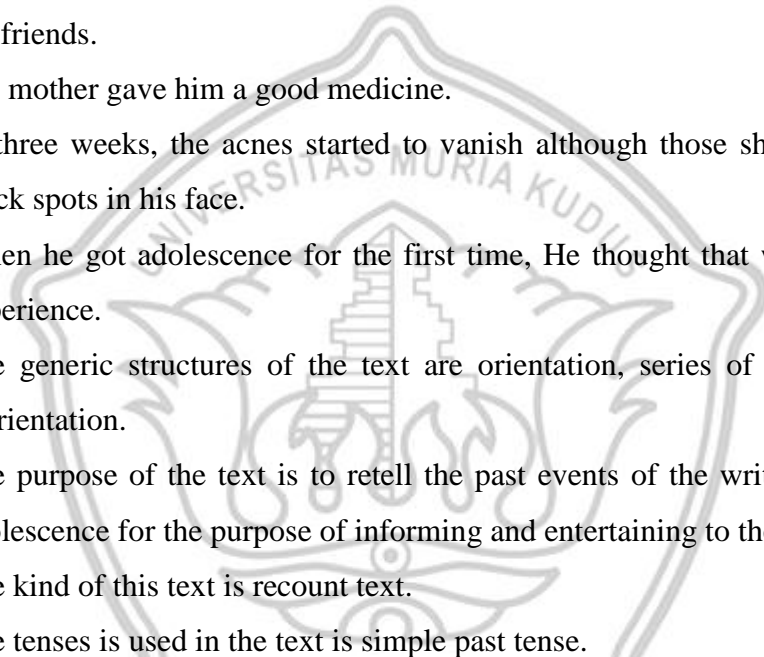
Finally, we had a rest under a big tree. It is on the edge of a river. We had our meals on the mat and had a small talk. We could feel the fresh air.

That day was rather tiresome but we were really happy.

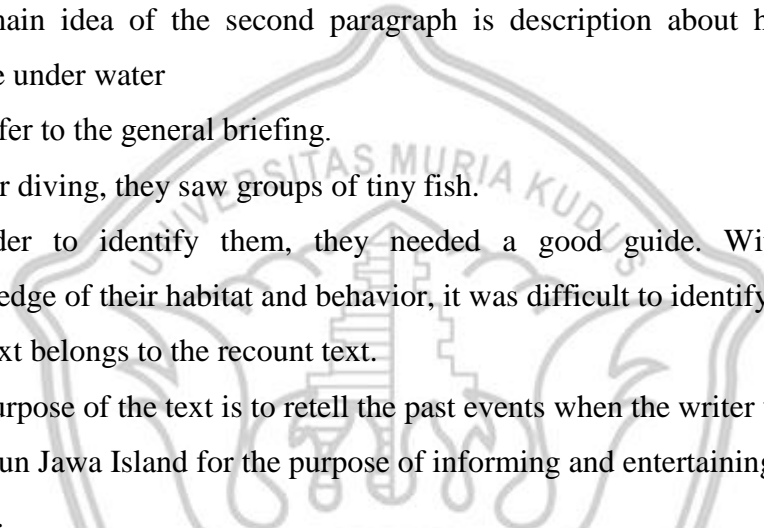
TASK 2

1. The writer and family went to National Park in the last month
2. There were many animals in the National Park, they are such as rhinoceros and tapir
3. They had a rest under a big tree and they had their meals on the mat and had a small talk.
4. The kind of text is recount text
5. The purpose of this text is to retell the past events the writer and family went to the National Park for the purpose of informing and entertaining to the reader

Appendix 4**Key Answer of Student Worksheet****My Adolescence****TASK 2**

1. "I" in the text refers to the writer.
 2. He got his adolescence when he was thirteen.
 3. When there were acnes on his face, he was very annoying and lowered his self esteem and also embarrassed to come out his house and played with his friends.
 4. His mother gave him a good medicine.
 5. In three weeks, the acnes started to vanish although those showed some black spots in his face.
 6. When he got adolescence for the first time, He thought that was his bad experience.
 7. The generic structures of the text are orientation, series of events, and reorientation.
 8. The purpose of the text is to retell the past events of the writer when he adolescence for the purpose of informing and entertaining to the reader.
 9. The kind of this text is recount text.
 10. The tenses is used in the text is simple past tense.
- 

Appendix 4**Key Answer of Student Worksheet****Diving in Karimun Jawa Island****TASK 2**

1. The writer went to Karimun Jawa Island last year.
 2. The writer from Mayong.
 3. The writer went to Karimun Jawa Island with a group of Jepara divers.
 4. The writer is the participant
 5. The main idea of the second paragraph is description about how to take picture under water
 6. "It" refer to the general briefing.
 7. In their diving, they saw groups of tiny fish.
 8. In order to identify them, they needed a good guide. Without some knowledge of their habitat and behavior, it was difficult to identify.
 9. The text belongs to the recount text.
 10. The purpose of the text is to retell the past events when the writer went to Karimun Jawa Island for the purpose of informing and entertaining to the reader.
- 

Appendix 5**Lesson Plan of Teaching Reading Comprehension of Recount Text
(Without Using *The Power of Two*)**

School	: MTs Nurul Ulum Welahan Jepara
Subject	: English
Class/ semester	: VIII/2
Material/ topic	: Reading/ Recount
Meeting	: 1- 4
Time allocation	: 4 x 2 x 40 minutes

A. Standard Competence**Reading**

Understanding the meaning in simple short essay involving recount text to interact with surrounding environment.

B. Basic Competence

Responding the meaning and rhetorical step in simple short essay accurately, fluently, and acceptably related to surrounding environment in recount text.

C. Indicators:

4. To identify the information in recount text.
5. To identify the rhetorical steps of recount text.
6. To identify the language features of recount text.

D. Objective of learning

4. Students are able to identify the specific information in recount text.
5. Students are able to identify the language features of recount text.
6. Students are able to identify the rhetorical steps of recount text.

Appendix 5

E. Teaching Materials

Recount text entitled “Beach” for the first meeting.

Recount text entitled “In National Park” for the second meeting.

Recount text entitled “My Adolescence” for the third meeting.

Recount text entitled “Diving in Karimun Jawa Island” for the fourth meeting.

F. Teaching Strategy

Four Learning Circles (BKoF, MoT, JCoT, and ICoT)

G. The Learning Steps

4. Pre-Activity (5 minutes)

- The teacher greets students (start the teaching learning process).
- The teacher checks attendance list.
- The teacher gives motivation and building perception.

5. Whilst-Activity

Time	Stage	Learning Process
10 minutes	Exploration • BKoF	• Teacher ask to the students and sharing the experience to the students related to the material.
50 minutes	Elaboration ✓ MoT • JCoT	<ul style="list-style-type: none"> ✓ Teacher giving a recount text to the students. ✓ Teacher explain the text to the students involving information of the text. • Teacher asking the students to identify the text including kind of text, the purpose, the language features, and the generic structure of the text.

Appendix 5

		➤ Teacher ask the students to do the task related to the text.
10 minutes	Confirmation ➤ ICoT	➤ Teacher ask the students to do the task related to the text. ➤ The teacher gives chance students to ask.

6. Post- Activity (5 minutes)

- The teacher and students make a conclusion
- The teacher closes the teaching learning process

H. Learning Sources and Media

Source : Handbook “Bahasa Inggris SMP” by Yudhistira, Canggih by Gema Nusa, <http://www.genre-based.com>

Media : Whiteboard and board marker.

I. Scoring

Technique: Written.

Instrument: Student worksheet.

Kudus, April 2012

The English teacher

The English Teacher Trainer

Drs. Hasan As'ari
NIP 19690609 199603 1 003

Choirul Annam
NIM.2008-32-270

Appendix 6**STUDENT WORKSHEET**

Name :
Class :

TASK 1

Read the text below carefully!

BEACH

Last month, my family and I went to the beach. We wanted to refresh our mind and enjoy the fresh air. We went there early in the morning by car.

After parking our car, we walked along the beach barefooted. We could feel the smoothness of the sand. The cold seawater touched our feet.

Then, we looked for a place to take a rest. We rolled out the mat on the ground and had meals together. While eating, we saw many things. Many children built sand castles. Some of them played with their balls. We also saw some people sunbathe.

After having meals, I was interested in doing the same thing. I made sand castles with my sister. Meanwhile, my brother collected some seashells.

I was so happy and really enjoyed that day.

(Taken from: <http://www.genre-based.com>)

TASK 2

Answer the following questions based on the text above!

1. Who went to the beach?
2. When did they go to there?
3. How did they go to the beach?
4. Why did they go to the beach?
5. What is the main idea of paragraph 3?
6. Some of them played with their balls. (Paragraph 3)
What does the word them refer to?
7. How did the writer feel about that day?
8. What did they do after walking along the beach?
9. What things did the writer and family see while eating?
10. Who collected some seashells?

Appendix 6**STUDENT WORKSHEET**

Name :

Class :

TASK 1**Read the jumbled paragraph below and arrange them into a good text!****In a National Park**

After that, we walked around the park. We could see many animals, such as one rhinoceros and tapirs. Those animals are one of interesting attractions of the park.

That day was rather tiresome but we were really happy.

Last month, my family and I went to National Park. It is just outside our town. That's why it was not a very a long trip.

The, we continued our walk toward the playground. It was another attraction of this park. There were many children playing on the slide, seesaw, and swing. We walked to the swimming pool and swam there.

Finally, we had a rest under a big tree. It is on the edge of a river. We had our meals on the mat and had a small talk. We could feel the fresh air.

When we got there, we parked our car. We walked toward the entrance gate and paid the entrance fee. Since it was so crowded, we had to stand in a long queue.

(Taken from: <http://www.genre-based.com>)

TASK 2**Answer the questions below based on the text!**

1. Where did the writer and family go to in the last month?
2. How many animals are in the National park? What are they?
3. What did they do after walking to the swimming pool and swam there?
4. What kind of the text is it?
5. What is the purpose of the text?

Appendix 6**STUDENT WORKSHEET**

Name :
Class :

TASK 1

Read the text carefully!

My Adolescence

I had my adolescence when I was thirteen. It started with acnes that showed up on my face. I was very annoying. It lowered my self-esteem and I was embarrassed to come out of my house and play with friends.

Fortunately, my mother gave me a good medicine. In three weeks, the acnes started to vanish although those showed some black spots in my face.

That was my bad experience when I got adolescence for the first time.

TASK 2

Answer the following questions below based on the text!

1. What does "I" in the text refer to?
2. When did he get his adolescence?
3. What did he feel when there were acnes on his face?
4. Who gave him a good medicine?
5. How long did the acnes start to vanish from his face?
6. What did he think when he got adolescence for the first time?
7. What are the generic structures of the text?
8. What is the purpose of the text?
9. What kind of the text is it?
10. What tense is used in the text?

Appendix 6**STUDENT WORKSHEET**

Name :

Class :

TASK 1**Read the text carefully!****Diving in Karimun Jawa Island**

Last year, I left Mayong for Karimun Jawa Island. I went there with a group of Jepara divers. Getting there was not quite easy.

Soon, after our arrival at Karimun Jawa, we got general briefing. It included a description about how to take picture under water.

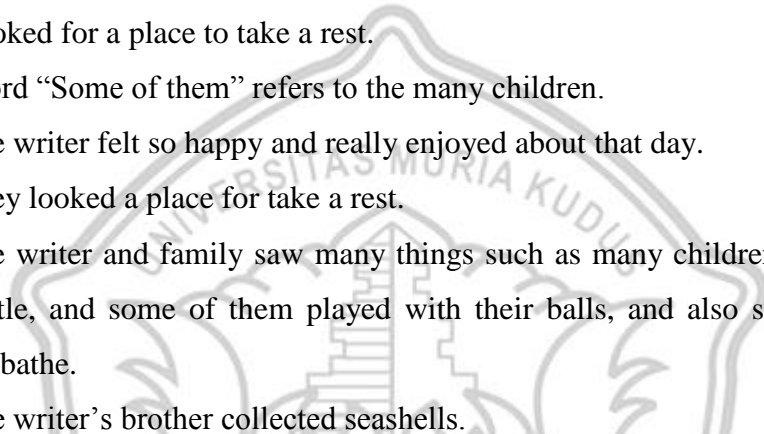
Then, we began our diving. In our diving, we saw groups of tiny fish. In order to identify them, we needed a good guide. Without some knowledge of their habitat and behavior, it was difficult to identify.

In summary, the trip was mostly enjoyable. This place is so impressive with its marine life.

TASK 2**Answer the following questions below based on the text!**

1. When did the writer go to Karimun Jawa Island?
2. Where was the writer from?
3. With whom did the writer go to Karimun Jawa Island?
4. What is the writer in the text?
5. What is the main idea of the second paragraph?
6. It included a description about how to take picture under water.
What does the underlined word refer to?
7. What did they see in their diving?
8. What did they need to identify the fishes?
9. What does the text belong to?
10. What is the purpose of the text?

Appendix 7**Key Answer of Student Worksheet****Beach****TASK 2**

1. The writer and family went to the beach.
 2. They went to the beach last month
 3. They went to the beach by car
 4. Because they wanted to refresh their mind and enjoy the fresh air.
 5. Looked for a place to take a rest.
 6. Word “Some of them” refers to the many children.
 7. The writer felt so happy and really enjoyed about that day.
 8. They looked a place for take a rest.
 9. The writer and family saw many things such as many children built sand castle, and some of them played with their balls, and also some people sunbathe.
 10. The writer’s brother collected seashells.
- 

Appendix 7**Key Answer of Student Worksheet****In a National Park****TASK 1**

Last month, my family and I went to National Park. It is just outside our town. That's why it was not a very long trip.

When we got there, we parked our car. We walked toward the entrance gate and paid the entrance fee. Since it was so crowded, we had to stand in a long queue.

After that, we walked around the park. We could see many animals, such as one rhinoceros and tapirs. Those animals are one of interesting attractions of the park.

Then, we continued our walk toward the playground. It was another attraction of this park. There were many children playing on the slide, seesaw, and swing. We walked to the swimming pool and swam there.

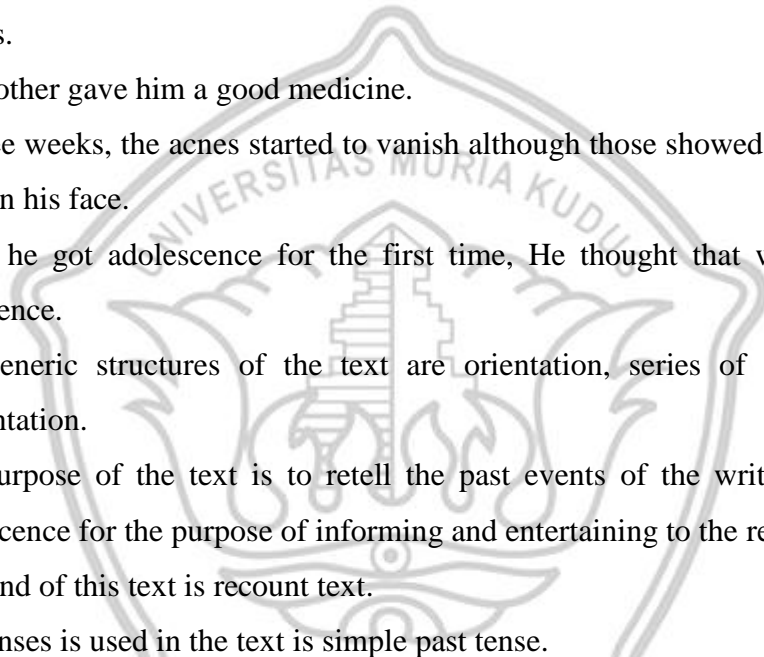
Finally, we had a rest under a big tree. It is on the edge of a river. We had our meals on the mat and had a small talk. We could feel the fresh air.

That day was rather tiresome but we were really happy.

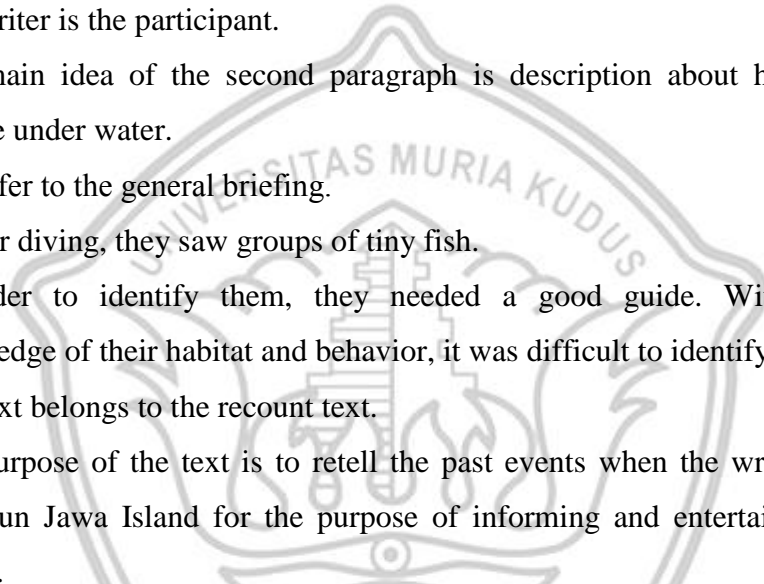
TASK 2

1. The writer and family went to National Park in the last month
2. There were many animals in the National Park, they are such as rhinoceros and tapir
3. They had a rest under a big tree and they had their meals on the mat and had a small talk.
4. The kind of text is recount text
5. The purpose of this text is to retell the past events the writer and family went to the National Park for the purpose of informing and entertaining to the reader

Appendix 7**Key Answer of Student Worksheet****My Adolescence****TASK 2**

1. "I" in the text refers to the writer.
 2. He got his adolescence when he was thirteen.
 3. When there were acnes on his face, he was very annoying and lowered his self esteem and also embarrassed to come out his house and played with his friends.
 4. His mother gave him a good medicine.
 5. In three weeks, the acnes started to vanish although those showed some black spots in his face.
 6. When he got adolescence for the first time, He thought that was his bad experience.
 7. The generic structures of the text are orientation, series of events, and reorientation.
 8. The purpose of the text is to retell the past events of the writer when he adolescence for the purpose of informing and entertaining to the reader.
 9. The kind of this text is recount text.
 10. The tenses is used in the text is simple past tense.
- 

Appendix 7**Key Answer of Student Worksheet****Diving in Karimun Jawa Island****TASK 2**

1. The writer went to Karimun Jawa Island last year.
 2. The writer from Mayong.
 3. The writer went to Karimun Jawa Island with a group of Jepara divers.
 4. The writer is the participant.
 5. The main idea of the second paragraph is description about how to take picture under water.
 6. "It" refer to the general briefing.
 7. In their diving, they saw groups of tiny fish.
 8. In order to identify them, they needed a good guide. Without some knowledge of their habitat and behavior, it was difficult to identify.
 9. The text belongs to the recount text.
 10. The purpose of the text is to retell the past events when the writer went to Karimun Jawa Island for the purpose of informing and entertaining to the reader.
- 

Appendix 8

The Table Specification of the Ability of Reading Comprehension of Recount Text

Standard Competence	Basic Competence	Material	Indicators	Number Items
Understanding the meaning in simple short essay involving recount text to interact with surrounding environment.	Responding the meaning and rhetorical step in simple short essay accurately, and acceptably related the surrounding environment in recount text.	Reading recount text	<ul style="list-style-type: none"> • The students are be able to find the information from the text. • The students are be able to find the main idea of paragraph of recount text and what the text talking about. • The students are be able to find the similar vocabulary from recount text. • The students are be able to find the social function of recount text. • The students are be able to find the generic structure of recount text. 	<p>1, 3, 9, 11, 12, 13, 16, 21</p> <p>4, 6, 18, 24</p> <p>2, 10, 14, 17, 23</p> <p>5, 7, 15, 20, 25</p> <p>8, 19, 22</p>

Appendix 9

POST TEST SHEET

Subject : English
 Class/ Semester : VIII/ II
 Time : 1 x 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!

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

My father drove his car carefully. We arrived there at 9 a.m. Then, we checked in the inn. It was not big, but comfortable. After taking a rest and having a shower, we had a lunch in the restaurant of the inn. In the afternoon, we went to Karimun 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 castle from the sand.

On the second day, we had shopping in the traditional market near the inn. My mother bought a new dress, while my father chose a leather jacket. My sister bought a pair of unique glasses and a cap.

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

It was really an amazing holiday.

1. How did they go to Karimun Jawa?

a. by ship	c. by plane
b. by car	d. by train

2. They really enjoyed it. (paragraph 2 lines 7)
 The underlined word refers to...

a. the tourist	c. the sand
b. surfing on the beach	d. the castle

3. How was the inn? It was...

a. small and comfortable	c. big and comfortable
b. small and uncomfortable	d. not big and uncomfortable

4. The family did shopping.
 This idea is found in paragraph...

a. one	c. three
b. two	d. four

Appendix 9

5. What is the social function of the text?
- | | |
|--------------------------|----------------------------|
| a. to retell past event | c. to entertain the reader |
| b. to describe something | d. to persuade the reader |

Read the text below carefully to answer the questions number 6-10!

Last month, the Girl and Boy Scout 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 tent 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 tent.

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

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

6. What is the main idea of paragraph 3?
- | | |
|---------------------|-----------------------------|
| a. persami activity | c. cooked their lunch |
| b. set up the tent | d. did the persami programs |
7. What is the communicative purpose of the text?
- | |
|--|
| a. to retell past event for the purpose of informing/ entertaining |
| b. to describe a particular person, place or thing |
| c. to describe the way things are generic |
| d. to retell an event with humorous twist |
8. The girls made a fire and cooked their lunch while the boys were busy working.
The sentence above belongs to...
- | | |
|------------------|---------------------|
| a. Orientation | c. series of events |
| b. reorientation | d. resolution |
9. Which one is NOT needed to set up the tents?
- | | |
|----------|----------|
| a. Nails | c. poles |
| b. Ropes | d. woods |

Appendix 9

10. They left for the woods...(paragraph 2 lines 3)

The underlined word refers to ...

- | | |
|---------------|-----------------------|
| a. girl scout | c. boy and girl scout |
| b. boy scout | d. ropes and nails |

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

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

Firstly, mother asked father to stop at the market to buy some fruits. Mother bought apples, oranges, and bananas. Then, we continued our trip. It took three hours to 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. Then, she felt asleep. We spent the night there until she got better. When she felt better, we asked permission to go home. She gave permission while she was waving her hand.

It was tiring but we were satisfied.

11. Why did the writer go to the village? Because...
- | | |
|------------------------|--------------------------------------|
| a. he had a new car | c. he accompanied his mother |
| b. he liked travelling | d. his grandmother did not feel well |
12. What did the mother buy?
- | | |
|--------------------------------------|----------------------------------|
| a. apples, oranges, bananas | c. apples, melons, and bananas |
| b. bananas, fruit stars, and mangoes | d. oranges, mangoes, and bananas |
13. How long did the journey take place?
- | | |
|--------------|----------------|
| a. one hour | c. three hours |
| b. two hours | d. four hours |
14. We kissed her and asked her condition (paragraph 2 lines 6)
What does the underlined word refer to?
- | | |
|--------------------|---------------|
| a. the mother | c. the writer |
| b. the grandmother | d. the father |
15. 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 past event |
| d. to entertain the readers |

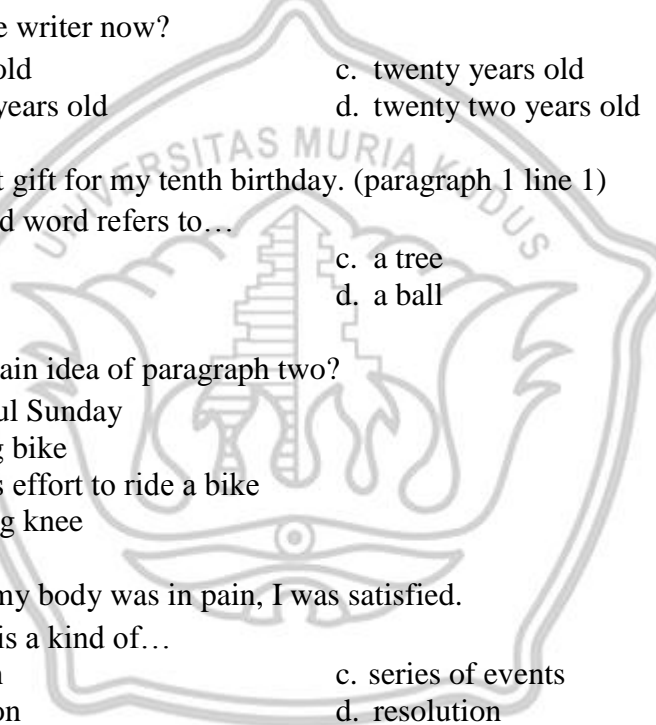
Appendix 9

Answer the questions number 16-20 based on the text below!

Five years ago, I got a new bike from my grandparents. It was the best gift for my seventeen 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. I felt and when I felt my knee, it was bleeding.

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

- 
16. How old is the writer now?
- five years old
 - seventeen years old
 - twenty years old
 - twenty two years old
17. It was the best gift for my tenth birthday. (paragraph 1 line 1)
The underlined word refers to...
- a bike
 - a house
 - a tree
 - a ball
18. What is the main idea of paragraph two?
- the beautiful Sunday
 - the shaking bike
 - the writer's effort to ride a bike
 - the bleeding knee
19. Although all my body was in pain, I was satisfied.
The sentence is a kind of...
- Orientation
 - reorientation
 - series of events
 - resolution
20. What is the social function of the text?
- to describe something
 - to entertain the reader
 - to retell past events
 - to persuade the reader

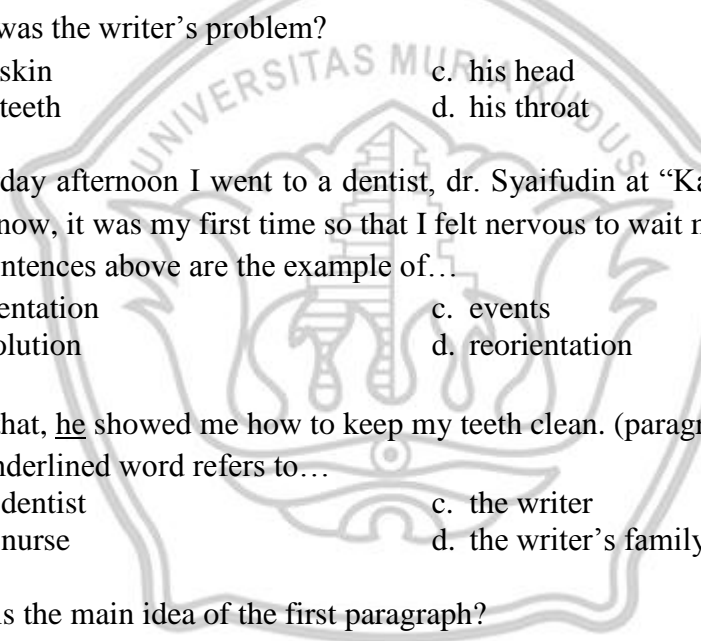
Appendix 9

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

Yesterday afternoon I went to a dentist, dr. Syaifudin at “Karyadi 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 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.

- 
21. What was the writer’s problem?
- | | |
|--------------|---------------|
| a. his skin | c. his head |
| b. his teeth | d. his throat |
22. Yesterday afternoon I went to a dentist, dr. Syaifudin at “Karyadi Hospital”. You know, it was my first time so that I felt nervous to wait my name called. The sentences above are the example of...
- | | |
|----------------|------------------|
| a. Orientation | c. events |
| b. resolution | d. reorientation |
23. After that, he showed me how to keep my teeth clean. (paragraph 2 lines 6) The underlined word refers to...
- | | |
|----------------|------------------------|
| a. the dentist | c. the writer |
| b. the nurse | d. the writer’s family |
24. What is the main idea of the first paragraph?
- | | |
|-------------------------------|---------------------------------------|
| a. the writer went to dentist | c. the writer felt nervous |
| b. the writer had toothache | d. the nurse called the writer’s name |
25. What is the social function of the text?
- | | |
|----------------------------|--------------------------|
| a. to persuade the reader | c. to describe something |
| b. to entertain the reader | d. to retell past events |

Appendix 10**Key Answer of the Post Test of Reading Comprehension of Recount Text**

1. B
2. B
3. A
4. C
5. A
6. A
7. A
8. C
9. D
10. C
11. D
12. A
13. C
14. B
15. C
16. D
17. A
18. C
19. B
20. C
21. B
22. A
23. A
24. A
25. D



Appendix 11. Index Reliability

Students Code	Test Items Number																									Odd Score (x)	Even Score (y)	Total Score	x2	y2	xy	
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25							
1	1	0	1	1	1	1	0	0	1	0	0	1	1	1	1	1	1	1	0	1	1	1	1	0	1	10	8	18	100	64	80	
2	1	0	0	1	1	1	0	1	1	0	0	1	1	1	1	1	1	0	1	0	0	1	1	0	1	9	7	16	81	49	63	
3	1	1	1	1	1	1	0	1	1	0	1	1	1	0	0	1	1	1	1	0	1	1	1	0	1	11	8	19	121	64	88	
4	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	12	11	23	144	121	132	
5	1	0	0	1	1	0	0	0	1	0	1	1	1	1	0	1	1	0	0	1	1	1	1	0	1	9	6	15	81	36	54	
6	1	0	1	1	0	1	1	0	1	0	1	1	0	1	0	1	1	1	0	0	1	1	1	0	1	9	7	16	81	49	63	
7	1	0	0	1	0	1	0	1	1	0	1	1	1	1	0	1	1	0	1	0	1	0	0	0	1	8	6	14	64	36	48	
8	1	1	1	1	1	1	0	0	1	0	1	1	1	1	1	1	1	0	0	1	1	0	0	1	1	10	8	18	100	64	80	
9	1	1	1	1	1	0	1	0	1	0	1	1	1	0	1	1	1	0	1	0	1	0	1	0	0	1	12	5	17	144	25	60
10	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	13	12	25	169	144	156	
11	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	12	11	23	144	121	132	
12	1	0	1	1	0	0	1	1	1	0	1	1	0	0	0	1	1	1	1	0	1	1	0	0	0	8	6	14	64	36	48	
13	1	1	0	1	0	0	1	0	1	1	0	1	1	0	0	1	1	1	0	1	0	1	0	1	1	6	9	15	36	81	54	
14	1	1	1	0	0	0	0	0	1	1	0	1	1	0	0	0	1	0	1	1	1	1	1	1	0	8	6	14	64	36	48	
15	1	1	0	1	1	1	0	0	1	0	1	1	1	1	0	1	1	0	1	0	1	1	1	1	1	10	8	18	100	64	80	
16	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	12	11	23	144	121	132	
17	1	1	1	1	0	0	1	1	1	0	0	1	0	1	0	1	1	0	1	1	1	1	1	1	1	9	10	19	81	100	90	
18	1	0	0	1	0	0	1	0	1	1	1	1	0	0	0	0	1	1	1	1	0	0	0	1	0	6	6	12	36	36	36	
19	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	13	11	24	169	121	143	
20	0	1	0	1	1	1	0	0	1	1	1	1	1	1	1	0	1	0	1	0	1	0	1	1	1	8	9	17	64	81	72	
21	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	13	11	24	169	121	143	
22	1	0	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	0	1	0	1	0	0	1	10	8	18	100	64	80	
23	1	1	0	1	0	1	1	0	0	0	1	1	1	0	1	1	0	0	0	1	1	1	1	1	1	9	7	16	81	49	63	
24	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	13	12	25	169	144	156	
25	0	0	1	1	1	0	0	0	1	1	1	1	1	1	0	1	0	0	1	1	0	1	1	1	0	7	8	15	49	64	56	
26	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	11	11	22	121	121	121	
27	1	1	0	1	1	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	10	10	20	100	100	100	
28	1	1	0	1	1	1	1	1	1	0	1	1	1	0	1	0	0	0	0	1	1	1	1	0	1	9	8	17	81	64	72	
29	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	0	0	1	11	9	20	121	81	99	
30	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	12	10	22	144	100	120	
31	1	0	0	1	0	1	1	0	1	0	0	1	1	1	0	1	1	1	0	1	0	1	0	0	0	5	7	12	25	49	35	
32	1	0	0	0	0	1	0	1	1	0	1	1	1	0	0	1	1	1	1	0	1	1	0	0	0	7	6	13	49	36	42	
33	1	0	0	1	1	0	1	0	0	0	1	1	1	0	1	0	1	0	0	1	0	0	0	0	0	7	3	10	49	9	21	
34	1	0	1	1	1	0	1	0	1	0	1	1	1	0	0	1	0	0	1	1	1	1	1	1	1	11	6	17	121	36	66	
35	1	0	0	1	0	1	0	1	0	0	1	1	1	1	1	1	1	0	0	1	1	0	0	0	1	7	6	13	49	36	42	
36	1	0	1	1	1	1	1	1	1	0	0	1	1	1	0	1	1	0	0	1	1	1	0	1	1	10	8	18	100	64	80	
Total																									347	295	642	3515	2587	2955		

Appendix 12

The Calculation of Reliability of the Try Out Test

$$r_{xy} = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{\{N\sum X^2 - (\sum X)^2\}\{N\sum Y^2 - (\sum Y)^2\}}}$$

$$= \frac{36 \times 2955 - 347 \times 295}{\sqrt{\{36.3515 - (347)^2\}\{36.2587 - (295)^2\}}}$$

$$= \frac{106380 - 102365}{\sqrt{\{126540 - 120409\}\{93132 - 87025\}}}$$

$$= \frac{4015}{\sqrt{\{6131\}\{6107\}}}$$

$$= \frac{4015}{\sqrt{37442017}}$$

$$= \frac{4015}{6118.9882}$$

$$= 0.656$$

$$r_{11} = \frac{2 \cdot r_{xy}}{1 + r_{xy}}$$

$$= \frac{2 \times 0.656}{1 + 0.656}$$

$$= \frac{1.312}{1.656}$$

$$= 0.792$$

$$= 0.79 \quad (\text{Highly Reliable})$$

Appendix 13

The Post Test Score of the Reading Comprehension of Recount Text of the Eighth Grade Students of MTs Nurul Ulum Welahan Jepara in the Academic Year 2011/2012 Taught with *The Power of Two* as a Strategy

No	Students Name	Score
1	Alwi Afandhi	88
2	<i>Amirul Aini</i>	96
3	Arif Mandala Putra	92
4	<i>Dannu Rizki Muafikhah</i>	80
5	<i>Desy Rahmawati</i>	92
6	<i>Dewi Novita Sari</i>	96
7	<i>Dwi Mar'Atul Khoiroh</i>	80
8	Endro Mulyono	84
9	<i>Erlin</i>	100
10	Khofif Khafidhi	88
11	Moh. Fakhur Rozi	80
12	Mohamad Hassannuddin	100
13	Mualim	76
14	Muh. Solikhin Ma'Ruf	88
15	<i>Ni'Matul Ulya</i>	88
16	Nur Wahyudi	80
17	<i>Nurul Fadhillah</i>	84
18	Riki Setiawan	88
19	Satria Surya Buana	88
20	<i>Siti Lailatul Rohmah</i>	88
21	<i>Tuti Zulaekha</i>	84
22	<i>Vina Melinda Limbong</i>	80
23	<i>Vio Dwi Santika</i>	84
24	Wahyu Trisanto Wibowo	60
25	Adi Putra Wibowo	88

Appendix 14

The Calculation of Mean and Standard Deviation of Post Test Score of the Reading Comprehension of Recount Text of the Eighth Grade Students of MTs Nurul Ulum Welahan Jepara in the Academic Year 2011/2012 Taught with *The Power of Two* as a Strategy

$$\begin{aligned}
 \text{Number of interval} &= 1 + (3.3) \log N \\
 &= 1 + (3.3) \log 25 \\
 &= 1 + (3.3) 1.3979 \\
 &= 5.6 \\
 &= 6
 \end{aligned}$$

$$\text{Length of Interval} = \frac{\text{The highest Score} - \text{The Lowest Score}}{\text{Number of Interval}}$$

$$\begin{aligned}
 &= \frac{100 - 60}{6} \\
 &= \frac{40}{6} \\
 &= 6.67 \\
 &= 7
 \end{aligned}$$

The table of distribution frequency of the test scores to determine Mean and Standard Deviation

No	Score	f	x	fx	x'	fx'	(x') ²	f(x') ²
1	94-100	4	97	388	1	4	1	4
2	87-93	10	90	900	0	0	0	0
3	80-86	9	83	747	-1	-9	1	9
4	73-79	1	76	76	-2	-2	4	4
5	66-72	0	69	0	-3	0	9	0
6	59-65	1	62	62	-4	-4	16	16
		25		2173		-11		33

$$\begin{aligned}
 \text{Mean } (\bar{X}) &= \frac{\sum fx}{N} \\
 &= \frac{2173}{25} \\
 &= 86.92
 \end{aligned}$$

Appendix 14

$$\begin{aligned}\text{Standard Deviation (SD)} &= i\sqrt{\frac{\sum f(x')^2}{N} - \left(\frac{\sum fx'}{N}\right)^2} \\ &= 7\sqrt{\frac{33}{25} - \left(\frac{-11}{25}\right)^2} \\ &= 7\sqrt{1.32 - 0.1936} \\ &= 7\sqrt{1.1264} \\ &= 7 \times 1.0613 \\ &= 7.43\end{aligned}$$



Appendix 15

The Post Test Score of the Reading Comprehension of Recount Text of the Eighth Grade Students of MTs Nurul Ulum Welahan Jepara in the Academic Year 2011/2012 Taught without Using *The Power of Two* as a Strategy

No	Students Name	Score
1	A. Lukman Hakim	88
2	Ahmad Fahmi Idris	60
3	Ahmad Saiful Umam	68
4	Alwan Ainun Najib	76
5	<i>Ana Karina</i>	76
6	<i>Ayu Amelia Rizka</i>	76
7	<i>Dewi Maksumatul Faidhoh</i>	84
8	Dimas Hariyanto	72
9	<i>Elok Faiqotul Himma</i>	96
10	<i>Fitriyani</i>	84
11	<i>Fitrotun Hidayah</i>	76
12	<i>I'Anatus Safinah</i>	84
13	M. Dliyaul Haq	60
14	M. Maimun Fahmi	68
15	<i>Mila Yulanda</i>	88
16	Muhammad Abdullah Salam	72
17	Muhammad Ulul Azmi	56
18	Nurul Afifudin	72
19	Rijalul Fikri	80
20	Rizal Muttaqin	64
21	<i>Siti Asrifah</i>	92
22	<i>Siti Nur Aisyah</i>	88
23	Rizal Alfaris	80
24	David Setiawan	64
25	<i>Ika Zulaihah</i>	88

Appendix 16

The Calculation of Mean and Standard Deviation of Post Test Score of the Reading Comprehension of Recount Text of the Eighth Grade Students of MTs Nurul Ulum Welahan Jepara in the Academic Year 2011/2012 Taught without Using *The Power of Two* as a Strategy

$$\begin{aligned}
 \text{Number of interval} &= 1 + (3.3) \log N \\
 &= 1 + (3.3) \log 25 \\
 &= 1 + (3.3) 1.3979 \\
 &= 5.6 \\
 &= 6
 \end{aligned}$$

$$\text{Length of Interval} = \frac{\text{The highest Score} - \text{The Lowest Score}}{\text{Number of Interval}}$$

$$\begin{aligned}
 &= \frac{96 - 56}{6} \\
 &= \frac{40}{6} \\
 &= 6.67 \\
 &= 7
 \end{aligned}$$

The table of distribution frequency of the test scores to determine Mean and Standard Deviation

No	Score	f	x	fx	x'	fx'	(x') ²	f(x') ²
1	90-96	2	93	186	1	2	1	2
2	83-89	7	86	609	0	0	0	0
3	76-82	6	79	474	-1	-6	1	6
4	69-75	3	72	216	-2	-6	4	12
5	62-68	4	65	260	-3	-12	9	36
6	55-61	3	58	174	-4	-12	16	48
		25		1919		-34		104

$$\begin{aligned}
 \text{Mean } (\bar{X}) &= \frac{\sum fx}{N} \\
 &= \frac{1919}{25} \\
 &= 76.36
 \end{aligned}$$

Appendix 16

$$\begin{aligned}\text{Standard Deviation (SD)} &= i\sqrt{\frac{\sum f(x')^2}{N} - \left(\frac{\sum fx'}{N}\right)^2} \\ &= 7\sqrt{\frac{104}{25} - \left(\frac{-34}{25}\right)^2} \\ &= 7\sqrt{4.16 - 1.8496} \\ &= 7\sqrt{2.3104} \\ &= 7 \times 1.52 \\ &= 10.64\end{aligned}$$



Appendix 17

**T-test of the Mean of Post test Scores Measuring the Reading
Comprehension of Recount Text of the Eighth Grade Students of MTs Nurul
Ulum Welahan Jepara in the Academic Year 2011/2012
Taught with and without Using *The Power of Two* as a Strategy**

Notes:

$$N_1 : 25 \qquad \bar{x}_1 : 86.92 \qquad s_1 : 7.43$$

$$N_2 : 25 \qquad \bar{x}_2 : 76.36 \qquad s_2 : 10.64$$

$$\sigma^2 = \frac{(N_1 - 1)s_1^2 + ((N_2 - 1)s_2^2)}{N_1 + N_2 - 2}$$

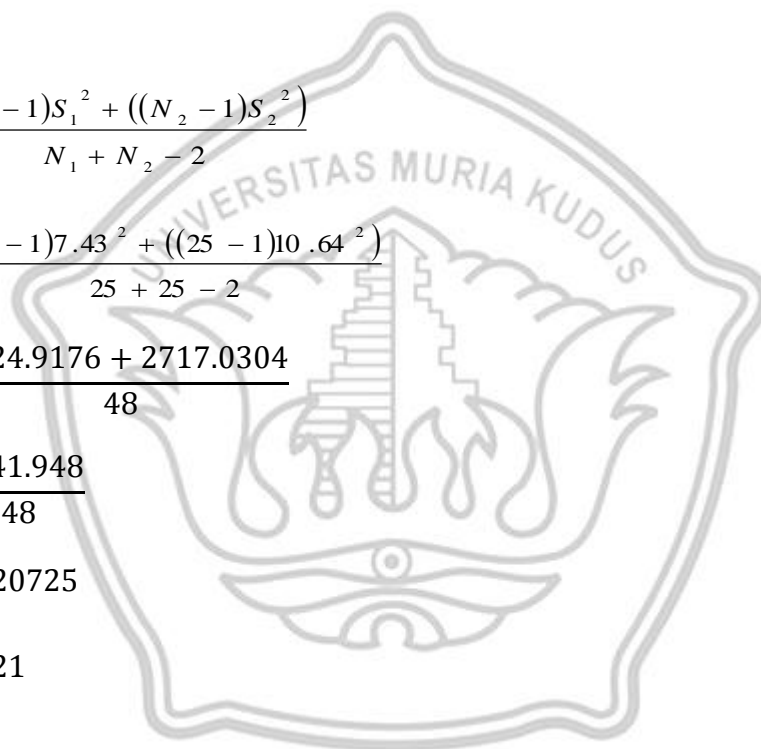
$$= \frac{(25 - 1)7.43^2 + ((25 - 1)10.64^2)}{25 + 25 - 2}$$

$$= \frac{1324.9176 + 2717.0304}{48}$$

$$= \frac{4041.948}{48}$$

$$= 84.20725$$

$$= 84.21$$



Appendix 17

$$t_0 = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\sigma^2 \left[\frac{1}{N_1} + \frac{1}{N_2} \right]}}$$

$$= \frac{86.92 - 76.36}{\sqrt{84.21 \left[\frac{1}{25} + \frac{1}{25} \right]}}$$

$$= \frac{10.56}{\sqrt{84.21 \times \frac{2}{25}}}$$

$$= \frac{10.56}{2.59}$$

$$= 4.08$$



Appendix 18

Table Significance at 5% and 1% Level of Significance

Degree of Freedom (df)	Value of "t" on the level of significance		Degree of Freedom (df)	Value of "t" on the level of significance	
	5%	1%		5%	1%
1	12.71	63.66	24	2.07	2.80
2	4.30	9.92	25	2.06	2.79
3	3.18	5.84	26	2.06	2.75
4	2.78	4.60	27	2.05	2.78
5	2.57	4.03	28	2.05	2.77
6	2.45	3.71	29	2.05	2.76
7	2.36	3.50	30	2.04	2.76
8	2.31	3.36	35	2.04	2.72
9	2.26	3.25	40	2.02	2.71
10	2.23	3.17	45	2.02	2.69
11	2.20	3.12	50	2.02	2.68
12	2.18	3.06	60	2.00	2.65
13	2.16	3.01	70	2.00	2.65
14	2.14	2.98	80	1.99	2.64
15	2.13	2.95	90	1.99	2.63
16	2.12	2.92	100	1.98	2.63
17	2.11	2.90	125	1.98	2.62
18	2.10	2.88	150	1.98	2.61
19	2.09	2.86	200	1.97	2.60
20	2.09	2.85	300	1.97	2.59
21	2.09	2.83	400	1.97	2.59
22	2.08	2.82	500	1.96	2.59
23	2.07	2.81	1000	1.96	2.58

Appendix 19

YAYASAN PEMBINA UNIVERSITAS MURIA KUDUS
UNIVERSITAS MURIA KUDUS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Kampus Gondangmanis Bae Kudus PO. Box 53 Telp/Fax. 0291-438229

KETERANGAN SELESAI BIMBINGAN

Yang bertanda tangan dibawah ini mahasiswa:

Nama : Choirul Annam
NIM/ Semester : 2008-32-270/ 8 (Delapan)
Program Studi : Bahasa Inggris

Telah selesai dalam menjalani bimbingan skripsi yang berjudul:

**THE READING COMPREHENSION OF RECOUNT TEXT OF THE
EIGHTH GRADE STUDENTS OF MTs NURUL ULUM WELAHAN
JEPARA IN THE ACADEMIC YEAR 2011/2012 TAUGHT BY USING
THE POWER OF TWO AS A STRATEGY**

Demikian surat keterangan ini dibuat untuk mengajukan permohonan ujian terakhir.

Kudus, Juli 2012

Pembimbing II

Pembimbing I

FajarKartika, S.S, M.Hum
NIS. 0610701000001191

Rismiyanto, S.S, M.Pd
NIS. 0610701000001146

Appendix 20**YAYASAN PEMBINA UNIVERSITAS MURIA KUDUS****UNIVERSITAS MURIA KUDUS****FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN****Kampus Gondangmanis Bae Kudus PO. Box 53 Telp/Fax. 0291-438229**

STATEMENT

I, Choirul Annam (NIM: 2008-32-270) state that

My skripsi entitled:

**THE READING COMPREHENSION OF RECOUNT TEXT OF THE
EIGHTH GRADE STUDENTS OF MTs NURUL ULUM WELAHAN
JEPARA IN THE ACADEMIC YEAR 2011/2012 TAUGHT BY USING
THE POWER OF TWO AS A STRATEGY**

Is indeed the scientific work of mine, not that of other'. I just take some certain quotations from others' scientific works as my references.

I am fully responsible for this statement

Kudus, Juli 2012

Choirul Annam
2008-32-270

CURRICULUM VITAE

Choirul Annam was born on April 27th, 1989 in Jepara. He started his formal study in SD N 1 Pelemkerep. There, he only needed six years to get his graduation. And then he continues his study in Junior High School of SMP N 01 Kaliwungu, then, supporting government program, he continued to study in SMA N 1 Pecangaan Jepara up to 2007.

His struggle to have a good education raised his empathy of the condition of education in his surroundings. Since then, he keeps struggling to reach his ideal to establish a free-paid informal school based on the basic thought of saving the nature and culture. To make it, he decided to enroll English Education Department of Muria Kudus University after graduating from the senior high school.

