



**THE READING ABILITY OF RECOUNT TEXT OF EIGHTH GRADE
STUDENTS OF SMP N 1 MEJOBO IN ACADEMIC YEAR 2013/2014
TAUGHT BY USING GROUP WORK WITH TALKING STICK**

**By
FITRIA ARBAINA
NIM 201032117**

**DEPARTEMENT OF ENGLISH EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MURIA KUDUS
2014**



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SKRIPSI

**Presented to the University of Muria Kudus
In a Partial Fulfillment of the Requirements
For Completing the Sarjana Program
In English Education**

**By
FITRIA ARBAINA
NIM 201032117**

**DEPARTEMENT OF ENGLISH EDUCATION
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2014**

MOTTO

Allah will never change one's destiny. Leave the bad things in the past
to get the bright future. (Q S. Arra'du : 11)

DEDICATIONS

This is especially dedicated to:

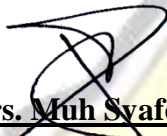
- ◆ Her beloved father and mother
- ◆ Her beloved sisters
- ◆ Her husband who always give support
- ◆ Her son who make her always keep spirit
- ◆ Her close friends, those always help and support her.
- ◆ The English teachers of junior high school in Indonesia.

ADVISORS' APPROVAL

This is to certify that the Sarjana Skripsi of Fitria Arbaina (2010-32-117) has been approved by the skripsi advisors for further approval by the Examining Committee.

Kudus, 2014

Advisor I

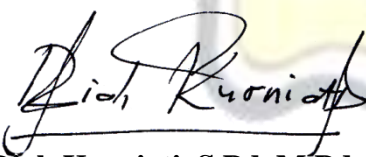


Drs. Muh Syafei, M.Pd.
NIP.19620413 198803 1 002

Advisor II

Farid Noor Romadlon S.Pd, M.Pd
NIS.0610701000001227

Acknowledged by
Head of English Education Departement




Diah Kurniati, S.Pd, M.Pd
NIS.0610701000001190

EXAMINERS' APPROVAL

This is to certify that the Sarjana Skripsi of Fitria Arbaina (NIM: 2010-32-117) has been approved by the Examining Committee as requirement for the Sarjana Degree in the Teaching of English as Foreign Language.


Kudus, March 2014
Skripsi Examining Committee:


Drs. Muh Syafei, M.Pd.
NIP.19620413 198803 1 002

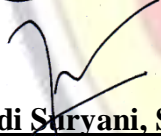
Chairperson

Farid Noor Romadlon S.Pd, M.Pd
NIS.0610701000001227

Member


Aisyah Ririn PU, SS, M.Pd
NIS.0610701000001228

Member


Fitri Budi Suryani, SS, M.Pd
NIS. 0610701000001155

Member

Acknowledged by
The Faculty of Teacher Training and Education
Dean,



Dr. Drs. Slamet Utomo, M.Pd.
NIP.19620219 198703-1-001

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2. Diah Kurniati, S.Pd, M.Pd as the head of English Education Department, for all her supports.
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9. All people involved during the writing of this final project.

The writer happily receives any constructive criticism and suggestion, but the writer hopes that it will be useful for those especially who are in the field of education. Thank you.

Kudus, 2014

The writer,

Fitria Arbaina
NIM 2010-32-117



ABSTRACT

Arbaina, fitria. 2013. *The Reading Ability of Recount Text of the Eighth Grade Students of SMP N 1 Mejoboin Academic Year 2013/2014 Taught by Using Group Work with Talking Stick*. Skripsi. English Education Department, Teaching Training and Education Faculty, Muria Kudus University. Advisor: (i) Drs. Muh syafei, M.Pd, (ii) Farid Noor Romadlon, S,Pd, M.Pd.

Key answer: Reading ability, Group work with Talking stick

Reading is one of English language skills and it is one of the ways to learn English. Reading activity should get more attention. It is because there are many students who get some difficulties in understanding a text. Thus, it means that the English teacher should use an interesting way of teaching that can make the students more active classroom. Group work with talking stick is one of technique that can be used by the teacher in teaching to make students more active in classroom. It hopefully can improve the students reading ability.

The objective of the research is to find out whether there is any significant difference of the reading ability of recount text of the eighth grade students of SMP N 1 Mejobo in academic year 2013/2014 before and after being taught by using group work with talking stick.

This study is an experimental research. The population used in this research is the eighth grade students of SMP N 1 Mejobo in academic year 2013/2014 in the second semester. The sample is VIII F class. The writer uses recount text as the material and prepares 25 multiple choices about reading recount text.

The result of the experiment shows that the calculation of t-test, with the level of significant 5%, the degree of freedom (df) 29, and t table (t_t) 2.045, t-observation is 5.3. In the other word t- observation is higher than t- table ($t_o > t_t$). In detail the reading ability of recount text of the eighth grade students of SMP N 1 Mejobo after being taught by using group work with talking stick is categorized is "good". It is showed by the mean of the test is 83.5 and standard deviation 3.68. It is higher than the mean of reading ability of recount text of the eight grade students of SMP N 1 Mejobo before being by using group work with talking stick which mean is 64.9 and standard deviation is 6.84. It is categorized as "sufficient". Therefore, the hypothesis of the research that state that there is significance different between the reading ability of recount text of the eighth grade students of the SMP N 1 Mejobo before and after taught by using group work with talking stick.

Thus, the writer shows that the teacher can use group work with talking stick in teaching reading because it proved that it works well in improving reading ability. The students should be more active, confident, and enjoyable in doing the task and gaining the knowledge. The students should motivated and improve their ability, so they can do the task well.

ABSTRAKSI

Arbaina, Fitria. 2013. *The Reading Ability of Recount Text of the Eighth Grade Students of SMP N 1 Mejobo in Academic Year 2013/2014 Taught by Using Group Work with Talking Stick*. Skripsi. English Education Department, Teaching Training and Education Faculty, Muria Kudus University. Advisor: (i) Drs. Muh syafei, M.Pd, (ii) Farid Noor Romadlon, S,Pd, M.Pd.

Kata kunci: Reading ability, Group work with Talking stick.

Membaca adalah salah satu skill dalam bahasa Inggris dan merupakan salah satu cara untuk belajar bahasa Inggris. Kegiatan membaca seharusnya mendapatkan perhatian yang lebih. Hal ini dikarenakan banyak siswa yang mendapat kesulitan dalam pemahaman suatu teks. Jadi, itu berarti bahwa guru bahasa Inggris sebaiknya menggunakan cara mengajar yang menarik, sehingga dapat membuat siswa lebih aktif di kelas. Kerja kelompok adalah salah satu solusi yang dapat membuat siswa lebih aktif di kelas. Teknik seperti ini diharapkan dapat meningkatkan kemampuan siswa dalam membaca.

Tujuan penelitian ini adalah apakah ada perbedaan yang signifikan antara kemampuan membaca recount teks siswa kelas VIII sebelum dan sesudah menggunakan group work.

Bentuk penelitian ini adalah penelitian experiment. Dalam penelitian ini populasi yang di ambil dari siswa kelas VIII SMP N 1 Mejobo pada semester 2. Sampelnya adalah kelas VIII F. Penulis menggunakan teks recount sebagai bahan ajaran dan menyediakan 25 soal pilihan ganda tentang recount teks.

Hasil percobaan menunjukkan bahwa perhitungan t-test, dengan tingkat significant 5%, derajat kebebasan (df) 29, dan t table (t_t) 2.045, t-observation adalah 5.3. Dengan kata lain t-observation lebih tinggi dari t table secara rinci, kemampuan membaca siswa kelas 8 SMP N 1 Mejobo setelah diajar menggunakan group work with talking stick dikategorikan “Baik”. Itu di lihat dengan rata rata test adalah 83.5, dan standar deviasi 3.68. Itu lebih tinggi dari rata-rata kemampuan membaca siswa kelas 8 SMP N 1 Mejobo sebelum diajar menggunakan group work with talking stick dikategorikan”. Dengan rata rata 64.9 dan standar deviasi 6.84. Oleh karena itu, hipotesis penelitian yang menyatakan bahwa ada perbedaan yang signifikan. Kemampuan membaca siswa kelas 8 sebelum dan sesudah diajar dengan menggunakan group work with talking stick.

Jadi penulis menunjukkan bahwa guru dapat menggunakan group work with talking stick dalam mengajar membaca, karena terbukti bahwa ia bekerja dengan baik dalam meningkatkan kemampuan membaca siswa. Jadi, siswa harus lebih aktif, percaya diri dan menyenangkan dalam melakukan tugas dan memperoleh pengetahuan. Para siswa harus termotivasi dan meningkatkan kemampuan mereka, sehingga mereka dapat melakukan tugas dengan baik.

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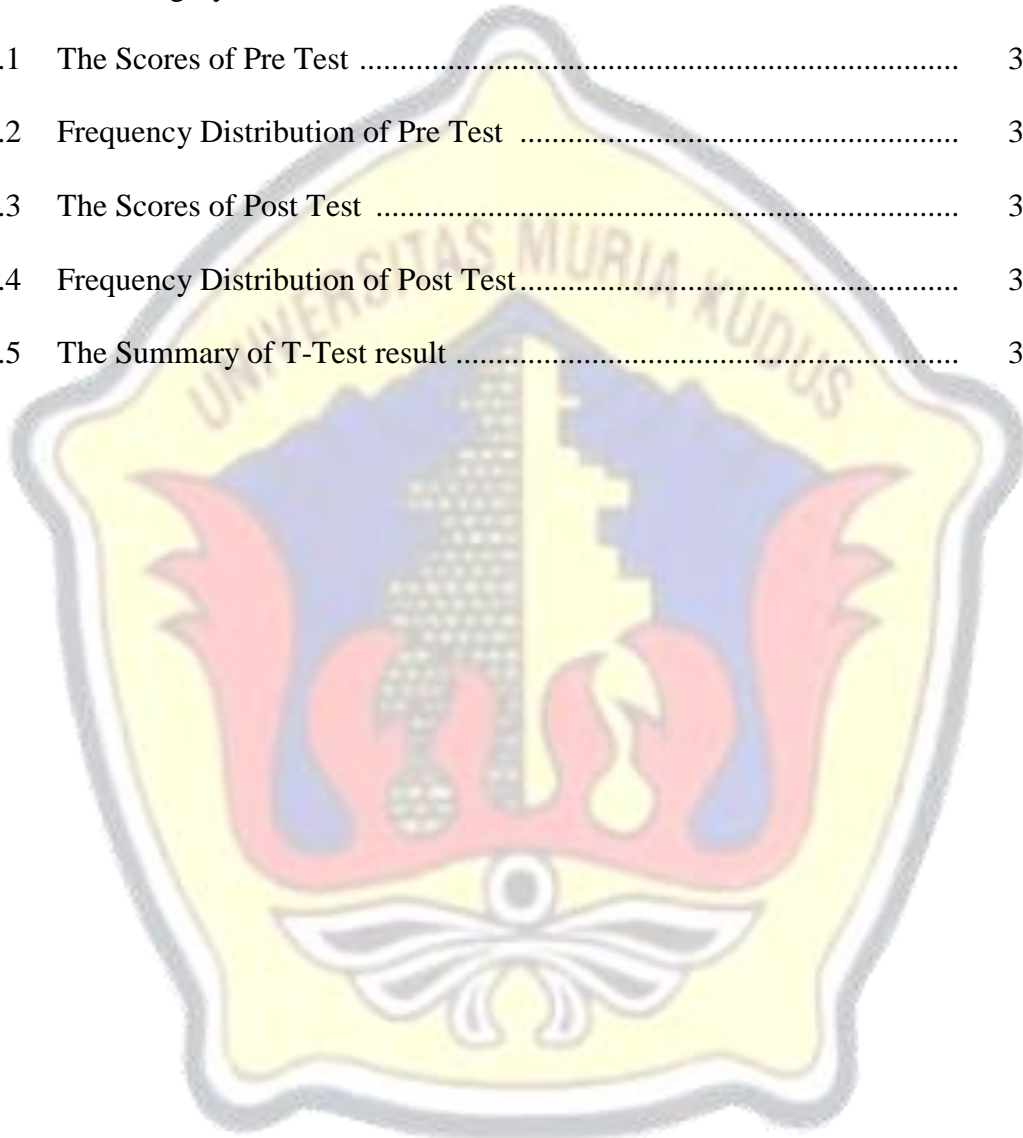
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CHAPTER 1

INTRODUCTION

This chapter describes background of the research, statement of the problem, objective of the research, significant of the research, limitation of the research and definition of the term.

1.1 Background of the Research

English is very important to communicate with other people in the world. The people also demanded to master English in order to know the world information and the importance of it. English also quite needed in getting of best of technology or having interaction directly. Even, English has been chosen as an international language to be taught in some schools in many countries. So, the English is not only used for daily conversation but also used in education, research and science both spoken and written.

English has been taught since Kindergarten. Based on the School-Based Curriculum of Junior High School, teaching English as foreign language has the aim to develop the four language skills. They are listening, speaking, reading, and writing. All of these skills must be practiced by students and cannot be separated from one to another if one expects to be able to communicate freely in English. However, it cannot be denied that English is still a crucial problem for Indonesian students. As a matter of fact, until today most students from Junior High School up to University level have difficulties in all of these skills.

SMP N 1 Mejobo is one of the Junior High School which teaches English based on the School-Based Curriculum. Teaching English consist of four skills,

they are: listening, speaking, reading, writing and the other elements such as grammar, vocabulary and pronunciation. According to School-Based Curriculum (KTSP), the students of Junior High School must be competent and master about genre or text. This curriculum states that genre for Junior High School is descriptive, narrative, recount, spoof, report, and procedure. Especially in reading recount text, the students of SMP N 1 Mejobo should be able to understand and comprehend the context they read.

Teaching reading is training the students to get the information from the text. They read sentence by sentence to understand the meaning of a text. When the writer observed in SMP 1 MEJOB0, she found that the teacher did not use media or technique of teaching English. It can be seen that the result of daily assessment are very low. The average mark of daily assessment is 65. For the minimum achievement criteria for English subject is 75. There are some problems in reading teaching process. Many students usually keep silent if the teacher asks those questions about the content of reading material, and sometimes the answer is out of question, because the students have difficulties in reading. The students believe that when comprehending the text, they must comprehend every word in the text, so they keep on looking up the words in a dictionary to find out the meaning of the words. In the other side, the teacher just explains the material and open questions answer. So, the students not only have difficulties in reading process and also the students feel bored in learning process.

The above factors, which are actually the students' problems, need to be overcome. A media without the appropriate technique, the result is also not

appropriate. To improve the student's reading ability, the writer tries to think and does some innovative learning that use some technique to empower student's competence especially for reading.

Based on this statement, the writer chooses the Group Work With Talking Stick to improve the reading ability and make the students become active and interest in learning process. Here, Group Work with Talking Stick is combine between technique and media. Group Work is include technique and Talking Stick as media in teaching reading. According to Klingee and Vhaughn (in Nawangsasi, 2012:3) group work is the ability to work together toward a common vision. When people listen carefully to each other, when they seek and take seriously each of other opinions, when they make use of each other's competencies and expertise, they are involved in team work. Group work is all about reaching the same goal, not worrying about the single glory as a person, but the revolution as a group. Reinforcing individual capabilities and making better decisions is one of benefits for a group work.

Talking Stick which is developed by Kagan (in Hartina 2012:3), "It is a group of study that student learnt independently from one another, each student has the same chance to express their ideas and concern with equal participant of students".

So, in this research the writer combine between technique and media is Group Work with Talking Stick. The writer thinks that is appropriate for new innovation in teaching learning english especially in teaching reading recount text.

Based on the description above, the writer is interested in conducting research title “THE READING ABILITY OF RECOUNT TEXT OF EIGHTH GRADE STUDENTS OF SMP N 1 MEJOBBO IN ACADEMIC YEAR 2013/2014 TAUGHT BY USING GROUP WORK WITH TALKING STICK”

1.2 Statement Of The Problem

Based on the background of the study, the research problem is formulated as the following:

Is there a significant difference between the reading ability of recount text of eight grade students of SMP N 1 Mejobo in academic year 2013/2014 before and after being taught by using Group Work with Talking Stick?

1.3 Objective of the Research

Based on the research problem, the objective of the research is:

To find out whether there is a significant difference between the reading ability of recount text of the eighth grade students of SMP N 1 Mejobo in academic year 2013/2014 before and after being taught by using Group Work with Talking Stick.

1.4 Significance of the Research

The result of this study is useful for:

1. Students

The writer hopes the students get more interest in learning English especially in reading recount text by using group work with talking stick.

2. Teacher

The writer hopes in this research gives input in teaching process especially in reading by using group work with talking stick.

3. The reader

The reader get information about teaching and learning English especially in reading by using group work with talking stick.

1.5 Limitation of the Research

In this research, the writer wants to search about reading ability of the eighth grade students of SMP N 1 Mejobo in academic year 2013/2014. The writer uses group work with talking stick as a teaching technique of reading. The writer limits her research by using recount text to know the reading ability of the eighth grade students of SMP N 1 Mejobo. The test is given by the writer. The materials are taken from the syllabus.

1.6 Definition of the Term

Based on the title of the research, the writer explains some terms to discuss in this research, they are:

1. The reading ability is process to draw meaning from the printed page and interpret this information appropriately.
2. Recount text is one of the genres of the text that must be taught in eighth grade students in junior high school.
3. Group work is one of the learning methods where student working in group when they do the assignment and they have many opportunities to use language to share their opinion.

4. Talking stick is a method that use sticks to hold the students in group and the student who get the stick have to talk about answer the question given by their teacher based on the text.
5. The eighth grade students of SMP N 1 Mejobo are the students who obtained in this skripsi.



CHAPTER II

REVIEW TO RELATED LITERATURE AND HYPOTHESIS

This chapter discusses some theories related to the topic of this research and hypothesis. The theories are necessary to clear up the readers in understanding the research topic.

2.1 Teaching English in SMP N 1 Mejobo

According to Brown (2000:7), teaching is activity showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, cause to know or understanding about English. He also added that in teaching process, a teacher is as both a guide and a facilitator in learning. The teacher also has to enable the learner to learn and set the condition for learning.

The English teaching in SMP 1 Mejobo is based on KTSP (Institutional Based Curriculum), which is used literacy approach or genre approach. In this curriculum, the students must be competent in genre or text. Based on KTSP, genres for Junior High School are descriptive text, narrative, recount, spoof, report, and exposition. The English teaching consist of four skills; listening, speaking, reading, writing. The writer just wants to focus on reading.

SMP 1 Mejobo is National Standard School of Indonesia, in SMP 1 Mejobo, the teacher as informer and facilitator for their students. The teacher explains the material to the students, so that they can understand the material and explore or improve their knowledge. The teacher uses grammar translation

method when she teaches the students. When the students have difficulties in understanding the text, the students asks the question to the teacher, it is an interaction between the teacher and students in learning process.

2.1.1 The Purpose of Teaching English in SMP N 1 Mejobo

Teaching English in junior high school is very important because it is the stage for the students to use English communicatively. The students use English to understand and to utter the information, thought, feeling, and develop knowledge, technology, and culture.

In teaching English, there must be a purpose or goal that must be reached in the end of the study. Based on KTSP the purposes of English teaching in SMP N 1 Mejobo are in order to the students to have capabilities to:

1. Develop the student ability of communication in spoken and written involving four skills (listening, speaking, reading, and writing).
2. Have awareness about the meaning and importance of English as one of the international language as a main instrument of study.
3. Develop comprehension and making the students sense about connection between language and culture.

From the explanation above, the writer assumes that students of SMP N 1 Mejobo are hoped to master those skills include reading and also get knowledge and information well.

2.1.2 The Curriculum of Teaching English in SMP N 1 Mejobo

The teaching English in every school should be based on the curriculum. By understanding the curriculum, teachers can arrange their lesson plan and do their teaching process well, so the purposes of the teaching learning process will success easily and accurately.

Arends, et. al. (2010:3) state that curriculum and standards drive education currently which the authors do see as a concern, because learning is not something that can be rushed. The biggest challenge in curriculum design has become the amount of topics that are required to be covered.

In SMP N 1 Mejobo, English lesson includes in curriculum of KTSP. The curriculum of KTSP elaborates the development of the 2004 curriculum with basic competence. According to pp. 19/2005 each school should develop the curriculum of KTSP based on *Standar Nasional Kompetensi Kelulusan* (SKK) and *Standard Isi* (SI) and oriented on attendance of *Badan Standar Nasional Pendidikan* (BNSP). In addition, according to English curriculum, KTSP (2006: 3) the model of KTSP involves the syllabus of each lesson; it must be suitable with lesson characteristic situation and condition of students in each school.

2.1.3 The Material of Teaching English in SMP N 1 Mejobo

The learning material of teaching English in SMP N 1 Mejobo is based on the syllabus, especially in reading material of the eighth grade students of second semester :

1. Essay texts in narrative, recount and exposition.
2. Language features in essay texts of narrative, recount and expositions.
3. Communicative purposes of narrative, recount and expositions.
4. Rhetorical steps of narrative, recount and expositions texts.

5. Spelling, stress, intonation.

The material of teaching English of eighth grade students in SMP N 1 Mejobo can be taken from some sources. The material can be taken from the student worksheet (LKS), English text book, relevant books, internet, etc.

2.1.4 The Method of Teaching English for the Eighth Grade Students of SMP N 1 Mejobo

To reach the goal of teaching, it needed method in teaching and learning process.

Method is a generalized, prescribed set of classroom specification for accomplishing linguistic objectives. Methods tend to be primarily concerned with teacher and student roles and behaviors, and secondarily with such features as linguistic and subject-matter objectives, sequencing, and material. They are almost always thought of as being broadly applicable to a variety of audiences in a variety of contexts. Brown (2000:171)

The method of teaching English in SMP N 1 Mejobo is using grammar translation method. The teacher uses text to make students understand. Step of teaching processes are: pre- teaching, whilst teaching, and post teaching. The first step is pre- teaching. Here, the teacher greets the students, check attendance list, and the teacher motivates the students by giving some questions relate the theme. The second step is whilst- teaching, the teacher explain the material that she give. The teacher explains first then the students try to do some exercises. Then, the teacher gives opportunities to the students to ask about the unfamiliar word. The last step is post- teaching. Here the teacher gives some opportunities to the students to ask about the material that they do not understand. Then, they must do some exercises to measure their ability.

Based on the explanation between Brown and the teacher method that used in teaching English in SMP N 1 Mejobo, the writer can conclude that a method is one of essential roles in teaching learning process. So, both teachers and students

must follow the role of methods itself. The main purpose of the use of methods in class is to make the students easy to understand and enjoy the English lesson. Beside that, teacher skills become an essential teaching learning process. If the teachers have a good skill, the teaching learning process will be more interesting.

2.2 Reading

Reading has main role in teaching English in the learning process. The process is how a reader evaluating and understanding the text to get information or message of the text. Reading is a good way to find out about a new ideas, facts, and experiences.

Reading can be defined in many ways; it depends on the one who will give the definition. Cline, et. al. (2006:2) state that reading is decoding and understanding text for particular reader purposes. Readers decode written text by translating text to speech, and translating directly to meaning. To understand written text, readers engage in constructive processes to make text meaningful, which is the end goal or product.

Weaver (2009:13), reading is a process very much determined by what the reader's brain and emotions and beliefs bring to the reading: the knowledge/information (or misinformation, absence of information), strategies for processing text, moods, fears and joys.

Based on the definition above, the writer concludes that reading is trying to find the point of the texts. Reading is not only to read but also to understand what the writer's aim in that text.

2.2.1 The Purpose of Reading

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. The purposes for reading guide the reader's selection of texts.

According to Grabe and Stoller (2002:11-15) the reading purpose can be classified into:

1. Reading to search for simple information.

In reading to search, we typically scan the text for a specific piece of information or a specific word. As an example, we usually search through either a telephone directory to find key information, and address or a phone number. In prose text, we sometimes slow down to process the meaning of a sentence or two in search of clues that might indicate the right page, section, or chapter.

2. Reading to skim quickly.

Specialized type of reading in which the reader' reads quickly for a general understanding of the text, for the essence of passage. The process typically involves the strategic skipping of the segments of the text and the reading of key parts.

3. Reading to learn from text.

Reading to learn typically occurs in academic and professional settings in which readers need to learn a considerable amount of information. It requires abilities to:

- a. Remember main ideas as well as number of details that elaborate the main ideas from the text.
- b. Recognize and build rhetorical frames that recognize the information in the text.
- c. Link the text to reader's knowledge base.

4. Reading to integrate information.

A purpose for reading that requires the same detailed level of comprehension as reading to learn, it also requires decisions about the relative importance of select information and the reorganization of information from multiple resources.

5. Reading to write (or search for information needed to writing)

Classroom activity in which students read to gather information that they can use in a subsequent writing tasks.

6. Reading to critique texts.

This reading activity has a purpose to integrate information. It is slightly same with reading to write which requires abilities to compose, select, and critique information from the text.

7. Reading for general comprehension.

The notion of general reading of recount text has been intentionally saved for last in this discussion for two reasons. First, it is the most basic purpose for reading, underlying and supporting most other purposes for reading. Second,

generally reading of recount text is actually more complex than commonly assumed.

2.3 Recount Text

Recount is a kind of genre which has been taught in junior high school at eight grade students. Recount “tells what happened”. It retells past event for the purpose of informing or entertaining. It could be someone’s experiences, someone’s life in the past, the history of something, etc. The tense that is used in recount text is past tense (Gerot and Wignell, 1998:194)

Indah (2010:17) states there are three types of recount. They are:

a. Personal Recount

Personal recount is a recount that retelling of an activity that writer or speaker has been personally involved in (e.g. oral anecdote, diary entry).

b. Factual Recount Text

Factual recount is a recount that recording the particulars of an accident. (E.g. report of a science experiment, police report, news report, historical recount).

c. Imaginative recount

Imaginative recount is a recount that taking on an imaginary role and giving details events (e.g. a day in the life of a Roman Slave: how I invited...)

2.3.1 Social function of Recount Text

Recount has a social function to retell past events for the purpose of informing and entertaining. The purpose of factual recount is to document a series of events and evaluate their significance in some way. The purpose of the literary of story recount text is to tell a sequence of events so that it entertains. The story

of recount has expression of attitude and feeling, usually made by the narrator about the events.

2.3.2 Generic structure of Recount Text

Gerot and Wignell (1998: 194) state the generic structure of recount consists of three elements, among others:

- 1) Orientation : provides the setting and introducing participants (providing information about 'whom', 'where', and 'when').
- 2) Events : tell what happened, in what sequence (usually recounted in chronological order)
- 3) Re-Orientation : optional – closure of events (around of sequence of events)

2.3.3 Language feature of Recount Text

According to Mangot, Siswanto, and Rohmadi (2008: 6) Language features of recount text as follows:

1. Use of nouns and pronouns to identify people, animals or things involved.
(e.g. the dog, the librarian, Nana, etc.)
2. Use of past action verbs to refer the events. (e.g. go, help, write, etc.)
3. Use of past tense to located events in relation to speaker`s or writer`s time.
(e.g. Risa went to Jogja, I was there, Bagus helped his father, etc.)
4. Use conjunctions and time connectives to sequence the event. (e.g. but, then, after that, etc.)
5. Use of adverb and adverbial phrases to indicate place and time. (e.g. tomorrow, at home, carefully, etc.)

6. Use of adjectives to describe nouns. (e.g. beautiful, soft, black, etc.)

2.4 Group Work

Group work is one of the learning methods where student working in group when they do the assignment and they have many opportunities to use language to share their opinion. In addition, group work can help solving the problem by two or more people talking and thinking together in group work where they work face to face with other.

Harmer (2003:117) states that group work is putting some students into a group since this will allow them to do a range of tasks for which pairwork is not sufficient or appropriate.

Keltnet cited in Nawangsasi (2012:18) describes that group as a problem solving by two or more people talking and thinking together in a group where they face to face with others.

In http://sydney.edu.au/education_social_work/groupwork/what.shtml states that Group work involves students working collaboratively on set tasks, in or out of the classroom. Group work includes:

1. any learning and teaching tasks or activities that require students to work in groups
2. any formal assessment tasks that require students to work in groups.

The aims of working in small groups include the development of:

1. intellectual understanding, abilities and skills
2. communication, cooperative and teamwork skills such as planning, management, leadership and peer support

3. personal growth (increased self esteem and self confidence)
4. professional growth (development of professional standards, values and ethics)
5. independence and increased responsibility for own learning
6. reflective practices (reviewing and reflecting, planning for the future).

2.4.1 The Advantage of Group Work

In the same manner as another group, the group work also has advantages and disadvantages. Suryosubroto (in Nawangsasi 2012:18) suggested that the advantages group work can be popularized as follow:

1. The group conclusion product is richer than individual conclusion.
2. The member group will be motivated by the presenting of another member.
3. Group work is involved all students in learning process.
4. Group work can support students' effort in the development of the social attitude and democratic attitude for all students.

From the advantages of group work, we know that group work is much benefit in teaching learning process.

2.5 Talking Stick

Fall and Levitov (2000:7) says that the *talking stick*, a wooden stick embellished with carvings, paintings, or items from nature is used as an object representing truth and understanding as powerful agents of learning, change, and growth. Possession of the *talking stick* signifies *permission to speak*.

Locust (in Fujioka 1998:3) state the talking stick has been used for centuries by many Indian tribes as a means of just and impartial hearing. The talking stick was commonly used in council circles to decide who had the right to speak. When matters of great concern would come before the council, the leading elder would hold the talking stick, and begin the discussion. When he would finish what he had to say, he would hold out the talking stick, and whoever would speak after him would take it. In this manner, the stick would be passed from one individual to another until all who wanted to speak had done so. The stick was then passed back to the elder for safe keeping.

The teacher provides the materials that give to the students and give them a rule of using talking stick method in teaching and learning process that day.

Ensure that when one person is holding the stick and talking, everyone else must listen attentively. Even if a listener disagrees with what is said, they must not show irritation, annoyance, contempt or any other discouragement.

According Hartina (2012:6), there are some implementation steps of talking stick, which are:

1. Whoever holds the talking stick has within his hands the power of word.
2. Begin with one person holding the talking stick, who then passes the stick to somebody else
3. Others listen attentively because they don't know if they will be passed the stick next.
4. Decide how long the person can hold the stick.
5. Identify a timekeeper.
6. Chairs in a circle.

Hartina (2006:6) describes the procedure of Talking Stick Method as follows:

1. Start the session by placing the talking stick on the floor with everyone sitting on chairs in a circle around it.

2. Trainer explains the rules and everyone agrees to abide by them. Nobody who rejects the rules can take part.
3. Give someone the role of timekeeper
4. If using topic or issue based material present it now
5. Begin with one person holding the talking stick. When they are holding the stick, they can talk for the agreed amount of time
6. When the talker has stopped, they pass the talking stick to somebody else
7. The next person holding the stick repeats the same process
8. Continue the session until nobody else has anything left to say, which is signalled by a noticeable period when nobody is passed the stick.

Fujioka (1998:3) states about when to use talking stick, asking the students to move their chairs into a some circle. Whoever is holding the stick is asked to speak from his heart on the subject or issue in question. The other students are not to speak but also they are not to think ahead, about what they are going to say. They are supposed to let themselves concentrate on the words of the speaker, seeking to understand. When it is their turn to speak, they can trust that the "right" words will come. This assures that everyone is heard. That is the most important point. First, we must all listen. The setting is non-judgmental. Whatever the student's viewpoint, that is okay. No one is allowed to comment on what another has said.

2.5.1 Group Work With Talking Stick Method in Teaching Reading

Recount Text.

This research, the writer uses group work as technique and talking stick as a media in teaching reading of recount text. It means that is combine between technique and media, because some reason why the writer use to combine it. The writer adept the steps for using talking stick from Hartina(2006) to apply this steps in teaching reading recount text. Through group work, the teacher must divide the class to get a good product of reading. Generally, in teaching and

learning process at school, there are some steps: first, the teacher gives greeting to the students and pray together. Secondly, the teacher checks the student's attendance list. Thirdly, the teacher motivates the students by giving some simple question that related to the themes about recount text. Next, the teacher divides the students into some groups. In one group consist of 3-5 students. After that, the teacher gives text about recount text in each group has one text. Each group must understand about the text with work together.

After that, the teacher gives a stick to each group, one group get one stick. From group one, a stick has move from one student to the other students. It also happened in the other group. Then, the teacher starts with the song or count to moving the stick. When the teacher says "STOP", moving stick activity must be stop in one person. Whoever get a stick, they must be listen carefully about the question given by their teacher and they must be answer the question, and the other quite listen. After they listen the question, who get a stick early to answer it because the other group also think early to answer. Here, the teacher chooses one group that they show the stick early. The teacher gives time to answer, if they lost for answering and the time is up, so the teacher gives change to other group to answer correctly. Repeat it until the end of question.

And the last, the teacher announce which group as a winner from how many they answer correctly and also the teacher closes the lesson. Through group work, maybe can help students learn to work cooperative and it helps them to develop interpersonal skills.

2.6 Review of the Previous Research

In doing this research, the writer found the previous research that can be used in any considerations from previous research's result for supporting this research. In this point, the writer tries to describe what the previous research discusses from the result.

The first previous research has been conducted by Endang Purnawati (2012) thesis entitled "The Implementation of Cooperative Learning By Using Talking Stick Method to Improve The Students' Writing Skill At The Seventh Grade of SMP N 1 Mlarak In Academic Year 2011 / 2012". She finds the implementation of cooperative learning by using Talking Stick method to improve the students' writing skill at the seventh grade of SMPN 1 Mlarak Ponorogo in academic 2011/2012 year is effective.

The second previous research has been conducted by Hartina (2013), entitled "Using Cooperative Learning Type Talking Stick Method to Improve The Speaking Ability of The Second Year Students at SMA Negeri 1 Maiwa Kabupaten Enrekang in academic year 2012/2013". The result of her research is can cooperative learning type talking stick improve the speaking ability of the second year students at SMA Negeri 1 Maiwa Kabupaten Enrekang in academic year of 2012/2013.

In this research, the writer would like to make difference than the research before. The writer tries to use Group Work with Talking Stick In teaching Reading recount text of the eighth grade student of SMP N 1 Mejobo in the academic year 2013/2014 which is supported by the previous research.

2.7 Theoretical Framework

Reading is an important aspect in life because the people cannot know anything without reading. Therefore, teaching reading should be done carefully and effectively. According to the writer interview, there are some problems in reading teaching process. Many students usually keep silent if the teacher asks those questions about the content of reading material, and sometimes the answer is out of question. Many students sometimes are unable to get complete understanding of the text. This might be caused by the fact that many of those students do not know the essential information needed to understand a work, including how a word combines with other word. Students find reading is difficult, so that it is important to help them by using a good method.

Fujioka (1998:3) states about when to use talking stick, asking the students to move their chairs into a some circle. Whoever is holding the stick is asked to speak from his heart on the subject or issue in question. The other students are not to speak but also they are not to think ahead, about what they are going to say. They are supposed to let themselves concentrate on the words of the speaker, seeking to understand. When it is their turn to speak, they can trust that the "right" words will come. This assures that everyone is heard. That is the most important point. First, we must all listen. The setting is non-judgmental. Whatever the student's viewpoint, that is okay. No one is allowed to comment on what another has said.

In teaching process, when teacher use group work with talking stick, it means teacher gives chance and new ability to the student to be actively participated in the reading process, in which the student has a role act in the group work. Student will get new ability as predictor, summarizer, clarifier, and it better than one. When they find difficulties in getting the point of the passage, unknowing concept or vocabulary and etc, they can discuss it with the number of the group.

Finally, it hope that the using of group work with talking stick in teaching reading by the teacher can be applied and has effect to the students in order to improve the students' comprehension in reading.

Because of the reason, the writer assumed that there is a significant difference of the reading ability of recount text of the eighth grade students of SMP N 1 Mejobo in academic year 2013/2014 before and after being taught by using *group work with talking stick*. By using this method, the process of teaching reading recount text will be successful.

2.7 Hypothesis

There is significant difference between the reading ability of recount text of the eighth grade students of SMP N 1 Mejobo in the academic year 2013/2014 before and after being taught by using group work with talking stick.

CHAPTER III

METHOD OF THE RESEARCH

This chapter presents the way of the writer does the research that are specified into design of the research, population and sample, instrument of the research, data collection, and techniques of analyzing data.

3.1 Design of the Research

Based on statement of the problem in previous chapter and the hypotheses in this research, they are two variables, independent variable and dependent variable. Independent variable is a factor which is manipulated by the writer to determine the relationship between the phenomena observed. While dependent variable is a factor which is observed and measured to determine the effect of independent variable.

1. Independent variable (X) is the use of group work with talking stick of teaching English to Junior High School.
2. Dependent variable (Y) is the reading ability of recount text of the eighth grade students of SMP N 1 Mejobo in academic year 2013/2014.

The design of this study is experimental method with pre-test and posttest, because it is done only in one group without other control group.

This is one group pretest-posttest design formulated by Ali (1982:136), which can describe as follow:

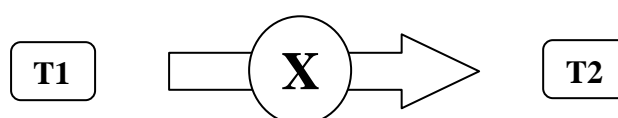


Figure 3.1 Design Experiment Pre-test–Post-test

Note:

- T1 : Pre Test
- T2 : Post Test
- X : Treatment

1. The writer holds a pretest to find out the student's ability of reading recount text before being taught by using group work with talking stick. The pretest is formulated as T1.
2. The writer applies the experimental treatment to the subject. The students taught by using group work with talking stick. The writer gives six treatments. The experimental treatment is formulated as X.
3. The writer conducts posttest a measure the student's ability of reading recount text after being taught by using group work with talking stick. It's formulated as T2.

The writer does six times treatment and two tests that are pre-test and post-test to find out if there is a significant difference between the reading ability of recount text of the eighth grade students of SMP N 1 Mejobo in academic year 2013/2014 before and after being taught by using Group Work with Talking Stick.

3.2 Population and Sample

The target population of this research is the eighth grade students of SMP N 1 Mejobo in academic year 2013/2014. Total numbers of students of the eighth grade are 273 students. They are divided into nine classes (VIII A - VIII I) and each class consist of 30-31 students.

After having the target population, the writer must take some students from the target population to be the sample. Sample which is used in a research have to represent for population. The sample in this research is taken by using cluster random sampling or group sample. The sample is not an individual, but rather a group of students which are assembled in class. In choosing the sample of the research, the writer use lottery. So the sample of this research is 30 students from VIII-F class.

3.3 Instrument of the Research

In this study, the writer uses test as an instrument of the research. The test uses in type of multiple choices. The students have to answer 25 questions about the recount text. The questions given are related to the information that the students have read from the text. The test is to measure the students' achievement in reading. The test uses to fulfill the validity and reliability to get the accurate data. This study use content validity that is the extent to which measures ability of a specific skill or the content of a particular course of a study.

Before the test items are being tested to the students, the writer must measure their validity and reliability to get the accurate data.

Ali (1984:101) said that validity is the accuracy stage of an instrument to test the test in certain group.

The writer made table specification from looking the syllabus to make some question in instrument.

Reliability is means the stability of test score. The formula to calculate reliability is:

$$R_{xy} = \frac{N \sum xy - \left(\sum x \right) \left(\sum y \right)}{\sqrt{N \sum x^2 - \left(\sum x \right)^2} \sqrt{N \sum y^2 - \left(\sum y \right)^2}}$$

Notes : R_{xy} = items of test reliability

N = the number of respondents

$\sum x$ = the sum of x score

$\sum y$ = the sum of y score

$\sum xy$ = the sum of the score of x and y score for each students

$\sum x^2$ = the sum of scores of x square

$\sum y^2$ = the sum of scores of y square

After computing R_{xy} that is be calculated by the applications of the Spearman-Brown formulate:

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

Notes : R_{11} = the obtained reliability of entire test

R_{xy} = the obtained reliability of half test

The criteria of reliability as follows:

$r = 0.00 - 0.20$: there is no reliable

$r = 0.21 - 0.40$: lowest reliability

$r = 0.41 - 0.60$: low reliability

$r = 0.61 - 0.80$: high reliability

$r = 0.81 - 1.00$: perfect reliability

After the writer gave try out to VIII E class, the result of calculation reliability of the VIII E class of SMP N 1 Mejobo is High Reliability.

3.4 Data Collection

To collect the data, the writer determines several steps as follows:

1. Asking permission to the dean on the Teacher Training and Education Faculty of Muria Kudus University
2. Asking permission to the Head of English Education Department of Teacher Training and Education Faculty of Muria Kudus University to conduct the research.
3. Making a Lesson Plan and consult the lesson plan to the advisor.
4. Asking permission to The Headmaster of SMP N 1 Mejobo and English teacher of SMP N 1 Mejobo.
5. Choosing the subject of the research or sample by using cluster random sampling and class VIII-F is chosen as a sample of this research.
6. Doing try-out Reading test to the VIII-E students in SMP N 1 Mejobo.
7. Giving the pre-test.
8. Giving treatment for six times through Group Work with Talking Stick.
9. Giving post-test to find out the significant difference of the reading ability of recount text after being taught through Group Work with Talking Stick.
10. Scoring the students' reading ability.

3.5 Data Analysis

The writer analyze the data using the following steps:

1. Calculating the mean pre test and post test score.
2. Calculating the standard deviation of pre and posttest score.
3. After calculating mean and standard deviation, then makes the criteria to know the reading ability of recount text.

In computing mean and standard deviation the writer applied the formula:

1. Mean:

$$\bar{X} = \frac{\sum fx}{N}$$

Notes :

\bar{X} = the mean

f = frequency

x = middle score of interval class

N = the number of sample

2. Standard Deviation:

$$SD = i \sqrt{\frac{\sum f d^2}{N} - \left[\frac{\sum fx}{N} \right]^2}$$

Notes :

S = standard deviation

i = the width of interval

f = frequency

x^1 = coding

x^2 = score of x^2

N = the number of sample

The score is found from the sum of the total correct answers times four.

Score = 25 x 4 = 100.

Table 3.5.1 The Category of Students Score

Score	Category
85-100	Excellent
70-84	Good
55-69	Sufficient
40-54	Poor
0-39	Bad

After finding out the mean and standard deviation, the writer will find out the significant difference between the Reading Ability of Recount Text of The Eighth Grade Students of SMP N 1 Mejobo in academic year 2013/2014 before and after being taught Group Work with Talking Stick. So, in this case the writer uses a t-test to calculate the significant difference. This formula as follows:

T-test formula

$$t_0 = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \left(\frac{\sum D}{N}\right)^2}{N(N-1)}}$$

Notes : 1.

t : the t-value from correlated means

- \bar{D} : Mean of differences
- D : The differences between paired scores
- D^2 : The sum of the squared differences scores
- N : The number of sample

$$\bar{D} = \frac{D}{N}$$

Notes:

\bar{D} = The mean of the differences scores

D = The differences between the paired scores

N = The Number of sample

To determine if there is a significant difference between the Reading Ability of Recount Text of The Eighth Grade Students of SMP N 1 Mejobo in academic year 2013/2014 before and after being taught Group Work with Talking Stick, or not.

The hypothesis testing calculated by the statistical as follows:

H_0 : $\mu_1 = \mu_2$

It means “there is no significant difference between the reading ability of recount text of the eighth grade students of SMP N 1 Mejobo in academic year 2013/2014 before and after being taught by using Group Work with Talking Stick”.

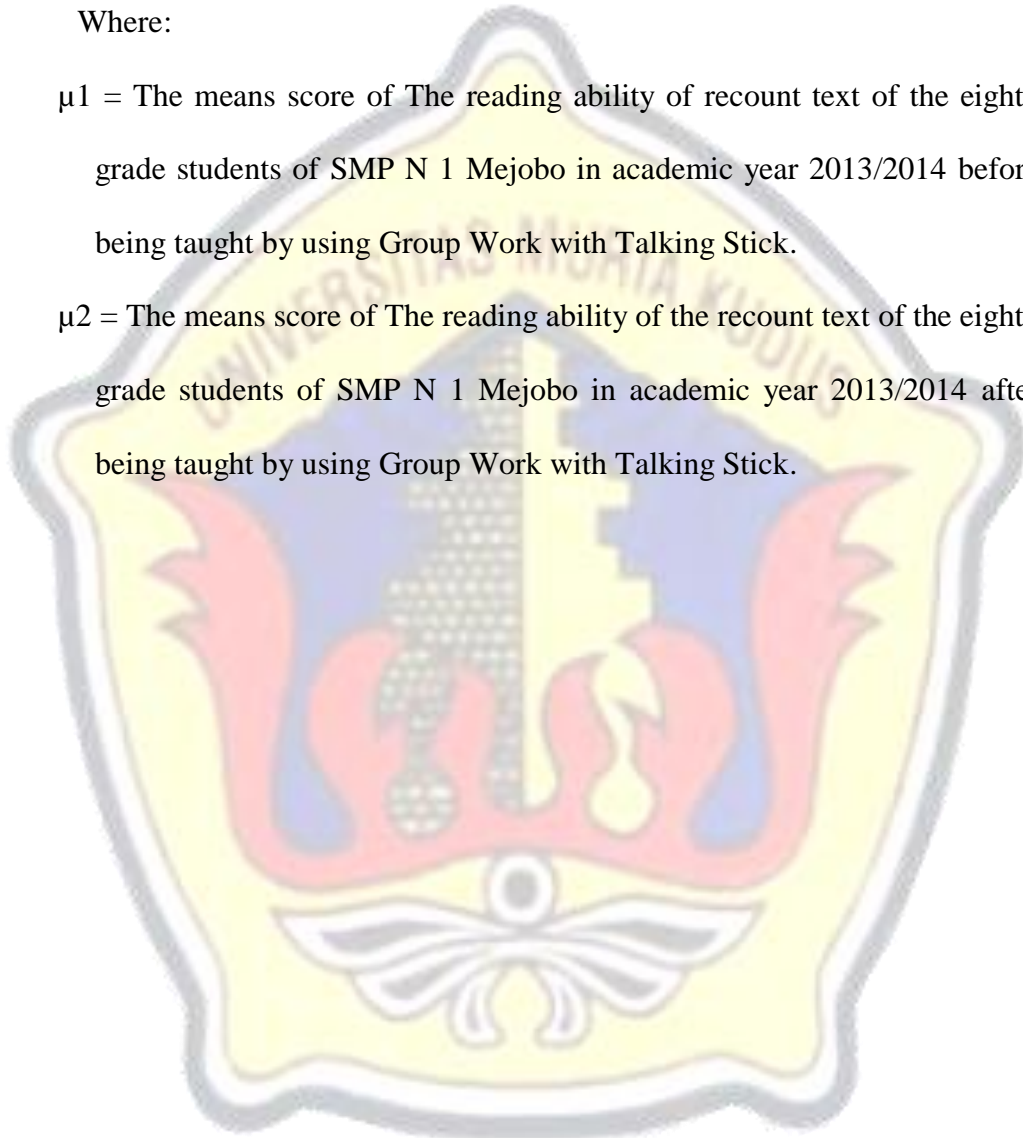
H_a : $\mu_1 \neq \mu_2$

It means “There is significant difference between the the reading ability of recount text of the eighth grade students of SMP N 1 Mejobo in academic year 2013/2014 before and after being taught by using Group Work with Talking Stick”.

Where:

μ_1 = The means score of The reading ability of recount text of the eighth grade students of SMP N 1 Mejobo in academic year 2013/2014 before being taught by using Group Work with Talking Stick.

μ_2 = The means score of The reading ability of the recount text of the eighth grade students of SMP N 1 Mejobo in academic year 2013/2014 after being taught by using Group Work with Talking Stick.



CHAPTER V

DISCUSSION

This chapter discusses about the process during do the research of the reading ability of recount text of the eighth grade students of SMP N 1 Mejobo in academic year 2013/2014 before and after being taught by using group work with talking stick.

5.1 Discussion

Before being taught by using group work with talking stick, the writer found some facts problem that the low proficiency of the reading ability of the eighth grade students of SMP N 1 Mejobo is caused by several reasons, it explained in the background. One of them was the strategy of teaching use by the teacher in handling the reading practice. In addition, the minimum frequency of practicing reading at home and school make the students uninterested to improve their reading ability. Reading activity needed more time and must be structurally in understanding the text. It become the additional reason why the students have low proficiency in reading ability. After finding out those facts, the writer conducted the pre test to VIII F class before gave treatment to the students. The aim of the pre test was to know the reading ability of recount text of the eight grade students before being taught by using Group Work with Talking Stick. The writer found the data of pre-test with mean is 64.9. From the data result of pretest showed that a lot of the

students still confused in reading recount text. Beside, some of the students had mistake in arranging generic structure and language features of the recount text.

The writer knew the condition of students before being taught by using group work with talking stick and the writer begin the treatment for four meetings. In the first meeting, as usual in teaching and based on the lesson plan which made before, the writer greets the students and began the activity in teaching and learning process. The material was recount text which is suitable in syllabus. After explaining the material, the writer divided the students into five groups, each group consist of six students. And did the rule of group work with talking stick. For the first meeting, the student respond was quite enough and only some students active in teaching learning process, they feel bored in learning material but it is smooth until the end.

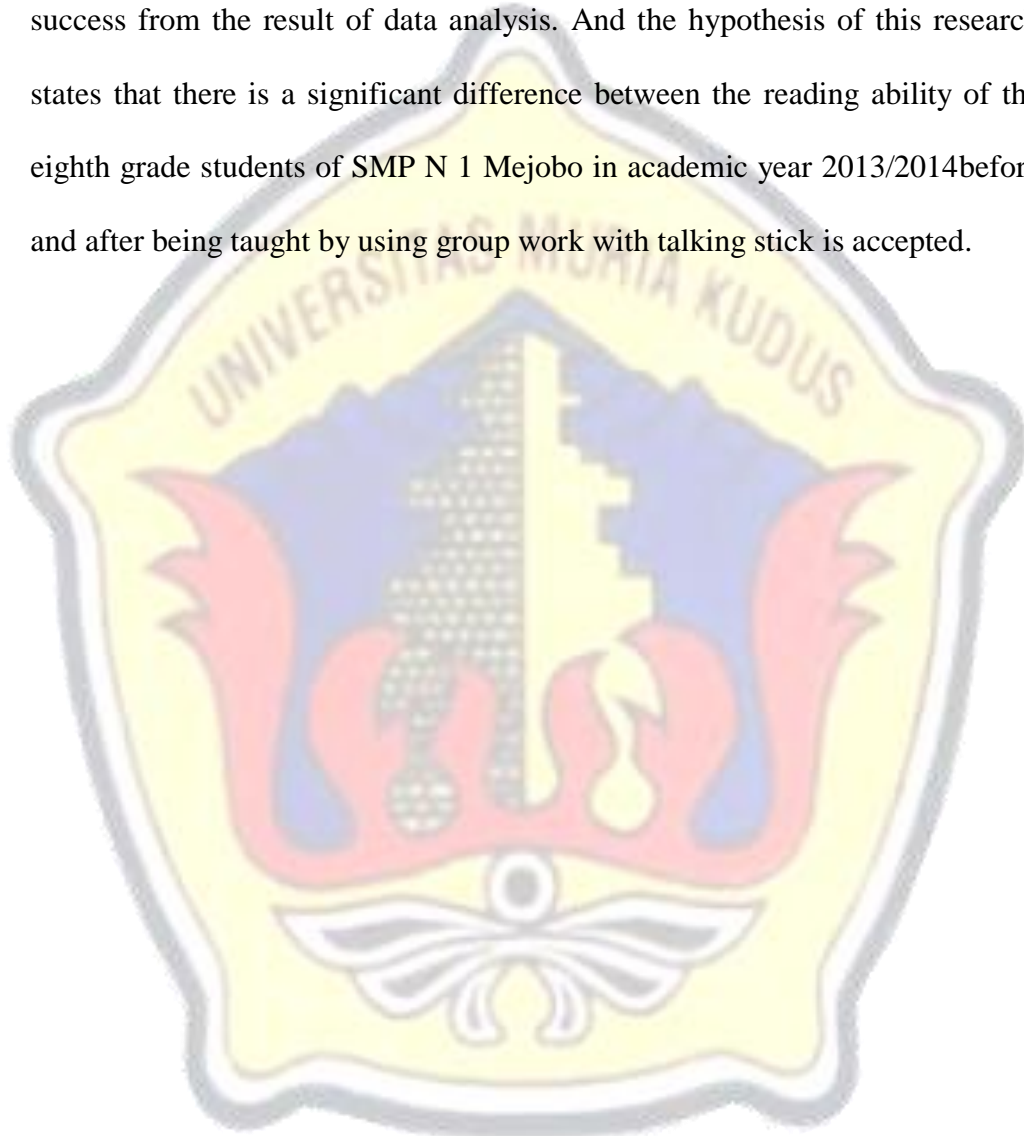
On the second meeting until third meeting actually was same with the first time. The writer gave different material for each meeting. For the first meeting the writer explained about the recount text generally. And the next meeting the writer explained recount text more detail, e.g. explained the kinds of recount text. So, the students did not feel bored again in learning material. The situation of the class was different from before. The students had more participation than before. They were more active in teaching learning process with this method. The students felt curious to know the information, so they wanted to ask more.

After the last meeting of treatment the writer gave the post test to know whether there is a significant difference between the reading ability of the eighth grade students of SMP N 1 Mejobo before and after being taught by using group work with talking stick in academic year 2013/2014. After that the writer said thank you to the students for their participation during the first until the last meeting.

Learning in a group made them have responsibility to themselves and their group. The group members must help their partner who didn't understand about material yet so that each group member can understand and master the material well. Learning in a group made the students more active in learning process and increased their relationship of their friends. Besides, they also can get opportunities to speak their language by using talking stick. And the students can be ready to answer or to speak whenever their teacher asked them. As the result, *group work with talking stick* can develop the students' ability, motivation and concentration in learning and can improve for getting knowledge and result of study, it can be cognitif, psicomotoric although affective, and it can make the situation and condition more condusif during teaching and learning process, also can develop the activities and creativity by varians media or method. Moreover they feel comfortable in learning process because the teacher provides them with the interesting method.

The writer assumes that this method is good to apply in teaching reading ability of recount text of the eighth grade students because it could be seen from the result of post test was higher than the result of pre test. Mean of post

test is 83.5, it is categorized as “good” and mean of pre test is 64.9, it is categorized as “sufficient”. The $t(\text{obtained})$ value is 5.3 in the level of significance 5%, degree of freedom $n-1=30-1=29$, the $t(\text{critical})$ is 2.05, so, the $t(\text{obtained})$ value is 5.3, it falls in critical region. This method is called success from the result of data analysis. And the hypothesis of this research states that there is a significant difference between the reading ability of the eighth grade students of SMP N 1 Mejobo in academic year 2013/2014 before and after being taught by using group work with talking stick is accepted.



CHAPTER VI

CONCLUSION AND SUGGESTION

Based on the findings and discussion as explained in the previous chapters, the researcher serves conclusion and suggestion as follows:

6.1 Conclusion

After completing this research, the writer concludes that Group Work with Talking Stick in teaching reading recount text of the eighth grade students of SMP N 1 Mejobo in academic year 2013/2014. It is proved by the answers of the statements of the problem as follows:

- (1) There is a significant difference between the reading ability of recount text of the eighth grade students of SMP N 1 Mejobo in academic year 2013/2014 before and after being taught by group work with talking stick.

It can be seen on the result for the mean of pre test is 64.9 (sufficient) and the deviation standard is 6.84. The result for the mean of post test is 83.5 (good) and the deviation standard is 3.68. And the t-test value is 5.3. In the level of significance $\alpha=0.05$ and degree of freedom = $n-1 = 30-1= 29$, the t (critical) is 2.045, so the t (obtained) value (5.3) falls in the critical region. Thus, H_0 is refused and H_1 is accepted. So the hypothesis that states, “There is a significant difference of the reading ability of recount text of the eighth grade students of SMP N 1 Mejobo in academic year 2013/2014 before and after being taught by using group work with talking stick is **accepted**”. So, group work with talking stick is effective to be used in teaching reading.

6.2 Suggestion

Based on the result of the data analysis of the research, the researcher would like to give some suggestion and hopefully would be useful for. Those are:

1. The English teachers of the eighth grade students in Junior High School can apply Group Work with Talking Stick as one of kinds of teaching method to improve the students' ability in reading. Because it is proved that group work with talking stick works well in increasing the reading ability of the students.
2. The teacher be able to modify the Group Work with Talking Stick more creative in order to make the students' awareness in comprehend the text what they read. Before apply Group Work with Talking Stick, teacher must prepare an interesting topic related to the material. So the teacher can make the students to be creative and innovative in English class especially in reading.
3. The students should increase their knowledge because it will help them to easily comprehend the text by using appropriate words.

The next researcher can use Group Work with Talking Stick to help the students not only in reading ability of recount text but also

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APPENDICES

Competence Standard: Reading

11. Understanding meaning in short written functional text and essay in, *recount, narrative and exposition* to communicate with the closest environment and/or in academic context.

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Appendix 1

Basic Competence	Learning Materials	Learning Activities	Indicators	Assessment			Theme Allocation	Sources
				Technique	Instrument	Example		
11.2 Understanding meaning correctly and efficiently that expressed implicitly in written functional text and short essay in recount, narrative and exposition related to the closest environment and/or in academic context.	<p>1. Functional text in : - Brochures - Greeting Cards - Advertisement - Notice</p> <p>2. Communicative purposes</p> <p>3. Language features</p>	<p>the context (German Safari)</p> <p>2. Display a sample of brochure.</p> <p>3. Have students do a scanning activity</p> <p>4. Get students work in pairs.</p> <p>5. Have each student read a different brochure Safari in Bahasa and (Lagenda)</p> <p>6. Get students to do another scanning activity and let each pair compare the information in their brochure</p> <p>7. Discuss and feed back on students' activity</p> <p>8. Have students do a comprehension activity of the text.</p> <p>9. Discuss and feed back on students' activity</p>	<p>1. Respond meanings in short and functional texts (brochure) texts played by answering the given questions.</p> <p>2. Express meanings in short and functional texts by asking questions orally about the text given.</p> <p>3. Respond meanings in short written functional texts (brochure) given by answering the given questions.</p> <p>4. Complete functional texts with suitable words/phrases/sentences</p> <p>5. Write functional texts (brochures) of a tour in an Indonesian city.</p> <p>6. Create a digital brochure</p> <p>7. Post in a social network on in your blog / webpage.</p>	<p>Test</p> <p>Test</p> <p>Test</p> <p>Test</p> <p>Test</p> <p>Test</p> <p>Test</p>	<p>Multiple choice</p> <p>Rating</p> <p>Short answer</p> <p>Multiple choice</p> <p>Project</p> <p>Project</p>	<p>1. What is the Safari located?</p> <p>2. How long does the tour last?</p> <p>3. Recall (write) the content of the brochure in your own words.</p>	8 x 40 minutes	<ol style="list-style-type: none"> 1. Type Brochures 2. Handout/ slides 3. Exercise sheets 4. List of comprehension question 5. Textbook (Challenges 3, Module 4, pp.48-49, & 51)

Appendix 2

Lesson Plan of Teaching Reading of Recount Text Taught By Using Group Work with Talking Stick

School	: SMP N 1 Mejobo Kudus
Subject	: English
Class/ semester	: VIII/ 1
Material/ topic	: Reading/ Recount text
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.

E. Teaching Materials

Recount text entitled “Went to Montel Waterfall” for the first meeting.
Recount text entitled “Beach” for the second meetings.

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

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

F. Teaching Strategy

Group Work with Talking Stick

G. The Learning Steps

1. First meeting

NO	ACTIVITY	TIME	CARRACTER
1	Pre – Activity <ul style="list-style-type: none"> - Greeting - Check the attendance list - Giving apperception 	5 minutes	Religious
2	Whilst teaching <p><i>a. Exploration</i></p> <ul style="list-style-type: none"> - The teacher gives guiding questions related the material. e.g. do you have some experience?, everybody have different experience,right?, have u heard a recount text?, etc - The teacher and students discuss various aspect related the material. <p><i>b. Elaboration</i></p> <ul style="list-style-type: none"> - The teacher explains the definition and kinds of recount text. - The teacher explains the social function, generic structure and linguistic features of recount text. - The teacher gives example of recount text. 	70 minutes	Responsibility Democratize Responsibility

	<ul style="list-style-type: none"> - The teacher asks to the students to give another example of recount text. - The teacher divide the students into 5 groups, each group consist of 6 persons. - The teacher explains the rule of group work with talking stick. - The teacher gives a text entitled “when to montel waterfall” and a stick to every group. - Teacher plays song and start for running the stick. - The teacher stops the song. - The teacher asks question to the student who hold the stick. e.g. for the group 1, what is the purpose of the text?, etc. <p><i>c. Confirmation</i></p> <ul style="list-style-type: none"> - The teacher gives feedback and review about recount text. - The teacher gives motivation for the students who are less in the participation. 		<p>Respect other</p> <p>Responsibility</p>
3	<p>Post activity</p> <ul style="list-style-type: none"> - The teacher closes the meeting. 	5 minutes	Religious

2. Second meetings

NO	ACTIVITY	TIME	CARRACTER
1	Pre – Activity <ul style="list-style-type: none"> - Greeting. - Check the attendance list. - Givingapperception. 	5 minutes	Religious
2	Whilst teaching <p><i>a. Exploration</i></p> <ul style="list-style-type: none"> - The teacher gives guiding questions related the material. e.g. yesterday we've already discuss about recount text, so what is recount text?, anybody knows how many kinds of recount text?, etc. - The teacher and students discuss various aspect related the material. <p><i>b. Elaboration</i></p> <ul style="list-style-type: none"> - The teacher asks the students how many kinds of recount text. - The teacher explains the kinds of recount text. - The teacher explains more the factual recount text. - The teacher gives example about the factual recount text. - The teacher asks students to identify the generic structure. - The teacher asks to the students to divide into 5 groups, each group 	70 minutes	Responsibility Democratize Responsibility Respect other

	<p>consist of 6 persons.</p> <ul style="list-style-type: none"> - The teacher explains the rule of group work with talking stick. - The teacher gives a text entitled “beach” and a stick to every group. - The teacher plays song and start for running the stick. - The teacher stops the song. - The teacher asks question to the student who hold the stick e.g. for group 2, who went to the beach?, etc <p>c. <i>Confirmation</i></p> <ul style="list-style-type: none"> - The teacher gives feedback and review about recount text. - The teacher gives motivation for the students who less the participation. 		Responsibility
3	<p>Post activity</p> <ul style="list-style-type: none"> - The teacher closes the meeting. 	5 minutes	Religious

3. Third meetings

NO	ACTIVITY	TIME	CARRACTER
1	<p>Pre – Activity</p> <ul style="list-style-type: none"> - Greeting. - Check the attendance list. - Giving apperception. 	5 minutes	Religious

2	<p>Whilst teaching</p> <p><i>a. Exploration</i></p> <ul style="list-style-type: none"> - The teacher gives guiding questions related the material. e.g. how often you imagine something?, anybody knows what is imaginative recount?, etc. - The teacher and students discuss various aspect related the material. <p><i>b. Elaboration</i></p> <ul style="list-style-type: none"> - The teacher explains imaginative recount. - The teacher gives example of imaginative recount. - The teacher asks about the content of the text. - The teacher asks to the students to divide into 5 groups, each group consist of 6 persons. - The teacher explains the rule of group work with talking stick. - The teacher gives a text entitled “my adolescence” and a stick to every group. - The teacher plays song and start for running the stick. - The teacher stops the song. - The teacher asks question to the student who hold the stick. e.g. for group 3,when did he get his adolescence?, etc 	70 minutes	<p>Responsibility</p> <p>Democratize</p> <p>Responsibility</p> <p>Respect other</p> <p>Responsibility</p>
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	<i>c. Confirmation</i> <ul style="list-style-type: none"> - The teacher gives feedback and review about recount text. - The teacher gives motivation for the students who less the participation. 		
3	Post activity <ul style="list-style-type: none"> - The teacher closes the meeting. 	5 minutes	Religious

4. Fourth meetings

NO	ACTIVITY	TIME	CARRACTER
1	Pre – Activity <ul style="list-style-type: none"> - Greeting. - Check the attendance list. - Giving apperception. 	5 minutes	Religious
2	Whilst teaching <p><i>a. Exploration</i></p> <ul style="list-style-type: none"> - The teacher gives guiding questions related the material. e.g. everybody have different experience,right?, anybody knows what is personal recount?, etc. - The teacher and students discuss various aspect related the material. <p><i>b. Elaboration</i></p> <ul style="list-style-type: none"> - The teacher discusses with the studentswhat personal recount is. - The teacher explains the personal recount. - The teacher gives the example of 		Responsibility Democratize Responsibility

	<p>historical recount.</p> <ul style="list-style-type: none"> - The teacher discusses about the content of the text. - The teacher asks to the students to divide into 5 groups, each group consist of 6 persons. - The teacher explains the rule of group work with talking stick. - The teacher gives a text entitled “diving in karimun jawa island” and a stick to every group. - The teacher plays song and start for running the stick. - The teacher stops the song. - The teacher asks question to the student who hold the stick. e.g. for group 4, with whom did the writer go to karimun jawa island?, etc. <p>c. <i>Confirmation</i></p> <ul style="list-style-type: none"> - The teacher gives feedback and review about recount text - The teacher gives motivation for the students who less the participation. 	70 minutes	<p>Respect other</p> <p>Responsibility</p>
3	<p>Post activity</p> <ul style="list-style-type: none"> - The teacher closes the meeting. 	5 minutes	Religious

H. Learning Sources and Media

Source : Handbook “Bahasa Inggris SMP” by Yudhistira, Canggih by

Gema Nusa, <http://www.genre-based.com>

Media : sticks and sound.

I. Scoring

Technique: Spoken.

Instrument: Student worksheet.



Kudus, March 2014

English Teacher

Practitioner

SupartiS.Pd

NIP 19690514 200701 2 016

FitriaArbaina

NIM. 2010 32 117

STUDENTS WORKSHEET
(First meeting)

Went to Montel Waterfall

Last month my friends and I went to montel waterfall. We went there on foot from the parking area.

Then we were walking through a path about 1.5 km. after few minutes later, we arrived there. Then we enjoyed the freshness of cold water and beautiful view around waterfall. Then we took a bath and played in the fresh mountain spring.

After took bath, we dried our body on the downstream. Then, we went home happily.

Answer the questions below based on the text!

1. When did the writer and friends go to montel.?
2. How did they get there?
3. Did they take a bath there?
4. Did they go home happily?
5. Analyze the generic structure of the text?
6. What is the purpose of the text?

Key answer:

“went to Montel Waterfall”

1. Last month
2. We went there on foot from the parking area.
3. Yes, they did
4. Yes ,they did
5. Orientation = paragraph 1
Events = paragraph 2
Reorientation = paragraph 3
6. To retell the events for the purpose of informing or entertaining

STUDENTS WORKSHEET
(Second meetings)

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.

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?

Key Answer
“beach”

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.

STUDENTS WORKSHEET

(Third meetings)

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.

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?

KEY ANSWER
“My Adolescence”

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.

STUDENTS WORKSHEET
(Fourth meetings)

Diving in Karimunjawa Island

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

Soon, after our arrival at Karimunjawa, 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.

Answer the following questions below based on the text!

1. When did the writer go to Karimunjawa Island?
2. Where was the writer from?
3. With whom did the writer go to Karimunjawa 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?

KEY ANSWER
“Diving in Karimunjawa Island”

1. The writer went to Karimunjawa Island last year.
2. The writer from Mayong.
3. The writer went to Karimunjawa 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 Karimunjawa Island for the purpose of informing and entertaining to the reader.

Reading Ability of Recount Text

Material	Indicators	Number Items
Recount text	<ul style="list-style-type: none"> The students are able to find the information from the text. 	3, 7, 11, 19, 21, 23, 24, 25
	<ul style="list-style-type: none"> The students are able to find the main idea of paragraph of recount text and what the text talking about. 	1, 9, 13, 16, 22
	<ul style="list-style-type: none"> The students are able to find the meaning of certain word in recount text. 	2, 6, 10, 12, 18, 20
	<ul style="list-style-type: none"> The students are able to find the social function of recount text. 	5, 8, 15, 17
	<ul style="list-style-type: none"> The students are able to find the generic structure of recount text. 	4, 14



INSTRUMENT

Subject : English
Class/ Semester : VIII/ 2
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
 - b. by car
 - c. by plane
 - d. by train
2. They really enjoyed it. (paragraph 2 lines 7)

The underlined word refers to...

- a. the tourist
 - b. surfing on the beach
 - c. the sand
 - d. the castle
3. How was the inn? It was...
- a. small and comfortable
 - b. small and uncomfortable
 - c. big and comfortable
 - d. not big and uncomfortable
4. It was really an amazing holiday.
The sentence is a kind of...
- a. Orientation
 - b. resolution
 - c. re-orientation
 - d. series of events
5. What is the 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 6-10!

When I was walking home from school yesterday, I saw an accident. A car hit a motor cycle from behind. The driver could not control his car because he drove very fast. The car didn't stop after the accident. It even ran faster and disappeared. The traffic was not so crowded. No one came to help the motorcycle's rider. He was injured badly. I was so scared at that time. Then, I called the police and tried to find help for the victim. Soon, the police came. The police asked me questions. I told them what happened. After that I went home because it was already dark. It was really tragic.

6. When "I" was walking home from school yesterday.

The word "I" refer to....

- a. The writer
 - b. The reader
 - c. Police
 - d. The driver
7. What did he feel when he saw the accident?
- a. Very scared
 - b. Happy
 - c. Very sad
 - d. Upset

8. What is the purpose of the text?
- To retell past events for the purpose of informing or entertaining
 - To describe a particular person, thing or place
 - To describe the way things are generic
 - To retell an event with a humorous twist
9. What is the type of the text?
- Recount text
 - Analytical exposition
 - Hortatory exposition
 - Narrative text

10. I saw an accident.

What is the synonym of the underlined word above?

- Look
- Hear
- Take
- Talk

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

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.

11. How old is the writer now?
- five years old
 - seventeen years old
 - twenty years old
 - twenty two years old
12. 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

13. 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
14. Although all my body was in pain, I was satisfied.
The sentence is a kind of...
- Orientation
 - reorientation
 - series of events
 - resolution
15. What is the social function of the text?
- to describe something
 - to entertain the reader
 - to retell past events
 - to persuade the reader

Read the text below carefully to answer the questions number 16-25!

It was my happy time. On Friday, my sister and I went shopping at the mall. We bought a nice shirt. Then, we wrapped it in a blue paper. Blue is my grandpa's favorite color.

On Saturday morning, my brother and I helped my sister making a birthday cake in the kitchen. It was a big and beautiful cake. I wrote 'Happy Birthday' on it. After that, we put some chocolate and candle on the top of the cake.

On Sunday evening, my uncle and my aunt came to my house. They brought several bottles of soft drink, and flower for grandpa. Then, we sat together in living room. Finally, grandpa blew the candle and cut the cake while we were singing a 'Happy Birthday' song for him. After giving each us a piece of cake, opened the present. He told us that he liked the present, and he was very happy.

16. What genre is it? It is atext.
- Descriptive
 - Recount
 - Narrative
 - Report

17. What is the purpose of the text?

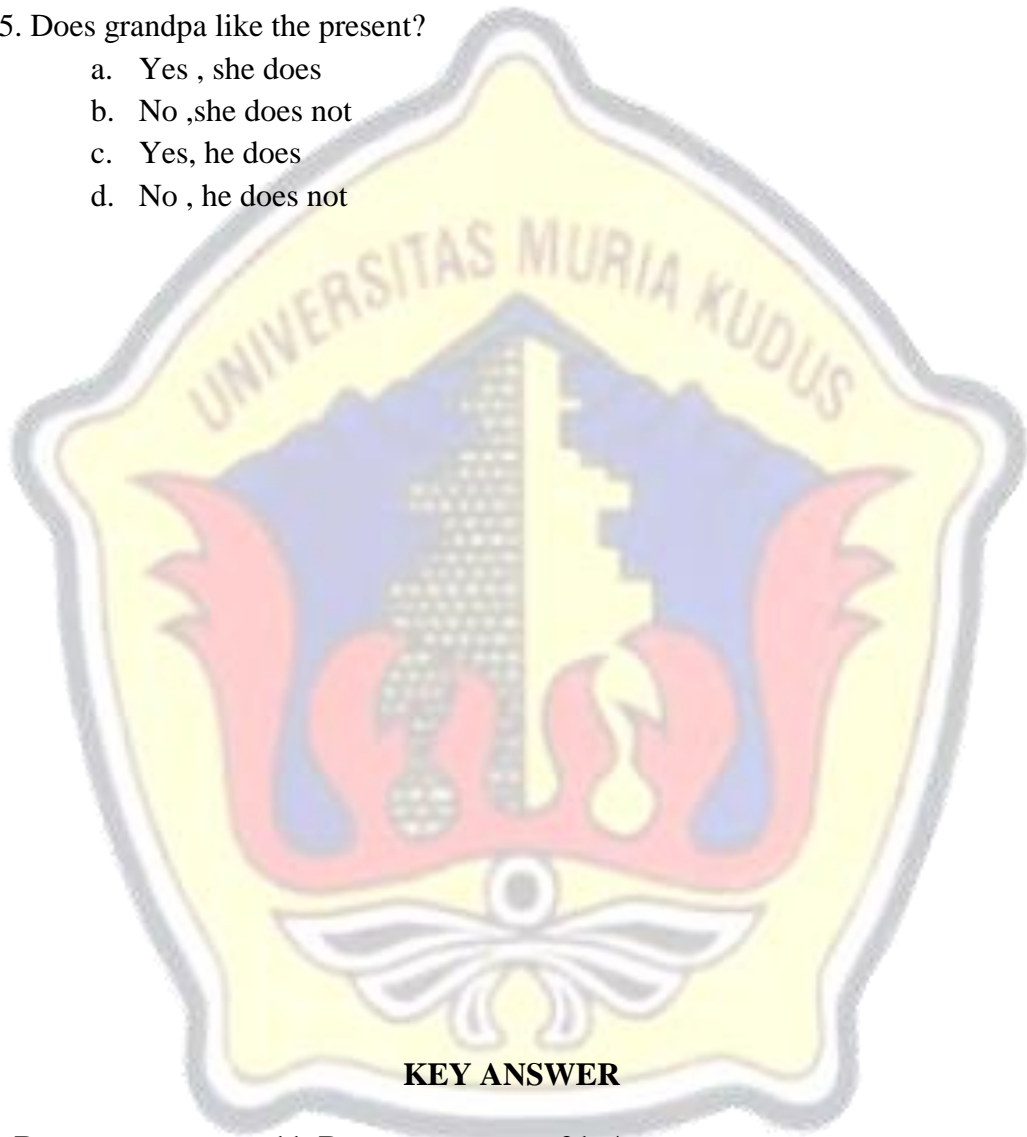
- a. To tell past experience
 - b. To describe people
 - c. To inform the reader
 - d. To entertain people
18. We bought a nice shirt. What does the word “we” refer to?
- a. Grandpa and sister
 - b. The writer and sister
 - c. Sister and aunt
 - d. Uncle and aunt
19. When did the writer make a birthday cake?
- a. On Sunday
 - b. On Monday
 - c. On Saturday
 - d. On Friday
20. I wrote ‘Happy Birthday’ on it. The underlined word refer to . . .
- a. Candle
 - b. Kitchen
 - c. Chocolate
 - d. Birthday cake
21. Who brought soft drink and flower?
- a. I
 - b. Sister and I
 - c. Uncle and sister
 - d. Sister
22. What is the main idea of paragraph 2?
- a. Make a birthday cake
 - b. Buy a birthday cake
 - c. Make a chocolate
 - d. Buy a chocolate
23. Whose birthday party was on Sunday?
- a. My birthday
 - b. My grandpa’s birthday
 - c. My uncle’s birthday
 - d. My sister’s birthday

24. Where did they celebrate the party?

- a. In the alfamart
- b. At home
- c. I the shopping mall
- d. At office

25. Does grandpa like the present?

- a. Yes , she does
- b. No ,she does not
- c. Yes, he does
- d. No , he does not



KEY ANSWER

- 1. B
- 2. B
- 3. A
- 4. C
- 5. A
- 6. A
- 7. A
- 8. A

- 11. D
- 12. A
- 13. C
- 14. B
- 15. C
- 16. B
- 17. A
- 18. B

- 21. A
- 22. A
- 23. B
- 24. B
- 25. C

No.	Test Items																								score total	Xs		
	1	5	3	4	2	6	7	8	9	10	11	15	13	14	12	16	17	18	19	20	21	25	23	24			22	
52	0	0	1	1	1	1	0	0	1	1	1	1	1	1	0	1	0	1	1	0	1	0	1	1	1	0		
54	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			
53	1	1	0	1	0	1	1	0	0	0	1	1	1	0	1	1	1	0	0	1	1	1	1	1	1			
55	1	0	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	0	1	0	1	0	0	1			
51	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			
50	0	1	0	1	1	1	1	0	0	1	1	1	1	1	1	0	1	0	0	1	0	1	1	1	1			
49	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1			
48	1	0	0	1	0	0	1	0	1	1	1	1	0	0	0	0	1	1	1	1	0	0	1	1	0			
47	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1			
46	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			
45	1	0	0	1	1	1	1	0	1	1	0	1	1	0	1	1	1	1	0	0	1	1	1	0	1			
44	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1	1	0	0	1	0	0	1	1			
43	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			
42	1	0	1	1	1	0	0	1	1	1	0	1	1	0	0	1	1	1	1	0	1	1	0	0	0			
41	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			
40	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			
39	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1			
38	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	0	0	1	1	0	0	1	1			
37	1	0	0	1	0	1	1	0	1	1	0	1	1	1	1	1	1	0	1	0	1	0	0	1	1			
36	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1	1	0	0	1	1	1	0	1			
35	1	0	0	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	0	1			
34	1	0	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1			
33	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			
32	1	1	0	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1			
31	1	0	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1			
30	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			
29	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			
28	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			
27	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			
26	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			
25	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			
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			
23	1	1	0	1	0	0	1	0	1	1	0	1	1	0	1	1	1	1	0	1	0	1	0	1	1			
22	1	0	1	1	1	0	0	1	1	1	0	1	1	0	0	1	1	1	1	0	1	0	0	0	0			
21	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			
20	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			
19	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			
18	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			
17	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			
16	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			
15	1	1	0	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1			
14	1	1	1	0	0	0	0	0	1	1	0	1	1	0	0	0	1	1	1	1	1	1	1	1	0			
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			
12	1	1	0	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	1	0	1	1	1	1	1			
11	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1			
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			
9	1	1	1	1	1	1	0	1	0	1	0	1	1	1	0	1	1	1	0	1	0	0	1	1	1			
8	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	0	0	1	1	0	0	1	1			
7	1	0	0	1	0	1	1	0	1	1	0	1	1	1	1	1	1	0	1	0	1	0	0	1	1			
6	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1	1	0	0	1	1	1	0	1			
5	1	0	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	0	1			
4	1	0	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1			
3	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	0	1			
2	1	0	0	1	1	1	0	0	1	0	1	1	1	1	1	1	1	0	0	1	1	1	1	0	1			
1	1	0	1	1	1	1	1	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1			
No.	1	5	3	4	2	6	7	8	9	10	11	15	13	14	12	16	17	18	19	20	21	25	23	24	22			
																									(K) score	(A) score	Xs	
																									10	8		18
																									10	8	18	100
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																									10	8	18	100

19. A
20. D

$$\begin{aligned}
 r_{11} &= \frac{2 \cdot r_{xy}}{1 + r_{xy}} \\
 &= \frac{2 \times 0.63}{1 + 0.63} \\
 &= \frac{1.26}{1.63} \\
 &= 0.77 \quad (\text{Highly Reliable})
 \end{aligned}$$

C

The Data Pretest Scores of Reading Ability of Recount Text of the Eighth Grade Students (VIII-F) of SMP N 1 Mejobo in academic year 2013/2014 before taught by using Group Work with Talking Stick.

No	Students Name	Score
1	Agustina Wahyu R.P	68
2	Devi Putri Maharani	80
3	Diah Ayu Ratnaningsih	60
4	Erlyn Dwi Larasati	72
5	Fitri Wulansari	68
6	Fitria Nurkusumaningrum	68
7	Hanik Isna Maulinda	48
8	Hasan Nor Fauzi	56
9	Huda Firmansyah	64
10	Intan Kusuma Arofati M	72
11	Liana Novi I	68
12	M.Abdul Rozak	60
13	M.Farich Auladana	64
14	M.Sholahuddin	64
15	M.Slamet Kuswanto	64
16	M.Syaiful Ridwan	64
17	M.Zaenal Anwar	64
18	Maulina Shinta M	72
19	Much Nazrul Ilmi	52
20	Muhammad Rizal Saputro	68
21	Noor Risma Fitriani	64
22	Nugroho Wisnu M	56
23	Nurul Hidayatun N	68
24	Rifqi Daffa F	60
25	Risky Amelia R	60
26	Sahid Ahlis Ikhsan	56

27	Sheilla Anggun R.Y.P	72
28	Shela Dian N	64
29	Tri Wahyuni	68
30	Yusuf Tegar R	68

APPENDIX 9

The Calculation of Mean and Deviation Standard of Pre-Test Score of The Reading Ability of Recount Text of The Eight Grade Students of SMP N 1 Mejobo in academic year 2013/2014 before taught by using Group Work with talking Stick.

$$\begin{aligned}
 \text{Number of Interval} &= 1 + (3.3) \log N \\
 &= 1 + (3.3) \log 30 \\
 &= 1 + (3.3) 1.477 \\
 &= 1 + 4.8741 \\
 &= 5.87
 \end{aligned}$$

$$\begin{aligned}
 \text{Width Interval} &= \frac{\text{highest score} - \text{Lowest score}}{\text{Number of Interval}} \\
 &= \frac{80 - 48}{5.87} \\
 &= \frac{32}{5.87} \\
 &= 5.45 \\
 &= 5
 \end{aligned}$$

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

No	Score	F	x	Fx	x'	fx'	fx' ²
1	78 – 83	1	80,5	80,5	3	3	9
2	72 – 77	4	74,5	298	2	8	16
3	66 – 71	8	68,5	548	1	8	8
4	60 – 65	12	62,5	750	0	0	0
5	54 – 59	3	56,5	169,5	-1	-3	3
6	48 – 53	2	50,5	101	-2	-4	8
				1947	3	12	44

$$\text{Mean (X)} = \frac{\sum fx}{N}$$

$$= \frac{1947}{30}$$

$$= 64.9$$

$$\text{Standard Deviation (SD)} = \sqrt{\frac{\sum fx'^2}{N} - \left(\frac{\sum fx'}{N}\right)^2}$$

$$= \sqrt{6 \left(\frac{44}{30} - \frac{12^2}{30} \right)}$$

$$= \sqrt{6 \left(1.46 - (0.4)^2 \right)}$$

$$= \sqrt{6 \left(1.46 - 0.16 \right)}$$

$$= \sqrt{6 \times 1.3}$$

$$= \sqrt{7.8}$$

$$= 2.79$$

APPENDIX 10

The Data Post-test Scores of Reading Ability of Recount Text of the Eighth Grade Students (VIII-F) of SMP N 1 Mejobo in academic year 2013/2014 before taught by using Group Work with Talking Stick.

No	Students Name	Score
1	Agustina Wahyu R.P	84
2	Devi Putri Maharani	92
3	Diah Ayu Ratnaningsih	80

4	Erlyn Dwi Larasati	88
5	Fitri Wulansari	84
6	Fitria Nurkusumaningrum	84
7	Hanik Isna Maulinda	72
8	Hasan Nor Fauzi	80
9	Huda Firmansyah	84
10	Intan Kusuma Arofati M	80
11	Liana Novi I	92
12	M.Abdul Rozak	80
13	M.Farich Auladana	84
14	M.Sholahuddin	80
15	M.Slamet Kuswanto	76
16	M.Syaiful Ridwan	80
17	M.Zaenal Anwar	88
18	Maulina Shinta M	80
19	Much Nazrul Ilmi	76
20	Muhammad Rizal Saputro	88
21	Noor Risma Fitriani	80
22	Nugroho Wisnu M	80
23	Nurul Hidayatun N	84
24	Rifqi Daffa F	76
25	Risky Amelia R	80
26	Sahid Ahlis Ikhsan	76
27	Sheilla Anggun R.Y.P	84
28	Shela Dian N	84
29	Tri Wahyuni	88
30	Yusuf Tegar R	76

APPENDIX 11

**The Calculation of Mean and Deviation Standard of Post-Test Score of
The Reading Ability of Recount Text of The Eight Grade Students of
SMP N 1 Mejobo in academic year 2013/2014 after taught by using
Group Work with talking Stick.**

$$\begin{aligned}
 \text{Number of Interval} &= 1 + (3.3) \log N \\
 &= 1 + (3.3) \log 30 \\
 &= 1 + (3.3) 1.477 \\
 &= 1 + 4.8741 \\
 &= 5.87 \\
 &= 6
 \end{aligned}$$

$$\begin{aligned}
 \text{Width Interval} &= \frac{\text{highest score} - \text{Lowest score}}{\text{Number of Interval}} \\
 &= \frac{92 - 72}{20} \\
 &= \frac{5.87}{20} \\
 &= \frac{5.87}{20} \\
 &= 3.407 \\
 &= 4
 \end{aligned}$$

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

No	Score	F	X	fx	x'	fx'	fx' ²
1	92 – 95	2	93.5	187	3	6	18
2	88 – 91	4	89.5	358	2	8	16
3	84 – 87	8	85.5	684	1	8	8
4	80 – 83	10	81.5	815	0	0	0
5	76 – 79	5	77.5	387.5	-1	-5	-5
6	72 – 75	1	73.5	73.5	-2	-2	-4
		30		2505		15	33

$$\begin{aligned}
 \text{Mean (X)} &= \frac{\sum fx}{N} \\
 &= \frac{2505}{30} \\
 &= 83.5
 \end{aligned}$$

$$\begin{aligned}
 \text{Standard Deviation (SD)} &= \sqrt{\frac{\sum fx'^2}{N} - \left(\frac{\sum fx'}{N}\right)^2} \\
 &= \sqrt{4 \frac{33}{30} - \left(\frac{15}{30}\right)^2} \\
 &= \sqrt{4 \frac{1.1}{30} - (0.5)^2} \\
 &= \sqrt{4 \frac{1.1}{30} - 0.25} \\
 &= \sqrt{4 \frac{0.85}{30}} \\
 &= \sqrt{4 \times 0.92}
 \end{aligned}$$

$$= 3.68$$

The T-Test Calculation

Students Number	Pre Test	Post Test	D	D ²
1	68	84	16	256
2	80	92	12	144
3	60	80	20	400
4	72	88	16	256
5	68	84	16	256
6	68	84	16	256
7	48	72	24	576
8	56	80	24	576
9	64	84	20	400
10	72	80	8	64
11	68	92	24	576
12	60	80	20	400
13	64	84	20	400
14	64	80	16	256
15	64	76	12	144
16	64	80	16	256
17	64	88	24	576
18	72	80	8	64
19	52	76	24	576
20	68	88	20	400
21	64	80	16	256
22	56	80	24	576
23	68	84	16	256
24	60	76	16	256
25	60	80	20	400
26	56	76	20	400
27	72	84	12	144
28	64	84	20	400

29	68	88	20	400
30	68	76	8	64
			532	10160

$$\bar{D} = \frac{\sum D}{N} = \frac{532}{30} = 17.7$$

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \left(\frac{\sum D}{N}\right)^2}{N(N-1)}}}$$

$$= \frac{17.7}{\sqrt{\frac{10160 - \left(\frac{532}{30}\right)^2}{30(30-1)}}}$$

$$= \frac{17.7}{\sqrt{\frac{10160 - 313.29}{870}}}$$

$$= \frac{17.7}{\sqrt{11.32}}$$

$$= \frac{17.7}{3.36}$$

$$= 5.267$$

$$= 5.3$$

Table Significance at 5% and 1% Level of Significance

Degree of	Value of “t” on the	Degree of	Value of “t” on
-----------	---------------------	-----------	-----------------

Freedom (df)	level of significance		Freedom (df)	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

*taken from: Henry E, Garet, op. cit. (p.427)

The writer only cites the value of t-table on the level
significant 5% and 1%

Pengantar Statistik Pendidikan

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, Fitria Arbaina (NIM: 2010-32-117) state that

My skripsi entitled:

**THE READING ABILITY OF RECOUNT TEXT OF THE EIGHTH
GRADE STUDENTS OF SMP N 1 MEJOBLO IN ACADEMIC YEAR
2013/2014 TAUGHT BY USING GROUP WORK WITH TALKING STICK**

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, 2014

Fitria Arbaina
2010-32-117

