

**WRITTEN CUED-RETELL STRATEGY ON STUDENTS' READING  
COMPREHENSION**

A PAPER

Submitted to the English Language Education Study Program, Faculty of Teacher  
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## **THE SUPERVISORS' APPROVAL**

**This is to certify that the research entitled “Written Cued-Retell Strategy on  
Students’ Reading Comprehension”**

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## DECLARATION

I hereby declare that the paper entitled “Written Cued-Retell Strategy on Students’ Reading Comprehension” is completely my own work. I am fully aware that I have quoted some statements and ideas from many resources. All quotations are properly acknowledged in the paper. Should there be a claim on the originality of this paper, I would be prepared to take any legal responsibility.

Bogor, 16 May 2021

A handwritten signature in black ink, appearing to read 'Andini Dianita', with a stylized flourish at the end.

Andini Dianita

## **PREFACE**

*Alhamdulillahirrabilalamin*, all praises and gratitude are dedicated to Allah SWT., because of His blessing, the researcher finished this paper entitled, “Written Cued-Retell Strategy on Students’ Reading Comprehension”. The paper is written to fulfill one of the requirements for *Sarjana Pendidikan* examination at English Language Education Study Program, Faculty of Teacher Training and Educational Sciences, Pakuan University.

The researcher realizes that the paper is imperfect and has a lot of weaknesses. Therefore, all comments, criticisms, and suggestions are expected to make the paper better. Appreciation and thanks are expressed to all people who contributed on conducting the research. Finally, the researcher hopes that the paper will be beneficial for her, the readers, and the future researchers.

Bogor, 16 May 2021

A handwritten signature in black ink, appearing to read 'Enid', with a stylized flourish at the end.

The Researcher

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## ABSTRACT

The purpose of reading is to get information or comprehension from what the writers want to bring out through the text. However, reading interest is still a big problem in Indonesia. This research aims to prove the effectiveness of using written Cued-Retell strategy on students' reading comprehension. This research applied an experimental method. Moreover, the pre-test and post-test was used as the research design. 35 students of SMPN 1 Cibungbulang Bogor were chosen as the samples by using the purposive sampling technique. Short answer task questions were given to the students to measure their reading comprehension. The result of post-test showed a significant increase in which 97% of students got higher scores than their pre-test scores. Meanwhile, 3% of them did not get their scores increasing. After the data were analyzed by using t-test formula, the result of t-test is 11.28 with the degree of freedom (df) is 34. According to the t-table, the degree of freedom 34 at a significant level of 0.05 is 2.042. It can be concluded that the result of t-test  $2.042 < 11.28$ . it means that the value of t-table is lower than t-test. Thus, it can be described that an alternative hypothesis (*Ha*) is accepted and the null hypothesis (*Ho*) is rejected. To sum up, the implementation of written Cued-Retell strategy affects students' reading comprehension.

Keywords: Cued-Retell Strategy, Reading Comprehension, Reading Strategy.



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## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Study**

There is a statement that a book is a window to the world. It means enhancing our knowledge can be done by reading books. Reading is an interactive process between the readers and the text. The lack of interest in reading book is still a big problem in Indonesia. Nowadays, the students are more interested in social media than books. In other words, this nation is in danger because of the students as the next generation are too lazy to increase their knowledge through reading books.

Reading is also one of the subjects that is taught in the schools in Indonesia. The purpose of reading is to get information or a comprehension from what the writers want to bring out through the text. A comprehension can be gained through the reader's background knowledge or experiences. The reader who has background knowledge about the topic or knowing reading strategies can understand the text clearly.

Thus, the reading strategies are important in teaching reading comprehension. Reading strategy is also known as a tool that can help the students to comprehend the text. There are many strategies that can be used by the teacher to teach reading. One of the reading strategies is Cued-Retell strategy.

Cued-Retell strategy is a strategy that can help the students to enhance their comprehension in learning reading. There are two types of procedures in

Cued-Retell strategy for teaching reading comprehension. There are oral Cued-Retell procedure and written Cued-Retell procedure. Because of current circumstances, most of schools conduct online learning. Thus, the researcher chooses written Cued-Retell procedure as a suitable procedure with the current situation. Specifically, the researcher would like to conduct the research about written Cued-Retell strategy on students' reading comprehension.

## **B. Reason for Choosing the Topic**

Reading strategy is a tool to enhance students' reading comprehension. One of the reading strategies is Cued-Retell strategy. Cued-Retell strategy allows the students to monitor their comprehension through communicating the content of the text with their partner. There are two reasons that lead the researcher to choose the topic in conducting the research.

The first reason is the lack of interest in reading book. The researcher believes that using reading strategy, especially Cued-Retell strategy, can increase the students' reading comprehension. Thus, the students' interest in reading book can be increased because they can understand the text easily by using reading strategy. The second is the researcher is interested in Cued-Retell strategy. In this strategy, the students can monitor their comprehension of the text. There are many other reading strategies used to enhance students' reading comprehension. However, the researcher believes that Cued-Retell strategy can enhance students' reading comprehension.

As it is explained above, the researcher has two reasons for choosing the topic. Cued-Retell strategy can be used by the students to enhance their comprehension in learning reading and they can get the content of the text easily. Indeed, it can bring out the students' interest in reading book since they can understand the text. Therefore, the researcher is interested in choosing the topic.

#### **C. Statement of the Problem**

In this research, there is a statement of the problem. The statement of the problem of the research is "Does written Cued-Retell strategy affect students' reading comprehension?".

#### **D. Hypothesis**

Due to Margaret Bouchard (2005), Cued-Retell strategy is a suitable strategy for enhancing students' reading comprehension. Therefore, the researcher states the hypothesis (*H<sub>a</sub>*) that there is an effect of using Cued-Retell strategy on students' reading comprehension.

#### **E. Aim of The Research**

This research is aimed to prove the effectiveness of using written Cued-Retell strategy on students' reading comprehension.

#### **F. Limitation of the Research**

There are two types of procedures in Cued-Retell strategy for teaching reading comprehension. There are oral Cued-Retell procedure and written Cued-Retell procedure. In conducting the research, the limitation of the research is the use of Cued-Retell strategy in all steps of written Cued-Retell

procedure. Written Cued-Retell procedure is used since it is suitable for use during the pandemic. Nowadays, most of schools conduct online learning. Therefore, by using written Cued-Retell procedure, learning can still be done online without having to meet. In applying written Cued-Retell strategy, recount text is used. Moreover, the research will be conducted in SMPN 1 Cibungbulang Bogor. The researcher chooses SMPN 1 Cibungbulang Bogor because there has never been any research about the applying written Cued-Retell strategy on learning reading comprehension.

## **G. Operational Definition**

### **1. Reading Comprehension**

Reading comprehension refers to the ability of understanding the text or getting the information from the text. Ability to comprehend the text is related to the reader's skills in processing or catching the information from the text. Additionally, the reader's background knowledge or experience that relates to the content of the text can influence the comprehension.

### **2. Cued-Retell Strategy**

Cued-Retell strategy is one of the reading strategies which give the students a chance to think of the information that was read either in an oral or written form. In the strategy, the students can monitor their comprehension in catching the content of the text while communicating it to their partner.

## **H. Research Significance**

The significance of the research can be divided into two aspects. There are practical and institutional aspects. In the practical aspect, this study is hoped to be used as the guidance for the teacher to use Cued-Retell strategy in teaching reading comprehension. Moreover, the research can be used to see the effectiveness of using Cued-Retell strategy on students' reading comprehension. As for institutional aspect, the research expects to be helpful for the school to improve the students' reading comprehension in learning reading. Furthermore, the research is expected to be a novelty because the research is about the application of written Cued-Retell strategy that be done online. Then, the researcher hopes that the research can be an inspiration or an idea for the future researchers to continue the research about reading strategies in teaching reading comprehension.



## **CHAPTER II**

### **THEORETICAL FOUNDATION**

#### **A. Reading**

##### **1. Reading Comprehension**

According to Snow (2002:11), “Reading is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language”. Meanwhile, Shea and Roberts (2016:10) state reading involves active thinking throughout the process of engaging with the text. It is analyzed that reading is an active process of catching the meaning of the words and getting the information from the text. Reading aims to help readers to get the information concerning their goals. Teele (2004:92-93) adds “The goal of readers should be to understand what they are reading”. Furthermore, Cohen and Cowen (2008:176) elaborate “Comprehension of the text is the main goal in reading and is the primary factor why some readers find the process of reading easy and others find it difficult and frustrating”. Due to Snow (2002:11), “In considering the reader, we include all the capacities, abilities, knowledge, and experiences that a person brings to the act of reading”. As noted above, reading is about comprehending written text. Moreover, the readers’ background knowledge or experiences can affect their reading comprehension.

Related to reading comprehension, McKee (2012) states “Reading comprehension can be defined as the ability to understand a text, to analyze the information, and to interpret correctly what the writer is stating”.

Reading comprehension is a multicomponent which involves a lot of interactions between readers and what they bring to the text (Janettes et al., 2007:8). Thus, reading comprehension involves interaction between the reader and their background knowledge to understand the text. In addition, Pang et al. (2003:6) explain that comprehension is the process of understanding words, sentences, and connected text. Readers usually use their background knowledge, vocabulary, grammatical knowledge, experience with text, and other strategies to help them comprehend written text. Indeed, according to Zimmermann and Hutchins (2003), the true comprehension is concerned with thinking, learning, and expanding a reader's knowledge and horizons.

To conclude, reading comprehension is the process of obtaining meaning from the text which requires the reader's background knowledge. Reader's background knowledge, experiences, vocabulary, and reading strategies are needed to make it easier for readers to understand the text.

## **2. Reading Strategy**

A good reader uses strategy to make sense of a text. Comprehension strategy can help the reader controlling their own reading comprehension. Additionally, Moreillon (2007:10) declares that reading comprehension strategies are tools that expert reader uses to figure out the difficulty that they find in the text. Moreover, Afflerbach (2018) says "A successful reading program has varied important outcomes that should include students' growth in the ability to use reading strategies and skills as well as

students' increased motivation to read". However, the reader's success in using reading strategies depends on how these strategies are learned.

Furthermore, group of learning strategies are divided into three categories. They are metacognitive strategies, cognitive strategies, and socio-affective strategies. Metacognitive strategies are used to monitor and check understanding. According to Baker and Beall (2009), metacognition basically consists of two parts: knowledge about cognition and regulation of cognition. Indeed, students control their thinking during reading. Above all, monitoring their comprehension, identifying their comprehension errors, and assessing their comprehension in reading continuously will make them effective. Additionally, Janice et al. (2012:4) say that metacognitive awareness activates a planning phase. Related to cognitive strategies, Dole et al. (2009:348) states that cognitive strategies are mental actions or procedures is used deliberately to accomplish a cognitive goal. Furthermore, Bouchard (2005:5) says that the examples of cognitive strategies are visualizing, predicting, and making inferences. Indeed, students can organize and remember information through visualizing (Trabasso and Bouchard, 2002). A student manipulates the material to be learned mentally or physically with these strategies. Mentally means visualizing or actualizing a mental image. In contrast, physically refers to note-taking or creating graphic organizers. Related to socio-affective strategies, Bouchard (2005:5) states that the examples of socio-affective strategies are asking a

question for clarification and cooperative learning. In these strategies, students are in a group consist of two or more people to support learning.

In brief, reading strategies are tools that can help the reader to comprehend the text easily. Moreover, reading strategies are divided into three categories: metacognitive strategies, cognitive strategies, and socio-affective strategies. The success of using a reading strategy depends on the readers. The readers should know when and why the reading strategy was applied.

#### **B. Cued-Retell Strategy**

Strategies are important tools especially in teaching reading comprehension. With strategies, students can comprehend the text easily. One of the reading strategies is Cued-Retell strategy. Due to Margaret Bouchard (2005:102), “Cued retell is a cooperative learning strategy that allows students an opportunity to recall content information that was read, either in oral or written format”. In the strategy, students work in pairs. They are allowed to monitor their comprehension of the text by communicating it to their partners.

Cued-Retell strategy provides a chance for the students to understand the text and summarize the information contained in the text. Furthermore, through the strategy, students can learn about how to rethink and retell the main story about the text that has been read using their own words. Above all, Kissner (2006:5) says that retelling is one of the important skills for readers in all levels. The strategy can be applied in two ways, either oral or

written. The researcher examines Cued-Retell strategy on enhancing students' reading comprehension using written format.

As noted above, cued-retell strategy is designed to make students comprehend about the text that they have read by retelling with their partner. Therefore, to comprehend the text, written Cued-Retell strategy is used by the teacher to facilitate the students.

Furthermore, according to Margaret Bouchard (2005:102), written Cued-Retell strategy has some procedures. The teacher assigns a section of text for students to read. Then, the teacher compiles a list of key words or phrases from the content information that was read. Afterwards, the list of words or phrases that has been compiled is written on the Cued-Retell activity and copied for students to use. The teacher should make sure that the words are listed in the order that they appear in the text. It is important to use no more than 20 items.

Above all, students are asked to form pairs. Since Cued-Retell strategy belongs to the category of socio-affective strategies, students are asked to pair up. After that, the list of words is divided in half for each partner. On the activity sheet, list 1 is the top half of the page and list 2 is the bottom half. The students begin to write down everything he or she can remember about the text that was read. After that, the students exchange the papers with or read them to their partner. Each partner should check off each item from the list that his or her partner included using the "Free Retell" column. The students should add any information that was not

included. The item is then checked off in the “Cued-Retell” column. Then, the students should return his or her partner’s writing paper with the completed Cued-Retell sheet. Thus, the students may extend their writing and incorporate other ideas into the writing piece.

### **C. Related Research**

Cued-Retell strategy is a reading comprehension strategy that can be applied for speaking and writing skills as well. There are two previous research using the Cued-Retell strategy in teaching speaking and writing.

The first research entitled “The Influence of Oral-Cued Retell Strategy in Teaching Students’ Speaking Skill” was written by Alief Achrun Nazar in 2018. The research focused on using oral Cued-Retell strategy on teaching speaking. Moreover, the research was conducted to determine the effectiveness of oral Cued-Retell strategy to improve speaking skills. The research was conducted in MA ANNIDA Islamic Boarding School Jayanti in Tangerang district, Banten. The first-grade students of MA ANNIDA Islamic Boarding School Jayanti became the object of the research. Indeed, quasi experimental design was implemented by the researcher as a research methodology. Quasi experimental design is one type of experimental research in which the subject of the research is randomly chosen and there are two groups included. The researcher took two classes for the sample. The first class was as experimental class and the second one was as control class. For collecting data, pre-test, post-test, and documentation were used. To know the initial students’ speaking skills, pre-test was given before oral

Cued-Retell strategy was applied. Then, both classes were given the post-test after receiving treatment. Meanwhile, documentation was done by taking pictures and recording video and audio. The result of the post test score in experimental class was higher than control class. It can be concluded that oral Cued-Retell strategy has an effect in increasing students' speaking skill.

The second research entitled "Written Cued-Retell Strategy Can Improve Students' Writing Skill at the Eight Grade Students of SMPN 7 Surakarta" by Lina Setyoningsih in 2018. The research used qualitative and quantitative method that was focused on written Cued-Retell strategy in students' writing skill. The research was conducted in SMPN 7 Surakarta. The population of the research is eight grade students of SMPN 7 Surakarta. Observation, interview, and documentation were used as research instruments. Moreover, the research also used pre-test and post-test design as a research design. According to the result of the research, the research proved that there is a significant improvement in students' writing skill by applying written Cued-Retell strategy.

In conclusion, the research above proves that Cued-Retell strategy is an effective strategy that can be used to improve speaking and writing skills. Therefore, the researcher believes the Cued-Retell strategy can be used to facilitate students in reading comprehension.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Method and Design

In conducting this research, quantitative method is chosen to be an appropriate method. The research is an experimental research. Experimental research is used to find out possible effect in the use of written Cued-Retell strategy on students' reading comprehension.

According to Sugiyono (2017), the independent variable is the free variable is going to be investigated and measured. Furthermore, dependent variable is the output variable that is wanted to be observed and measured to determine the effect of independent variable. In the research, there are two variables: independent variable and dependent variable. They are written Cued-Retell strategy as the independent variable and students' reading comprehension as the dependent variable.

Pre-test and post-test design is used as a research design in conducting the research. The design is used to prove that written Cued-Retell strategy affects the students' reading comprehension. The design is taken from Sugiyono (2017) as follows:

|                |   |                |
|----------------|---|----------------|
| O <sub>1</sub> | X | O <sub>2</sub> |
|----------------|---|----------------|

O<sub>1</sub> : Pre-test before giving treatments.

X : Treatments.

O<sub>2</sub> : Post-test after giving treatments.



According to the research design, Pre-test was given to know the students' ability in comprehending the text. After that, the students were given three times treatments by using written Cued-Retell strategy in teaching-learning reading comprehension process. Then, post-test was given to the students to find out whether written Cued-Retell strategy affects the students' reading comprehension.

## **B. Population and Sample**

In conducting the research, the researcher chose the second-grade students of SMPN 1 Cibungbulang Bogor as the population. There are nine classes of the second-grade in SMPN 1 Cibungbulang Bogor. They are VIII-1 (35 students), VIII-2 (35 students), VIII-3 (36 students), VIII-4 (36 students), VIII-5 (36 students), VIII-6 (35 students), VIII-7 (36 students), VIII-8 (36 students), and VIII-9 (34 students) with total of populations are 319 students. Moreover, the researcher chose VIII-1 consists of 35 students as a sample by using purposive sampling technique. The sample was chosen in consideration based on the teacher said the students have deficiencies in reading comprehension.

## **C. Research Instruments**

In collecting the data, pre-test, treatments, post-test, recount texts, learning materials, and lesson plans were used by the researcher as the research instruments. In the pre-test, the researcher gave three recount texts and five questions for each text. Indeed, fifteen short answer task questions were given for the students to answer. Additionally, the researcher gave

treatments. In giving the treatments, three lesson plans were created by the researcher. Moreover, the researcher created three learning materials in the form of presentation slides, three videos about material explanations, three recount texts, and five short answer questions for the first and second treatment. After the treatments were given, the researcher gave post-test. In the post-test, the students were given three recount texts and five short answer questions for each text. In conducting the pre-test and post-test, the indicator of the test were skimming, scanning, intensive questions, and reference questions. A validity of the instruments were checked by an English teacher in SMPN 1 Cibungbulang Bogor.

#### **D. Data Collection Technique**

The tests were given to the second-grade students of SMPN 1 Cibungbulang Bogor. In collecting the data, the researcher gave pre-test and post-test in order to examine the students' reading comprehension. Pre-test was given to discover students' reading comprehension. After that, the treatments were given three times. The researcher gave the treatments by applying written Cued-Retell strategy. In each treatment, the researcher also gave a recount text and the test related to the text. After the treatments were given, the researcher conducted the post-test. The post-test was given to know the result or the progress of the students' reading comprehension. Finally, the result of the pre-test and post-test were calculated by using t-test formula to find the effect of treatments on students' reading comprehension.

## E. Data Analysis

The data were analyzed to find the effect of using written Cued-Retell strategy on students' reading comprehension. In analyzing the data, the researcher did several steps. They were calculating gain, calculating mean of gain, calculating deviation of gain, calculating t-test, and testing the hypothesis.

### 1. Calculating Gain ( $d$ )

To find the effect of using Cued-Retell strategy on students' reading comprehension, the first step was calculating gain. It was used to know the increase of students' learning outcomes after they were given the treatments. Here is the formula of calculating gain:

$$d = [y-x]$$

$y$  = the post-test result of one student

$x$  = the pre-test result of one student

After finding the result of calculating the gain, the researcher counted the average score by calculating the mean of the gain.

### 2. Calculating the Mean of Gain ( $Md$ )

The data would be continued by calculating the mean of gain. It was used to know the average of students' scores from pre-test and post-test. Below is the formula of calculating the mean of gain:

$$Md = \frac{\sum d}{n}$$

$Md$  = mean of different

$\Sigma d$  = total score of difference

$n$  = number of students

The final of calculating the mean of gain would be continued by calculating the deviation of gain.

### 3. Calculating Deviation of Gain

After calculating the mean of gain, the researcher calculated the deviation of gain. Here is the formula to find the deviation of gain:

$$Xd = d - Md$$

$Xd$  = deviation of difference

$d$  = the difference

$Md$  = the mean difference

The final of calculating the deviation of gain would be continued by calculating t-test.

### 4. Calculating t-test

To validate the statistical data, the researcher had to calculate the  $t$  formula to get the result of t-test. There were some steps in finding the t-test. They were the researcher put the mean, deviation of gain, and total number of students. This is the formula of t-test:

$$t = \frac{Md}{\sqrt{\frac{\sum xd^2}{n(n-1)}}}$$

$t$  = t-test

$Md$  = the mean of difference

$xd$  = the deviation of difference

$n$  = number of the students

The result of calculating t-test would be continued by testing the hypothesis.

## 5. Testing the Hypothesis

The final step to discover the effect of using written Cued-Retell strategy on students' reading comprehension was testing the hypothesis. In testing the hypothesis, the researcher had to find out the value of degree of freedom. Here is the formula:

$$df=n-1$$

$df$  = degree of freedom

$n$  = number of the students

According to the explanation above, the formula would be used to get the result of the data.

## CHAPTER IV

### RESEARCH FINDING AND DISCUSSION

#### A. Research Finding

The research was conducted on the second-grade students of SMPN 1 Cibungbulang Bogor from 3<sup>rd</sup> – 31<sup>st</sup> March 2021. Pre-test, three treatments, and post-test were given to collect the data. Pre-test and post-test are validated by an English teacher in SMPN 1 Cibungbulang Bogor. Then, the result of pre-test and post-test scores were analyzed by using t-test formula to find out the effect of using Written Cued-Retell strategy on students' reading comprehension.

##### 1) The Result of Pre-Test and Post-Test

**Table 4.1**

**Frequency Distribution of Pre-Test**

| Class Interval |    | Class Boundary |      | Midpoint | f-absolute | f-relative |
|----------------|----|----------------|------|----------|------------|------------|
| 28             | 36 | 27,5           | 36,5 | 32       | 10         | 29%        |
| 37             | 45 | 36,5           | 45,5 | 41       | 4          | 11%        |
| 46             | 54 | 45,5           | 54,5 | 50       | 8          | 23%        |
| 55             | 63 | 54,5           | 63,5 | 59       | 5          | 14%        |
| 64             | 72 | 63,5           | 72,5 | 68       | 6          | 17%        |
| 73             | 81 | 72,5           | 81,5 | 77       | 1          | 3%         |
| 82             | 90 | 81,5           | 90,5 | 86       | 1          | 3%         |
| Total          |    |                |      |          | 35         | 100%       |

Based on the frequency distribution in Table 4.1, ten students or around 29% of them got scores in the range of 28 – 36. There were four students or around 11% who reached the score range of 37 – 45, while eight students or 23% of them got scores in the range of 46 – 54. Then, there were five students or around 14% who got scores in the score range of 55 – 63. Besides, there were six students or around 17% who reached the score range of 64 – 72. One student or around 3% of them got scores in the range of 73 – 81. Lastly, there was a student or around 3% who reached the score range of 82 – 90.

**Figure 4.1 Polygon Graphic of Pre-Test Score**

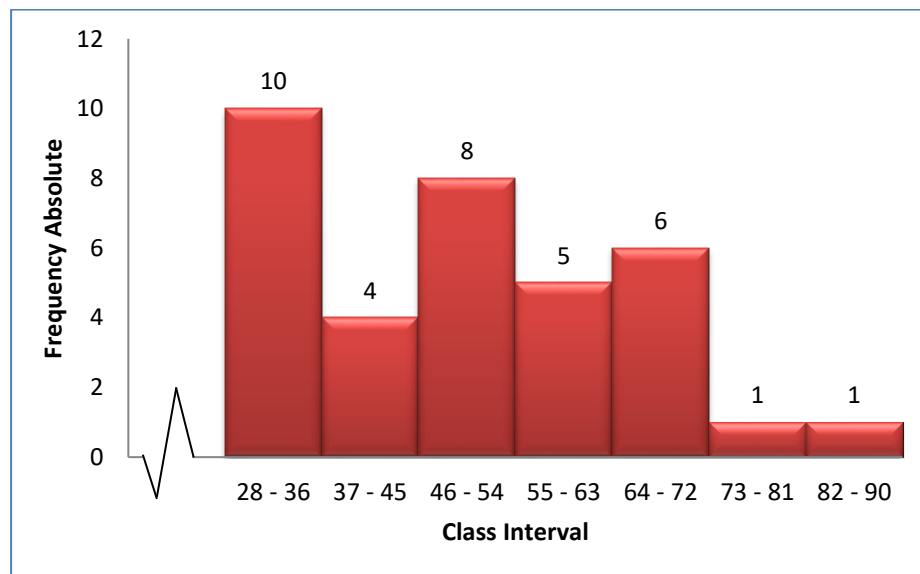


Figure 4.1 indicates the different height of each bar in the graph. The highest bar shows the achievement of ten students in the score range of 28 – 36. Conversely, the lowest bars show the achievement of one student in the score range of 73 – 81 and 82 – 90.

**Table 4.2****Frequency Distribution of Post-Test**

| Class Interval |     | Class Boundary |       | Midpoint | f-absolute | f-relative |
|----------------|-----|----------------|-------|----------|------------|------------|
| 30             | 40  | 29,5           | 40,5  | 35       | 3          | 9%         |
| 41             | 51  | 40,5           | 51,5  | 46       | 3          | 9%         |
| 52             | 62  | 51,5           | 62,5  | 57       | 5          | 14%        |
| 63             | 73  | 62,5           | 73,5  | 68       | 10         | 29%        |
| 74             | 84  | 73,5           | 84,5  | 79       | 8          | 23%        |
| 85             | 95  | 84,5           | 95,5  | 90       | 5          | 14%        |
| 96             | 100 | 95,5           | 100,5 | 98       | 1          | 3%         |
| Total          |     |                |       |          | 35         | 100%       |

Due to the frequency distribution in Table 4.2, it can be seen that there were three students or around 9% who reached the score range of 30 – 40. There were three students or around 9% who got the score range of 41 – 51. Additionally, five students or around 14% of them got scores in the range of 52 – 62. Then, there were ten students or around 29% who reached the score range 63 – 73, while eight students or around 23% of them got scores in the range of 74 – 84. Besides, there were five students or around 14% who got scores in the score range of 85 – 95. Lastly, there was one student or around 3% who reached scores in the score range of 96 – 100.



**Figure 4.2 Polygon Graphic of Post-Test Score**

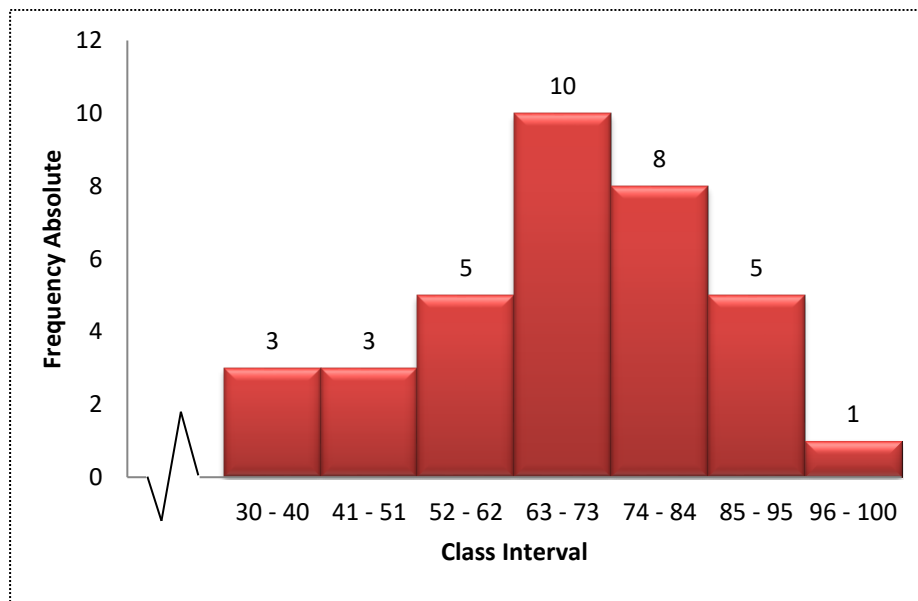


Figure 4.2 indicates the different height of each bar in the graph. The highest bar shows the achievement of ten students in the score range of 63 – 73. Meanwhile, the lowest bar shows the achievement of one student in the score range of 96 – 100.

To find out the effect of treatments on students' reading comprehension, the results of the pre-test were compared to the results of the post-test by using t-test formula. The results of the pre-test and post-test are displayed on appendix. The highest score in the pre-test was 83, and the lowest score was 28. Meanwhile, in the post-test, the highest score was 97 and the lowest score was 30.

In this research, there are several steps in clarifying the effect of the use of written Cued-Retell strategy on students' reading comprehension. Here are the calculations:

### 1) Gain

By calculating gain, it can be found the increase of students' learning outcomes after they were given the treatments. The increase was taken from pre-test and post-test scores that was obtained by the students. Here is the calculation of one student:

$$\begin{aligned}d &= [y - x] \\&= 97 - 83 \\&= 14\end{aligned}$$

According to the formula  $d$  means the result of gain,  $y$  means the post-test score, and  $x$  means the pre-test score. That was the result of gain score from one student. The post-test score ( $y$ ) = 97 minus the pre-test score ( $x$ ) = 83, and the result of gain is 14. To point out, 14 is an increase from pre-test score to the post-test score.

### 2) Mean of Gain ( $Md$ )

After the result of the gain was found, the researcher continued to calculate the mean of gain. Calculating the mean of gain is used to find the average of the students' pre-test and post-test scores. Below is the calculation:

$$\begin{aligned}Md &= \frac{\sum d}{n} \\&= \frac{680}{35} \\&= 19.4\end{aligned}$$

Based on the calculation, the total gain is 680 and 35 is the number of samples, The result shows that the mean of gain from all the samples is 19.4.

Based on the calculation, the total gain is 680 and 35 is the number of samples. Then, the result shows that the mean of gain or the average of students' pre-test and post-test scores is 19.4.

### 3) Deviation of Gain ( $X_d$ )

After the result of gain and the mean were gotten, the researcher calculated the deviation of gain. Calculating the deviation of gain is used to show the gap score from gain and mean. It is calculated one by one on each student's score. Here is the calculation of one student:

$$\begin{aligned} X_d &= d - Md \\ &= 14 - 19.4 \\ &= -5.4 \end{aligned}$$

Based on the formula,  $X_d$  means the result deviation of gain,  $d$  means gain score, and  $Md$  means the mean of gain score. To find the deviation of gain, the formula should be reduced one by one with mean of gain. That was the result of deviation of gain score from one student. The score of gain ( $d$ ) 14 is reduced by the score of mean of gain ( $Md$ ) 19.4, and the result of gain is -5.4. To sum up, the gap score between gain and mean of gain is -5.4.

#### 4) T-test

After finding out the result of the deviation of gain, calculating t-test is needed to find out the t-test value. It is used to verify the data from the population. Moreover, the researcher should know the effect of applying written Cued-Retell strategy on students' reading comprehension. Here is the calculation:

$$\begin{aligned}t &= \frac{Md}{\sqrt{\frac{\sum xd^2}{n(n-1)}}} \\&= \frac{19,4}{\sqrt{\frac{3510,57}{35(35-1)}}} \\&= \frac{19,4}{\sqrt{\frac{3510,57}{35(34)}}} \\&= \frac{19,4}{\sqrt{\frac{3510,57}{1190}}} \\&= \frac{19,4}{\sqrt{2,95}} \\&= \frac{19,4}{1,72} \\t &= 11,28\end{aligned}$$

According to the formula,  $Md$  is the mean of gain.  $\sum xd^2$  means the deviation of difference squared and  $n$  is the total amount of students. The  $Md$  score = 19.4 is divided by the square

root of 2.95. The result shows that the t-test calculation is 11.28. In addition, after the t-test score was found, the value of t-test was compared with the degree of freedom ( $df$ ) to test the hypothesis either rejected or accepted.

### 5) Testing the Hypothesis

To calculate the hypothesis, the researcher continued to find the degree of freedom ( $df$ ). It was calculated before t-test value was found out. The degree of freedom is calculated by reduced one number of the sample. Here is the calculation:

$$\begin{aligned} df &= n - 1 \\ &= 35 - 1 \\ &= 34 \end{aligned}$$

Based on the calculation, the result shows that the degree of freedom is 34. Based on the t-table, the degree of freedom 30 at significant level 0.05 is 2.042.

Based on the result calculation, t-test score is 11.28. The value of degree of freedom is 34, and the list at t-table value at significant level 0.05 is 2.042. Therefore, the result of testing the hypothesis is  $2.042 < 11.28$ . It means that the value of t-table is lower than the value of t-test score. As noted above, it can be concluded that alternative hypothesis ( $H_a$ ) accepted and the null hypothesis ( $H_o$ ) is rejected.

## **B. Discussion**

To strengthen the value of this research, the discussion is made based on the result of data analysis. Based on the result of the students' pre-test and post-test scores, it can be said that there was a progress between the pre-test score and post-test score after giving the treatments using written Cued-Retell strategy during the teaching-learning reading comprehension process.

The research is about implementing written Cued-Retell strategy on students' reading comprehension. In applying written Cued-Retell strategy, several steps were used and the students were allowed to retell the content information of the text to their partner through writing. Thus, the students may extend their writing and incorporate other ideas into the writing piece. In the research, by using the strategy, most students showed a good progress in their reading comprehension. However, there was a student or around 3% of them who did not show any progress on their reading comprehension. In other words, the student got the same score on the pre-test and post-test. During the treatment, while all students were asked to rewrite the text based on their understanding, this student just rewrote the whole text. It is analyzed that the student is lack of vocabulary. According to Nippold (2017), lexical development can influence students' reading comprehension. Lexical development is also known as knowledge of words and ability to learn new words. To point out, enhancing vocabulary is one of the points that can affect students' reading comprehension. Chou (2011)

cited in Sidek and Rahim (2015) determines that the EFL students who have a list of vocabulary to learn can perform better in reading comprehension test than the students who just relied on their background knowledge. Furthermore, Moghadam et. al (2012) cited in Sidek and Rahim (2015) state that vocabulary learning has an important role as central in language acquisition in reading comprehension for the second or foreign language learner. Given these points, vocabulary has a very important role in reading comprehension.

Meanwhile, there were 34 students or around 97% of them who got the increase or progress on their reading comprehension. Therefore, it can be assumed that written Cued-Retell strategy affects the students' reading comprehension. According to Moreillon (2007:10) reading comprehension strategies are tools that expert reader uses to figure out the difficulty that they find in the text. Moreover, Bouchard (2005:102) states that Cued-Retell is a great strategy in reading comprehension because in the strategy the students are allowed to monitor their comprehension of the text while communicating the content of the text to another person. Therefore, reading strategies can affect students' reading comprehension. Above all, due to the calculation,  $t$ -table is lower than  $t$ -test. As a result, it can be described that the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected. In other words, written Cued-Retell strategy affects students' reading comprehension.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

#### **A. Conclusion**

Reading is one of the subjects that is taught in school in Indonesia. Besides that, reading is an active process of the catching meaning of the words and getting the information or comprehension from the text. The students who have background knowledge about the topic or knowing reading strategies can understand the text clearly. Reading strategies are important in teaching reading comprehension, so the teacher is suggested to teach the students by using a reading strategy that is appropriate for the students in learning reading comprehension.

In this research, the researcher implemented written Cued-Retell strategy in teaching reading comprehension. After implementing the strategy and calculating the results of the pre-test and post-test, it was found that using written Cued-Retell strategy is effective to increase students' reading comprehension. It can be seen from the differences between the students' pre-test and post-test scores. Moreover, it can be proved by the result of t-table value that is lower than t-test value.

According to the result of the pre-test and post-test score, there was a student or around 3% of them who did not show any progress on their reading comprehension. However, there were 97% of the students or 34 students showed a good progress on their reading comprehension. Therefore, it can be concluded that written Cued-Retell strategy affects the



students' reading comprehension. Moreover, due to the calculation, the result of t-test is 11.28 with degree of freedom is 34, while the list of t-table value at significant level 0.05 from 30 is 2.042. Indeed, it can be concluded  $2.042 < 11.28$ . It means that t-table value is lower than t-test value. As noted above, the alternative hypothesis (*Ha*) is accepted and the null hypothesis (*Ho*) is rejected.

According to the result, the research proves that using written Cued-Retell strategy can affect students' reading comprehension. It is also supported by Bouchard (2005:102) states that Cued-Retell is a great strategy because in the strategy the students are allowed to monitor their comprehension of the text while communicating the content of the text to another person. In using written Cued-Retell strategy, the students are able to share their ideas through writing practice. When the students share their ideas with their partner, the students may extend their writing and incorporate other ideas into the writing piece.

## **B. Suggestion**

Due to the conclusion that has been described, some suggestions are given for the teacher, institution, and future researcher who are interested in using written Cued-Retell strategy in teaching reading. First, for the teacher, the researcher suggests that the teacher should use reading strategies especially written Cued-Retell strategy in teaching reading comprehension. Since written Cued-Retell strategy is a reading strategy that allows the students to monitor their comprehension while

communicating the content of the text with their partner, by using the strategy, the students can understand the content of the text easily. Next, the researcher suggests to the institution to suggest the teachers to implement learning strategies during the teaching-learning process. Therefore, it will make it easier for students to understand the learning material. Lastly, the researcher suggests future researchers who want to conduct the research about the implementation of reading strategies in teaching reading comprehension. In conducting the treatments, the researcher should also teach vocabulary to increase the students' vocabulary knowledge. For example, the researcher can ask the students to write down the unfamiliar words that is contained in the text and interpret the words together during the teaching-learning process. Thus, the students can understand the text and use the strategy easily. Furthermore, the research is expected that the research can be an inspiration in conducting the research about the implementation of reading strategies especially written Cued-Retell strategy.

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# APPENDIX



UNIVERSITAS PAKUAN  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

*Bermutu dan Berkepribadian*

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SURAT KEPUTUSAN  
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UNIVERSITAS PAKUAN  
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TENTANG

PENGANGKATAN PEMBIMBING SKRIPSI  
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- Menimbang :
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  2. Bahwa perlu menetapkan pengangkatan pembimbing skripsi bagi mahasiswa Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.
  3. Skripsi merupakan syarat mutlak bagi mahasiswa untuk menempuh ujian Sarjana.
  4. Ujian Sarjana harus terselenggara dengan baik.

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  2. Peraturan Pemerintah Nomor 32 Tahun 2010 Merupakan Perubahan dari Peraturan Pemerintah Nomor 19 Tahun 2005, tentang Standar Nasional Pendidikan.
  3. Peraturan Pemerintah Nomor 17 Tahun 2010, tentang Pengelolaan dan Penyelenggaraan Pendidikan.
  4. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi.
  5. Keputusan Rektor Universitas Pakuan Nomor 35/KEP/REK/VIII/2020, tentang Pemberhentian Dekan dan Wakil Dekan Masa Bakti 2015-2020 dan Pengangkatan Dekan dan Wakil Dekan Masa Bakti 2020-2025 di Lingkungan Universitas Pakuan.

- Memperhatikan :
- Laporan dan permintaan Ketua Program Studi Pendidikan Bahasa Inggris dalam rapat staf pimpinan Fakultas Keguruan dan Ilmu Pendidikan Universitas Pakuan.

MEMUTUSKAN

- Menetapkan  
Pertama :
- Mengangkat Saudara:
1. Dr. Entis Sutisna, M.Pd.
  2. Tina Priyanti, M.Pd.

sebagai pembimbing dari :

Nama : Andini Dianita  
NPM : 031114129  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : WRITTEN CUE-RETELL STRATEGY ON STUDENTS' READING COMPREHENSION

- Kedua :
- Kepada yang bersangkutan diberlakukan hak dan tanggung jawab serta kewajiban sesuai dengan ketentuan yang berlaku di Universitas Pakuan.

- Ketiga :
- Keputusan ini berlaku sejak tanggal ditetapkan selama 1 (satu) tahun, dan apabila di kemudian hari ternyata terdapat kekeliruan dalam keputusan ini akan diadakan perbaikan seperlunya.

Ditetapkan di Bogor  
pada tanggal 19 Agustus 2020



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3. Kepala BAAK/BAUm Universitas Pakuan
4. Para Dekan Fakultas di Lingkungan Universitas Pakuan



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26 Februari 2021

Perihal : Izin Penelitian

Yth. Kepala Sekolah SMPN 1 Cibungbulang  
di  
Tempat

Dalam rangka penyusunan skripsi, bersama ini kami hadapkan mahasiswa :

Nama : ANDINI DIANITA  
NPM : 031114129  
Program Studi : PENDIDIKAN BAHASA INGGRIS  
Semester : Akhir

Untuk mengadakan penelitian di instansi yang Bapak/Ibu pimpin. Adapun kegiatan penelitian yang akan dilakukan pada tanggal 3 Maret s.d. 31 Maret 2021 mengenai:  
**WRITTEN CUED-RETELL STRATEGY ON STUDENTS' READING COMPREHENSION**

Kami mohon bantuan Bapak/Ibu memberikan izin penelitian kepada mahasiswa yang bersangkutan.

Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

a.n Dekan

Wakil Dekan

Bidang Akademik,

  
Sandi Budiana, M.Pd.  
NIM : 11006025469





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Cibungbulang, 02 Maret 2021

Nomor : 423.5/33A /SMP- Kur  
Lamp : -  
Perihal : Balasan Surat izin Penelitian

Kepada Yth,  
Saudara ANDINI DIANITA  
Di Tempat

Berdasarkan surat saudara, tertanggal 02 Maret 2021 perihal permohonan izin Mengadakan Penelitian Untuk Penyusunan Skripsi di SMPN 1 Cibungbulang, mengenai: "WRITTEN CUED-RETELL STRATEGY ON STUDENTS' READING COMPREHENSION" berkenaan dengan hal tersebut Di atas, maka saya Kepala SMPN 1 Cibungbulang menyatakan "MEMBERIKAN PERSETUJUAN" atas permohonan izin saudara, sebagaimana tersebut dibawah ini:

Nama : ANDINI DIANITA  
Jenis Kelamin : Perempuan  
NPM : 031114129  
Program study : FKIP Jurusan Bahasa Inggris Universitas Pakuan Bogor

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Demikian surat ini dibuat untuk dapat dipergunakan sebagaimana mestinya.



Kepala SMPN 1 Cibungbulang

*[Signature]*  
RISMALASARI MM, S.Pd  
NIP. 196812241997022001

| Tanggal  | Bab | Catatan Pembimbing  | Paraf |
|----------|-----|---|-------|
| 16/10/18 | 1   | - Do a pre-observation<br>- Read more books<br>- Change the title<br>- Revise the content |       |
| 3/2/20   | 1   |   |       |
| 21/3     | 1   | - Background<br>- Significance<br>check   |       |

| Tanggal | Bab | Catatan Pembimbing                           | Paraf |
|---------|-----|--|-------|
| 9/3/20  | 1   | - Revise the content<br>- Revise the grammar |       |
|         |     |  |       |
|         |     |  |       |

WhatsApp chat interface with Pak Entis.

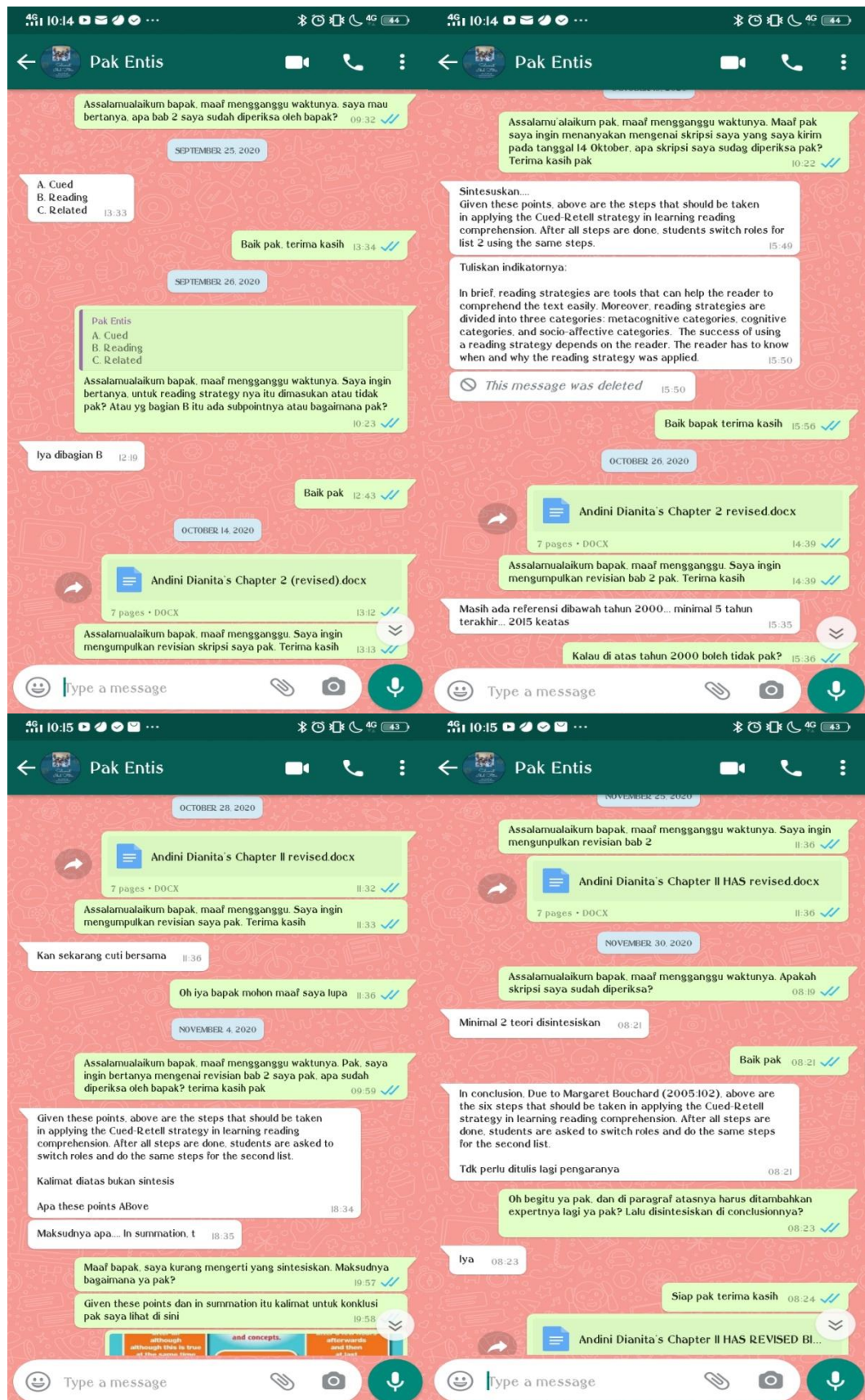
**Left Chat (Pak Entis):**

- March 24, 2020: Messages and calls are end-to-end encrypted. No one outside of this chat, not even WhatsApp, can read or listen to them. Tap to learn more.
- Assalamu'alaikum Pak. Maaf mengganggu waktunya, saya Andini Dianita 031114129, mahasiswa bimbingan Bapak. Saya sudah mengirimkan revisi skripsi bab 1 saya ke email Bapak untuk Bapak periksa. Terima kasih banyak Pak (08:18)
- April 15, 2020: Assalamualaikum pak, saya ingin bimbingan skripsi dengan bapak, apakah bapak membuka bimbingan? (13:21)
- Jitsi Meet: Join a WebRTC video conference powered by the Jitsi Videobridge. Entis Sutisna is inviting you to a meeting. Join the meeting: <https://meet.jit.si/RabuBimbinganSkripsi> (13:26)
- Image: 81 KB (13:41)

**Right Chat (Pak Entis):**

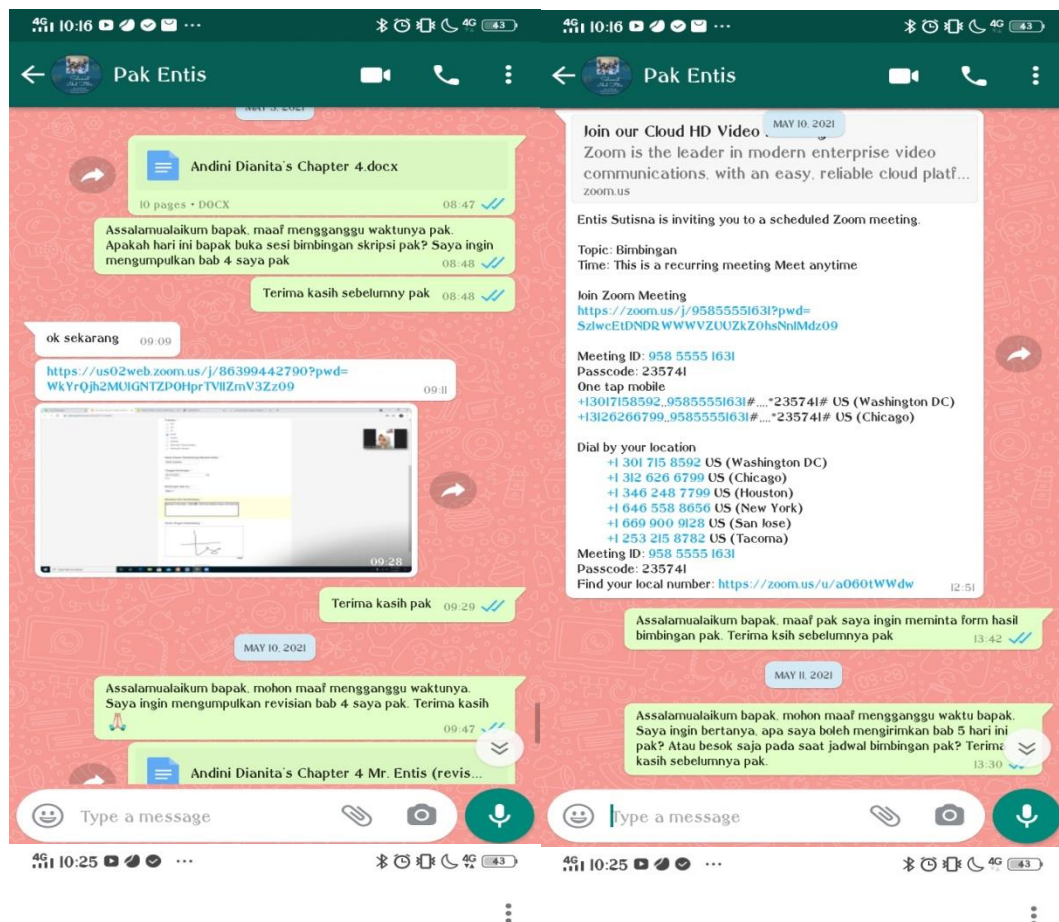
- Dini's Chapter 1 Pak Entis (revised).docx (5 pages • DOCX) (11:01)
- Bapak, maaf mengganggu, ini skripsi saya yang sudah direvisi pak. Terima kasih pak (11:01)
- September 14, 2020: Assalamu'alaikum pak, maaf mengganggu waktunya. Maaf pak saya ingin menanyakan mengenai skripsi saya yang saya kirim pada tanggal 9 September, apa masih ada yang diperbaiki pak? (08:27)
- September 16, 2020: Assalamualaikum bapak, maaf mengganggu waktunya. Apa bapak membuka bimbingan hari ini? (09:45)
- Maaf pak saya mau bertanya, apa skripsi saya sudah di-check pak? Terima kasih pak (12:23)
- Ok.. lanjut bab 2 (12:46)
- Tuliskan waktu pre observation dilakukan (12:47)
- Baik pak, terima kasih (12:53)
- Pak Entis: Tuliskan waktu pre observation dilakukan (12:53)
- Di bab 2 nya pak? (12:53)
- Andini Dianita's Chapter 2.docx (12:53)











### Your work

Turned in

#### Attachments

Andini Dianita's Chapter 1 Ms. Tina.docx

Dini's Quantitative Research Chapter 1 Ms. Tina.docx

#### Private comments

**Tina Priyantin** Apr 17, 2020  
Sudah bagus konten nya, tinggal sedikit revisi saja. Tapi sudah saya approve dan tolong kiriman Bab 2 nya

**Andini Dianita** Apr 17, 2020  
Alhamdulillah terima kasih banyak ibu.. yang harus direvisi yang bagian mana ya bu?

**Tina Priyantin** Apr 18, 2020  
Kamu bisa baca koreksi ibu tidak? Ibu sudah mencantumkan koreksinya di google classroom

**Andini Dianita** Apr 18, 2020  
Maaf ibu, pas saya buka filenya lagi tidak ada koreksiannya bu. Dimananya ya bu?

**Andini Dianita** Apr 18, 2020  
Maaf ibu, iya bu sudah ada bu. Bisa dilihat pas saya buka di laptop bu. Terima kasih ibu

Unsubmit

### Your work

Turned in

#### Attachments

Andini Dianita's Chapter 2 Ms. Tina.docx

Andini Dianita's Chapter 2 Ms. Tina (revised).docx

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Your workTurned in

Attachments

1. Bismillah ini Instrument Dini\_2.docx

2. Dini's instruments revised\_1.docx

3. ANINDI DIANTIA'S CHAPTER 1-3.docx

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4. Dini's chapter 3 revised.docx

5. Andini Dianita's chapter 3 revised.docx

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(REVISED) Lampiran Andini Dianita\_1.docx

Private comments

Add private comment

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Your workTurned in

Attachments

Andini Dianita's Chapter 5 Ms. Tina.docx

Private comments

Add private comment

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← Bu Tina💕

📷📞⋮

AUGUST 27, 2020

🔒 Messages and calls are end-to-end encrypted. No one outside of this chat, not even WhatsApp, can read or listen to them. Tap to learn more.

Assalamualaikum ibu, maaf mengganggu waktunya. Ibu saya mau mengonfirmasi, saya sudah mengupload bab 2 saya bu, terimakasih bu

06:37✔️

Ok

06:52

Terima kasih bu

06:59✔️

SEPTEMBER 3, 2020

Assalamualaikum ibu, maaf mengganggu waktunya. Saya ingin bertanya, apa skripsi saya sudah di cek bu?

06:27✔️

Sy msh ada perkuliahan umum neng. Tapi akan sy cek segera ya. Insha Allah sabtu atau minggu bimbingan ya

06:28

Baik ibu, terima kasih..

06:30✔️

SEPTEMBER 8, 2020

Andini Dianita's Chapter 2 Ms. Tina.docx

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Terima kasih banyak ibu

17:07✔️

My pleasure

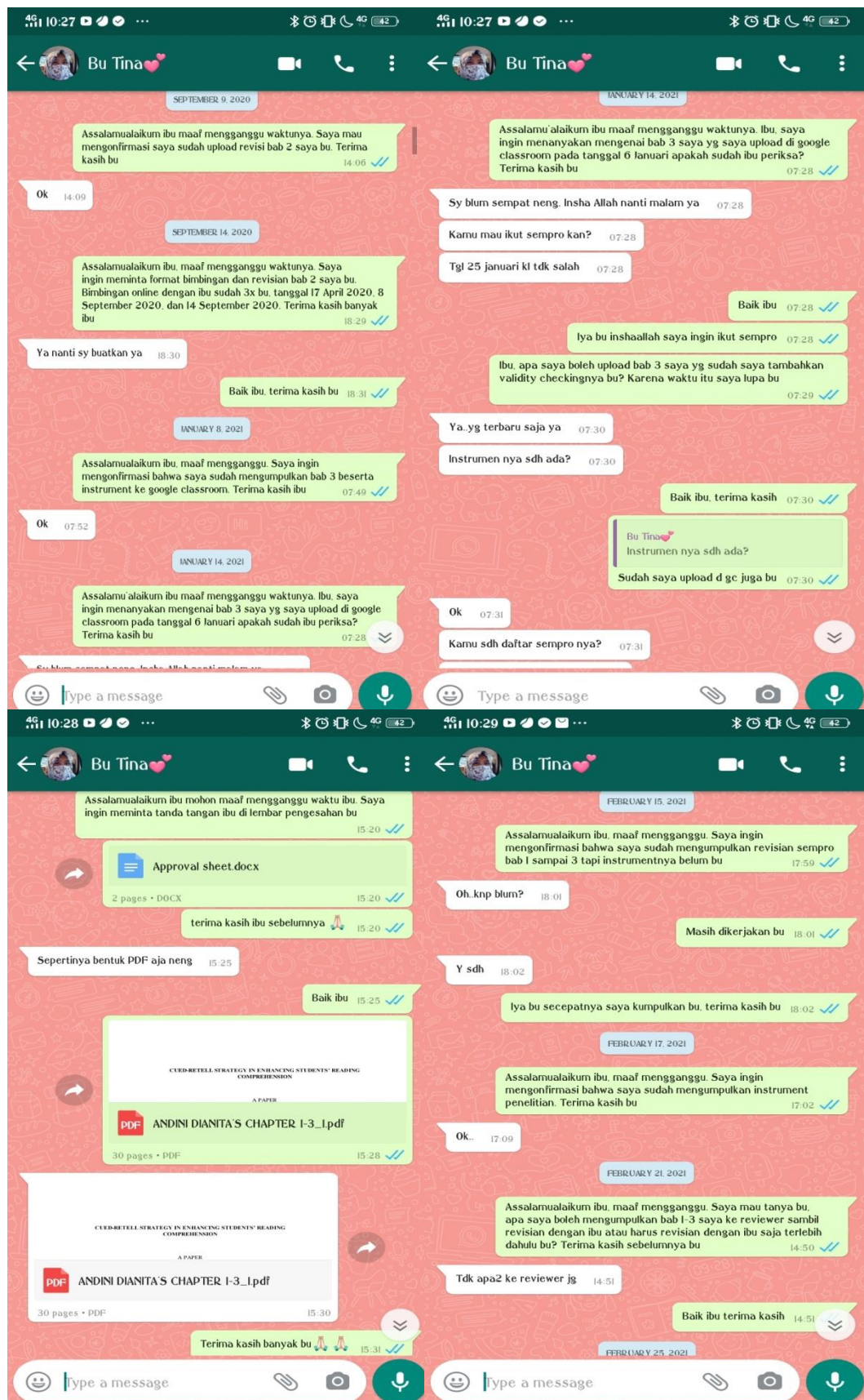
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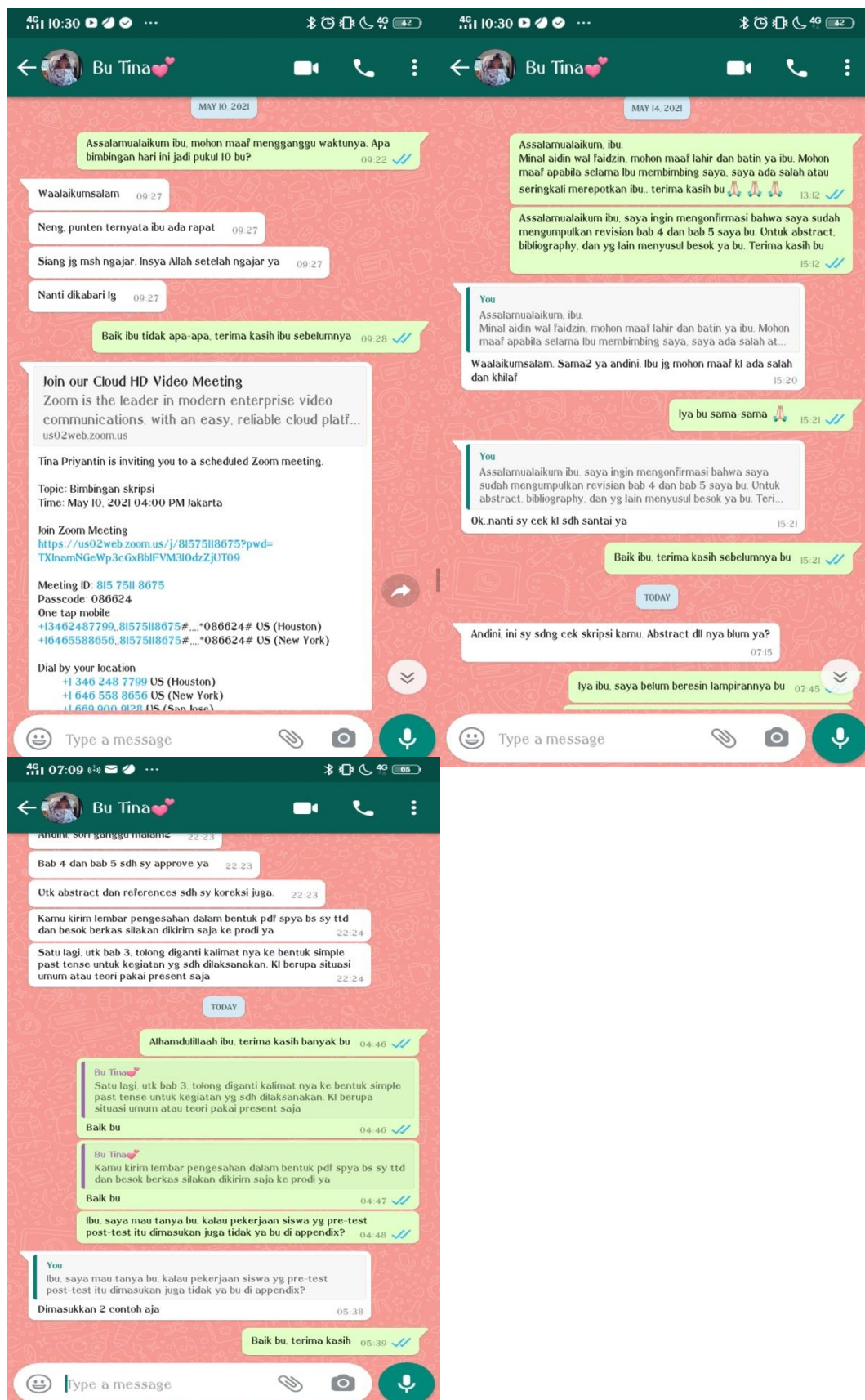
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Type a message

43









### Scoring Rubric for Pre-Test

| Score | Content   | Organization   | Writing Conventions  |
|-------|---|--|--|
| 1     | Answers are partial or incomplete. Key points are not clear. Question not adequately answered.                  | Organization and structure detract from the answer.                                    | Displays over five errors in spelling, punctuation, grammar, and sentence structure.     |
| 2     | Answers are not comprehensive or completely stated. Key points are addressed, but not well supported.           | Inadequate organization or development. Structure of the answer is not easy to follow. | Displays three to five errors in spelling, punctuation, grammar, and sentence structure. |
| 3     | Answers are accurate and complete. Key points are stated and supported.   | Organization is mostly clear and question is partially restated.                       | Displays one to three errors in spelling, punctuation, grammar, and sentence structure.  |
| 4     | Answers are comprehensive, accurate, and complete. Key ideas are clearly stated, explained, and well supported. | Well organized, coherently developed, and restates the question.                       | Displays no errors in spelling, punctuation, grammar, and sentence structure.            |

Skor maksimal=  $20 \times 3 = 60$

Penentuan Nilai:  $N = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$

### RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMPN 1 Cibungbulang Kelas : VIII/Genap  
 Mata Pelajaran : Bahasa Inggris KD : 3.11 dan 4.11  
 Materi : 2X40 Menit Sub Materi : Chapter IX When I was a child  
 (Pertemuan ke-1)

#### A. TUJUAN PEMBELAJARAN

Dengan pembelajaran jarak jauh yang dilakukan melalui aplikasi WAG dan Google Classroom, siswa diharapkan dapat menganalisis fungsi sosial, struktur teks, unsur kebahasaan, dan menangkap makna secara kontekstual beberapa teks personal recount lisan dan tulis

#### B. KEGIATAN PEMBELAJARAN

| Media  | Alat  | Strategi                            | Sumber                              |
|--|---|-------------------------------------|-------------------------------------|
| Whatsapp, Google classroom, dan Slide presentasi | Laptop dan gawai  | Strategi <i>Written Cued-Retell</i> | Buku guru, buku siswa, dan internet |
| <b>Pendahuluan</b>                               | <ul style="list-style-type: none"> <li>Guru memberi salam dan mengajak siswa untuk berdoa melalui aplikasi <i>Whatsapp</i></li> <li>Guru memeriksa kehadiran siswa melalui aplikasi <i>Google classroom</i></li> <li>Guru menyampaikan tujuan pembelajaran melalui aplikasi <i>Google classroom</i></li> </ul>  |                                     |                                     |
| <b>Kegiatan Inti</b>                             | <ul style="list-style-type: none"> <li>Guru memberikan materi pembelajaran yang berupa <i>slide</i> presentasi mengenai <i>Recount Text</i> melalui aplikasi <i>Google classroom</i>.</li> <li>Guru memberikan kesempatan kepada siswa untuk memahami materi dan bertanya mengenai materi yang dibagikan.</li> <li>Guru memberikan sebuah <i>Recount Text</i> untuk dibaca oleh siswa melalui aplikasi <i>Google classroom</i>.</li> <li>Guru memberikan video pembelajaran yang berisi penjelasan mengenai strategi <i>Written Cued-Retell</i> serta tata cara/tahapan-tahapan penggunaannya melalui aplikasi <i>Google classroom</i>.</li> <li>Guru meminta siswa untuk menceritakan kembali teks yang telah dibaca dengan menuliskannya menggunakan kata-kata sendiri dalam bahasa inggris di kertas selembar.</li> <li>Guru membagi siswa menjadi berpasang-pasangan dan memberikan arahan untuk mengaplikasikan strategi <i>written Cued-Retell</i> kepada masing-masing pasangan melalui <i>whatsapp group</i>.</li> <li>Guru meminta siswa untuk menganalisis hasil pekerjaan milik pasangannya.</li> <li>Guru memberikan soal mengenai <i>Recount text</i> melalui aplikasi <i>Google classroom</i>.</li> </ul> |                                     |                                     |
| <b>Penutup</b>                                   | <ul style="list-style-type: none"> <li>Guru meminta siswa untuk mengerjakan soal yang diberikan dan mengumpulkannya melalui <i>Google classroom</i> atau <i>Whatsapp</i>.</li> <li>Guru memberikan informasi mengenai pertemuan selanjutnya.</li> <li>Guru menutup kegiatan pembelajaran dengan mengajak siswa berdoa melalui aplikasi <i>Whatsapp</i>.</li> </ul>  |                                     |                                     |

#### C. PENILAIAN

| Score | Content  | Organization  | Writing Conventions  |
|-------|--|---|--|
| 1     | Answers are partial or incomplete. Key points are not clear. Question not adequately answered. | Organization and structure detract from the answer. | Displays over five errors in spelling, punctuation, grammar, and sentence structure. |
| 2     | Answers are not comprehensive or completely stated. Key  | Inadequate organization or development.             | Displays three to five errors in spelling, punctuation, grammar, and                 |

|   |   |  |   |
|---|---|--|---|
|   | points are addressed, but not well supported.   | Structure of the answer is not easy to follow.                   | sentence structure.   |
| 3 | Answers are accurate and complete. Key points are stated and supported.   | Organization is mostly clear and question is partially restated. | Displays one to three errors in spelling, punctuation, grammar, and sentence structure. |
| 4 | Answers are comprehensive, accurate, and complete. Key ideas are clearly stated, explained, and well supported. | Well organized, coherently developed, and restates the question. | Displays no errors in spelling, punctuation, grammar, and sentence structure.           |

Skor maksimal= 20

Penentuan Nilai:  $N = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$

Mengetahui,  
Guru Bahasa Inggris

Bogor, 10 Maret 2021  
Mahasiswa

Hayani, S.Pd.  
NIP. 196306211989032004

Andini Dianita

### RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMPN 1 Cibungbulang Kelas : VIII/Genap  
 Mata Pelajaran : Bahasa Inggris KD : 3.11 dan 4.11  
 Materi : 2X40 Menit Sub Materi : Chapter IX When I was a child  
 (Pertemuan ke-2)

#### A. TUJUAN PEMBELAJARAN

Dengan pembelajaran jarak jauh yang dilakukan melalui aplikasi WAG dan Google Classroom, siswa diharapkan dapat mengidentifikasi unsur kebahasaan dan membuat kalimat deklaratif dan interogatif dalam teks personal recount.

#### B. KEGIATAN PEMBELAJARAN

| Media   | Alat  | Strategi                            | Sumber                              |
|---|---|-------------------------------------|-------------------------------------|
| <i>Whatsapp, Google classroom, dan Slide presentasi</i> | Laptop dan gawai  | Strategi <i>Written Cued-Retell</i> | Buku guru, buku siswa, dan internet |
| <b>Pendahuluan</b>                                      | <ul style="list-style-type: none"> <li>Guru memberi salam dan mengajak siswa untuk berdoa melalui aplikasi <i>Whatsapp</i></li> <li>Guru memeriksa kehadiran siswa melalui aplikasi <i>Google classroom</i></li> <li>Guru menyampaikan tujuan pembelajaran melalui aplikasi <i>Google classroom</i></li> </ul>  |                                     |                                     |
| <b>Kegiatan Inti</b>                                    | <ul style="list-style-type: none"> <li>Guru memberikan materi pembelajaran yang berupa <i>slide</i> presentasi mengenai penggunaan <i>Past tense</i> melalui aplikasi <i>Google classroom</i>.</li> <li>Guru memberikan kesempatan kepada siswa untuk memahami materi dan bertanya mengenai materi yang dibagikan</li> <li>Guru memberikan sebuah <i>Recount Text</i> untuk dibaca oleh siswa melalui aplikasi <i>Google classroom</i></li> <li>Guru meminta siswa untuk menceritakan kembali teks yang telah dibaca dengan menuliskannya menggunakan kata-kata sendiri dalam bahasa Inggris di kertas selembar</li> <li>Guru membagi siswa menjadi berpasang-pasangan dengan membuat <i>whatsapp group</i> dan memberikan <i>Cued-Retell sheet</i> kepada masing-masing pasangan melalui <i>Google classroom</i></li> <li>Guru meminta siswa untuk menganalisis pekerjaan milik pasangannya</li> <li>Guru memberikan soal mengenai <i>Recount text</i> melalui aplikasi <i>Google classroom</i></li> </ul> |                                     |                                     |
| <b>Penutup</b>  | <ul style="list-style-type: none"> <li>Guru meminta siswa untuk mengerjakan soal yang diberikan dan mengumpulkannya melalui <i>Google classroom</i> atau <i>Whatsapp</i></li> <li>Guru memberikan informasi mengenai pertemuan selanjutnya</li> <li>Guru menutup kegiatan pembelajaran dengan mengajak siswa berdoa melalui aplikasi <i>Whatsapp</i></li> </ul>   |                                     |                                     |

#### C. PENILAIAN

| Score | Content   | Organization   | Writing Conventions  |
|-------|---|--|--|
| 1     | Answers are partial or incomplete. Key points are not clear. Question not adequately answered.        | Organization and structure detract from the answer.                                    | Displays over five errors in spelling, punctuation, grammar, and sentence structure.     |
| 2     | Answers are not comprehensive or completely stated. Key points are addressed, but not well supported. | Inadequate organization or development. Structure of the answer is not easy to follow. | Displays three to five errors in spelling, punctuation, grammar, and sentence structure. |
| 3     | Answers are accurate and complete. Key  | Organization is mostly clear and question is   | Displays one to three errors in spelling,  |

|   |   |  |   |
|---|---|--|---|
|   | points are stated and supported.  | partially restated.  | punctuation, grammar, and sentence structure.                                 |
| 4 | Answers are comprehensive, accurate, and complete. Key ideas are clearly stated, explained, and well supported. | Well organized, coherently developed, and restates the question. | Displays no errors in spelling, punctuation, grammar, and sentence structure. |

Skor maksimal= 20

Penentuan Nilai:  $N = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$

Mengetahui,  
Guru Bahasa Inggris

Bogor, 24 Maret 2021  
Mahasiswa

Hayani, S.Pd.  
NIP. 196306211989032004

Andini Dianita

### RENCANA PELAKSANAAN PEMBELAJARAN

Nama Sekolah : SMPN 1 Cibungbulang Kelas : VIII/Genap  
 Mata Pelajaran : Bahasa Inggris KD : 3.11 dan 4.11  
 Materi : 2X40 Menit Sub Materi : Chapter IX When I was a child  
 (Pertemuan ke-3)

#### A. TUJUAN PEMBELAJARAN

Dengan pembelajaran jarak jauh yang dilakukan melalui aplikasi WAG dan Google Classroom, siswa diharapkan dapat mengidentifikasi dan menggunakan *time connective* atau *sequencer* dalam teks personal recount.

#### B. KEGIATAN PEMBELAJARAN

| Media  | Alat   | Strategi                            | Sumber                              |
|--|--|-------------------------------------|-------------------------------------|
| Whatsapp, Google classroom, dan Slide presentasi | Laptop dan gawai   | Strategi <i>Written Cued-Retell</i> | Buku guru, buku siswa, dan internet |
| <b>Pendahuluan</b>                               | <ul style="list-style-type: none"> <li>Guru memberi salam dan mengajak siswa untuk berdoa melalui aplikasi <i>Whatsapp</i></li> <li>Guru memeriksa kehadiran siswa melalui aplikasi <i>Google classroom</i></li> <li>Guru menyampaikan tujuan pembelajaran melalui aplikasi <i>Google classroom</i></li> </ul>   |                                     |                                     |
| <b>Kegiatan Inti</b>                             | <ul style="list-style-type: none"> <li>Guru memberikan materi pembelajaran yang berupa <i>slide</i> presentasi mengenai penggunaan <i>sequencer</i> melalui aplikasi <i>Google classroom</i>.</li> <li>Guru memberikan kesempatan kepada siswa untuk memahami materi dan bertanya mengenai materi yang dibagikan</li> <li>Guru memberikan sebuah <i>Recount Text</i> untuk dibaca oleh siswa melalui aplikasi <i>Google classroom</i></li> <li>Guru meminta siswa untuk menceritakan kembali teks yang telah dibaca dengan menuliskannya menggunakan kata-kata sendiri dalam bahasa Inggris di kertas selembar</li> <li>Guru membagi siswa menjadi berpasang-pasangan dengan membuat <i>whatsapp group</i> dan memberikan <i>Cued-Retell sheet</i> kepada masing-masing pasangan melalui <i>Google classroom</i></li> <li>Guru meminta siswa untuk menganalisis pekerjaan milik pasangannya</li> <li>Guru memberikan soal mengenai <i>Recount text</i> melalui aplikasi <i>Google classroom</i></li> </ul> |                                     |                                     |
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#### C. PENILAIAN

| Score | Content   | Organization   | Writing Conventions  |
|-------|---|--|--|
| 1     | Answers are partial or incomplete. Key points are not clear. Question not adequately answered.        | Organization and structure detract from the answer.                                    | Displays over five errors in spelling, punctuation, grammar, and sentence structure.     |
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| 3     | Answers are accurate and complete. Key  | Organization is mostly clear and question is   | Displays one to three errors in spelling,  |

|   |   |  |   |
|---|---|--|---|
|   | points are stated and supported.  | partially restated.  | punctuation, grammar, and sentence structure.                                 |
| 4 | Answers are comprehensive, accurate, and complete. Key ideas are clearly stated, explained, and well supported. | Well organized, coherently developed, and restates the question. | Displays no errors in spelling, punctuation, grammar, and sentence structure. |

Skor maksimal= 20X3 = 60

Penentuan Nilai:  $N = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$

Mengetahui,  
Guru Bahasa Inggris

Bogor, 31 Maret 2021  
Mahasiswa

Hayani, S.Pd.  
NIP. 196306211989032004

Andini Dianita

## **A. Pre-test**

### **Coming Late to School**

Last wednesday, I came late to my school because I played playstation untill 2.00 a.m. in the night. Because that I woke up late.

I woke up about 6.30 a.m and the class would be began at 7.00 a.m. I ran to bathroom to take a bath. I usually had a breakfast after took a bath, but in that day I did not do that.

I always went to school by my moyorcycle. But in that day, I forgot where I put the key. So, I went to the school by public transportation. It made me took a longer time. I arrived at school at 7.15 a.m, I ran to my class but I saw my teacher has stood in front of the class to teach. I entered to my class and of course my teacher was angry to me because I came late.

It was my bad experience and I hoped I would not do that again.

### **Answer the following questions based on the text!**

1. What is the purpose of the text?

Kunci jawaban: The purpose of the text is to tell the writer's experience about coming late to the school.

2. Why was the teacher angry?

Kunci jawaban: The teacher was angry because the writer came late to school.

3. How did the writer get to school?

Kunci jawaban: The writer got to school by using public transportation.

4. What is the antonym of angry?

Kunci jawaban: The antonym of angry is happy.

5. Why did the writer come late to school?

Kunci jawaban: The writer came late to school because he played playstation until 2 a.m.



## **Titanic**

On April 15, 1912, Titanic, one of the British largest and luxurious liners, sank into the North Atlantic Ocean which about 400 miles south of Newfoundland, Canada.

That **giant** ship which carried 2,200 passengers and crews had struck an iceberg. Two and a half hour later the ship sank into the deep North Atlantic Ocean at 2:20 a.m. From that tragedy, more than 1,500 people went down in the sinking ship. Some of them froze to death in the icy North Atlantic water and around 700 people (high class woman and children) survived.

Unfortunately, that giant luxurious ship was not equipped with much more lifeboats and good emergency procedures so that the victims of that tragedy were more than the half passengers and crews.

That tragedy became popular again some years later after James Cameron directed a movie entitled Titanic in 1997.

The movie that was inspired by the tragedy of the sinking titanic was a fiction story about the members of different social class who meet in that ship and fallen in love. It was the best movie at that year and still remembered by a lot of people around the world until now.

### **Answer the following questions based on the text!**

1. What is the main idea of the text?

Kunci jawaban: The main idea of the text is the tragedy of Titanic ship.

2. What is the synonym of giant?

Kunci jawaban: The synonym of giant is big.

3. Why did the Titanic ship sink?

Kunci jawaban: The Titanic ship sank because it had struck an iceberg.

4. “**It** was the best movie at that year ...” What does **it** refer to? (fifth paragraph)

Kunci jawaban: It refers to the move of Titanic.

5. Why more than half of the passengers on the ship were victims of the tragedy?

Kunci jawaban: It is because the ship was not equipped with much ore lifeboats and good emergency procedures.

## **Holiday**

Last year, at the end of the year, my wife and I decided to spend our holiday at Tanjung Setia beach, which located around 234 kilometers from Bandarlampung.

When we arrived at the beach, we were surprised to see the beautiful view of the beach. After having a quick dip in the ocean, which was really cold and windy, we realized that there were not many people there.

We thought that it happened because it was too windy there during that time but we finally realized that it was Christmas holiday so almost all of tourists who are used to spending time there went back to their country.

After spending few times swimming in the beach, we bought some hot chips at the takeaway store nearby, and we rode our bikes down the beach for a while, on the hard, damp part of the sand. The next day we visited Labuan Jukung beach. There, we were amazed to see the high wave owned by this beach. Because it was so high that nobody was brave enough to surf on it that time.

The third day there, we decided to go home when we finally made it back home, we were both totally exhausted because of the trip but we were so happy to travel such an amazing beach Lampung province has.

### **Answer the following questions based on the text!**

1. According to the text, what did the writer tell about?

Kunci jawaban: The writer told about his holiday at Tanjung Setia beach.

2. What is the antonym of exhausted?

Kunci jawaban: The antonym of exhausted is fresh.

3. Why were there not many people at the beach?

Kunci jawaban: There were not many people at the beach because it was Christmas holiday, so almost of tourists went back to their country.

4. "... that **it** was Christmast holiday ..." What does **it** refer to?

Kunci jawaban: It referes to the day that they visited the beach.

5. What did the writer think about the beach?

Kunci jawaban: the writer thought the beach was an amazing beach Lampung province has.

## **B. Treatments**

- **Materi pertemuan ke-1**

### **Presentation Slides**



## **The definition of Recount Text**

Recount text is a type of text that recounts a real event or activity that happened to someone in the past. The purpose of this text is to retell true stories from the past as well as to entertain the reader.

Recount text adalah suatu jenis teks yang menceritakan kembali suatu peristiwa nyata atau kegiatan yang menimpa seseorang di masa lampau. Tujuan teks ini ialah untuk menceritakan kembali kisah nyata di masa lalu selain juga bertujuan untuk menghibur pembacanya.

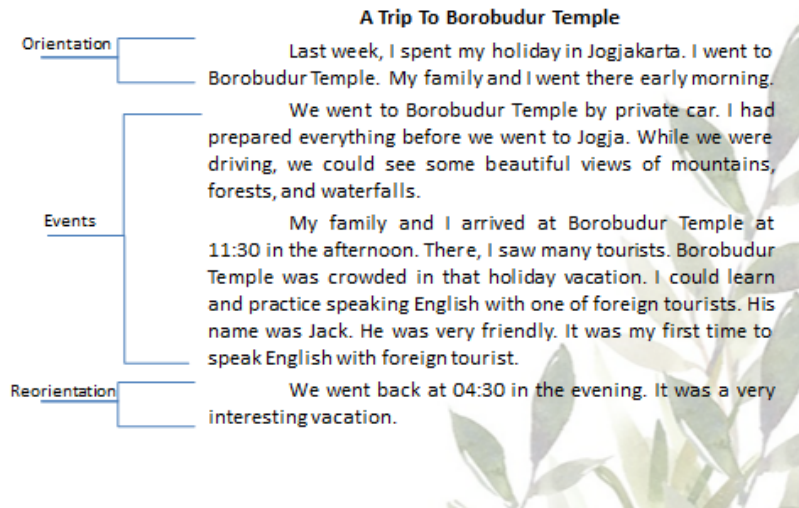
## Generic Structure (Struktur Teks)

- **Orientation:** pengenalan informasi tentang tokoh, tempat, dan kapan peristiwa atau kegiatan itu terjadi di masa lampau.
- **Events:** serangkaian peristiwa atau kegiatan yang terjadi. Biasanya diceritakan secara berurutan, misalnya "*On the first day, ... The second day, ...*" (Di hari pertama, ... Di hari kedua, ...).
- **Reorientation:** akhir dari cerita dan bersifat opsional.

## Language Feature (Unsur Kebahasaan)

- **Noun:** kata benda tertentu sebagai kata ganti orang, seperti nama orang.
- **Past tense:** menggunakan kata kerja bentuk lampau, misalnya *went, visited, worked*, dll.
- **Time connective:** kata penghubung waktu untuk mengurutkan kejadian, misalnya *after, before, then, after that*, dll.
- **Action verbs:** kata kerja yang menunjukkan peristiwa atau kegiatan, misalnya *stayed, climbed, wrote*, dll.
- **Adverbs:** kata/frasa keterangan untuk menunjukkan waktu, tempat, dan cara, misalnya *yesterday, last year, at home, slowly, carefully*, dll.

## Contoh Recount Text



## RECOUNT TEXT

### A Trip to Borobudur Temple

**Three years ago**, my classmates and I visited Borobudur Temple. We went to Borobudur temple by bus. **We left our school** at nine o'clock. It took us 24 hours to arrive there. I arrived there nine o'clock the next day. **Along the road**, we saw many vehicles, unique houses, prominent buildings, and some other tourists.

**After we arrived** at the Borobudur temple, one of my teachers went to buy tickets. **After we waited** him for a moment we entered into Borobudur temple area. Then we went up to the top of the temple. Borobudur temple was built at Budur Village, Magelang, Jawa Tengah by Syailendra Dynasty.

**Borobudur Temple is the biggest temple** in the world. It has 504 statues and 1.400 reliefs. **From the top of the temple** we can see such beautiful scenery. My friends and I and went around the temple together. Finally, **after having some visits**, we should go to the hotel to stay and continue our study tour the next day.

**We felt tired** that day but we felt so happy to visit Borobudur temple which is well-known as one of the greatest legacies Indonesia has ever had. **I hope the temple** can be loved by all of the visitors and the government.

## SOAL TREATMENT 1

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

1. What is the text above mainly discussed?  
Kunci Jawaban: The text is mainly discussed about the trip to Borobudur temple.
2. What did the teacher do when arrived at the Borobudur Temple?  
Kunci Jawaban: When they arrived at Borobudur Temple, the teacher bought the tickets.
3. “**It** has 504 statues and 1.400 reliefs.” What does **it** refer to? (third paragraph)  
Kunci Jawaban: it refers to Borobudur Temple.
4. What is the writer's hope for the Borobudur temple?  
Jawaban: The writer hoped that Borobudur Temple can be loved by all visitors and government.
5. What is the synonym of **loved**?  
Jawaban: the synonym of loved is adore.

▪ Materi pertemuan ke-2  
Presentation Slides

## Simple Past Tense

### Pengertian Simple Past Tense

*Simple past tense* adalah kalimat tenses yang digunakan untuk menyatakan kejadian yang terjadi di masa lampau dan telah berakhir di masa lampau.

### Rumus Simple Past Tense

|   |
|---|
| (+) S + Verb2 + O                             |
| (-) S + did + not + Verb1 + O                 |
| S + To be (was/were) + not + Adjective/Adverb |
| (?) Did + S + Verb1 + O                       |
| To be (was/were) + S + Adjective/Adverb       |



## Positive Sentence of Simple Past Tense

Rumus: S + Verb2 + O

Contoh Kalimat:

- *Dani bought new laptops last night.*  
(Dani membeli laptop baru kemarin malam)
- *My mother cooked grilled fish for my birthday party last night.*  
(Ibuku dulu memasak ikan bakar untuk pesta ulang tahunku)
- *She joined the English club class at school yesterday.*  
(Kemarin, dia bergabung dalam klub Bahasa Inggris di sekolah)

## Negative Sentence of Simple Past Tense

Rumus: S + did + not + Verb1 + O

S + To be (was/were) + not + Adjective/Adverb

- Kapan kita menggunakan "did" ?  
"did" digunakan jika apabila ada kata kerja di dalam kalimat.

e.g.: We did not attend the festival last week.  
(kami tidak menghadiri festival itu minggu lalu)

She didn't read my message yesterday.  
(dia tidak membaca pesanku kemarin)

I did not sleep well last night.  
(Aku tidak bisa tidur dengan nyenyak tadi malam).

- Kapan kita menggunakan "was/were"?  
"was/were" digunakan apabila di dalam suatu kalimat tidak terdapat kata kerja atau hanya ada kata sifat (adjective)/kata keterangan (adverb)

- Subjek yang menggunakan was dan were  
I, He, She, It: was  
You, They, We: were

e.g: He was afraid yesterday.  
(dia ketakutan kemarin)

My grandfather was a doctor when he was young.  
(kakekku adalah seorang dokter ketika dia muda)

## Interrogative Sentence of Simple Past Tense

Rumus: Did + S + Verb1 + O  
To be (was/were) + S + Adjective/Adverb

e.g.: Did the student come to school yesterday?  
(Apakah para murid datang ke sekolah kemarin?)

Did you sleep enough last night?  
(Apakah kamu tidur dengan nyenyak kemarin malam?)

Were you late to come to the office at 11 am yesterday?  
(Apakah kamu datang terlambat ke kantor jam sebelas kemarin?)

Was the movie so fantastic last night?  
(Apakah filmnya sangat berkesan? Ceritakan kepadaku.)

## RECOUNT TEXT

### Fishing at the River

**When I was in Junior High School**, my father once took me to go fishing with him at the river on Sunday morning. The river lies across our oil palm plantation. We had breakfast first at home and then left early in the morning by motorcycle.

**When we arrived in our plantation**, my father parked the motorcycle under the hut. He asked me to collect some dry wood and dry grass or leaves. **When I already collected** enough wood and dry leaves, my father set a fire in the center of the fireplace. He said that the smoke from the fire would scare some dangerous animals like bear and boar to come closer to the hut and so it would make us safer.

**After cleaning some wild grass** around the hut, my father gave me a hoe and asked me to dig some soil to find worms. **When I already had enough worms**, I brought it to my father and we went straight to the river. We put the worm on the fishing hook as a bait to catch the fish.

**As a beginner fisher**, I cannot apply the worm on the fishing hook well, and it look like it was about to fall off the hook, but my father said that it was okay. I threw the fishing hook into the river and wait for the fish to eat the bait, but nothing happened after a while. **When I was about to get bored** I saw a big prawn was slowly walking in the water.

I placed the fishing hook slowly into the face of the prawn and move it up and down so the worm seemed alive. **I never expected** it to happen but suddenly the prawn move its hand and grabbed the worm on my fishing hook.

**I lift it very slowly** and the prawn was still there hanging tight on the worm until I placed it on the ground and I caught it right away with my hands. My father was so surprise to see it. **Before we went home**, we cooked it at the hut and enjoyed it together.

## **SOAL TREAMENT 2**

**Answer the following questions based on the text!**

1. What is the text about?

Jawaban: the text is about the writer's experience in fishing.

2. "...we cooked **it** at the hut..." What does **it** refer to? (paragraph 6)

Jawaban: it refers to the prawn.

3. What did the writer tell about in the fifth paragraph?

Jawaban: in the fifth paragraph, the writer told about how he got the prawn.

4. How did the writer find worms?

Jawaban: the writer found the worms by digging some soil/ the writer dig some soil to find the worms.

5. What is the synonym of dangerous?

Jawaban: the synonym of dangerous is damaging.

- Materi pertemuan ke-3  
Presentation Slides

## Time connective/ Sequencer

### The Definition of Sequencer

Sequencers are words that organize your writing and speaking, words like *first*, *next*, *then*, *after that*, and *finally*. We often use sequencers in English when we give instructions, describe a process, or tell stories.

Sequencer adalah kata-kata yang mengatur tulisan dan ucapan Anda, kata-kata seperti *first*, *next*, *then*, *after that*, and *finally*. Kami sering menggunakan sequencer dalam bahasa Inggris saat kami memberikan instruksi, mendeskripsikan proses, atau bercerita.

## Penggunaan sequencer “first” (pertama)

Sebagai Sequencer, *first* menunjukkan urutan yang pertama. First dapat digunakan untuk menyatakan urutan pertama suatu kejadian.

e.g.:

- *First, my family and I went to the supermarket to buy some foods.*  
(pertama, saya dan keluarga saya pergi ke supermarket untuk membeli beberapa makanan)
- *First of all, I want to thank you to Mr. Samuel.*  
(pertama-tama, saya ingin mengucapkan terima kasih kepada Bapak Samuel)
- *First, let's talk about what we can do if our child is catching a cold!*  
(pertama, mari kita bicara tentang apa yang dapat kita lakukan jika anak kita mengalami flu!)

## Penggunaan sequencer “then” (kemudian)

Then bisa diartikan sebagai kemudian, atau selanjutnya. Kata ini digunakan untuk memberikan penjelasan lebih lanjut, atau bisajuga untuk memberikan penjelasan atau penguat dari suatu ide.

e.g.:

- *Then, it should give us more benefit than the other.*  
(Selanjutnya, hal ini seharusnya member kita lebih banyak keuntungan daripada yang lainnya)
- *Then, it also a great opportunity for Brian. He could get a great score for his Scholarship application.*  
(Lebih lanjut, ini juga merupakan kesempatan besar bagi Brian. Dia bisa mendapatkan nilai yang bagus untuk pengajuan Beasiswanya)
- *First you have to walk through this alley, and then you should turn left in the second section.*  
(Pertama kamu harus berjalan melalui gang ini, dan kemudian kamu harus belok kiri di belokan ke dua)

## Penggunaan sequencer “next” (selanjutnya)

Tidak jauh berebeda dengan *then*, *next* juga bisa diartikan selanjutnya yang bisa digunakan untuk menentukan urutan selanjutnya.

e.g.:

- *Next is the reason why this research is important. It will be presented by Mr. Dylan.*

(Selanjutnya adalah alasan mengapa penelitian ini penting. Ini akan dipresentasikan oleh Pak Dylan)

- *Next, Carry will give you all explanation about the marketing.*  
(Selanjutnya, Carry akan memberikan penjelasan tentang pemasaran)

## Penggunaan sequencer “after that” (setelah itu)

*After That* biasanya digunakan untuk menjelaskan suatu peristiwa atau prosedur. Jika kita menceritakan suatu peristiwa, untuk menceritakan secara runtun/berurutan, kita bisa menggunakan kata *after that*

e.g.:

- *You should make the cake base first, after that make the second layer and put it on the base.*

(Kamu harus membuat dasar kue terlebih dahulu, setelah itu buat lapisan kedua dan letakkan lapisan itu diatas dasar kue tersebut)

- *Bring the box on the second floor here, after that take the my laptop from the service centre.*

(Bawakan kotak yang ada di lantai dua kemari, setelah itu ambilkan laptopku dari pusat perbaikan)



## Penggunaan sequencer “finally” (akhirnya)

Kata ini biasa digunakan untuk menutup suatu acara atau pertemuan. Kata ini juga bisa digunakan untuk mengatakan suatu kesimpulan dari diskusi atau presentasi. Untuk menulis, diakhir tulisan juga bisa digunakan kata *finally*.

e.g.:

- *Finally, we are in the last session of this meeting. We will now open the asking and answer session.*

(Akhirnya kita ada pada sesi terakhir dari pertemuan ini. Kami akan membuka sesi tanya jawab.)

- *Finally we now understand why the book is become so popular among the students of High School.*

(Akhirnya kita sekarang mengerti mengapa buku ini menjadi sangat populer diantara para pelajar Sekolah menengah)



## RECOUNT TEXT

### Vacation to London

**Mr. Richard's family** was on vacation. They are Mr. and Mrs. Richard with two sons. They went to London. They saw **their travel agent** and booked their tickets. They went to the British Embassy to get visas to enter Britain. **They had booked** fourteen days tour. This includes travel and accommodation. They also included tours around London.

They boarded a large Boeing flight. The flight was nearly fourteen hours. On the plane **the cabin crews** were very friendly. **They gave them** newspaper and magazine to read. They gave them food and drink. There was a film for their entertainment. They had a very pleasant flight. They slept part of the way.

**On arrival at Heathrow Airport**, they had to go to Customs and Immigration. **The officers** were pleasant. They checked the document carefully but their manners were very polite. Mr. Richard and his family collected their bags and went to London Welcome Desk. They arranged the transfer to a hotel.

**The hotel was a well-known** four-star hotel. The room had perfect view of the park. The room had its own bathroom and toilet. Instead of keys for the room, they inserted a key-card to open the door. **On the third floor**, there was a restaurant serving Asian and European food. They had variety of food.

The two weeks in London went by fast. At the end of the 14-day, **they were quite tired** but they felt very happy.

### **C. Post-test**

#### **SOAL POST-TEST**

##### **Vacation to London**

Mr. Richard's family was on vacation. They are Mr. and Mrs. Richard with two sons. They went to London. They saw their travel agent and booked their tickets. They went to the British Embassy to get visas to enter Britain. They had booked fourteen days tour. This includes travel and accommodation. They also included tours around London.

They boarded a large Boeing flight. The flight was nearly fourteen hours. On the plane the cabin crews were very friendly. They gave them newspaper and magazine to read. They gave them food and drink. There was a film for their entertainment. They had a very pleasant flight. They slept part of the way.

On arrival at Heathrow Airport, they had to go to Customs and Immigration. The officers were pleasant. They checked the document carefully but their manners were very polite. Mr. Richard and his family collected their bags and went to London Welcome Desk. They arranged the transfer to a hotel.

The hotel was a well-known four-star hotel. The room had perfect view of the park. The room had its own bathroom and toilet. Instead of keys for the room, they inserted a key-card to open the door. On the third floor, there was a restaurant serving Asian and European food. They had variety of food.

The two weeks in London went by fast. At the end of the 14-day, they were quite tired but they felt very happy

#### **Answer the following questions based on the text!**

1. What is the main idea of the text?

Kunci jawaban: The main idea of the text is vacation to London.

2. With whom did Mr. Richard go on vacation to London?

Kunci jawaban: Mr. Richard went to London with his wife and his sons.

3. What facilities did Mr. Richard and family receive while on the plane?

Kunci jawaban: The facilities that are received by Mr. Richard and family on the plane are newspaper, magazine, food, drink, and film for their entertainment.

4. Based on the text above, how is the behavior of the staffs at Heathrow airport?

Kunci jawaban: The behavior of staffs at Heathrow airport is very polite.

5. How long have Mr. Richard and family been in London?

Kunci jawaban: Mr. Richard and his family were in London for 14 days.

## My Holiday was Fantastic

Last summer I got a fantastic holiday. I visited some great places.

I went to an airport and was going to fly to Cleveland. I was spending there two days. I liked to see some Cleveland Cavaliers basketball matches.

Then I went to Hollywood. Hollywood is a famous district in Los Angeles, California, United States. It had become world-famous as the center of the film industry. Four major film companies – Paramount, Warner Bros., RKO and Columbia – had studios in Hollywood. I did not want to leave but I had to.

After that, I went to New York city. I visited the Statue of Liberty. I went from the bottom of Manhattan to the top of the crown. That was very amazing.

The places made me feel at home but I have to go home. Next time I would return to them.

### **Answer the following questions based on the text!**

1. What is the main idea of the text?

Kunci jawaban: The main idea of the text is a fantastic holiday.

2. Where did the writer go on last summer?

Kunci jawaban: The writer came went to some great places./The writer went to Cleveland, Hollywood, and New York city.

3. How long have the writer been in Cleveland?

Kunci jawaban: The writer was in Cleveland for two days.

4. Which film companies have studios in Hollywood?

Kunci jawaban: The film companies that have studios in Hollywood are Paramount, Warner Bros., RKO, and Columbia.

5. Where is the Statue of Liberty?

Kunci jawaban: The Statue of Liberty is in New York city.

## My Horrible Experience

Let me remind you my experience during an earthquake last week. When the earthquake happened, I was on my car. I was driving home from my vacation to Bali.

Suddenly my car lunched to one side, to the left. I thought I got flat tire. I did not know that it was an earthquake. I knew it was an earthquake when I saw some telephone and electricity poles falling down to the ground, like matchsticks.

Then I saw a lot of rocks tumbling across the road. I was trapped by the rock. Even I could not move my car at all. There were rocks everywhere. There was nothing I could do but left the car and walked along way to my house, in the town.

When I reached my town, I was so surprised that there was almost nothing left. The earthquake made a lot of damage to my town. Although nothing was left, I thanked God that nobody was seriously injured.

### **Answer the following questions based on the text!**

1. What is the main idea of the text?

Kunci jawaban: The main idea of the text is horrible experience about earthquake.

2. Why did the writer thank God?

Kunci jawaban: The writer thanked God because there was nobody who seriously injured.

3. What happened to the writer's car during the earthquake?

Kunci jawaban: During the earthquake, the car launched to one side, to the left.

4. What did the writer do when he could not move his car?

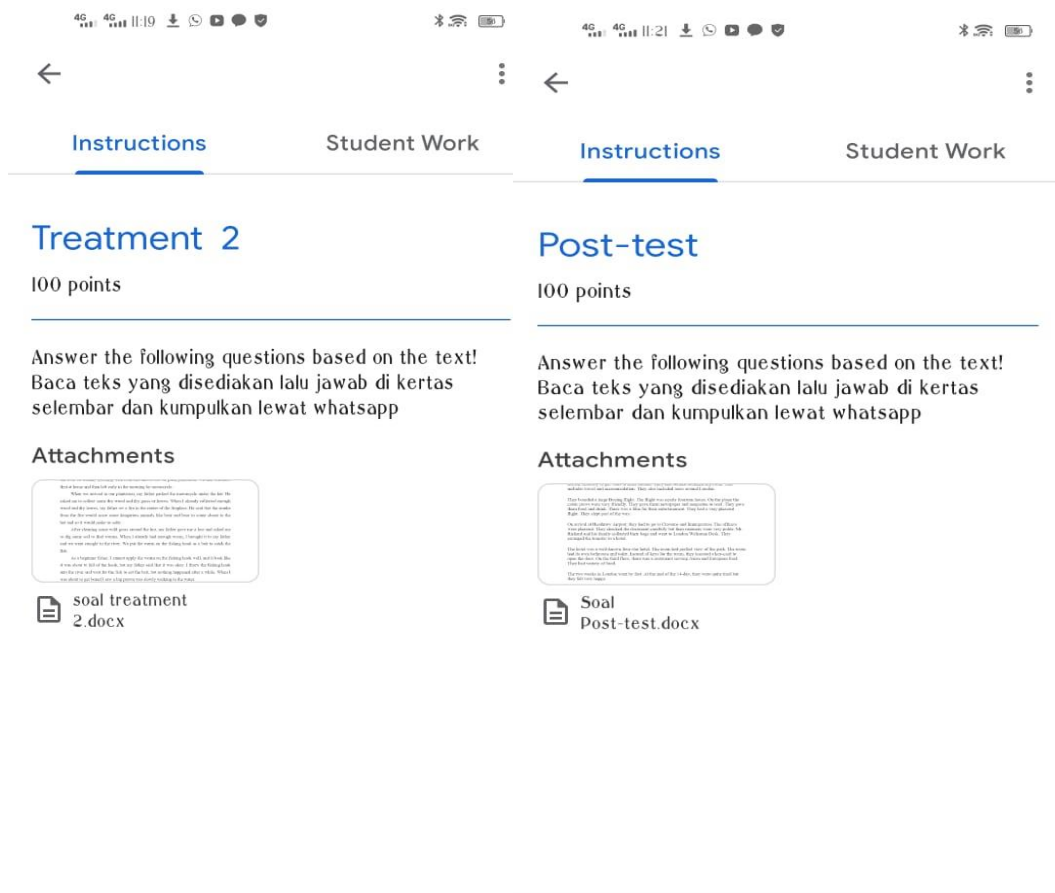
Kunci jawaban: When he couldn't move his car, he left his car and walked along way to his house.

5. When did the writer realize that there was an earthquake?

Kunci jawaban: The writer realized that there was an earthquake when he saw some telephone and electricity poles falling down to the ground.

**Table 4.3 The Result of Pre-Test and Post-Test Score**

| No | Respondents | Pretest | Posttest    | d (Y-X) | Xd        | Xd2     |
|----|-------------|---------|-------------|---------|-----------|---------|
| 1  | AA          | 28      | 48          | 20      | 0.6       | 0.33    |
| 2  | AFBM        | 40      | 72          | 32      | 12.6      | 158.04  |
| 3  | ANF         | 48      | 70          | 22      | 2.6       | 6.61    |
| 4  | AZT         | 46      | 68          | 22      | 2.6       | 6.61    |
| 5  | DAS         | 40      | 63          | 23      | 3.6       | 12.76   |
| 6  | DCJ         | 53      | 78          | 25      | 5.6       | 31.04   |
| 7  | DRA         | 48      | 48          | 0       | -19.4     | 377.47  |
| 8  | FA          | 28      | 38          | 10      | -9.4      | 88.90   |
| 9  | FDA         | 80      | 87          | 7       | -12.4     | 154.47  |
| 10 | HDS         | 28      | 60          | 32      | 12.6      | 158.04  |
| 11 | HLS         | 48      | 70          | 22      | 2.6       | 6.61    |
| 12 | HF          | 30      | 48          | 18      | -1.4      | 2.04    |
| 13 | ISA         | 28      | 30          | 2       | -17.4     | 303.76  |
| 14 | JPKD        | 53      | 80          | 27      | 7.6       | 57.33   |
| 15 | K           | 32      | 57          | 25      | 5.6       | 31.04   |
| 16 | M           | 72      | 82          | 10      | -9.4      | 88.90   |
| 17 | MFH         | 65      | 95          | 30      | 10.6      | 111.76  |
| 18 | MAR         | 72      | 75          | 3       | -16.4     | 269.90  |
| 19 | MIS         | 40      | 53          | 13      | -6.4      | 41.33   |
| 20 | MNF         | 62      | 75          | 13      | -6.4      | 41.33   |
| 21 | MFA         | 65      | 93          | 28      | 8.6       | 73.47   |
| 22 | MH          | 70      | 83          | 13      | -6.4      | 41.33   |
| 23 | MTC         | 63      | 67          | 4       | -15.4     | 238.04  |
| 24 | NPH         | 28      | 57          | 29      | 9.6       | 91.61   |
| 25 | NN          | 32      | 60          | 28      | 8.6       | 73.47   |
| 26 | NS          | 55      | 67          | 12      | -7.4      | 55.18   |
| 27 | QKA         | 83      | 97          | 14      | -5.4      | 29.47   |
| 28 | RRPW        | 53      | 87          | 34      | 14.6      | 212.33  |
| 29 | RRPW        | 28      | 40          | 12      | -7.4      | 55.18   |
| 30 | RS          | 42      | 65          | 23      | 3.6       | 12.76   |
| 31 | SR          | 65      | 78          | 13      | -6.4      | 41.33   |
| 32 | SH          | 30      | 68          | 38      | 18.6      | 344.90  |
| 33 | SH          | 60      | 83          | 23      | 3.6       | 12.76   |
| 34 | SR          | 57      | 93          | 36      | 16.6      | 274.61  |
| 35 | TS          | 48      | 65          | 17      | -2.4      | 5.90    |
|    |             | 1720    | <b>2400</b> | 680     | <b>Σd</b> | 3510.57 |
|    |             |         |             | 19.4    | <b>Md</b> |         |

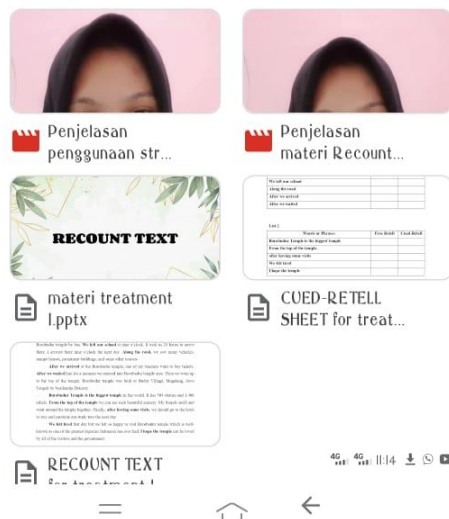




## English Material Treatment 1

Dalam pembelajaran kali ini, kita akan belajar mengenai Recount Text. Pada akhir pembelajaran, siswa diharapkan dapat menganalisis fungsi sosial, struktur teks, unsur kebahasaan, dan menangkap makna secara kontekstual teks personal recount. Berikut adalah penjelasan materi mengenai recount text dan penjelasan penggunaan strategi written Cued-Retell dalam meningkatkan pemahaman membaca siswa.

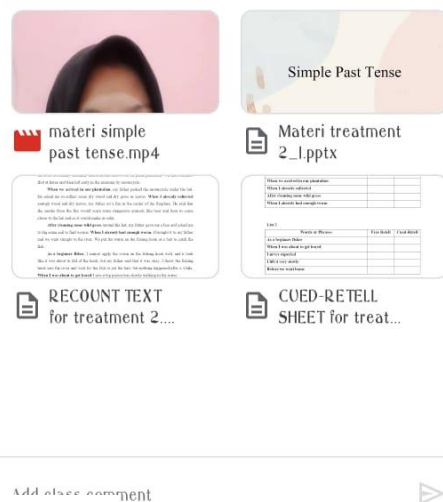
### Attachments



## English Material Treatment 2

Dalam pembelajaran kali ini, kita akan belajar mengenai Simple past tense. Pada akhir pembelajaran, siswa diharapkan dapat mengidentifikasi unsur kebahasaan dan kalimat deklaratif dan interogatif dalam teks personal recount. Berikut adalah penjelasan materi mengenai penggunaan simple past tense.

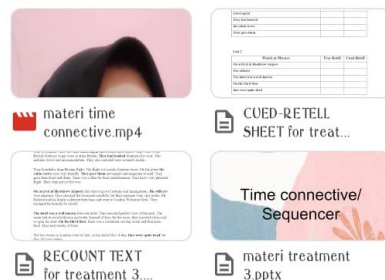
### Attachments



## English Material Treatment 3

Dalam pembelajaran kali ini, kita akan belajar mengenai Time connective or sequencer. Pada akhir pembelajaran, siswa diharapkan mengidentifikasi dan menggunakan time connective atau sequencer dalam teks personal recount. Berikut adalah penjelasan materi mengenai penggunaan time connective.

### Attachments





## Cued-Retell Activity

The image displays a collage of screenshots from WhatsApp group chats, organized into four rows. Each row contains two screenshots of handwritten assignments or messages.

- Row 1:** Two screenshots of a handwritten assignment. The left one is titled "Asalamualaikum miss tugas nya seperti ini bukan" and the right one is titled "iya betul".
- Row 2:** Two screenshots of a handwritten assignment. The left one is titled "Assalamualaikum miss tugas nya seperti itu bukan" and the right one is titled "betul tp di bawahnya kmu tulisin".
- Row 3:** Two screenshots of a handwritten assignment. The left one is titled "ini miss punya karin" and the right one is titled "Okee karin yg lain cepet kumpulan ya kalau sudah".
- Row 4:** Two screenshots of a handwritten assignment. The left one is titled "ini miss punya karin" and the right one is titled "Okee karin".

The assignments are handwritten in Indonesian and English, discussing the Borobudur Temple. They include tables with "Words or Phrases" and "True/False" columns, and lists of bullet points. The screenshots are arranged in a grid-like fashion, with some overlapping. The background is a dark, textured surface.

## Students' Pre-test

| Name: Qasiyu Karina Angdini   | Name: Qasiyu Karina Angdini  |
|---|--|
| Class: VIII-1   | Class: VIII-1  |
| <input type="checkbox"/> Coming Late to School  | <input type="checkbox"/> Holiday   |
| <input type="checkbox"/> Answer the following questions based on the text                           | <input type="checkbox"/> Answer the following questions based on the text        |
| <input type="checkbox"/> Telling about a bag experienced  | <input type="checkbox"/> The writer tell about someone experienced of holiday    |
| <input type="checkbox"/> 1. because the student was came late to the school                         | <input type="checkbox"/> 1. The writer tell about someone experienced of holiday |
| <input type="checkbox"/> 2. The writer went to the school by public transportation                  | <input type="checkbox"/> 2. Antonym of exhausted is fresh                        |
| <input type="checkbox"/> 3. Antonym of angry is calm or pleased                                     | <input type="checkbox"/> 3. Because it was christmas holiday                     |
| <input type="checkbox"/> 4. Its because the writer played playstation until 2 am then wake up later | <input type="checkbox"/> 4. No many people at the beach                          |
| <input type="checkbox"/> 5. Titanic   | <input type="checkbox"/> 5. The view of the beach is so beautiful                |
| <input type="checkbox"/> Answer the following questions based on the text                           |  |
| <input type="checkbox"/> 1. The tragedy of sink titanic ship  |  |
| <input type="checkbox"/> 2. Synonym of giant is big   |  |
| <input type="checkbox"/> 3. The ship had struck an iceberg  |  |
| <input type="checkbox"/> 4. It refer to titanic movie   |  |

**PRE-TEST**

Name: Fitriani Dhuha Az Zahra  
Class: VIII-1

- Don't be late to come to school.
- Because the writer is late to come to school.
- He went to school by using public transport.
- The antonym of angry is patient.
- Because he played playstation until 2.00 a.m. in the night.

OK KEY

- The author tells about the incidence of the Titanic ship.
- The synonym of giant is large.
- Because the ship hit the iceberg.
- Movies made by James Cameron.
- Because that giant luxurious ship was not equipped with much more lifeboats and good emergency procedures so that the victims of that

No.: \_\_\_\_\_ Date: \_\_\_\_\_

tragedy were more than the half passengers and crews.

- The writer tells of the holiday last year with his wife.
- The antonym of exhausted is fresh.
- Because that it was Christmas holiday so almost all of tourists who are used to spending time there went back to their country.
- Christmas holiday.
- The beach scenery is beautiful.

## Students' Post-test

