

**THE EFFECT OF APPLYING CHORAL READING METHOD ON THE
STUDENTS' COMPREHENSION IN READING RECOUNT TEXT**

SKRIPSI

*Submitted in Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
English Education Program*

By
DENI ISMAYANTI
NPM.1302050363



**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA**

MEDAN

2017

ABSTRACT

DeniIsmayanti. NPM. 1302050363. The Effect of Applying Choral Reading Method on the Students' Comprehension in Reading Recount Text. Skripsi : English Education Program , Faculty of Teachers' Training and Education , University of Muhammadiyah Sumatra Utara . Medan ,2017.

The objective of this research was to find out the significant effect of applying choral reading method on the students' comprehension in reading recount text. The population of this research was 120 students of SMA Pembangunan Nasional Lubuk Pakam academic year 2016-2017. The researcher was taken the sample by cluster random sampling technique, the sample were class X-1 and X-2, so the total of sample was 60 then was divided into two groups. Class X-1 which consists of 30 students as a experimental group taught by using choral reading method and class X-2 which consists of 30 students as control group taught by using lecturing method. The research design taught by using Experimental group and control group. The instrument used in this research was multiple choices with 20 questions. The data were analyzed by using t-test formula. The result showed that $t_c=35,29$ was accepted. It means that by applying choral reading method given significant effect in increasing the students' comprehension in reading. The effect of applying choral reading method on the students' comprehension in reading recount text was higher than those students' though without method for 0.01%. So, the finding of the study indicated that students' comprehension in teaching recount text applying choral reading method was more significant.

ACKNOWLEDGEMENTS



Reforhand praise and thanks we say present of almighty god to all his blessing of grant from above and blessing to us all. Especially in enjoying islam and believe in experiencing this worlds life. Utterance Sholawat and greeting to his messanger our prophet Muhammadiyah the blessing of the lord be upon him.

This study entitled “*The Effect of Applying Choral Reading Method on the Students’ Comprehension in Reading Recount Text*”. It was not easy for the researcher in finishing this study. There were many difficulties and problem faced by her, phsycally and mentally. Without helping the following people, it might be impossible for her to finish it. Therefore , she would like to thanks very much , especially to her dearest and lovely great parents , **Ayahanda PONIDI** and **my happiness Ibunda PAINI**and also to my Brother Wahyu Syahputra for their million grateful words never be enough to endless love, care, attention, pray , encouragement and hearth they have given. The researcher also would like to express her gratitude and appreciation to :

1. Dr . Agussani, M.A.P . The respected Rector of Umsu.
2. Elfrianto Nasution, S.Pd. M.Pd the Dekan of FKIP UMSU who had given recommendation to write this research.
3. Mandra Saragih. S.Pd. M.Hum. the Head of English Education Department of FKIP UMSU and Pirman Ginting .S.Pd. M.Hum as the secretary.

4. Erlinda Wati, S.Pd., M.Pd as Supervisor. Who has given her a lot of valuable suggestion , critics and never stop giving ideas in writing this research.
5. All lectures, especially those of English Department for their guidance, advice, suggestion and encouragement during her academic 2017.
6. Eldina, S.Pd the Head Master of SMA Pembangunan Nasional who has given permission for her to conduct the research at that school.
7. Her special friend Hari Fitriyadi thank you very much for helping researchers in completing this study to all the advice, support, motivation , suggestion and prayer.
8. Her best friends in life Ezi Pertiwi , Ayu Andira and Miratree Sherly Big thanks My girls for all 3.5 years which is always together until now and also thanks very more to all support, motivation, advice and prayer to the researcher and then to all my friends in 7 C Afternoon in FKIP UMSU Academic year 2017.
9. Her best friends at home Muhammad Ilham, Reza Falevi, Wulan Junita, Khairun Nisa, Fitri Yulianti and Santi thanks for all support until now, always give me motivation.
10. Her cousins Wayu Nata and Wayu Suri thanks for your support and give me advice and prayer for me.
11. Her special dearest Savitri Yulandari, Nursyafitri Siregar from Senior High School until now a thousand words thank everything who never stopped giving outstanding support , suggestion , motivation and prayer.

12. Her special friends in PPL EllySuhartika, AyundaNursyafitri, Indah Sari, AndiniSyahputri, Dini, Kiki, Ayu, Nisa, Putri and Dian ArjuniMayapani thanks to all support, motivation and prayer..
13. Her beloved sister Lenny Herlina S.Pd. and AtyaRamadhani S.Pd for all the support until now.

Medan , Maret 2017

The Researcher

DeniIsmayanti

TABLE OF CONTENTS

ABSTRACT	i
ACKNOWLEDGEMENTS	ii
TABLE OF CONTENTS	v
LIST OF TABLE	viii
LIST OF APPENDICES	ix
 CHAPTER I INTRODUCTION	
A. The Background of the Study	1
B. The Identification of the Problem	3
C. The Scope and Limitation	4
D. The Formulation of the Problem	4
E. The Objectives of the Study	4
F. The Significance of the Study	4
 CHAPTER II REVIEW OF LITERATURE	
A. Theoretical Framework	6
1. Description of Effect	6
2. Description of Approach, Method, Technique and Strategy.....	7
2.1.Approach	7
2.2.Method	8
2.3.Technique	8
2.4.Strategy	9
2.5.Description of Choral Reading Method	9
3. Description of Reading	10

3.1.The purpose of Reading	12
3.2.Types of Reading	14
3.3.The Basic Skills of Reading.....	15
3.4.The Reading Activities.....	15
3.5.Procedure of Choral Reading Method.....	15
3.6.Advantages and Disadvantages of Choral Reading Method.....	17
4. Description of Kinds of Genre	18
5. Description of Recount Text	20
B. Relevant Studies.....	22
C. Conceptual Framework	22
D. Hypothesis	23

CHAPTER III METHOD OF RESEARCH

A. Location and Time	25
B. Population and Sample.....	25
C. Research Design.....	25
D. The Instrument of the Research	27
E. The Techniques for Collecting Data	27
F. The Techniques for Analyzing Data	29

CHAPTER IV DATA AND DATA ANALYSIS

A. Data Collection.....	32
B. Data Analysis	36
C. Testing Hypothesis.....	40
D. Research Findings	41

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion 43

B. Suggestion 43

REFERENCES

APPENDIX

LIST OF TABLES

Table 3.1 The Population	25
Table 3.2 The Sample	26
Table 3.3 Method of Research	26
Table 3.4 Treatment in experimental and control group.....	27
Table 4.1 The Scores of Pre-test and Post-test in Experimental Group.....	32
Table 4.2 The Scores of Pre-test and Post-test in Control Group.....	34
Table 4.3 The Calculation Table of Standard Deviation.....	36

LIST OF APPENDICES

1. Lesson Plan Experimental Group.....	46
2. Lesson Plan Control Group.....	59
3. Test Items.....	72
4. Answer Key.....	79
5. The Answer Sheet of Experimental and Control Group.....	80
6. Attendance List of Experimental Group.....	140
7. Attendance List of Control Group.....	143
8. From K-1.....	145
9. From K-2.....	146
10. From K-3.....	147
11. LembarPengesahanHasil Seminar Proposal.....	148
12. SuratKeterangan.....	149
13. SuratPernyataan.....	150
14. PermohonanPerubahanJudulSkripsi.....	151
15. Berita Acara Bimbingan Proposal.....	152
16. SuratIzinRiset.....	153
17. SuratKeteranganRiset.....	154
18. Berita Acara BimbinganSkripsi.....	155
19. Curriculum Vitae.....	156

CHAPTER I

INTRODUCTION

A. The Background of the Study

According to Charles in Tohir (2001) states that the reading is a transmitting of information process where the author tells all the readers about his ideas or message. Such as, the author is regard as the informants (sender) and the reader on the another hand is receiver during the reading process it means that the reader could be done during reading activity is only grasping and decoding information, meanwhile he can not as question or comment to the author directly.

According to Clymer in (Beck, Robert H, 1959) “Reading is an ability that is constantly called into use in a society as complex as ours. Reading ability is also a necessary prerequisite to competence in any occupation”. It means the importance of reading is widely recognized among educational workers; not a few teachers in the elementary school view reading as the most important skill the school has to develop. Reading is a complex "cognitive process" of decoding symbols in order to construct or derive meaning (reading comprehension).

Reading is a complex endeavor that is made up of multiple components, all of which must be executed and orchestrated by the reader with the goal of making meaning from printed text. The reader must quickly and accurately recognize printed words, understand meanings of words and create a cohesive mental model of the meaning of the text. Effective reading requires the reader to make accurate sense of the text by making inference based on connections within and beyond the current text (Snow, 2002).

Reading is a means of language acquisition, communication, and of sharing information and ideas. Like all languages, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practice, development, and refinement. In addition, reading requires creativity and critical analysis. Consumers of literature make ventures with each piece, innately deviating from literal words to create images that make sense to them in the unfamiliar places the texts describe. Because reading is such a complex process, it cannot be controlled or restricted to one or two interpretations. There are no concrete laws in reading, but rather allows readers an escape to produce their own products introspectively.

Recount text is a text telling the reader what happened. It retells a past event. It begins by telling the reader who was involved, what happened, where this event took place and when it happened (Pardiyono, 2007). Recount text is a text which tells about something that happened in the past. The details in a recount can include what happened, who will be involved, where it took place, when it happened and why it occurred. Its purpose or goal is to entertain or inform about the past activity to the reader or listener. Recount text can be factual information, such as a newsstory or procedural information, such as tellingsomeonehow you built something or personal information, such as a family holiday or your opinion on a subject. Recount text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative.

There were some problems in this research, many students still read less especially in comprehending the text, most of the students did not like and were not interested with English especially in reading, and the teachers still use traditional method in teaching reading. In the reality of this research are most of the students think that reading is difficult because they were afraid making mistakes or incorrect pronunciation when they were reading, make fun and not bored, and make the students interesting in the classroom. The reason of the researcher is doing a study related the students' ability to comprehend the reading passage of SMA Pembangunan Nasional. The researcher would be applied Choral Reading method in order to help students improve their reading comprehension skills. The researcher choose choral reading method because is students reading using choral reading method, students can more confident, because if the students making mistakes in reading, no one really knows. Hopefully, that this method will make reading not only beneficial for them but enjoyable as well.

B. The Identification of the Problem

The problems of the research are identified as follows

1. Many students still read less especially in comprehending the text
2. Most of the students did not like and were not interested with English especially in reading
3. The teachers still use traditional method in teaching reading.

C. The Scope and Limitation

Based on the problems above, The scope of this research was about students' reading comprehension and The limitation on using choral reading method in teaching reading recount text. This research was conducted at SMA Pembangunan Nasional on February 2016-2017 academic year, it locates at Jalan Inpres Desa Sukamandi Hilir, Kecamatan Pagar Merbau, Kabupaten Deli Serdang, Lubuk Pakam.

D. The Formulation of the Problems

The problem of this study formulated as follows

1. Is there any significant effect of Applying Choral Reading Method on the Students' comprehension in Reading Recount text?

E. The Objectives of the Study

The Objectives of this study were

1. to find out the significant effect of applying choral reading method on the students' comprehension in reading recount text.

F. The Significance of the Study

The findings of the study are important for:

1. Theoretically

As theoretical, this proposal can help or add fluency for students in reading recount text. This research is hoped to be useful to add reference and as the study will enrich the knowledge and skills in reading comprehension in reading recount text.

2. Practically
 - a. For researcher, as a reference for any researcher who want to research the similar field
 - b. For teacher, to give input to teachers to apply Choral Reading Method as a solution to solve the problems find in reading fluency Students
 - c. For students, to assist them in improving their reading skills and fluency in reading

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

This study deals with theories that were support the concept. In this case, theoretical frameworks is aim to give some clear concept apply in this research. It was intended to define the boundary of this study. There were many points in this study would be discussed as follows:

1. Description of Effect

Effect of teaching in language is relate to the changes of getting something into our cognitive system. The final result of effect is the improvement of ability. The ability is the result of learning process which involves teachers with students which reflect from the knowledge the students have. Slamento (1995:5) states “improvement in learning is certain proof of success or ability of a student in doing their learning activities which base on their level of class.

The word “ effect” according to Harmer (2009) effect is a changeor something of a similar nature you make it come into being or bring it do successful conduction.Harmer (2003) in English dictionary says that an effect of something is a change or result which is process one something else some scientific phenomena which involves or effect the Doppler impress effect as follow :

- a. If someone does something or effect to do it to impress people.
- b. If you effect a change you bring out.

c. Something takes effect from a certain time it starts to operate then the form “effect” can generally mean :

1. Anything brought about by cause or agent.
2. The power or ability to produce on the mind of the observer or hearer.

The definition of the second one seems to fit the action rather than the process in doing something. In terms of the statistic this concept should be made operational and measurable.

Based on the definition stated previously it can be concluded that an effect is a positive regard after doing something and it also applies to method, system or technique administered to the students which is sure to give results. In other words, an effect is an influence or impression that can change a condition from bad into good or good into bad.

2. Description of Approach, Method, Technique, and Strategy

2.1. Approach

According to Richards and Rogers (2001) an approach is a set of correlative assumptions dealing with the nature of language and the nature of language learning. In the literature of English language teaching, the terms “method and approach” are often used in the nature of language learning. Basically, both of those terms do not have the same meaning. An approach is a theoretically well-informed position, assumption, thought, notion and belief concerning the nature of language learning, and the applicability of both in pedagogical settings; it does mean in classroom practice.

2.2.Method

According to Nunan (2003) a language teaching method is a single set of procedures which teachers are to follow in the classroom. Methods are also usually based on a set belief about the nature of language and learning. For many years, the goal of language pedagogy is to “find the right method” a methodological magic. Formula that would work for all learners at all times (Brown,2002). Method are contrast with approaches, which are more general, philosophical orientations such as communicative language teaching that can encompass a range of different procedures. Method is a generalized set of specification in the classroom for achieving linguistic objectives. Methods main concern is to teachers and learner roles and behavior. Beside, the concern of method is to linguistic and subject matter objectives, sequencing, and materials.

2.3.Technique

Richard and Rogers, (1986) stated “a technique is implementation that which take place in a classroom”. Furthermore, when the teacher in the classroom, she must able to create a strategy how to manage the class. Richard and Roger (1986) state the technique is an explicit procedure or strategy use to accomplish a particular learning a second language, based theoretical approach select. It involves the design of syllabus for the course, which in turn consist of learning objectives and technique for activating those adjective. Technique is any exercise, activities and tasks in the classroom to meet the objectives or goal of learning.

2.4.Strategy

According to Kemp (Rusman, 2010) strategy is a learning activity that must be done so that the teacher and student learning objectives can be achieved effectively and efficiently. Dick and Carey (Rusman, 2010) state that, strategy is a set of learning materials and procedures that are used together to include learning outcomes on the learner or students. Efforts to implement lesson plans that have been prepared in real activity so that the goals can be achieved optimally, we need a method that is used to realize a predetermined strategy. Thus one possible teaching strategy could be using expository lecture as well as question and answer method or even discussion by utilizing the available resources including the use of instructional media. Therefore, both strategies and methods are different. The strategy suggests a plan of action for achieving something, while the method is a way in achieving something.

2.5. Description of Choral Reading Method

Choral reading is a form of assisted reading that involves several readers reading the text aloud together (Rasisnki, 2010). The teacher models appropriate expressive reading and rate and then the teacher and students read along in unison repeatedly until gradually releasing the students to read in unison as a group. This is an excellent way to scaffold for a less proficient reader to gain by reading while at the same time hearing a more fluent reading by their peers (Rasisnki, 2010).

Choral reading means reading out loud with your child, the same text at the same time (Wood, 2006). You read together in unison, and your child gets to hear your voice, guiding and supporting, all the while. Based on Barbara (1996), use a single selection with various Choral Reading Method so students learn about the various ways of expressing meaning.

There are four common types of Choral Reading:

1. The easiest to learn is refrain, in which the teacher reads most of the lines and the students read the refrain.
2. Line a child reading, individual students read specific lines, while the entire group reads the beginning and ending of the selection.
3. Antiphonal or Dialog, Choral Reading is most appropriate for middle or intermediate level students. It enables reader to explore pitch and durations of sound.
4. Unison is the most difficult Choral Reading approach because the entire group speaks all of the lines.

The benefit of Choral Reading Method based on (Mc Cormack and Pasquarelli, 2010), when children are choral reading a 200-word passage, every student gets the same amount of practice. The students are not listening scrutinizing each other. If a student makes an error reading, no one really knows. Choral reading is also an excellent method to build prosody. As the students listen to each other, those students who have natural expression and phrasing will model those characteristics for the other.

3. Description of Reading

Reading, as one of receptive skills in learning English, deals with how someone gets information from written form. According to Broughton, at al (2003), reading is a complex skill which includes the components of recognizing the black marks, the correlation of linguistic elements, and also the correlation of the meaning. Black marks that is meant here is the shapes, lines, and dots patterned in a text. Then, dealing with linguistics elements, it is the correlation between the pattern shapes and the language itself.

Reading as we know involves a number of cognitive processes. Reading is a communicative value and functions as an active skill as cognitive processes are working during reading. The reader both reads and try to work on the information in the reading itself.

Reading with comprehension means understanding what has been read. It is an active thinking process that depends not only on comprehension skills but also on the students' experiences and prior knowledge. Reading comprehension refers to the understanding of information in a text appropriately (Grabe and Stoller,2002). Furthermore, reading comprehension is an essential part of reading activity. Without comprehension, reading is simply following words on a page from left to right while sounding them out, it means that the words on the page no meaning. People read for many different reasons, the chief goal is to derive some understanding of what the writer is trying to convey and use that information whether for fact gathering, learning a new skill, or for pleasure (Marshall,2012).

The ability of reading comprehension among the readers are various. One might high level of understanding the text and another might has the low one.

According to Grade and Stoller (2002:19), "Reading comprehension abilities are quite complex and that they vary in numerous ways depending on tasks, motivations, goals, and language abilities". They also argued that the large differences among the readers occur because of various ways of reading.

3.1 The Purpose of Reading

Like doing other activities, the reader also has some purpose in doing reading. There are numerous reasons in reading. Rivers and Nunan (in Nunan 1999) suggest there are seven main purposes for reading:

1. To obtain for some purpose are because we are curious about the topic.
2. To obtain an how to perform some task for our work daily life (e.g. knowing how an appliance work).
3. To act in a play, a play game, do a puzzle.
4. To keep in touch with friends by correspondence or to understand business letters.
5. To know when and where something will taken place or what is available.
6. To know what is happening or has happened (as reporter in a newspaper, magazine, reports).
7. For enjoy and excitement.

Meanwhile, according to Grade and Stoller (2002) classified the reading purpose as follows:

- 1) Reading to search for simple information and reading to skim.

Some researcher see it is as relatively independent cognitive process. It is used to often in reading task that is probably best seen as a type of reading ability. In reading to search, we typically scan the text for a specific piece of information or specific word. Similarly, reading to skim is a common part of many reading tasks and use fill skill in its own right. It involves, extenze, a combination of strategies for guessing where important might be in the text.

2) Reading to learn from text

Reading to learn typically in academic and professional context in which a person needs to learn a considerable amount of information from a text. It requires abilities to :

- a. Remember main ideas as well as a number of details the elaborate the main and supporting ideas in the text.
- b. Link the text to the reader's knowledge base.

3) Reading to integrate information requires additional about the relative importance of complementary, mutually supporting or conflicting information to accommodation from multiple sources. In this respect both reading to write and reading to critique text may be tasks variants of reading to integrate information. Both requires abilities to compose, select and critique information from a text.

4) Reading for general comprehension

Reading for general information is the most basic purpose of reading underlying and supporting most other purpose for reading. General reading comprehension is actually more complex than commonly assume. Reading for

general comprehension, when accomplished by a skillful reader, requires very rapid and automatic processing of words, strong skills in forming a general meaning representation of main ideas and efficient of man, process under very limited time constraints

3.2 Types of Reading

Brown (2001) explains the types of reading. In the case of reading, variety of performance is derived more from the multiplicity of types of the text than from the variety of overt types of performance. Nevertheless, several types of reading are very identifiable as follows:

a. Perceptive

Perceptive reading tasks involve attending to the components of larger stretches of discourse: letters, words, punctuation and other graphemic symbols. Bottom-up processing is applied.

b. Selective

In order to know one's reading cognition of lexical, grammatical, or discourse features of language within a very short story, selective reading is applied.

c. Interactive

Included among interactive reading are stretches of language of several paragraphs to one page or more in which the reader must, psycholinguistic sense, interact with the text.

d. Extensive

Extensive reading applies to text of more than a page, up to and including professional articles, essays, technical reports, short stories and books.

3.3 The Basic Skills of Reading

Mc Neil (1992) defines the basic skills of reading as follows:

1. Pronunciation

Pronunciation is the utterance of any sound symbol of word. It is important in recognizing a word because the correct pronunciation of a word would have the reader to retell the meaning of it. Stress intonation are under this part.

2. Structural System

Structural system is the parts of a word that forms unit of meaning or second. The unit may be parts of an inflectional ending, a compound word, a prefix, suffix, and syllable.

3. Vocabulary

Vocabulary is a list of words in a reader can find words to express the meaning. In other word recognition vocabulary is much larger than production vocabulary.

4. Comprehension

Comprehension is the combination of knowledge in structure and vocabulary in which situation the language is use.

3.4.The Reading Activities

Teacher should divide the reading into their interrelate stages, those are: pre-reading, while-reading and post-reading.

a. Pre-reading Activities

The purpose of the activities are:

- To introduce and amuse interest in the topic.
- To motivate learners by giving a reason for reading.
- To provide some language preparation for the text.

Pre-reading as an aspect of comprehension instruction, involves preparing students for what they are about to read. Pre-reading includes: drawing out or providing prior knowledge about content and process, motivating students. Some pre-reading answer simply consist of questions to students interact which are require to find the answer from the text. Some various type of activity may be develop.

b. While-reading Activities

The aim of these activities is to help learners to develop their reading skills so that they can be effective and independent readers. By implication students should be flexible in their ways of reading which are appropriate to the give text. In this level students interact with the text by the help of their relevant background knowledge such as interaction will have students:

1. To understand the writer's purpose.
2. To understand the text structure.
3. To classify the content.

Furthermore, the activities in this phase of reading should be gradually develop from a global understanding of the text and to smaller unit such as paragraph, sentence and word.

c. Post Reading Activities

The aims of these activities are:

1. To measure how far the students understand about the reading text in the while reading.
2. To investigate and measure how far the students ability to extend their knowledge. In this case, the teacher will probably organize some kind of follow up students task relate to the text give.

3.5. Procedure of Applying Choral Reading Method

1. Choose a book or passage that works well for reading aloud as a group:
 - a. patterned or predictable (for beginning readers)
 - b. not too long; and
 - c. is at the independent reading level of most students
2. Provide each student a copy of the text so they may follow along.
(Note: You may wish to use an overhead projector or place students at a computer monitor with the text on the screen)
3. Read the passage or story aloud and model fluent reading for the students.
4. Ask the students to use a marker or finger to follow along with the text as they read.

5. Reread the passage and have all students in the group read the story or passage aloud

3.6. Advantages and disadvantages of Choral Reading Method

a. Advantages of Choral Reading Method

- If the students reading using Choral Reading Method, the students can more confident, because if students makes a mistakes in reading, no one really knows
- Make the students interesting learning in the classroom
- Make fun and and not bored.

b. Disadvantages of Choral Reading Method

- Make the students do not care about pronunciation what they are reading
- Teacher do not know who are making mistakes in reading
recount text

4. Description of Kinds of Genre (Text type)

The term “genre” is use to refer to particular text types. It is a type or kind of text defined in terms of its social purposes, also at level of context dealing with social purpose. Genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations. There are many kinds of genre (text type). They are:

1. Spoof

Spoof is kind of genre that has social function to retell and event a humorous twist.

2. Recount

It is a kind of genre that has social function to retell event for the purpose of informing people entertaining.

3. Report

Report is a kind of genre that has social function to describe the way things are with reference to range natural, man-made, and social phenomena in our environment.

4. Analytical Exposition

Analytical Exposition is a genre which has social function to persuade the reader or listener that something is the case.

5. News Item

News Item is a genre which has social function to inform the readers, listeners, or viewer about event of the day which are considered newsworthy or important.

6. Anecdote

Anecdote is a genre which has social function to share with others an account of an unusual or amusing incident.

7. Narrative

Narrative is a genre which has social function to amuse, entertain, and to deal with actual or vicarious experience in different ways: narrative deal with problematic event which lead to a crisis or turning point of some kind, which in turn find a resolution.

8. Procedure

Procedure is a genre which has social function to describe how something is accomplished through a sequence of actions or steps.

9. Description

Description is a genre which has social function to describe a particular person, place or thing.

10. Hortatory Exposition

Hortatory Exposition is a genre which has social function to persuade the reader or listener that something should or should not be the case.

11. Explanation

Explanation is a genre which has social function to explain the processes involved in the formation or workings of natural or social cultural phenomenon.

12. Discussion

Discussion is a genre which has social function to present (at least) two points of view about an issue.

13. Review

Review is a genre which has social function to critique an art work or event for a public audiences. Such works of art include movies, TV shows, books, places, operas, recordings, exhibition, concerts, and ballet.

5. Description of Recount Text

Recount text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication

among the participants and that differentiates from narrative. Recount text is a text which tells about something that happened in the past. The details in a recount can include what happened, who will be involved, where it took place, when it happened and why it occurred. Its purpose or goal is to entertain or inform about the past activity to the reader or listener. Recount text can be factual information, such as a newsstory or procedural information, such as telling someone how you built something or personal information, such as a family holiday or your opinion on a subject. Recount text is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. There is no complication among the participants and that differentiates from narrative.

Derewianka (2004) states that the purpose of recount text is to list and describe past experiences by retelling events in the order in which they happened (chronological order). To achieve its purpose, the text will move through a different set of stages: a) an orientation letting the reader know who is involved, where, when, etc. b) the retelling of a series of events in chronological sequence. Recounts are written to retell events with the purpose of either informing or entertaining their audience (or both).

4.1 Generic Structure of Recount Text

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

4.2 Language Feature of Recount Text

- Introducing personal participant; I, my group, etc

- Using chronological connection; then, first, etc
- Using linking verb; was, were, saw, heard, etc
- Using action verb; look, go, change, etc
- Using simple past tense

B. Relevant Studies

There are some studies that relevant to this research had been conducted before. The first study was conducted in the journal by Artanto (2006) with the titled “Teaching Reading Comprehension by using PQ4R Strategy to the Second Year Students of SMA Veteran Plaju Palembang”, have the similarities with the researcher topic “Teaching Reading Comprehension by using Choral Reading (CR) Method to the Tenth Grade Students of Vocational School SetiaDarma of Palembang”. The similarities of them were discussing about teaching reading comprehension, and the differences of them are (1) Artanto use PQ4R Strategy in teaching reading comprehension, (2) Artanto do the research at the SMA Veteran Plaju Palembang, (3) total of the students for research.

C. Conceptual Framework

Teaching learning English in senior high school demands on the active participation from the student as the subject of four skill implementation: listening, speaking, writing, and reading. Reading is one of the language skills that should be achieve by the students. It is also on of the most important academic task face by the students., but some students have problems to comprehension reading text, because applying choral reading method on the students comprehension in reading recount text is not same for all the students. Commonly,

students have problems in reading comprehension relate to what topic of the text is.

To obtain sufficient result in the teaching, teachers often various teaching method and strategies this can be increase achievements on their participation in teaching learning process. To make reading a more active process, it is necessary to find out in effective strategy in teaching reading comprehension, so that the students achieve better understanding in reading texts. One of the reading strategies is try out in this Choral Reading Method of cooperative learning.

Choral reading method as an activity of cooperative learning to develop the topic of the text through activate students' prior knowledge that is prior knowledge's students that relate to the topic of the text must identify in order to comprehend the content objective of a lesson. By using choral reading method, the student would be understand what the topic of the text is about after they read, answer the question and the last they comprehend the answer with other friends. So that, students know more detail about the text. In this case, the researcher also forces the students to pay attention to what the writer is saying, there by improving their concentration. The students' can be attentive, energetic readers who reach deep rather than cursory understanding of the text well.

In conclusion, by applying in this method, Hopefully, that this method will make reading not only beneficial for them but enjoyable as well. That is why choral reading method of cooperative learning is suitable for the students' achievement in learning reading.

D. Hypothesis

Based on the previous discussion on the background of the study, the hypothesis is formulated as follows:

Ha : there is any significant effect of Applying Choral Reading Method on the Students' comprehension in Reading Recount text

Ho : there is any significant effect of Applying Choral Reading Method on the Students' comprehension in Reading Recount text.

CHAPTER III

METHOD OF RESEARCH

A. Location and Time

This research was conducted at SMA Pembangunan Nasional on February 2016-2017 academic year, it locates at Jalan Inpres Desa Sukamandi Hilir, Kecamatan Pagar Merbau, Kabupaten Deli Serdang, Lubuk Pakam. This research was focused the tenth grade students of SMA Pembangunan Nasional. The researcher choose this location because based on during previous observation at the school, the researcher find out the students problem, especially in reading recount text

B. Population and Sample

1. Population

The population of this research was taken the tenth grade students of SMA Pembangunan Nasional. There were four classes (X-1, X-2, X-3, X-4), and total students 120.

Table3.1
The Population of the Research

No	Class	Population
1	X-1	30
2	X-2	30
3	X-3	30
4	X-4	30
Total		120 Students

2. Sample

In this research, the researcher will use cluster random sampling technique there are two classes, they were X-1 and X-2 will be taken as the sample of this research.

Table 3.2
Sample of Research

No	Class	Class	Sample
1	X-1	Experimental group	30
2	X-2	Control group	30
Total			60

C. Research Design

The experimental quantitative method will be applied in this research , which consist of two groups name experimental was taught by using Choral Reading

Method and the control group was taught by lecturing method. The design research could be show below

Table 3.3
Research Design

Group	Pre-test	Treatment	Post-test
Experimental	✓	using Choral Reading Method	✓
Control	✓	lecturing method	✓

D. The Instrument of the Research

The instrument of the research was multiple choice test in collecting the data, pre-test, and post-test would be conducted in both, experimental and control group. The student will be given discourse and the test consisting of 20 multiple choice test. The material of the test about Recount Text took from English Today book for SMA Grade X.

E. The Techniques for Collecting Data

a. Pre-Test

Both groups, the experimental and control group will be given pre-test before the treatment. The function of the pre-test is to know scores of experimental and control group.

b. Treatment

Experimental and control group will be taught by the same material but in different way in teaching . Treatment give to both experimental and control group. The experimental group will be taught by using choral reading method, while the control group will taught by using the Lecturing Method.

Table 3.4.

Treatment in Experimental and Control Group

No	Experimental group	Control group
1	Teacher greets the students to open the class.	Teacher greets the students to open the class
2	Teacher gives pre-test	Teacher gives pre-test
3	Teacher collects the students answer sheet	Teacher collects the students answer sheet
4	The teacher give explanation about recount text and from definition, example, generic structure, and language feature of recount text.	The teacher give explanation about recount text and from definition, example, generic structure, and language feature of recount text.
5	Teacher ask students about material.	Teacher ask to students about material.
6	Teacher use a laptop and show about material	Teacher explain about the material
7	After that the teacher introduction and explanation in process teaching learning	Teacher told students to read about recount text

8	After the explanation teacher make the group of consist 5 -6 students, and asked one group of students to read a recount text has provided teachers with together and with aloud voice, each group will get a run And the fast give the scores.	One students to reading the text, another students must to hear her friends
9	After that the teacher give exercise to every group about recount text.	And teacher give conclusion about material
10	Before closing teacher give the conclusion and explain again about the material.	

c. Post-Test

The post test will be given to both groups, Experimental and control group after the treatment. It was used to find out the differences of their mean scores.

F. The Techniques for Analyzing Data

The following steps were applied in analyzing the data.

- a. Listing their scores in two score table, first for the experimental group scores and second for the control group scores.
- b. Calculating the mean of the students' score by using formula:

$$M = \frac{\sum X}{N}$$

Where :

M : Mean

$\sum X$: Total Students Score

N : Total Students

c. Calculating the total score post test in experimental and control groups:

d. Standard deviation of sample 1 (experimental group):

$$S_1 = \sqrt{\frac{n(\sum X_1^2) - (\sum X_1)^2}{n_1(n_1 - 1)}}$$

e. Standard deviation of sample 2 (control group):

$$S_2 = \sqrt{\frac{n(\sum X_2^2) - (\sum X_2)^2}{n_2(n_2 - 1)}}$$

f. T-test to decide the data was separated variants (Heterogenic) of polled variants (Homogeny):

$$F_c = \frac{S_1^2}{S_2^2} \rightarrow \text{if } F_c < F_b \text{ so the data is Polled Variants (Homogeny)}$$

g. The calculating correlation of product moment, according to Sugiono:

$$r_{X_1X_2} = \frac{n\sum X_1X_2 - (\sum X_1)(\sum X_2)}{\sqrt{\{n(\sum X_1^2) - (\sum X_1)^2\} \{n\sum X_2^2 - (\sum X_2)^2\}}}$$

h. The calculating testing the hypothesis by using T-test:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2} - 2r \left(\frac{S_1}{\sqrt{n_1}} \right) \left(\frac{S_2}{\sqrt{n_2}} \right)}} \quad (\text{Sugiono, 2012:274})$$

Where :

t = t-test

\bar{X}_1 = Average of variable 1 (experimental group)

\bar{X}_2 = Average of variable 2 (control group)

S_1 = Standard deviation of sample 1 (experimental group)

S_2 = Standard deviation of sample 2 (control group)

S_1^2 = Standard deviation variants of sample 1 (experimental group)
and sample 2 (control group)

n = Total of sample

n_1 = Number of cases for variable 1 (experimental group)

n_2 = Number of cases for variable 2 (control group)

F_c = Fcount

F_t = Ftable

1 = Number constant

r = The correlation between the two groups of data

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data Collection

The data were collected by giving the students a test consisting of 20 items. The correct answer was given 1 score, incorrect answer was given 0 score and the highest score was 100. In this research, the sample was divided into two groups, the experimental and control groups that consists of 30 students in experimental group (X-1) and 30 students in control group (X-2). Both of group was given a pre-test and post-test. The data of this research, the initial of the students (sample) and the students' score in the pre-test of the two groups were shown the table 4.1 and 4.2 below.

Table 4.1

The Scores of Pre-test and Post-test in Experimental Group

No	Student's Initial	Score	
		Pre-test	Post-test
1	SP	50	85

2	MTA	55	85
3	DD	40	80
4	JA	45	80
5	FA	50	80
6	WHS	65	90
7	SWDAS	60	95
8	S	55	80
9	AW	30	80
10	KY	65	80
11	MS	50	85
12	AA	50	90
13	SW	45	95
14	SW	55	85
15	APU	60	85
16	HS	60	85
17	SS	65	90
18	OA	50	85
19	WS	60	85
20	YP	60	80
21	SJ	55	90
22	SP	60	85
23	PV	55	85
24	OS	35	75

25	CO	55	80
26	LP	60	85
27	NW	60	90
28	YS	55	85
29	MA	50	95
30	S	65	90
TOTAL		1620	2560
MEAN		405	640

The Data in the table 4.1 showed the highest score and the lowest was 30 while the highest score of post-test was 95 and the lowest was 75. The mean of pre-test in the experimental group was 405 and the mean of post-test in the experimental group was 640.

Table 4.2

The Scores of Pre-test and Post-test in Control Group

No	Student's Initial	Score	
		Pre-test	Post-test
1	EW	45	75
2	V	45	80
3	LMS	50	85
4	WL	50	80
5	RFS	55	75
6	DS	55	80
7	RR	65	85

8	AR	30	70
9	DS	55	85
10	MIR	50	80
11	H	60	85
12	D	60	80
13	DS	45	80
14	MAP	35	75
15	YW	50	80
16	MAPS	50	85
17	H	65	80
18	G	50	85
19	JP	40	70
20	DR	50	80
21	SR	40	75
22	LN	55	80
23	CP	65	80
24	FF	65	85
25	S	55	80
26	W	45	75
27	H	35	80
28	FN	60	80
29	WP	45	75
30	DP	55	75

TOTAL	1525	2380
MEAN	38.12	595

The data in the table 4.2 showed the highest score of pre-test in the control group was 65 and the lowest was 30 while the highest score of post-test was 85 and the lowest was 70. The mean of pre-test in control group was 38 and the mean of post-test in the control group was 595.

B. Data Analysis

Based on the data from the pre-test and post-test, the score was changed into the table of calculation of standard deviation.

Table 4.3

The Calculation Table of Standard Deviation

No	X₁	X₂	X₁²	X₂²	X₁.X₂	X₁ - X₂
1	85	75	7225	5625	6375	10
2	85	80	7225	6400	6800	5
3	80	85	6400	7225	6800	-5
4	80	80	6400	6400	6400	0
5	80	75	6400	5625	6000	5
6	90	80	8100	6400	7200	10
7	95	85	9025	7225	8075	10
8	80	70	6400	4900	5600	10

9	80/	85	6400	7225	6800	-5
10	80	80	6400	6400	6400	0
11	85	85	7225	7225	7225	0
12	90	80	8100	6400	7200	10
13	95	80	9025	6400	7600	15
14	85	75	7225	5625	6375	10
15	85	80	7225	6400	6800	5
16	85	85	7225	7225	7225	0
17	90	80	8100	6400	7200	10
18	85	85	7225	7225	7225	0
19	85	70	7225	4900	5950	15
20	80	80	6400	6400	6400	0
21	90	75	8100	5625	6750	15
22	85	80	7225	6400	6800	5
23	85	80	7225	6400	6800	5
24	75	85	5625	7225	6375	-10
25	80	80	6400	6400	6400	0
26	85	75	7225	5625	6375	10
27	90	80	8100	6400	7200	10
28	85	80	7225	6400	6800	5
29	95	75	9025	5625	7125	20
30	90	75	8100	5625	6750	15
TOTAL	$\sum X_1$	$\sum X_2$	$\sum X_1^2 =$	$\sum X_2^2 =$	$\sum X_1 \cdot X_2$	$\sum X_1 - X_2$

	=2560	=2380	219200	189350	=203025	= 180
--	--------------	--------------	---------------	---------------	----------------	--------------

Based on the table 4.3 previously, the calculation or standard deviation was shown below:

For experimental group:

$$S_1 = \sqrt{\frac{n(\sum X_1^2) - (\sum X_1)^2}{n_1(n_1 - 1)}}$$

$$S_1 = \sqrt{\frac{30(219200) - (2560)^2}{30(30 - 1)}}$$

$$S_1 = \sqrt{\frac{6576000 - 6553600}{30(29)}}$$

$$S_1 = \sqrt{\frac{22400}{870}}$$

$$S_1 = \sqrt{2574}$$

$$S_1 = 50,73$$

For control group:

$$S_2 = \sqrt{\frac{n(\sum X_2^2) - (\sum X_2)^2}{n_2(n_2 - 1)}}$$

$$S_2 = \sqrt{\frac{30(189350) - (2380)^2}{30(30 - 29)}}$$

$$S_2 = \sqrt{\frac{5680500 - 5664400}{30(29)}}$$

$$S_2 = \sqrt{\frac{16100}{870}}$$

$$S_2 = \sqrt{19,16}$$

$$S_2 = 4,37$$

The score of standard deviation for experimental and control group was calculated, then it was needed to decide the data was Separated Variants (Heterogenic) data or Polled Variants (Homogeny) data by using the formula below:

$$F_c = \frac{S_1^2}{S_2^2}$$

S_1^2 is standard deviation squared (variants) of sample 1 (experimental group) and S_2^2 is the standard deviation squared (variants) of sample 2 (control group).

Based on the data was calculated previously, it was found S_1^2 was 25,74 and S_2^2 was 19,09. Then, for F_c when $F_c < F_t$, so the data is Polled Variants (homogeny). So, F_c was calculated as below:

$$\begin{aligned} F_c &= \frac{S_1^2}{S_2^2} \\ &= \frac{25,74}{19,09} = 1,34 \end{aligned}$$

Then, to find out value of F_t gotten by F distribution for probability $\alpha = 5\% = 0,05$. Degree of Freedom (df) for numerator $df = n_1 - 1 = 30 - 1 = 29$, and degree of freedom (df) for denominator $df = n_2 - 1 = 30 - 1 = 29$. From F table, it was found that $F_t = 1,69$ and $F_c = 1,34$. So, it meant that $F_c < F_t = 1,34 < 1,69$. It showed that the data was Polled Variants (homogeny).

Correlation of Product Moment between X_1 and X_2 :

$$r_{X_1X_2} = \frac{n \sum X_1 X_2 - (\sum X_1)(\sum X_2)}{\sqrt{\{n(\sum X_1^2) - (\sum X_1)^2\} \{n \sum X_2^2 - (\sum X_2)^2\}}}$$

$$r_{X_1, X_2} = \frac{6090750 - (2560)(2380)}{\sqrt{\{6576000 - (2560)^2\} \{5680500 - (2380)^2\}}}$$

$$r_{X_1, X_2} = \frac{6090750 - 6092800}{\sqrt{\{6576000 - 6553600\} \{5680500 - 5664400\}}}$$

$$r_{X_1, X_2} = \frac{-2,050}{\sqrt{(22400)(16100)}}$$

$$r_{X_1, X_2} = \frac{-2,050}{\sqrt{360,640,000}}$$

$$r_{X_1, X_2} = \frac{-2,050}{18,99}$$

$$= 0,10$$

C. Testing Hypothesis

The formula of t-test and t-table were applied to test the hypothesis.

The calculation of t-test was shown below:

For \bar{X}_1 (Average of variable 1 or experimental group) :

$$\bar{X}_1 = \frac{\sum X_1}{n_1}$$

$$\bar{X}_1 = \frac{2560}{30}$$

$$\bar{X}_1 = 85,33$$

For \bar{X}_2 (average of variable or experimental group)

$$\bar{X}_1 = \frac{\sum X_1}{n_1}$$

$$\bar{X}_2 = \frac{2380}{30}$$

$$\bar{X}_2 = 79,33$$

T_c between X_1 and X_2

$$t_c = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2} - 2r \left(\frac{S_1}{\sqrt{n_1}} \right) \left(\frac{S_2}{\sqrt{n_2}} \right)}}$$

$$t_c = \frac{85,33 - 79,33}{\sqrt{\frac{25,73}{30} + \frac{19,09}{30} - 2,0,10 \left(\frac{50,73}{\sqrt{30}} \right) \left(\frac{4,37}{\sqrt{30}} \right)}}$$

$$t_c = \frac{6}{\sqrt{0,85767 + 0,63633 - 0,2 \left(\frac{50,73}{5,47} \right) \left(\frac{4,37}{5,47} \right)}}$$

$$t_c = \frac{6}{\sqrt{1,494 - 0,2 (9,27) (0,79)}}$$

$$t_c = \frac{6}{\sqrt{1,494 - 1,46466}}$$

$$t_c = \frac{6}{\sqrt{0,02934}}$$

$$t_c = \frac{6}{0,17}$$

$$t_c = 35,29$$

T_c was compared with t_t . The value of t_t got by t distribution critical value table with significant rate $\alpha = 0,05$ with $df = n - k = 30 - 2 = 28$. So, t_t was 1,701. It showed that t test $> t$ table = $35,29 > 1,701$. It meant that H_a was accepted and H_o was rejected. So, it could be conclude that there was any significant effect of applying Choral Reading Method on the Students' comprehension in reading recount text.

Determining the percentage of the effect of X_1 towards X_2 :

$$\begin{aligned} D &= (r \times y)^2 \times 100 \% \\ &= (0,10)^2 \times 100 \% \end{aligned}$$

$$= 0,01 \times 100 \%$$
$$= 0,01\%$$

It meant that the effect of X_1 towards X_2 of the effect of applying Choral Reading Method on the students' comprehension in reading recount text was 0,01% and 99,99% was influenced from other factors.

D. Research Design

Based on the calculation, it was found that the result of t_c was higher than $t_t = 35,29 > 1,701$. It showed that the alternative hypothesis was accepted and it meant that the applying choral reading method gave significant effect on the students' comprehension in reading recount text. It was proven from the data shown that the score of the experimental group (students who were taught by applying choral reading method) was higher than control group. The effect of applying choral reading method on the students comprehension in reading recount text was 0,01% and 99,99% was influenced from other factors.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After the researcher has analysis the data, conclusion can be drawn as following:

1. Based on the findings, it was found that there was any significant effect of applying Choral Reading Method on the students' comprehension in reading recount text which was proven from the result of the test. ($t_c > t_t$) from significant 5% $35,29 > 1,701$. It means that null hypothesis is rejected and alternative hypothesis is accepted.
2. The effect of applying Choral Reading Method on the students' comprehension in reading recount text was 0,01% and 99,99% was influenced in other factors.

B. Suggestion

The researcher would like to give some suggestion to people who get benefits from this research. The researcher hopes this research will be useful for anyone in teaching and learning process:

1. The teacher can apply Choral Reading Method in teaching reading comprehension especially in recount text in the classroom as a strategy which helps the students to be more effective, creative, interesting, and add their reading comprehension.
2. The students are expected to apply Choral Reading Method before reading, because it can stimulate their prior knowledge so that they can be easier to comprehend the text in order to increase their achievement in reading comprehension.
3. It is suggested to other researcher who are interested and want to do research that to use these findings as source of information for further related studies.
4. It is also suggested to school management to encourage that teachers to improve their teaching skill to become better, more creative, and more interesting not only by Choral Reading Method but also other method which are believed to give easier and better understanding for students in their effort to get information from reading comprehension.

REFERENCES

- Barbara, D. Stoodt. 1996. *Children's literature discovery for a lifetime*. Australia: McMillian Education Australia FTY
- Beck, Robert H. 1956. *The three R's Plus*. University of Minnesota.
- Brown, H.D. 2001. *Teaching by Principles : an interactive approach to language pedagogy*. Second Edition. San Fransisco: Longman.
- Dicky and Carey. 2010. *Strategy in Learning*. USA
- Grabe, W and Stoller, frehricka. 2002. *Teaching researching Reading*. Great Britain: Persons education.
- Harmer, Jeremy. 2001. *The Practice of English Language Teaching*. London. Adibsonb Wesley Wesley Teaching.
- Nunan, D. 2003. *Practical english language teaching*. New York: The McGraw Hill companies, Inc.
- Rasisnki. Timothy (2010). *The fluent reader* (2nd edition). New York: Scholastic, (journal of teacher action research)
- Rasisnki, T.V., & Stevenson, B. (2005). The effects of Fast Start Reading : a fluency-based home involvement reading program, on the reading achievement of beginning readers. *Reading Psychology: An International Journal*, 26, 109-125.
- Richards, J.C., & Rodgers, T.S. 2001. *Approaches and methods in language teaching*. Cambridge : CUP.
- Richards, J.C., & Rodgers, T.S. 2001. *State the method is practical realization of an approach* Cambridge : CUP.
- Snow, C. (2002). *Reading for Understanding* : Towards a R & D program in reading comprehension. Washington, DC: RAND Reading Study Group.
- Sugiyono, Dan R & D. 2010. *Teach English as a Second Language*. Chicago: Mc.Graw Hill Companies.

Wood, Tracy, M.Ed. 2006. *Overcoming Dyslexia for Dummies*, Indianapolis:
Wiley Publishing, Inc.

CURRICULUM VITAE

Name : DeniIsmayanti

Registered Numbered : 1302050363

Place / Date of Birth : SidodadiRamunia/10 july 1995

Address : DesaSidodadiRamunia,Kecamatan
Beringin,Kabupaten Deli Serdang.

Sex : Female

Region : Moslem

Material Status : Single

Education :

1. Primary School at MIS AL-IKHLAS Beringin
2. Junior High School at SMP JAYA KRAMA Beringin
3. Senior High School at SMA NEGERI 1 LubukPakam
4. Students of English Department of FKIP UniversitasMuhammadiyah
Sumatera Utara

Hobbies : Watching Movie and Listening Music

Fathers Name : Ponidi

Mothers' Name : Pains

Brothers' Name : WahyuSyahputra

Address : DesaSidodadiRamunia,Kecamatan
Beringin,Kabupaten Deli Serdang.

Answer Key:

1. C

2. A

3. B

4. D

5. C

6. B

7. A

8. A

9. B

10. D

11. C

12. D

13. A

14. B

15. D

16. A

17. B

18. C

19. D

20. D

Test Item

Read the following text to answer question 1-5.

Yusuf went to Mariana Circuit in the morning to join a car race. He arrive at seven and directly check his engine. The race started at eight .At first he led the race, but it wasn't for long because suddenly another car hit him from behind. He lost the race and his car was damaged.

It was very disappointed.

1. Yusuf go to the circuit because...
 - a. To watch his friend racing
 - b. To check his engine
 - c. To join a car race
 - d. To hit other cars

2. What was the first thing Yusuf did when he arrived at the circuit?
 - a. Checking his engine
 - b. Leading the race
 - c. Starting the race
 - d. Losing the race

3. Yusuf lose the race because..
 - a. He lost his car
 - b. He was hit by another car
 - c. His car was damaged
 - d. He was disappointed

4. How did Yusuf Feel?
 - a. Cheerful
 - b. Excited
 - c. Happy
 - d. Upset

5. The purpose of the writer writing the text is...
 - a. To persuade the readers to go to Marina circuit
 - b. To inform the readers about Yusuf's hobby
 - c. To tell the past events happened to Yusuf
 - d. To describe the Marina circuit

Read the following text to answer question 6-10

On Saturday night, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike twelve in twenty minutes' time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted, "It's two minutes past twelve! The clock has stopped!"

I looked at my watch. It was true. The big clock refused to welcome the New Year. At that moment, everybody began to laugh and sing.

6. When did the clock stopped?
 - a. At 5.12
 - b. At 11.55
 - c. At 12.00
 - d. At 12.02

7. Why did the people gather under the Town Hall clock?
 - a. To welcome the New Year
 - b. To see the newly bought clock
 - c. To strike the laughing people
 - d. To stop people who shouted

8. Based on the text, where was the writer?
 - a. At the center of the town
 - b. At home
 - c. At the beach
 - d. At the market

9. When did the event happen?
 - a. in the middle of the year
 - b. the end of the year
 - c. Christmas celebration
 - d. at the weekend as usual

10. Which of the following is not true according to the text?
 - a. the writer was waiting to celebrate the New Year.
 - b. the writer brought a watch.
 - c. the writer was very happy.
 - d. the writer celebrated the New Year with his family.

Read the following text to answer question 11-16

On Saturday 23 October, I went to Sarah's birthday party. I was very excited. I went there with George and Tina. We wore fancy dress because it was a fancy dress party. I wore a ghost costume, Tina became Xena, the warrior princess, and George went as a vampire.

The party started at 7. First, we sang “happy birthday”. Then, Sarah blew the candles. After that, we ate some food and drank Coke.

Later on, we did some games. Everybody enjoyed them. I cheered so hard that I nearly lost my voice. While we were playing “Hide and Seek”, the lights suddenly went out. In ten minutes, the lights went on again and continued the games.

Before the party was over, the MC announced the best costume of the party. George got the first prize. He looked so happy. Finally, my dad arrived to take me home. I was so tired, but happy.

11. Whom did the writer go to the party with...
 - a. Xena and the vampire
 - b. Sarah and her friends
 - c. George and Tina
 - d. His parents

12. When did the guests enjoy the games?
 - a. After the announcement of the best costume
 - b. At the beginning of the party
 - c. Soon after they arrived
 - d. After having meals

13. What happened to the lights when the guest were playing “Hide and Seek”?
 - a. They went out
 - b. They dimmed
 - c. They worked so well
 - d. They soon brightly

14. Who won the best costume?
 - a. The writer
 - b. George
 - c. Sarah
 - d. Tina

15. From the text, we know that a fancy dress party is..
 - a. A party for rich people
 - b. A party which the host looks very nice
 - c. A party in which the place is very fancy
 - d. A party in which the guests are wearing special costumes

16. “George got the first **prize**“(paragraph 4) The underlined word means
 - a. Award
 - b. Price

- c. Place
- d. Fund

Read the following text to answer question 17-20

It was Saturday, 23 August. Our school was holding a special event. It was called the “Performance Dance”

At 9 a.m., the event started. Every students was taking part in the event. Some students were joining a chess competition and some others were taking part in face painting. I myself was working with my team. We were doing an experiment with some clay. The “Performance Day” finished at 2 p.m. We were all happy. We had a good time.

- 17. What was the name of the event?
 - a. Special event
 - b. Performance day
 - c. Clay work
 - d. Experiment day

- 18. How long did the event last?
 - a. Nine hours
 - b. Seven hours
 - c. Five hours
 - d. Two hours

- 19. What was the writer doing?
 - a. He was playing chess
 - b. He was painting his face
 - c. He was working alone
 - d. He was doing an experiment

- 20. How did the writer feel?
 - a. Tired
 - b. Bored
 - c. Fatigued
 - d. Delighted

LESSON PLAN
(Control Group)

Name of School : SMA Pembangunan Nasional
Subject : English
Aspect/skill : Reading
Class/semester : X/1
Time Allocation : 2x45 minutes
Material : Recount Text

1. Standard of Competence

Understanding the Meaning Text Functional write short and simple essay
Shaped recount, narrative, and the procedure hearts Context of Everyday
Life And to review access of Sciences

2. Basic competence

Responding to the meaning of rhetorical essay writing text accurately,
fluently and acceptable in the context of everyday life and to use science in
text form: recount, narrative, and procedure

3. Competency Achievement Indicators

- Identify the meaning of the recount text
- Identify steps for rhetoric in the recount text
- Read aloud recount text

4. Learning Objectives

At the end of the lesson students can:

- Students can answer simple monologue text form of a recount