THE IMPLEMENTATION OF EGRA TECHNIQUE TO IMPROVE STUDENTS' ABILITY IN COMPREHENDING RECOUNT TEXT AT MTSN HAMPARAN PERAK

SKRIPSI

Submitted to Faculty of Tarbiyah Science and Teacher Training UIN SU

Medan as a Partial Fulfillment of Requirements for the (Degree of

Sarjana Pendidikan) S-1 Program

By

MUHARFAH SARI
34.13.1.105

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FACULTY OF TARBIYAH AND TEACHER TRAINING
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ABSTRACT

THE IMPLEMENTATION OF EGRA TECHNIQUE TO IMPROVE STUDENTS' ABILITY IN COMPREHENDING RECOUNT TEXT AT MTSN HAMPARAN PERAK

Key words : EGRA technique, Improvement Students' Ability, reading comprehension, Recount Text.

The aims of the research are to find out: 1) the students' ability in comprehending recount text through EGRA technique; 2) the obstacles of applying EGRA technique in comprehending recount text. The location of this research is at MTsN Hamparan Perak and the sample of this research is eighth grade of MTsN Hamparan perak that consist of 36 students. This research conducted by applying Classroom Actioin Research that consist of qualitative data, such as, observation sheet, diary notes, documentation, and quantitative data such as pre-test and post-test to collect the data. The result of data analysis showed that EGRA technique can improve the students' ability in comprehending recount text. It was showed from the improvement every cycle as follows : a) mean of score of observation sheet in teaching English in cycle was 2.8 or in good category improved in cycle II was 3.5 or in excellent category; b) mean of score observation sheet of students' activities in cycle I was 3.0 or in enough active category improved in cycle II was 4.3 or very active category; c) students' score, pre-test was 62.5, post-test I was 70.41, and post-test II was 86.44. Additionally, The percentage of the students' score in post-test of the first cycle who got point up 80 there were still was 13 of 36 students, it was 36.11%. Then, the percentage of post-test in the second cycle who got point up 80 there were 28 of 36 students, it was 77.78%. It can be concluded that there was an improvement of the students at MTsN Hamparan Perak in comprehending recount text. Based on the research, it suggests for the teacher who want to tech reading especially in comprehending recount text can use EGRA technique.

ACKNOWLEDGEMENT

In the name of Allah Almighty the most Benevolent and the most Merciful

Praise to be Allah Subhanahu wa taala who has given me a chance and the light to finish this skripsi. Peace and blessing to the prophet Muhammad shalallahu alaihi wasallam who has been my great figure as servant of Allah subhanahu wa taala.

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Finally, the researcher realizes that there are unintended errors in writing skripsi. The researcher allows the readers to give suggestion to improve its content in order to be made as one as the better examples for the next.

Medan, 10 April 2017

The researcher

Muharfah Sari

TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDIXES

LIST OF CHARTS

CHAPTER I

INTRODUCTION

A. Background of Study

English as one of the language in the word is very important to learn because it can be used in giving or receiving information and for developing of education, technology, and arts. It is also very benefit to the young learners. Preparing the learners to study English as early as possible is very crucial because their brain is ready for learning and most of them can learn quite well. As we know that English has four skills, they are reading, listening, writing, and speaking skill. In this research the writer just focus on reading skill.

Reading is one of the most important skill because by reading a text, students can broaden their knowledge. Then, reading is also one of the most important skill in language learning beside listening, writing, and speaking. In reading, students are expected to be knowledge and familiar with what the teacher has explained in the context.

Reading is related to the text, so it is very important to introduce reading well and to make it interesting activities in the classroom. Reading english test is the most important for students. Students have to read to get the informations.

Text is a discourse of composition on which a note in written. We can get many informations or messages in the text. Because every text indeed have function on which to give the information for the readers. As we know that there are many kinds of English text. Those are recount, report, discussion, explanation,

exposition, narrative, anecdote, procedure,description, and many other anymore. But in this research the text just focus on recount text.

Recound text is kind of the text that tell us about what happened in series of events in sequence. It has function to tell the readers an event in the past chronologically. It means that recount text retell the event in the past. Every text has the generic structure to make sure the students' understanding about the contain in the text and to make students easy to get the information from the text. It is same like recount text that have generic structure, that's way the students should understand it well to comprehend their ability in mastering recount text.

The condition of students' recount text mastery was supported by the teacher statement, she said, " Kemampuan anak-anak dalam menjawab soal yang berbentuk text itu memang masih kurang. Mereka masih bingung untuk menghubungkan antara paragrap satu dengan yang lain sehingga kesulitan untuk mendapatkan informasi ataupun ide pokok dari text tersebut. Terkadang pun mereka kebanyakan sambil bermain seperti kurang keseriusannya dalam belajar hanya sebagian yang keliatan pintar saja yang sering memperhatikan." The teacher's statement was supported by the one of student who has interviewed, she said, " Kami kurang paham apa itu recount text apalagi kalau menjawab soalnya selalu bingung."

From the writer's observation, the students were not interested and looked bored in English class. Some of them laid their heads on the table and did another activity rather than paid attantion to the teacher. Besides, the students were also passively involved in teaching and learning process. when the teacher gave question to them, they were dominantly silent and looked at the book.

From the arguments above, it can be said that influence the students' recount text mastery are the teacher and the students. It is supported by the writer's observation. The writer found some problems in learning English that the causes the students did not mastery English. They are; some of the students' lack of skill were seen from the teaching and learning activity. The teacher was too fast in explaining the materials. The consequence was the students did not get the point of the teacher's explanation. Then, the students had low motivation in learning English. some of them thought that they were not to learn English well because they were banjar's people. It means that they did not realize the importance of English. For the next problem, most of the students were bored with the monotous teaching and learning activity. The variation of teaching and learning activities was rarely done in the class.

The ability to comprehend recount text is influenced many factors. One of the factor is the using of technique that used in teaching-learnig process. The first, The teacher must give the motivation and share all of about English for the students in order to up their spirt to learn English. Then, the teacher should use the suitable technique to improve students' English skill.

There are many techniques for the teachers to improve students' ability in comprehending recount text. In this research, EGRA techniqueis choosen to be applied in improving students' ability in mastering recount text. EGRA stands for Experience/Exposure, Generalization, Reinforcement, and Application. By using this Technique, the students are given opportunity to find out the form and function of the sentence by themselves.

There are some benefits of EGRA technique, they are; (1) EGRA can enhance the students' recount text generic structure. From experience where the students are exposed to the meaningful use of particular generic structure item, generalization which is improved the students'exploration in recognizing the language generic structure, reinforcement sharpening and revising the students' finding in generalization, and application when the students are given opportunities to use or apply the text in answering the question from the recount text based on the generic structure that they have learned. (2) EGRA technique can be a tool of motivator to build the students' awareness in learning. The students performed good attitude and motivation from meeting to meeting. The teacher can explore many activities in the class such as discussion, games, and so on. Here, the writer played role as a facilitator and motivator. She talked less and let the students explore their knowledge. It builds good mood on students' feeling because they are tend to be bored only in listening the writer.

EGRA's steps have each objective. Experience is aimed to exposure a particular structure item in use. The objective of generalization is that the learners better remember conclusion about the form and function, they make by themselves. Reinforcement helps the students to check or revise their generalization and application is to apply the structure items learned in the previous stage to communicate information or message.

Futhermore, this technique is hoped to be abled to improve the students' ability in comprehending recount text. Based on the explanation above, the writer is interested in conducting a research with the title **, "The Implementation of**

EGRA Technique to Improve Students' Ability in Comprehending Recouut Text at MTsN. Hamparan Perak."

B. Identification of Study

Based on of the background above, the writer finds some problems that can be identified as follows:

1. The students lack of motivation in studying English

2. The students were not interested and looked bored in English class.

3. The students knowledge about English is still low

4. The students were bored with the monotous teaching and learning activity.

5. The students less ability in comprehending recount text

6. The teacher was too fast in explaining the materials

7. The teacher's technique in teaching recount text is not appropriate enough to the students

8. The teacher doesn't give the technique variation in teaching recount text.

C. Scope and Limitation of Study

Based on the background above, so many factors influence the students in comprehending reading recount text. One of the factor is the technique that used in teaching-learning process. There are many techniques that can be used in teaching recount text. But, in this research, the writer focus on the implementation of applying the EGRA technique to improve the students' ability in mastering recount text.

D. Problems of Study

Based on the background of study above, the writer formulates the problems that :

1. Can EGRA technique improve students' ability in comprehending recount text?

2. How are the obstacles of applying EGRA technique in comprehending recount text?

E. Objective of Study

The objective of this research are:

1. To know EGRA technique in improving students' ability in comprehending recount text.

2. To know the obstacles of applying EGRA technique in comprehending recount text.

F. Benefits of Study

This research is expected to give contribution to :

1. English teacher

Hopefully, to make the teacher :

) Know the using of EGRA technique to improve students' ability in mastering recount text

2. Students :

Hopefully, to make students :

) Make them loving to learn knowledge by themselves.

)   Can increase their motivation to study recount text.

)   Can improve their recount text mastery.

CHAPTER II

THEORITICAL REVIEW

A. Conceptual Framework

In this chapter the writer tries to give the clear description of theoritical framework which covers the general concept of the reading, recount text, and the EGRA technique.

1. The General Concept of Reading

1.1 The Understanding of Reading

Reading is an active cognitive process of interacting with print and monitoring comprehension to establish meaning.[1] Reading is ability to recognize of various symbols which existing knowledge and comprehension of the information and ideas communicated. When a reader interacts with the written, he or she will interested in reading to get the information results in his comprehending the message.

Reading may be defined as the meaningful interpretation of written. For the beginner, reading is concerned mainly with learning to recognize the written symbol that represent language. The reasoning side of reading becomes increasingly important as word recognition is mastered. As proficiency in reading increases, individuals learn to adapt their reading strategies in sccordance with the purpose for reading and the content by the material. The nature of reading task, therefore, changes as learners progress to the more mature level. The learners increase their

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[1] Sakirah Kustaryo. (1998),*Reading Technique For College Student*, Jakarta: Departemen Pendidikan dan Kebudayaan, p.2

ability in comprehending the meaning of written symbols with adapting purpose of reading itself, that is to get the idea or message from the written or text. Reading is not one skill but a large number higly interested skills that develop gradually over the year.

On the other hands, reading is interactive and complex thinking process.[2] The act of recognizing words require interpretation of graphic symbols. In order to comprehend a reading selection thoroughly, a person must be able to use the information make conclusion that supported by reading text critically and creatively-to understand the figurative language, determine the author's purpose, evaluated the idea presented, and apply the ideas to actual situations. All of these skills involve in thinking process. in addition, reading is a complex act that must be learned. It means that a person learners to read and reads to learn. Learning to read depends upon motivation practice, and reinforcement.

Reading is very complex and progresses from very poor reading habit to better ones. It requires a high level of effort and concentration. The learners not only see the symbols in front of him, but he must be able to interpret what he reads in which should know the message or what conclusion of that text is. These reading necessity should be thought to help improve the students' abilities.

So, the definition above explains that reading is the combination of word recognition, intellect, and emotion interrelated with prior knowledge to understand the message communicated.

Here some points for students to be able to do to read effectively.[3]

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[2] Constance Ulmer, *Creating Games as Reader Response and Comprehension Assessment*, journal, p.1

[3] Sean Whiteley. (2004),*Effective Speed Reading, Membletics:High Performace learning*, p.8

1. They need to develop new schemats about what reading is and how it is done effectively in English.

2. They need to break the habit of reading every word

3. They need to learn how to tap their background knowledge in order to better employ top-down processing

4. They need to learn to read in English for pleasure.

Based on above, we can conclude that second language used to learn to think in English in order to read effectively in English.

In Islam, reading is something that very important for us. Allah asks all of the servants to read. That's indeed according to the letter of Al-Quran was first revealed by Allah SWT. Here s the letter Al-Quran which explain the importance of reading in surah Al-alaq 1-5:[4]

ٱقۡرَأۡ ٱسۡمِ ٱلَّذِي   ٱلۡإِنسَٰنَ مِنۡ عَلَقٍ   ٱقۡرَأۡ   ٱلۡأَكۡرَمُ
ٱلَّذِي   ٱلۡقَلَمِ   عَلَّمَٱلۡإِنسَٰنَ مَا لَمۡ يَعۡلَمۡ

Meaning:

"Recite in the name of your Lord who created (1) create man from a clinging substance (2) "recite, and your Lord is the most Generous (3) who taught by the pen (4) taught man that which knew not (5)"

And is releted from letter Al-Ankabut verse 45, Allah says:[5]

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[4] http//www.Quran.com/tafsir al-alaq/downloaded on Monday, 26 December 2016

[5] http//id.nobel quran./surat al-ankabut/downloaded on Monday, 26 December 2016

ٱتۡلُ مَا أُوحِیَ إِلَیۡكَ مِنَ ٱلۡكِتَـٰبِ   ٱلصَّلَوٰةَ   ٱلصَّلَوٰةَ تَنۡهَىٰ عَنِ ٱلۡفَحۡشَاءِ ٱلۡمُنكَرِۗ وَلَذِكۡرُ ٱللَّهِ أَكۡبَرُۗ وَٱللَّهُ یَعۡلَمُ مَا تَصۡنَعُونَ

Meaning:

"recite what is sent of the book by inspiration to thee, and establish regular prayer for prayers restrains from shameful and unjust deeds, and rememberances of God is the greatest (thing in life) without doubt. And God knows the deeds that you do."

Based on the above verse, it is clear that we as Muslims are encouraged to read. This is because reading certainly add to our knowledge even by reading we will find out about the truth. In addition, the

Word of "Iqra" in the verse above is repeated twice. It means that we have to read so that we have knowledge and know our situation in this universe.

1.2 Reading Comprehension

Reading comprehension is defined as the level of undertanding of a text. This understanding comes from the interaction between the words that are written and how trigger knowledge outside the text.[6] It can be reasonably argued that learning to read enables a person to comprehend written language to the same level that he or she comprehends spoken language. Thus, reading comprehension not so much an issue of reading as it is an issue of general language comprehension. However, the reality in that asessment of reading skill are concerned with reading comprehension and that this concerns reflects the expectation that children should

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[6] Keith Rayner, Barbara R Foorman, Carles A.Perfetti. (2001),*How Psychological Science Informs The Teaching Of Reading,* America, p.42

understand what they read. It is important to emphasize the importance of comprehension as a part of more complete picture of reading skill.

Reading comprehension involves a member of different interesting proccess that have been the target of much research. They may also use a wide range of knowledge outside the text to guide the comprehension in other ways, including by making inferences. It is clear that redears do more than merely comprehend sentences when they read. However, some general models of comprehension describe in detail how the comprehension of text can be build up over the reading of successive words and sentences, from the bottom up. Thus, comprehension includes guidance from knowledge outside the text, but even this influence can be understood in part by how the meaning of words actually read in the sentence trigger knowledge. Even reading comprehension begins with the word.

Remind the important of comprehension reading in which appropriate way to successful reading comprehension is practice. We should repeated reading text of various types. Reading itself increase familiarity not only with words but also with text structures and written syntax.

Richards stated that a readrer's sagacity comes from *experience* in reading is not to say much unless we can do something to clear up what is meant here by "experience"[7]. If we think well, his statement should be agreed. We can see from our life directly in fact. A good doctor gets his ability to diagnose from experience. A good judge gets his discernment from experience. But what is this experience which gives some men so much and other so little? It is not having many things happen to one merely. Some who have read little read well; others who have read much read

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[7] BY I.A.Richards. (1965), *How to Read A Page*, USA: Norton Company, p.24

badly. What happenned and how it happened matter more than the quantity or variety of happenings. If we are to get any light on the reading process, on why it goes wrong and on how it might be improved, we must look as closely as we can into our own minds as we read and form as live a conception as we may of the sort of experience with words in sentences which makes better readers.

There are four level of reading comprehension; they are literal reading, interpretive reading, critical reading, and creative reading.[8]

a. Literal Reading

Reading for literal comprehension which involves acquiring information that is directly stated in selection, is important in and of it and is also a prerequisite for higher level understanding. Examples of the skills involved are the ability to restate the author's material in other words.

Recognizing stated main ideas, details, effects, and sequences is the basis of literal comprehension, and a through understanding of vocabulary, sentence meaning, and paragraph meaning is important.

b. Interpretive Reading

Interpretive reading involves reading between the lines and making inferences. It is the process of driving ideas that are implied rather than directly stated. Skills for interpretive reading include: inferring main ideas of passages in which the main ideas are not directly stated, inferring referents of pronouns, inferring

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[8] Burns and Ross. (1984),*Teaching Reading in Today's Elementry School,* Boston: Houghton Miffin Company, p.177

referents of adverbs, inferring omitted words, detecting mood, detecting the author's purpose in writing and drawing conclusions.

c. Critical Reading

Critical reading is evaluating written material comparing the ideas discovered in the material with known standars and drawing conclusions about their accuracy, appropriateness, and timeliness. The critical reader must be an active reader, questioning, searching for facts, and suspending judgement untill he or she has considered all of the material. Critical reading depends upon untill literal comprehension and interpretive comprehension, and grasping implied is especially important.

Critical reading can also be promoted at an early stage through critical reading of picture. If children are shown picture that contain inaccuracies, they can identify the mistakes. To foster critical reading skills in the classroom, teachears can encourage pupils to read with a questioning attitude.

d. Creative Reading

Creative reading involves going beyond the material presented by the author. It requires readers to think as they read, just as critical reading does, and it also requires them to use their imaginations. It is concerned with the productions of new ideas, the development of new insights, fresh approcheas, and original constructs. Teachers must carefully nurture creative reading, trying not to ask only question that have absolute answer, since these will tend not to encourage the diverse processes characteristic of creative reading.

2. Understanding of Recount Text

2.1 Text

Generally, a text is something that we ussually read. Meanwhile, Halliday explained that text is not group of words hut as a semantic unit.[9] The quotation above, it is clear that in defining about tect we must also regard to the group of word meanings in one text.

In general, text is an article which often read. It is the language unity that expressess the meaning contextually. The limitation of the text is that the text is not measure the number of sentence or page, but the text is measured from the meaning expressed and context.

Human can use a text as one of the ways to express their own. It means that when the writess uses language to write, he is creating, and constructing a text. When the readers read a text, he is interpreting texts. Moreover, creatif and interpreting text also occur when they are talking and listening.

2.2 Genre

Genre is used to refer to particular text-types, not ot traditional varieties of literature. It is a type or kind of text, defined in terms of its social purposes; also the level of context dealing with social purpose.[10] The meaning of the genre intended is that students are able to understand the concept and they would be able to identify a kind of texts that students will have to write.

There are fourteen types of genre text as follows:[11]

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[9] Halliday,M.A.K.(2004),*An Introduction to Functional Grammar*, London:Oxford University Press,

[10] Rudi Hartono. (2005),*Genres of Text*, UNNES, P.22

[11] Ibid, p.24

1. Recount is a kind of genre used to retell events for the purpose of informing or entertaining

2. Narrative is a kind of genre used to amuse, to entertain, and to deal with actual or various experiences in diffferent ways

3. Spoof is kind of genre used to retell an event with a humorous twist

4. Procedure is a kind of genre used to describe how something is accomplished through a sequence of actions or step

5. New story is a factual text which informs reader's events of the day which are considerabled newsworhty or important

6. Annecdote is kind of genre used to share wirh others an acoount os an unusual ao amusing incident

7. Explanation is kind of genre used to explain the process involved in the information or workings of phenomena

8. Report is a kind of genre used to describe the way things are, with reference to arrange or natural, social phenomena in our environment

9. Analytical exposition is a kind of genre used to persuade the reader or listener to take action on some matter

10. Discussion is kind of genre used to present at least two points of view about an issues

11. Description is a kind of genre used to describe a particular person, things, place, and animal

12. Review is a kind pf genre used to critique an art work or event for a public audience

13. Commentary is a kind of genre used to explain the process involved in the information of a social phenomena

14. Hortatory exposition is a kind of genre used to persuade the reader or listener that something should or should not be the case

2.3 Recount Text

Recount is typically tells entertain by dealing with a sequence of events that establishes a relationship between writer/reader and speaker/listener. Recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. The tense that used in recount text is past tense. Social purpose of recount is to reconstruct past experiences by retelling events in original sequence.[12]

Recount is common is nonfiction writing, they are as follows:

- Letter

- Biography

- Diary of journey

- Non fiction book

- Newspaper or magazine

- encyclopedia entry

Recount text based on the life experiences and familiar language. Recounts are used in most subjects to show memory of series of events as in accounts of Science excursion, everyday life in another time or culture.

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[12] Ken Hyland. (2004). *Genre and Second Language Writing*, USA: The University of Michigan Press, p.24

1. **Social function of Recount Text**

   Recount text has some social functions, which are:

a. To retell something happened

   Recount retells past event. Recount begins by telling the reader who was involved, what happened, where this even took place and when it happened.

b. To entertain

   Sometimes, recount text retells a funny experience. It has a function to entertain the reader.

2. **The Language Feature of Recount Text**

a. Focus on individual participant / a group participant

   Recount text focus on what an individual or a group of people were doing. It can be written in the first or the third person. First person, is happening to the person writing the recount. Example: *I went to the park*. The third person, an observer is telling it. Example: *Vera went to the park.*

b. Using past tense

   Past tense is the form a verb used to describe in the past. Past tense consists of simple past (*I walked to school yesterday*), past progressive (*I was studying at 08.00 o'clock last night*), past perfect (*my parents had already eaten by the time Igot home*), past perfect progressive (*the police had been looking for the criminal for two years before they caught him*),.

c. Using material (action) process

Material process are processes of material doing. They express the notion that some entity ohysically does something-which may be done to some other entity.

d. Focus on temporal sequence of events

Conjunctions is a connective. It is a part of speech that serves to connect words, phrases, clause, or sentence. Example: last year, on the weekend, then, etc.

2.4 Generic Structure

Recount text has several elements, one of which is the generic structure. In making the recount text should match the existing generic structure, because this is an early grounding in making text recount. According to Derewianka as stated by Miranti in the paper research Syaiful Azhar, generic structure of recount text is as follow:[13]

1. Orientation

The orientation provides all the necessary background information to enable the audience to make sense of the text. To ensure that the orientation is detailed and through, use the words (who,what, whe, where, and why). The writer or speaker needs to give information about what happened, who or what was involved, when and where the events occured and whhy. An awareness of audience and purpose will assist the author in selecting the amount of detailed needed.

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[13] Syaiful Azhar.(2015).*Analysis Generic Structure Of Recount Text*, Salatiga: paper research, p.27

2. Series of events

In series of events the writer writes the events chronologically. It begins from the first event, followed by the second event to the last event. The sum of events depend on the creativity of the writer.

Events should be selected carefully to add to the audience's understanding of the topic. Students should be prepared to discard events and details that are unimportant or uninterasting.

3. Re-orientation

The final section concludes the recount by summarizing outcomes or results, evaluating the topic's importance or offering personal comment or opinion. It can also look to the future by speculating about what might happen next.

2.5 The Example of Recount Text

Visiting Bali

| orientati |

There were so many places to see in Bali that my friend decided to join the tours to see as much as possible. My friend stayed in Kuta on arrival. He spent the first three days swimming and surfing on Kuta beach. He visitied some tour agents and selected two tours. The first one was to Singaraja, the second was to Ubud.

| events |

One day of the tour, he was ready. My friend and his group drove on through mountains. Singaraja is a city of about 90 thousands people. It is a busy but quiet town. The streets are lined with trees and there are many Old Dutch houses. Then they returned very late in evening to Kuta.

<table>
<tr><td>events</td><td>The second tour to Ubud was a very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batubulan, a center of stone sculpture. There was many friend watched ypung boys were carving away at bih blocks of stone. The next stop waS Celuk, a center for silvermiths and goldensmith. After that he stopped a little while for lunch at Sukawati and to mass. Mass is a tourist center.</td></tr>
<tr><td>Re-orientation</td><td>Many friends ten-day-stayed ended very quickly beside his two tours, all his day was spent on the beach. He went sailing or surfboarding everyday. He was quiet satisfied.</td></tr>
</table>

3. Understanding of EGRA Technique

3.1 Meaning of EGRA Technique

Tomlinson in the book of EGRA Technigue argues that EGRA sries behind the perception that giving model of the structure use through reading or another activity will help the students to acquire the language.[14] As we know that when we can read a text well, we will get the message from that text that we can deliver the message for everyone. Although providing text to read and understand is the simple task but meaningfull activity to do. One of the purpose of language teaching is the pupil can use the language to communicate both in written and spoken. The others are that attention of the stuents to develop their skill in reading so that they can fill critical thought by much words which make them easy to deliver language in communicating.

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[14] Fia Renny Syahara.(2012).*EGRA Technique*.UNS: Digilab,p.13

EGRA was an example of grammar presentation technique which was once popular in the 1980's.[15] It suggests a sequence of instruction, moving from giving example, drawing, generalization, providing reinforcement, and assigning tasks to students for aplication. Such information is frequently obtained more from interaction and activities with teachers in various occasions than from the literature.

In another definition, EGRA is a technique of teaching English firstly introduced in teachers training program (PKG) for teachers of English in Indonesia. It is developed from communicative approach. This technique consists of four steps such as experince, generalization, reinforcement, and application.

Based on the explanation above, EGRA can be defined as an example of grammar presentation technique which focus on students active discovery approach.

3.2 Steps of Teaching EGRA Technique

EGRA is a technique develop from communicative spproach which views language as a mean of communication and the activities of language learning have to guide student to communicate it refers to experience, generalization, reinforcement, and application. It is actually the steps of the technique itself. The detail explanationn of the steps are as follow:

a. Experience

Experience is a learning stage where students are subsconsciously expose to the meaningful use of particular structure item. The students are not aware that they are led to find a particular grammar structure. The students are provided by activity

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[15] Ibid, p.13

that explores their knowledge. Here, the learning experience will be the main gate for the students' understanding about correct grammar structure.

In this step, the teacher can also give leading question related to the material will be taught to the students. The activity of this step can be conducted in:

⟩ Showing picture

⟩ Giving key word

⟩ Giving brain storming

⟩ Drilling

⟩ Reading sentence or text

b. Generalization

In this phase, the students are led through tasks to discover form, meaning and function of a generic structure they have been exposed to. The learner will get experience about the structure rules by themselves. It means that they can get the pattern of sentence by themselves and it will effect on their understanding about it. Harmer states that the best way to ensure learning was for the students to work out the rules himself.[16] Here, the students focus on the rules of the generic structure rather than the language context.

Besides, the teacher will not tell the students directly about the generic structure, meaning, and function of the sentence. They are given chance to explore their knowledge and find the generic structure and understanding of text genre by themselves.

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[16] Harmer, Jeremy. (1991). *The Practice of English Language Teaching*, New York: Longman Group UK, p.27

The activities which can be done in this step are :

) The teacher asks the students to make group consists of 5-6 persons.

) The teacher gives tasks like question, quiz which is aimed at leading the students to find the genre, generic structure, and the purpose of the text will be taught

) The students discuss the answers in class guided by the teacher

) The teacher looks the answer of the students from every group and write the important points of the every groups' answer

) The teacher give praise to the students for their hard work in answering questions

c. Reinforcement

Reinforcement is a phase where the students are provided with correct and conscious knowledge of the genre, generic structure, and purpose text item that they have been exposed to. It is aimed at helping the learners to check or revise their generalization. The students have right to know the right genre, generic structure, and purpose of a certain structure role of the text. At this phase, the teacher explains again what the students have discovered. The teacher gives feedback to the students' work so that they get reinforcement.

Futhermore, Kenneth that argues that reinforcement occupies a central and crucial role in behaviorist learning strategy.[17] After the students get understand about a particular genre, generic structure, and purpose of a certain structure role of the

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[17] Kenneth. (1976). *Developing Second Language Skills*, New York : Houghton Mifflin, com, p.29

text, the teacher provides tasks again to make them fully understand about the genre, generic structure, and purpose of a certain structure role of the text.

As stated above, the real form or example of this reinforcement stage is that the researcher gives more tasks to the students so what they have learned before can be sharpened. This can make them better understand in material. The other activities at this phase are:

) The teacher discussess again the students' answer on the writeboard

) The teacher provides an explanation as reinforcing the function and generic structure they had before

) The teacher gives some examples of text as the model

) The teacher reads the text clearly and correctly and giving explanation of each meaning text

) The teacher asks the students to repair the answers with their group

d. Application

Application is the learning stage when students are given opportunities to use or apply the certain structure role of the text that they have learned in communication either receptively or productively. Kenneth states that the objective of the application is to determine whether the students know how to apply recount text that have previously been presented.[18]

From the statement above, it is clear that knowledge which have been got from the text must be delivered by speaking that must be applied in its situation. This step also shows about the importance of the application in learning and teaching

[18] Ibid, Kenneth. (1976). *Developing Second Language Skills,* New York : Houghton Mifflin, com, p.30

process specially in teaching English feature of the text genre. The activities that can be done are:

) The students are asked to work individually

) The teacher gives the students text one by one

) The students are required to make their own answers to give the short explanation of the generic structure from the text that they found

) The teacher gives the students homework to discuss in the future learning

There are some benefits of EGRA technique, they are; (1) EGRA can enhance the students' recount text generic structure. From experience where the students are exposed to the meaningful use of particular generic structure item, generalization which is improved the students'exploration in recognizing the language generic structure, reinforcement sharpening and revising the students' finding in generalization, and application when the students are given opportunities to use or apply the text in answering the question from the recount text based on the generic structure that they have learned. (2) EGRA technique can be a tool of motivator to build the students' awareness in learning. The students performed good attitude and motivation from meeting to meeting. The teacher can explore many activities in the class such as discussion, games, and so on. Here, the writer played role as a facilitator and motivator. She talked less and let the students explore their knowledge. It builds good mood on students' feeling because they are tend to be bored only in listening the writer.

B. Related Study

I found that the other related study from as follow:

1. Thesis, Yusnani in year 2014 entitle: The Implementation of Three Minute Pause Strategy in Increasing The Students' Ability in Comprehending Recount Text at Eight Grade MTs Al-Hidayah Sukajadi. The research finding of the data that there was an improvement on the students' ability in recount text by three minute pause strategy. The percentage of students who got point up to 75 also grew up. In the pre-test, students got up 75 there were only 6 of 20 students (30%). In the post-test 1, students who got up 75 there were 12 of 20 students (60%). It means that there was improvement about 30%.

2. Thesis, Pratiwi Rahma Dita in year 2013 entitle: The Application of Cooperative Learnign Strategy of Think Pair-Share Model to Improve The Students' Reading Comprehension Ability On Narrative Text. The research finding of the data that think pair-share model was able to improve the students' reading comprehension. The percentage of the students' score in pre-test who got point up 70 where only 9 of 29 students (31,03%), and the percentage of the students' score in post test I who got point up 70 where 21 of 29 students (72,41%). It means was improvement about 41,38%.

3. Thesis, Fia Renny Syahara entitle: Improving The Students' Grammar Mastery Through EGRA Technique (A Classroom Action Research at Class VIIIE of SMPN 01 in the Academic Year of 2011/2012. The research finding of the data that EGRA technique can improve the students' grammar mastery. It can be seen based on the result of mean score. In pre-test the mean score was 56,7. Meanwhile, in post-test I, the students got mean score up was 68,8 and in ppost-

test II was 91,8. From the researcher's observation, almost all students totally 30 from 33 students or 91% showed their activeness and seriousness in joining grammar class.

C. The Conceptual Framework

In this research will be focus on reading in comprehending recount text, Rading is related to the text, so it is very important to introduce reading well and to make it interesting activities in the classroom. Reading english test is the most important for students. Students have to read to get the informations.

Text is a discourse of composition on which a note in written. We can get many informations or messages in the text. Because every text indeed have function on which to give the information for the readers. As we know that there are many kinds of English text. On of them is recount text.

Recount is typically tells entertain by dealing with a sequence of events that establishes a relationship between writer/reader and speaker/listener. Recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. The tense that used in recount text is past tense. Social purpose of recount is to reconstruct past experiences by retelling events in original sequence.

The ability to comprehend recount text is influenced many factors. One of the factor is the using of technique that used in teaching-learnig process. the first, The teacher must give the motivation and share all of about English for the students in order to up their spirt to learn English. then, the teacher should use the suitable technique to improve students' English skill.

There are many techniques for the teachers to improve students' ability in comprehending recount text. In this research, EGRA techniqueis choosen to be applied in improving students' ability in mastering recount text. EGRA stands for Experience/Exposure, Generalization, Reinforcement, and Application. By using this Technique, the students are given opportunity to find out the form and function of the sentence by themselves.

EGRA's steps have each objective. Experience is aimed to exposure a particular structure item in use. The objective of generalization is that the learners better remember conclusion about the form and function, they make by themselves. Reinforcement helps the students to check or revise their generalization and application is to apply the structure items learned in the previous stage to communicate information or message.

D. Hypothesis

In this research, the writer takes the hypothesis that EGRA technique can improved the students' ability in comprehending recount text.

CHAPTER III

METHODOLOGY OF THE RESEARCH

3.1 Location of the Research

This research was conducted at MTs.N. which location at Hamparan Perak Desa Kota Rantang Luar Kabupaten Deli Serdang.

The reasons in choosing thhis location are :

1. The writer has ever teach in this school during KKN

2. The location is still achieved from the writer's stay

3. The writer wants to give contribution for this school in increasing the students' ability in comprehending recount text

4. A similiar research has not conducted yet in this school

5. The teacher has not ever yet use the EGRA technique in teaching recount text

3.2 Research Design

This research conducted by applying Classroom Action Research (CAR). Wardani and Kuswaya bought the opinion of Carr and Kemmis in their book Penelitian Tindakan Kelas stated action research is a form of self-reflective enquiry undertaken by participants (teacher, students, or principle for example) in social (including educational) situations in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practices, and the situation and institutions).[19] In addition,

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[19] Wardani and Kuswaya. (2006), *Penelitian Tindakan Kelas*, Jakarta: Universitas Terbuka, p.1

Suhardjono said the action research that be done with aim to increase the quality of learning practice in the class.[20]

Classroom Action Research consists of three words that can be understood as follow:[21]

1. Research; examine the activities of an object, use the result of a particular methodology to obtain data or information usefull to improve the quality of a thing that interest and important for writer.

2. Action; something movement activities that are deliberately made with a specific purpose, which in this study from a study form a series of cycle of activity.

3. Class; is a group of students who are in the same time receive the same lesson from a teacher.

By combaining the three of words, Classroom Action Research is a reflecting to activity which is intentionally appeared and happened in class. Classroom Action Research is not really difficult, because teacher just done directly and observed the result directly.

Futhermore, Hima Rahmawati bought the opinion of Sanjaya W stated that there are some thhings should be underlined concerning Classroom Action Research (CAR) as follow :[22]

⟩ Classroom Action Research is process, means that CAR is the series realized from there is problem then action to solve the problem and reflection concerning action that has been done.

[20] Suhardjono. (2007). *Penelitian Tindakan Kelas dan Penelitian Tindakan Sekolah,* p.2
[21] Arikunto, Suharsimi. (1998). *Prosedur Penelitian Suatu Pendekatan Praktek*, Jakarta: PT. Rineka Cipta, p.91
[22] Hima Rahmawati. (2014). *Meningkatkan Kemampuan Pengukuran Anak Usia Dini*, Upi, p. 3

) Considering problem is a matter of learning that occur in the class, significantly CAR focus on problem that related to the learning process which is done by teacher and students in the class.

) CAR is started and ended by self-reflection. It means that making CAR is teacher itself. The teacher as the main actor in CAR.

) CAR is done in the real situation. The action that be done by the teacher is done in learning setting which doesn't disturb the learning program that has been planed.

Based on the explanation above, the write take the conclusion that Classroom Action Research (CAR) is a research that conducted by teacher in the class trough self-reflection, with aim to improve teacher's performance, so that the result of students' learning can be improved also.

3.3 Population and Sampel

3.3.1 Population

Population according to Sahrum and Salim in their book, population is the totality of object that will be reasearched (populasi adalah keseluruhan objek yang akan diteliti).[23] The population of this research is the Eight Grade Students of MTsN Hamparan Perak, and the population is 164 students.

3.3.2. Sample

According to Syahrum and Salim in their book, sample is the way to determine the sample which the count is suitable with the sample measure will be a source actually data, (sampel adalah cara untuk menentukan sampel yang jumlahnya sesuai dengan ukuran sampel

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[23] Syahrum and Salim. (2016), *Metodologi Penelitian Kuantitatif,* Bandung: PT. Citapustaka, p.113

yang akan dijadikan dumber data sebenarnya).[24] The sample of this research is will be taken only eight grade which consists of 36 students.

3.4 Techniques for Data Collection

There are two main categories of data called quantitative and qualitative. Koshy explained that quantitative data can be measured and represented by numbers. This kind of data could be presented in the form of tables and charts. Besides, qualitative data could be presented in the form of transcripts, descriptions, and document for analysis.[25] In addition, in quantitative data, the researcher is used test as instrument to measure their ability at reading. In scoring the students' test, the writer is used some point. To get the point the researcher will give reading test, test on cycle one and test on cycle two to the students. The test usually was called pre-test and post-test.

1) Pre-test

As a preliminary test which is administer to determine the students' baseline knowledge about their skill in comprehending recount text. In pre-test was intended to know how well the student had mastered recount text before giving treatment. The researcher gave the test for the students before taught the material so that the researcher knew the students' ability in comprehending recount text.

2) Post-test

In post-test, the researcher had given the material for the students. The researcher had explained about recount text material. And the test that was given by the researcher was similar in pre-test. The researcher used it to know the students'

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[24] Ibid, p.114
[25] Valsa Koshy, *Action Research for Improving Practice: A practical Guide,Op. Cit.,* p. 86

ability in comprehending recount text after implementing EGRA technique while learning process.

In addition, the technique for data collection to support the quantitative data was qualitative data. And the technique for data collection in qualitative data were:

3) Observation Sheet

The researcher observed and investigated the students, the situation and the problems found during teaching and their ability. The observation was done in the classroom while the teaching learning process done. It was about the attitude and all of the activities while giving the action. The result of observation was put on observation sheet can be seen in appendix.

4) Diary Note

The researcher noted the activities that have done in the classs when learning teaching process in the class. How the researcher felt and how the students did. The researcher would know the improvement of the students' responses and the students' score every meeting through diary note. Diary note of the researcher can be seen in appendix.

5) Document

Document was taken as instrumen of data to analyze about the students' achievement, activity, behaviour, expressing, etc. It was include students' attendance list documentation. The researcher used picture to take documentation. It was used to take pictures of the students and the teacher while the teaching and learning process is done. It also could be as the proof that the research done. It can be seen in appendix.

3.5 Instruments for Data Collection

Instrument is a device to get the data. For doing this research, the researcher needs the instrument that is used to collect the data. The data was be quantitative and qualitative data. In quantitative data, the researcher usedtest as instrument.

1) Tests

Tests is the instruments for data collection used by the researcher to know the students'competence of measuring a person's ability, knowledge, or performance in given domain.Besides,in qualitative data the researcher used observation sheet, diary note, and document for data collection.

2) Observation sheet

Observation sheet is used to obtain the data based on the observation in the process of teaching and learning process. There is a list which consisted of thestatement about teaching learning process, teaching materials, media, and approaches used in teaching and learning process. It is also observed and investigated the students, the situations and the problems found during learning teaching process and the aim was to know the atmosphere and responses of the students while learning process occur.

3) Diary Note

Diary note is note for the researcher when the researcher was teaching in the class. It contains about researcher feeling, opinion, estimation, reflection and explanation. And all of it was written in diary note.

4) Document

All of data from documentation are collected and interpreted by researcher. The document will support with some media such as photo and notes which can be related to research focusing.

3.6 Data Analysis

This study is applied two instruments for data analysis, qualitative and quantitative data. Qualitative data would be analyzed in observation checklist, and diary note. Quantitative data would be analyzed in score while the students' did English learning process by implementing EGRA technique. Through quantitative data the researcher would know there was improvement or not on the students' ability in comprehending recount text through the implementation of EGRA technique.

To find the mean score in each cycle, the following formula:

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

Where:

M_x = Class of mean score

X = Total Score

N = Total number of students[26]

The categories the numbers of the students master the following formula:

$$P = \frac{R}{T} \text{ x } 100\%$$

Where:

P = Percentage of student getting score 70

R = Number of students getting score 70

T = Total number of students taking test

3.7 Procedure of Research

The procedure of data collection for this research will be conducted by implanting two cycles. Each cycle consists of four steps namely planning, action, observation, and reflection. The four steps could be seen in the following figure.[27]

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[26] Anas Sudjono, (2014), *Pengantar Statistik Pendidikan,* Jakarta: Rajawali Pers, p. 81

```
  ┌──────────┐       ┌──────────────┐       ┌──────────────┐
  │ Problem  │  ⟹   │ Action Plan I│  ⟹    │ Doing Action I│
  └──────────┘       └──────────────┘       └──────────────┘
                                                    ⇓
  Cycle I
                  ┌──────────────┐       ┌──────────────┐
                  │ Reflection I │  ⟸   │  Observe I   │
                  └──────────────┘       └──────────────┘
```

```
  ┌──────────────┐       ┌──────────────┐       ┌───────────────┐
  │ New  Problem │  ⟹   │Action Plan II│  ⟹   │Doing Action II│
  │ of The Result│       └──────────────┘       └───────────────┘
  └──────────────┘                                     ⇓
  Cycle II
                  ┌──────────────┐       ┌──────────────┐
                  │ Reflection II│  ⟸   │  Observe II  │
                  └──────────────┘       └──────────────┘
```

```
  ┌──────────────┐       ┌──────────────────────────┐
  │ If the Problem│  ⟹  │ Continue to the next cycle│
  │ Doesn't Finish│       └──────────────────────────┘
  └──────────────┘
```
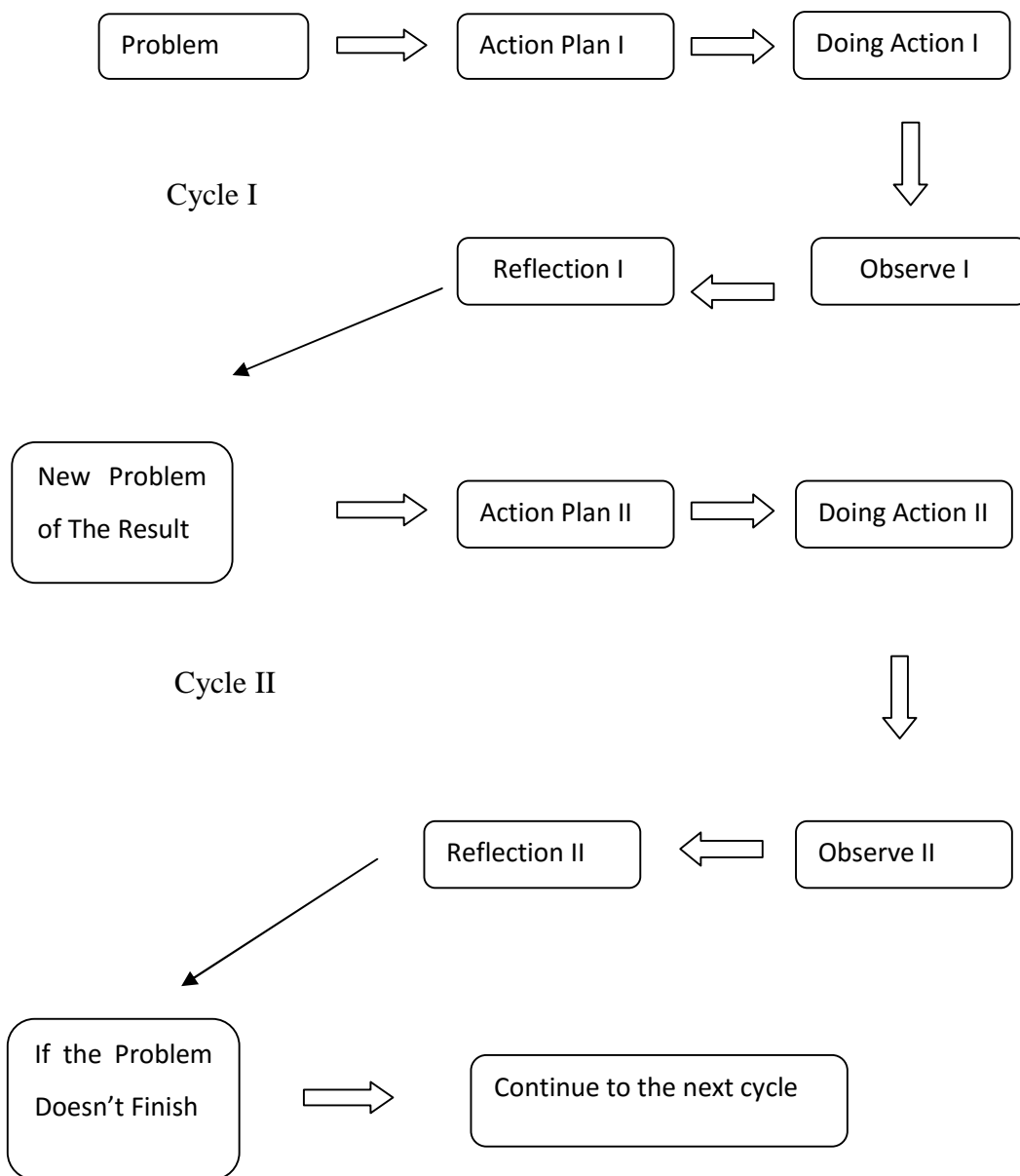
Here the explanation of the component each cycle:

ʃ Planning

Planning is arrangement for doing something. Considered in advance and it was also the reflection of the action that would be done. Teacher did not only to do a lesson plan but the most important thing was the teacher have to know the students' problems. Some preparation in planning phase is:

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[27] Suhardjono.(2009), *Penelitian Tindakan Kelas dan Penelitian Tindakan Sekolah*, p.74

1. Making lesson plan

2. Preparing the facilities and media that is used in teaching-learning

3. Preparing the observation sheet that used to know the students' reaction and class condition as a whole and to see the development they exist since applied EGRA technique

∫ Action

Action is the process of doing. It is the implementation of planning. So, in this phase, everything that will be planned was done. There are many activities in class. They are:

1. Teacher will explain and give some example of recount text in statement and question.

2. The teacher set the class rules during teaching-learning process.

3. The students thought about the procedure of EGRA technique as one technique to improve their skill in comprehending recount text.

4. Students divided into some groups. Each grooup consist of five person.

5. Students will work based on the teacher's instruction by applying EGRA technique.

6. Teacher give opportunity to the students who want to ask about the lesson.

7. The students asked to answer questions of multiple choices.

∫ Observation

Observation was aimed at finding out the information that is used to be evaluated and the basic of reflection. Therefore, conducting observation must be gone carefully. In observation, the researcher will attantion in action and certain behavior that appeared during studying reading recount text and doing diary note. It means that during the research, the

researcher using documentation, they are photos and diary notes. These are many things that will be seen the writer in this phase, as follow:

1. The atmospher of the student, whether they have understood or confused about the matery.

2. The activeness students in learning-process, whether they are quiet or not.

3. The teachers did not explain that each of the group must responsible to the group discussion.

4. The teacher did not admonish the students who couldn't controll their voice to be quiet.

5. The teacher did not move around the class during the task in other to see the students' difficulty in disussing the subtopic and to give helping when needed.

) Reflection

Reflection is a feedback process which is conducted in action. Reflection is used to help the teacher to make decision for what to do or to revise. In this phase, the feedback of the teaching-learning process is taken from the result of observation. The writer will take photos to know increasing of the students' ability in studying reading recount text before and after implementationing EGRA technique.

CHAPTER IV

RESULT OF RESEARCH AND DISCUSSION

A. Result of Research

In this section the writer would describe about the result of research from before giving treatment or doing pre-test untill after giving treatment that could be seen of the realization of the cycle while teaching learning material of recount text process by using EGRA technique.

1. Before Giving Treatment

Before giving treatment as the first research on Tuesday, 21st February 2017 the researcher gave pre-test. This test was done to see and know how far the students' ability in comprehending recount text. The test was multiple choice form that content some texts to answer the questions. the researcher gave them 40 minutes to answer the question. The result of students' pre-test could be seen as follow :

Table I

The Students' Score in Pre-Test

Num	Initial of Name	Pre-Test of The First Cycle	
		Pre-test	Criteria of Success $\geq$ 8
1	AA	80	**Success**
2	AR	70	Unsuccess
3	AP	50	Unsuccess
4	AP	60	Unsuccess
5	CAP	50	Unsuccess
6	DN	70	Unsuccess

7	DM	80	**Success**
8	DTH	60	Unsuccess
9	DS	70	Unsuccess
10	FF	70	Unsuccess
11	FNF	60	Unsuccess
12	HF	60	Unsuccess
13	IN	70	Unsuccess
14	ISH	70	Unsuccess
15	JH	50	Unsuccess
16	MAA	40	Unsuccess
17	MDP	70	Unsuccess
18	MFJ	70	Unsuccess
19	MF	60	Unsuccess
20	MIA	60	Unsuccess
21	MRM	30	Unsuccess
22	MRA	70	Unsuccess
23	MR	50	Unsuccess
24	NMJ	60	Unsuccess
25	NR	70	Unsuccess
26	NH	70	Unsuccess
27	RAH	60	Unsuccess
28	RP	30	Unsuccess
29	SK	80	**Success**
30	SA	70	Unsuccess

31	TKW	70	Unsuccess
32	VR	60	Unsuccess
33	WF	60	Unsuccess
34	WNH	60	Unsuccess
35	YA	70	Unsuccess
36	ZA	70	Unsuccess
Total		X= 2250 $\overline{X}$ =62.5	

The percentage of students who got success in test could be seen as follows :

Table II

The Percentage of Students Score in Pre-Test

	Criteria	Total Students	Percentage
P1	Success	3	8,33%
P2	Unsuccess	33	91,67%
TOTAL		36	100%

From the result of students' score in pre-test above, the students' ability in comprehending recount text was low. It could be seen from the mean of the students' score was 62.5. The percentage of the students' score was 3 students got success score or it was 8,33%. In the other hand, 33 students got unsuccess score or it was 91,67%. It can be concluded that the students' ability in comprehending recount text in Pre-test was low.

2. The Result of Cycle I

In teaching learning material of recount text process in cycle I was conducted on Wednesday, 22nd February 2017 as the second meeting of research that was start from 08.50 a.m. untill 10.50 a.m. The researcher also have done some steps in the first cycle, they were planning, action, observing and reflection.

The result of the cycle I was reported as follow :

a. Planning

In this cycle, the researcher had prepared all of material that was used in teaching process, such as lesson plan to teach, teaching material that used to EGRA technique, conducting students test, and also preparing observation sheet. The time allocation would be done eighty minutes for one meeting.

In this step, there were some activities that had been done by the researcher, they are: Making lesson plan, preparing the teaching material that used EGRA technique that was needed in action, preparing the test to measure the result of the study, preparing observation sheet and diary notes.

b. Action

In this step, there were some activities that had been done by the researcher, they are:

1. The reseacher asked the students to form group. Every group consist of 6 persons.

2. Every group were given the difference text but the text still form of recount text.The students told their story through their own words.

3. Every group asked to look for what kind of the text was from the text that they accepted, and the generic structure of the text.

4. Then, the researcher explained what recount text is, the language features, social function, and the generic structure of recount text. However, the researcher gave praise to the students for their hard work in answering questions.

5. Before learning process ended, the researcher gave the text for them one by one to answer the question on the paper based on the coloum's question. They asked to work individually.

c. Observing

In observing, the observer writes every action, command, question for the students. The students' respons and behaviour while learning was written by using diary note and observation sheet.

The atmosphere of the class was little bit noisy because some of them asked to their another friend. But, the researcher gave role that every student who want to ask something must up hand. Fortunately, they obeyed the role and the atmosphere of the class become quiet. But, still 13 students who got up 80.

d. Reflection

The researcher evaluated the teaching learning process in the end of the meeting. The researcher asked the students how the students felt when learning recount text through EGRA technique, the students' difficulties and problem while learning. All of it would be asked by the teacher in the end of meeting.

Through the reflection, the reseacher knew the problems and the result of the students when did test. Look at the students' result test and observation sheet and also diary notes that was written in appendix.

The research was conducted by observer also in the same time when the researcher doing treatment or action to improve students' ability in comprehending recount text by using EGRA technique.

Based on the research and test that was conducted in the end of cycle I, the researcher found the data about: a) representation of teaching learning material of recount text process;

b) representation of students' activities; and c) representation of result of students' score in comprehending recount text in the VIII-D class at MTsN Hamparan Perak by using EGRA technique, as follows :

a. **Representation Of Teaching Learning Material Of Recount Text Process (cycle I)**

Tabel III

Observation Sheet in Teaching English

No.	Activities that Observed	Score			
		4	3	2	1
1	**Aperception** a. Researcher greets and attendances the students.	v			
	b. Researcher gives motivation to the students.		v		
	c. Researcher explains the roles of discussing to the students		v		
2	**Explanation of material** a. Guiding the students to the material that will be delivered		v		
	b. Straighten the students' wrong answer		v		
	c. Researchers' explanation is clear when delivering the materials.		v		
	d. The compatibility of researcher's explanations about the materials is related with the lesson plan prepared.	v			
3	**Application of asking usage** a. Researcher masters asking skill			v	
	b. Researcher is able to explain the material with asking usage's using EGRA technique			v	
	c. Students motivated for asking			v	
4	**Technique in dividing group** a. Dividing group based on kind of gender		v		

			v		
	b. Dividing group based on kind of academic's ability		v		
5	**Management of discussing activity**				
	a. Researcher admonishes the student who chatting			v	
	b. Atmosphere of class is noisy		v		
	c. Atmosphere of class is very pleasing		v		
	d. Students is active in asking			v	
	e. Students give attention to the researcher's explanation.		v		
6	**Ability in doing evaluation**		v		
	a. Researcher gives a task to the students.				
	b. Item of question appropriate with indicator		v		
	c. Researcher controls tightly when doing task		v		
7	**Giving appreciation for individual or group**				
	a. Giving praise to the student who giving right's answer			v	
8	**Ability in giving question**				
	a. Researcher gives question to students with giving time in answering		v		
	b. Asking to students without point toward to one of student			v	
9	**Concluding the lesson**				
	a. Researcher with students conclude the lesson together		v		
	Total of score	67			
	Mean of score	2.8			

Category of score's mean :

3.1- 4.0 = Excellent**2.1-3.0 = Good**   1.1- 2.0 = Enough   0.1- 1.0 = Little

Based on the result of observation teaching learning process above, showed that teaching recount text in VIII-D class at MTsN Hamparan Perak by using EGRA technique got total of score was 67 and mean of score was 2.8 or in good category. However, the learning process didn't optimal yet. It could be seen of there were some aspects of researcher in giving action that was still low, as follows :

） Application of reseacher in asking usage was still low cause students didin't motivation for asking

） Management of discussing activities that was conducted by researcher was also still low.

Therefore, the researcher would try to conduct re-planning and re-action or would continue to cycle II to improve the weakness in teaching learning process in cycle I to next cycle.

b) Representation Of Students' Activities (cycle I) in Teachhing Material I

Table IV

Observation Sheet of Students' Activities

No.	Indicator that Observed	Criteria and Score				
		VA	A	EA	LA	NA
		5	4	3	2	1
1	Cooperation in group		v			
2	Ability in asking			v		
3	Giving respon for researcher's question			v		
4	Appreciative another opinion			v		
5	Giving opinion			v		
6	Ability in concluding the result of discussion			v		
7	Ability in doing tasks			v		

8	Students show their interesting in joining the learning activity throughimplementing of EGRA technique		v				
	Total of Score	24					
	Mean of Score	3.0					

Means of criteria and category :

4.1-5.0 = Very Active (VA)

3.1-4.0 = Active (A)

2.1-3.0 = Enough Active (EA)

1.1-2.0 = Less Active (LA)

0.1-1.0 = No Active (NA)

Based on the result of observation students' activities above, showed that teaching recount text in VIII-D class at MTsN Hamparan Perak by using EGRA technique got total of score was 24 and mean of score was 3.0 or in enough active category. However, the students' activities didn't optimal yet. It could be seen of there were some indicators of students' activities that was still low, as follows :

） In giving respons for researcher's question

） Ability in asking

） Ability in concluding the result of discussion

Therefore, the researcher would try to conduct re-planning and re-action or would continue to cycle II to improve the weakness in teaching learning process in cycle I.

c) **Representation Of Result Of Students' Score**

Table V

Students' Score (post-test I in cycle I)

Num	Name of Student	Post Test of The First Cycle

		Post test 1	Criteria of Succes≥ 8
1	AA	85	**Successs**
2	AR	70	Unsuccess
3	AP	45	Unsuccess
4	AP	70	Unsuccess
5	CAP	55	Unsuccess
6	DN	70	Unsuccess
7	DM	80	**Success**
8	DTH	70	Unsuccess
9	DS	70	Unsuccess
10	FF	80	**Success**
11	FNF	70	Unsuccess
12	HF	60	Unsuccess
13	IN	70	Unsuccess
14	ISH	80	**Success**
15	JH	80	**Success**
16	MAA	70	Unsuccess
17	MDP	80	**Success**
18	MFJ	70	Unsuccess
19	MF	80	**Success**
20	MIA	70	Unsucces
21	MRM	20	Unsucces
22	MRA	60	Unsucces
23	MR	80	**Success**

24	NMJ	70	Unsuccess
25	NR	80	**Success**
26	NH	60	Unsuccess
27	RAH	80	**Success**
28	RP	80	**Succes**
29	SK	70	Unsucces
30	SA	80	**Succes**
31	TKW	80	**Succes**
32	VR	70	Unsucces
33	WF	70	Unsucces
34	WNH	70	Unsucces
35	YA	70	Unsucces
36	ZA	70	Unsuccess
Total		X= 2535 $\overline{X}$ =70.41	

The percentage of students who got success in test could be seen, as follows :

Table VI

The Percentage of Students Score in Post-TestI

	Criteria	Total Students	Percentage
P1	Success	13	36.11%
P2	Unsuccess	23	63.89%
TOTAL		36	100%

Based on the data from table V and VI above, showed that the result of students' score in comprehensing recount text by using EGRA technique in VIII-D class at MTsN Hamparan Perak in cycle I improved. It could be seen from the mean of students' score was 70.41 and The percentage of the students' score was 13 students got success or it was 36.11%. In the other hand, 23 students got unsuccess score or it was 63.89%. If compared with the pre-test only 3 students who got success and 33 who got unsuccess with the mean of students' score was 62.5.

However, the data above showed that the result of students' score in comprehending recount text by using EGRA technique in VIII-D class at MTsN Hamparan Perak in cycle I improved, but didn't optimal yet. It could be seen of there were some indicators of students' activities that was still low, as follows :

⟩ The mean of students' score in post-test I in cycle I was 70.41. While the KKM of that school was 80.

⟩ From 36 students who got success was 13 students and the percentage only 36.11%.

⟩ There were students didn't understand yet the concept of recount text.

⟩ Some of students were still confused to distinguish the kind of text. How the way the distinguish among recount text and narrative text, report text, and descriptive text.

Based on the researcher's observation, the students' response in learning teaching process was good. It could be seen on list of the observation sheet that have done by the observer. Although the students looked enjoy during in learning process, but Beside that, the students were not confident to explain about recount text when the teacher asked them to know how far their comprehending recount text. Not just it, The researcher's felt when learning teaching process was still unsatisfaction. The researcher felt unhappy in the second meeting because the students that could their attention to the teacher was still low. Most of

the students were still noisy in the class and the students' mean score when giving test was still under score of KKM in that school.

It can be concluded that the students' ability in comprehending recount text in Post-test I in the first cycle was categorized unsuccess. Therefore, the Researcher choosed to continue the research in cycle two. The aim was to improve the students' ability in comprehending recount text after doing post-test in the first cycle. Here the result of teaching learning process in cycle II.

3. The Result of Cycle II

In teaching learning material of recount text process in cycle II was conducted on Wednesday, 1st March 2017 as the fourth meeting that was start from 08.50 a.m. untill 10.50 a.m.

The researcher also have done some steps in the cycle II, they were planning, action, observing and reflection. Here the activities that have done in every steps:

a. Planning

In this cycle, the researcher prepared new material that was enclosed in lesson plan, and added some activities so that the students would be more active in comprehending recount text. The lesson plan with the new material could be seen in Appendix.

b. Action

The researcher tried to do best while teaching the material. Beside it, the researcher also motivated the students to read the text fluently, briefly and confidently to comprehend recount text in answering questions. There were some activities that had been done by the researcher, they were:

1. The reseacher asked the students to form group consist of 6 persons.

2. The researcher wrote the questions on the writeboard.The teacher asked the students to devide into some group that consist of 4-5 students.

3. Every group asked to write what the definition of recount text is, explain the generic structure of recount text, and make an example of recount text and analysis the generic structure.

4. The researcher gave the assignment for every group to answer the questions and the answers were written on the piece of paper.

5. Before learning process ended, the researcher gave the multiple choice text as the task in learning so that they become accustomed to answer the question based on the text.

c. Observation

The observation was done for the second cycle. the reseacher interviewed some of students to know how far their understanding about recount text and to know their feeling in learning process by using EGRA technique. The researcher catched the conclusion based on the students' interview that they felt enjoy and happy in learning process. They was also more active than before when learning English in the class. But, some of they were still confused to distinguish among recount text with another text. That's way the reseacher added the explanation about the kind of the text and the characteristic of each text.

d. Reflection

In reflection of the second cycle, the researcher had taken the result test and observation. It was be feedback of teaching learning process by the researcher. Based on the observation in this cycle, the researcher took action to added explanation more about how to distinguish among recount text with another kinds of text.

The reseacher gave the text for each group but every person got it so that all of students could read the text focusly. Therefore, the researcher gave a piece of text that consist of some kind of text without write the name of the text. so, the students asked to determine the name of the text then showed the generic stucture of each text, and analyze content or recount text actually. After that, the researcher gave explanation more of each kinds of text. In this cycle, the researcher could conclude as follow:

1. The researcher could improve on the students' ability in comprehending recount text through EGRA technique. It was showed by the observation sheet, diary notes that improved every meeting.

2. The improvement of the students' score. It was based on the percentage of the students' score, they were 36.11% that got success in the first cycle. And they were 77.78% in the second cycle. It means that there was improvement from the first cycle to the second cycle, they were 41.67%.

Based on the students' response above, the researcher got the point that the students' response while learning teaching process in the second cycle was kept improving. So the researcher stated to stop in this cycle.

Based on the research and test that was conducted in the end of cycle II, the researcher found the data about: a) representation of teaching learning material of recount text process; b) representation of students' activities; and c) representation of result of students' score in comprehending recount text in the VIII-D class at MTsN Hamparan Perak by using EGRA technique, as follows :

b. **Representation Of Teaching Learning Material Of Recount Text Process (cycle II)**

Tabel VII

Observation Sheet In Teaching English

No.	Activities that Observed	Score			
		4	3	2	1
1	**Aperception** a. Researcher greets and attendances the students.	v			

	b. Researcher gives motivation to the students.	v			
	c. Researcher explains the roles of discussing to the students		v		
2	**Explanation of material** a. Guiding the students to the material that will be delivered		v		
	b. Straighten the students' wrong answer	v			
	c. Researchers' explanation is clear when delivering the materials.	v			
	d. The compatibility of researcher's explanations about the materials is related with the lesson plan prepared.	v			
3	**Application of asking usage** a. Researcher masters asking skill		v		
	b. Researcher is able to explain the material with asking usage's model		v		
	c. Students motivated for asking		v		
4	**Technique in dividing group** a. Dividing group based on kind of gender	v			
	b. Dividing group based on kind of academic's ability	v			
5	**Management of discussing activity** a. Researcher admonishes the student who chatting	v			
	b. Atmosphere of class is noisy			v	
	c. Atmosphere of class is very pleasing	v			
	d. Students is active in asking	v			
	e. Students give attention to the researcher's explanation.	v			
6	**Ability in doing evaluation** a. Researcher gives a task to the students.	v			
	b. Item of question appropriate with indicator		v		
	c. Researcher controls tightly when doing task		v		

No.		Indicator					
7	**Giving appreciation for individual or group** a. Giving praise to the student who giving right's answer		v			
8	**Ability in giving question** a. Researcher gives question to students with giving time in answering		v			
	b. Asking to students without point toward to one of student		v			
9	**Concluding the lesson** a. Researcher with students conclude the lesson together	v				
	Total of score			84		
	Mean of score			3.5		

Category of score's mean :

3.1- 4.0 = Excellent2.1-3.0 = Good   1.1- 2.0 = Enough   0.1- 1.0 = Little

Based on the result of observation teaching learning process above, showed that teaching recount text in VIII-D class at MTsN Hamparan Perak by using EGRA technique got total of score was 84 and mean of score was 3.5 or in excellent category.

b) Representation Of Students' Activities (cycle II)

Table VIII

Observation Sheet of Students' Activities

No.	Indicator that Observed	Criteria and Score				
		VA	A	EA	LA	NA
		5	4	3	2	1
1	Cooperation in group		v			
2	Ability in asking		v			
3	Giving respon for researcher's question	v				

4	Appreciative another opinion		v			
5	Giving opinion		v			
6	Ability in concluding the result of discussion		v			
7	Ability in doing tasks	v				
8	Students show their interesting in joining the learning activity throughimplementing of EGRA technique	v				
	Total of Score	35				
	Mean of Score	4.3				

Means of criteria and category :

4.1-5.0 = Very Active (VA)

3.1-4.0 = Active (A)

2.1-3.0 = Enough Active (EA)

1.1-2.0 = Less Active (LA)

0.1-1.0 = No Active (NA)

Based on the result of observation students' activities above, showed that teaching recount text in VIII-D class at MTsN Hamparan Perak by using EGRA technique got total of score was 35 and mean of score was 4.3 or in very active category.

c) **Representation Of Result Of Students' Score**

Table IX

Students' Score in Post-Test II (Cycle II)

Num	Name of Student	Post Test of The Second Cycle	
		Post test 2	Criteria of Success $\geq$ **8**

1	AA	95	**Success**
2	AR	70	Unsuccess
3	AP	80	**Success**
4	AP	88	**Success**
5	CAP	70	Unsuccess
6	DN	90	**Success**
7	DN	95	**Success**
8	DTH	88	**Success**
9	DS	88	**Success**
10	FF	85	**Success**
11	FNF	95	**Success**
12	HF	95	**Success**
13	IN	90	**Success**
14	IVH	93	**Success**
15	JH	83	**Success**
16	MAA	70	Unsuccess
17	MDP	90	**Success**
18	MFJ	98	**Success**
19	MF	78	Unsuccess
20	MIA	100	**Success**
21	MRM	70	Unsuccess
22	MRA	90	**Success**
23	MR	70	Unsuccess
24	NMJ	88	**Success**

25	NR	85	**Success**
26	NH	90	**Success**
27	RAH	100	**Success**
28	RP	100	**Success**
29	SK	80	**Success**
30	SA	85	**Success**
31	TKW	90	**Success**
32	VR	95	**Success**
33	WF	88	**Success**
34	WNH	78	Unsuccess
35	YA	77	Unsuccess
36	ZA	85	**Success**
Total		X= 3112 $\overline{X}$ =86.44	

The percentage of students who were succes in test could be seen as follows :

Table X

The Percentage of Students Score in Post-TestII (Cycle II)

	Criteria	Total Students	Percentage
P1	Success	28	77.78%
P2	Unsuccess	8	22.22%
TOTAL		41	100%

From the table analysis in Post test II, the researcher concluded that the students' ability in comprehending recount text improved. It could be seen from the mean of the

students' score was 86.44. The percentage of the students' score was 28 students got success or it was 77.78%. In the other hand, 8 students got unsuccess score or it was 22.22%. It can be concluded that the students' ability in comprehending recount text in Post-test in the second cycle was categorized success and improved. So the researcher stopped in this cycle.

B. Discussion

EGRA is a technique that is used to help the students to improve the students' ability in comprehending recount text. The researcher found that in the first cycle, the students did not get meaningful changing from pre-test to post-test I. Although the teacher had applied the EGRA technique in teaching recount text, but the students still got low scores. It was caused by lack of the students'concentration of the students in learning process and most of them haven't understood how the distinguish among recount text and another text, like narrative text, report text, descriptive text, etc.

But in the second cycle, the students got satisfied improvement score. The teacher also applied EGRA technique but used additional activities that could be more active when learning process. The researcher was easy to know the students' problem because the researcher looked at the reflection of the first cycle. The teacher found the students' problem about how to distinguish among recount text with another kind of text. The researcher asked the students about the genre of the text and the characteristic of each genre of the text. It could help the students to comprehend recount text deeply. Fortunately, the students was more active and more understood about recount text and they was also have known the questions and text form of comprehending recount text.

To know the specific improvement,, the writer would describe about: 1) the comparison of result of teaching learning process in cycle I and cycle II that showed in table and chart form and conclusion; 2) the comparison of result of students' activities in cycle I

and cycle II that showed in table and chart form and conclusion; and 3) the comparison of result of students' score that showed in table and chart form and conclusion.

1. The comparison of result of teaching learning process in cycle I and cycle II

Table XI

Improving of teaching learning process

No.	Aspect of Activities	Score	
		Cycle I	Cycle II
1	**Aperception** a. Researcher greets and attendances the students.	4	4
	b. Researcher gives motivation to the students.	3	4
	c. Researcher explains the roles of discussing to the students	3	3
2	**Explanation of material** a. Guiding the students to the material that will be delivered	3	3
	b. Straighten the students' wrong answer	3	4
	c. Researchers' explanation is clear when delivering the materials.	3	4
	d. The compatibility of researcher's explanations about the materials is related with the lesson plan prepared.	4	4
3	**Application of asking usage** a. Researcher masters asking skill	2	3
	b. Researcher is able to explain the material with asking usage's by using EGRA technique	2	3
	c. Students motivated for asking	2	3
4	**Technique in dividing group** a. Dividing group based on kind of gender	3	4
	b. Dividing group based on kind of academic's ability	3	4

5	**Management of discussing activity** a. Researcher admonishes the student who chatting	2	4
	b. Atmosphere of class is noisy	3	2
	c. Atmosphere of class is very pleasing	3	4
	d. Students is active in asking	2	4
	e. Students give attention to the researcher's explanation.	3	4
6	**Ability in doing evaluation** a. Researcher gives a task to the students.	3	4
	b. Item of question appropriate with indicator	3	3
	c. Researcher controls tightly when doing task	3	3
7	**Giving appreciation for individual or group** a. Giving praise to the student who giving right's answer	2	3
8	**Ability in giving question** a. Researcher gives question to students with giving time in answering	3	3
	b. Asking to students without point toward to one of student	2	3
9	Concluding the lesson a. Researcher with students conclude the lesson together	3	4
	Total of score	67	84
	Mean of score	2.8	3.5

Representation of improving of teaching learning process in comprehending recount text in VIII-D class at MTsN Hamparan Perak by using EGRA technique in cycle I and cycle II could describe visually in chart below :

Chart I

Improving of teaching learning process
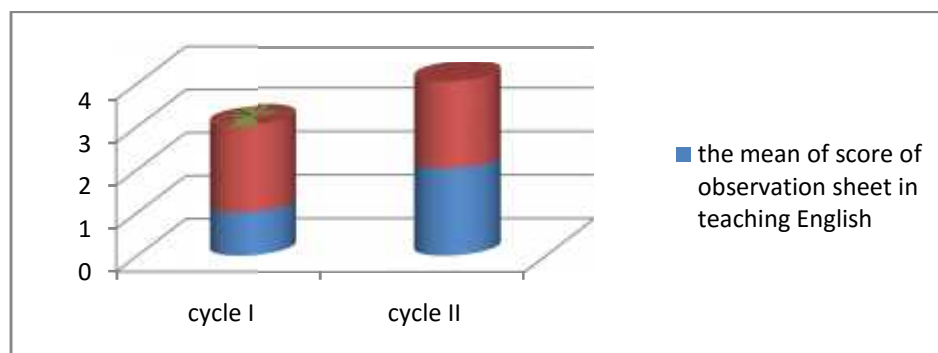
Based on the data above, showed that the teaching learning process in comprehending recount text in VIII-D class at MTsN Hamparan Perak by using EGRA technique showed that improvement from cycle I to cycle II. It could be seen from the score of mean in cycle I was 2.8 or in good category became 3.5 or in excellent category in cycle II. It means that teaching learning process in comprehending recount text by using EGRA technique was improved.

2. the comparison of result of students' activities in cycle I and cycle II

Table XII

Improving of Students' Activities

No	Students' Activities	Score	
		Cycle I	**Cycle II**
1	Cooperation in group	4	4
2	Ability in asking	2	4
3	Giving respon for researcher's question	3	5
4	Appreciative another opinion	3	4
5	Giving opinion	3	4
6	Ability in concluding the result of discussion	2	4
7	Ability in doing tasks	3	5
8	Students show their interesting in joining the learning activity throughimplementing of EGRA technique	4	5
	Total of Score	24	35

	Mean of Score	3.0	4.3

Representation of improving of students' activities in comprehending recount text in VIII-D class at MTsN Hamparan Perak by using EGRA technique in cycle I and cycle II could describe visually in chart below :

Chart II

Improving of Students' Activities
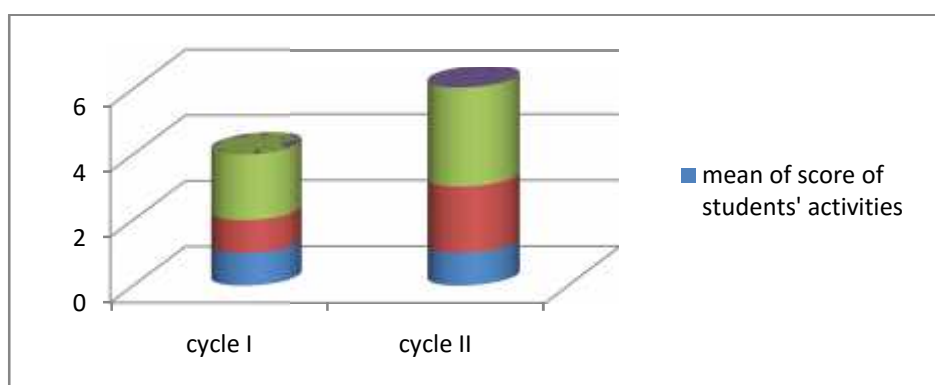
Based on the data above, showed that the observation sheet of students' activities in comprehending recount text in VIII-D class at MTsN Hamparan Perak by using EGRA technique showed that improvement from cycle I to cycle II. It could be seen from the score of mean in cycle I was 3.0 or in enough active category became 4.3 or in very active category in cycle II. It means that students' activities in comprehending recount text by using EGRA technique was improved.

3) the comparison of result of students' score

Table XIII

**Improving of Students' Score**

Num	Initial of Name	Score		
		Pre-test	Post test 1	Post test 2
1	AA	80	85	95
2	AR	70	70	70

3	AP	50	45	80
4	AP	60	70	88
5	CAP	50	55	70
6	DN	70	70	90
7	DM	80	80	95
8	DTH	60	70	88
9	DS	70	70	88
10	FF	70	80	85
11	FNF	60	70	95
12	HF	60	60	95
13	IN	70	70	90
14	ISH	70	80	93
15	JH	50	80	83
16	MAA	40	70	70
17	MDP	70	80	90
18	MFJ	70	70	98
19	MF	60	80	78
20	MIA	60	70	100
21	MRM	30	20	70
22	MRA	70	60	90
23	MR	50	80	70
24	NMJ	60	70	88
25	NR	70	80	85
26	NH	70	60	90

27	RAH	60	80	100
28	RP	30	80	100
29	SK	80	70	80
30	SA	70	80	85
31	TKW	70	80	90
32	VR	60	70	95
33	WF	60	70	88
34	WNH	60	70	78
35	YA	70	70	77
36	ZA	70	70	85
Total of Score		X= 2250	X= 2535	X= 3112
Mean of Score		X = 62.5	X = 70.41	X = 86.44

Based on the research that was showed from the data above, it was found that the students' score in pre-test was 2250 and the students' mean was 62.5. The students' score in post-test I was 2535 with the students' mean was 70.41 and the students' score in post-test II was 3112 with the students' mean was 86.44.

So, there was improvement in every cycle.

The mean of students' score from pre-test in cycle I until post-test in cycle II could be looked also in the following chart :

Chart III

The Improving of Students' Score (Mean)
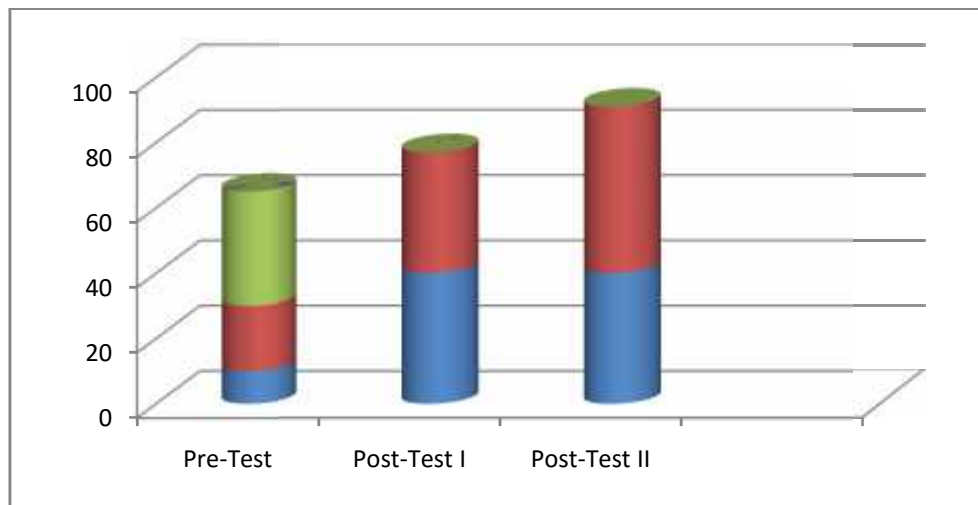
Table XIV. The Percentage of Students'ability in comprehending recount text through the implementation of EGRA technique in Post-Test of Cycle I and Post-test of Cycle II

MEETING			THE STUDENTS WHO GOT UP TO 80	PERCENTAGE
Cycle I	1	Post-Test	13	36.11%
Cycle II	2	Post-Test	28	77.78%

Based on the table above, The percentage of the students' score in post-test of the first cycle who got point up 80 there were still was 13 of 36 students, it was 36.11%. Then, the percentage of post-test in the second cycle who got point up 80 there were 28 of 36 students, it was 77.78%. It means that there was improvement from post-test in the first cycle and post-test in the second cycle.

From the data, it indicated that using EGRA technique in the teaching recount text was effective, and the researcher concluded that the students' ability in comprehending recount text have been improved through the implementation of EGRA technique.

Based on the the students' score and the students' response while learning teaching process, the researcher concluded that the implementation of EGRA technique on the students' ability in comprehending recount text was kept improving.

BAB V

CONCLUSION AND SUGGESTION

A. Conclusions

From the result and discussion about the implementation of EGRA technique on students' ability in comprehending recount text could be concluded that**:**

1. The students' responsewasvery good after implementating of EGRA technique. It could be seenthe students' response while learning process. The students more active in giving answer of each question that delivered by the researcher. It was also showed from some the mean of scores that to known the improvement every cycle as follows : a) mean of score of observation sheet in teaching English in cycle was 2.8 or in good category improved in cycle II was 3.5 or in excellent category; b) mean of score observation sheet of students' activities in cycle I was 3.0 or in enough active category improved in cycle II was 4.3 or very active category; c) students' acore, pre-test was 62.5, post-test in the first cycle was 70.41, and post-test in the second cycle was 86.44. There was improvement in every cycle. Additionaly, The percentage of the students' score in post-test of the first cycle who got point up 80 there were still was 13 of 36 students, it was 36.11%. Then, the percentage of post-test in the second cycle who got point up 80 there were 28 of 36 students, it was 77.78%. Based on the finding, the alternative hypothesis stating that EGRA technique can improve the students' ability in comprehending recount text.

2. The obstacles in applying EGRA technique in comprehending recount text were, as follows:

    - EGRA technique needed much time in applying. Therefore, this technique should done minimal two hours lesson in one meeting.

- For the first time to used this technique would felt little difficulty to direction the students in every steps of EGRA technique. But, in the next time students would be habitual if the teacher always used this technique in teaching recount text.

B. Suggestions

Based on the result of this research, the researcher gives the suggestion, as follow:

1. For the teacher

The researcher suggests the teacher to solve the problems in learning reading by using EGRA technique. The purpose is to make the students fell enjoy and more active in teaching learning process and to make them confident in answering question of recount text.

2. For the students

The students have to accustome to read the text then answer the question based on the text to make them comprehend in reading. Because the students' ability in reading must be improved so that their reading ability get good category.

3. For the next researchers

The researcher gives suggestion to the next researcher to conduct the similar technique with other respondents to find out more the advantages of this material or improve this research by doing further examination on the students' ability in comprehending recount text through the implementation of EGRA technique.

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LESSON PLAN
IN CYCLEI

Subject   : English

Set of Education   : MTsN. Hamparan Perak

Class / Semester   : VIII / II

Aspect / skill   : Reading

Allocated Time   : 2 x 40 minutes (1 meeting)

A. Standard Competence

11. Understanding meaning of the essay short simple form recount and   narative to interact with the environment.

B. Basic Competence

11.2 Responding the meaning in the text write a functional short simple accurately, smoothly and thank relating to the environment around.

C. Indicators

) Determining the definition of recount text

) Analyzing the language features of recount text

) Determining the social function of recount text

) Determining the generic structure of recount text

D. The aim of study

At the end of lesson, students:

- Students are able to determine the definition of recount text
- Students are able to analyze the language features of recount text
- Students are able to determine the social function of recount text
- Students are able to determine the generic structure of recount text

E. Lesson Materials

1. The Definition of Recount Text

Recount is a kind of genre that has social function to retell event for the purpose of informing or entertaining. Recount text ia a text that retell to reader about the events in the past chronologically.

Recount is common is nonfiction writing, they are as follows:

- Letter

- Biography

- Diary of journey

- Non fiction book

- Newspaper or magazine

- encyclopedia entry

Recount text based on the life experiences and familiar language. Recounts are used in most subjects to show memory of series of events as in accounts of Science excursion, everyday life in another time or culture.

2. Social function of Recount Text

Recount text has some social functions, which are:

c. To retell something happened

Recount retells past event. Recount begins by telling the reader who was involved, what happened, where this even took place and when it happened.

d. To entertain

Sometimes, recount text retells a funny experience. It has a function to entertain the reader.

3. **The Generic Structure of Recount Text**

4. Orientation

   The orientation provides all the necessary background information to enable the audience to make sense of the text. To ensure that the orientation is detailed and through, use the words (who,what, whe, where, and why). The writer or speaker needs to give information about what happened, who or what was involved, when and where the events occured and whhy. An awareness of audience and purpose will assist the author in selecting the amount of detailed needed.

5. Series of events

   In series of events the writer writes the events chronologically. It begins from the first event, followed by the second event to the last event. The sum of events depend on the creativity of the writer.

6. Re-orientation

   The final section concludes the recount by summarizing outcomes or results, evaluating the topic's importance or offering personal comment or opinion. It can also look to the future by speculating about what might happen next.

4. **The Language Feature of Recount Text**

e. Focus on individual participant / a group participant

   Recount text focus on what an individual or a group of people were doing. It can be written in the first or the third person. First person, is happening to the person writing the recount. Example: *I went to the park*. The third person, an observer is telling it. Example: *Vera went to the park*.

f. Using past tense

Past tense is the form a verb used to describe in the past. Past tense consists of simple past (*I walked to school yesterday*), past progressive (*I was studying at 08.00 o'clock last night*), past perfect (*my parents had already eaten by the time Igot home*), past perfect progressive (*the police had been looking for the criminal for two years before they caught him*),.

g. Using material (action) process

Material process are processes of material doing. They express the notion that some entity ohysically does something-which may be done to some other entity.

h. Focus on temporal sequence of events

Conjunctions is a connective. It is a part of speech that serves to connect words, phrases, clause, or sentence. Example: last year, on the weekend, then, etc.

The Example of Recount Text

Grandpa's Birthday

It was my Grandpa's birthday last Sunday.

On Friday, my sister and I went shopping. We found a nice Batik shirt. We bought it and wrapped it in a blue paper. Blue is my Grandpa's favourite colour.

On Saturday morning, my brother and I were in the kitchen. We made a birthday cake. *It* was a big and beautiful. I wrote Happy Birthday on it. We put some chocolate on it and a big candle on top of it. On Sunday evening, we had a party. My uncle and my aunt came to my house. They brought some cake and flowers for my Grandpa. We sat together in our living room. My Dad said a beautiful prayer. Then, we sang "Happy Birthday" and my Grandpa blew out the candle. He cut the cake and gave it to everybody in that room. He opened his present and he was very happy with the shirt.

Finally, my grandma told us some stories about my Grandpa.

Note :

Simple Past : S + V2 +... ⬭

Past perfect : S + Had + ... ⬭

F. Teaching Technique

In this teaching, the research using EGRA Technique

Step of EGRA technique :

e. Experience

Experience is a learning stage where students are subsconsciously expose to the meaningful use of particular structure item. The students are not aware that they are led to find a particular grammar structure. The students are provided by activity that explores their knowledge. Here, the learning experience will be the main gate for the students' understanding about correct grammar structure.

In this step, the teacher can also give leading question related to the material will be taught to the students. The activity of this step the researcher will be conducted in:

⟩ Giving text

f. Generalization

The activities which can be done in this step are :

⟩ The researcher asks the students to make group consists of 4 persons.

⟩ The researcher gives the text and instruction which is aimed at leading the students to find the genre, meaning and form of language structure of the text.

⟩ The students discuss the answers in class guided by the researcher

⟩ The researcher writes the answer of the students on the writeboard

⟩ The researcher gives praise to the students for their hard work in answering questions

g. Reinforcement

The activities at this phase are:

⟩ The researcher discusses again the students' answer on the writeboard

⟩ The researcher reads the text and provides an explanation as reinforcing the meaning and form of generic structure they had before

⟩ The researcher gives some examples of text as the model

h. Application

The activities that can be done are:

⟩ The students are asked to work individually

⟩ The researcher asks the student to answer the questions based on the text that has been given before

⟩ The researcher gives the students homework to discuss in the future learning

G. Media

The media that will use in teaching are :

✓ The book that relevance with materials:

1. English in Focus for grade VIII Junior High School, BSE

2. Scaffolding English for Junior High School Students grade VIII, BSE

✓ Texts

H. Teaching-Learning Activities

Phase	Teaching Learning Activities by Researcher and Students	Time

Pre-Activities	➤ **Apperception** ⟩ Researcher gives the greating and check the students' conditions' ⟩ The researcher leads the students to say a prayer ⟩ The researcher checks the attendance ⟩ Researcher provides motivation and stimulus to the students ⟩ Researcher links the theme of previous material	➤ 10 minutes
While Teaching Activities	➤ **Explorations** ⟩ The researcher asks the students to make group consists of 4 persons. ⟩ The researcher gives the text and instruction which is aimed at leading the students to find the genre, meaning and form of language features of the text. ➤ **Elaborations** ⟩ The students discuss the answers in class guided by the researcher ⟩ The researcher writes the answer of the students on the writeboard ⟩ The researcher gives praise to the students for their hard work in answering questions ➤ **Confirmations** ⟩ The researcher asks the students about what the students have not understand yet. ⟩ The researcher discusses again the students' answer on the writeboard ⟩ The researcher reads the text and provides an explanation as reinforcing the meaning and form of language features they had before ⟩ The researcher gives some examples of text as the model	➤ 60 minutes

	Application : ∫ The students are asked to work individually ∫ The researcher asks the student to answer the questions based on the text that has been given before	
Post Teaching Activities	∫ The researcher with the students make summary. ∫ The researcher asks the students' understanding about the lesson learned. ∫ The researcher gives the students homework to discuss in the future learning ∫ The researcher leads the students to say a prayer. ∫ The researcher ends the activities.	∫ 10 minutes

I. Instruments

Form of instruments   : Multiple Choice

Choose the correct answer for the questions below!

1. Below is the definition of some genre of the texts. What is the definition of recount text?
   a. The text that used to amuse, to entertain, and to deal with actual or various experiences in diffferent ways.
   b. The text that used to retell events, actions, or activities in the past chronologically for the purpose of informing or entertaining
   c. The text used to explain the process involved in the information or workings of phenomena
   d. The text that used to present at least two points of view about an issues.

2. Which is the correct generic structure of recount text?
   a. In series of events, introduction, orientation

b. Events, reorientation, introduction

c. Orientation, series of events, reorientation

d. Orientation, reorientation, events

3. Which is the part of generic structure that telling who involved, what happened,where the events took place, and when it happened?

a. Reorientation

b. Series of events

c. Orientation

d. Application

4. Which is the part of generic structure that consists of optional-closure of events / ending

a. Reorientation

b. Orientation

c. Introduction

d. Series of events

Text 1

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa, and Wisnu temples. They are really amazing. We visited only brahmana and syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then, we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m we heard the announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by wisata bus.

5. The text above is written in the form of ...

a. Recount

b. Narrative

c. Report

d. Anecdote

6. What is the social function from the text?
   a. Tell past events
   b. Entertain readers
   c. Report an event to the police
   d. Inform readers about events of the day

7. Which is the orientation based on the text?
   a. On Friday morning we went to Yogya Kraton. We spent about two hours there.
   b. On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa, and Wisnu temples
   c. In the evening we left for Jakarta by wisata bus.
   d. On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

Text 2

Albert Einstein was born in 1879 in Germany. He graduated from the University of Zurich in Switzerland in 1905. In 1905 he also did some of his famous work in physics. In 1919 he won the Noble Prize for Physics. Between 1919 and 1933 he lived in Germany and traveled a lot to talk to other scientists. He moved to United States from 1933 until his death. He lived in Princetown, New Jersey. He died on 18th April 1955.

8. "In 1905 he also did some of his famous work in physica."
   What is the tenses that used in the sentence above?
   a. Simple past
   b. Simple present
   c. Present continious
   d. Past perfect

9. The text above is one of the example of recount text that retell about......of someone.
   What is the correct answer to fill the point above?
   a. Biography
   b. Experience
   c. Diary
   d. Letter

10. What is the social function of the recount text?

    a. Report and entertain

    b. Recount and retell

    c. Inform and retell

    d. Inform and entertain

Key Words :

1. B	6. D
2. C	7. D
3. C	8. A
4. A	9. A
5. A	10. D

J. Assessment Guidance

    for answering questions :

Multiple Choice

ʃ If the answer is right, score is 10 for each number

ʃ If the answer is wrong, score is 0

ʃ Total score is 100 points if all of question is answered "right"

ʃ Student score $= \dfrac{S \quad p \quad ha}{S \quad M} \times 100$

Hamparan Perak, 22nd February 2017

Knowing,

Headmaster of MTsN   English Teacher   Researcher

<u>Budiyatna, S.Pd</u><u>Erni,S.Pd</u><u>Muharfah Sari</u>
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LESSON PLAN
IN CYCLE II

Subject   : English

Set of Education   : MTsN. Hamparan Perak

Class / Semester   : VIII / II

Allocated Time   : 2 x 40 minutes (1 meeting)

A. Standard Competence

11. Understanding meaning of the essay short simple form recount and narative to interact with the environment.

B. Basic Competence

11.2 Responding the meaning in the text write a functional short simple accurately, smoothly and thank relating to the environment around.

C. Indicators

- Determining the main idea in recount text
- Identifying the generic structure in recount text
- Analyzing the sentence or statement that which is the true or not true according the text

D. The aim of study

At the end of lesson, students are able :

- To determine the main idea in recount text
- To identify the generic structure in recount text
- To analyze the sentence or statement that which is the true or not true according the text

K. Lesson Materials

Characteristics of Recount Text

⟩ A recount text is a text that telling the reader about one story, action, or activity. Its goal to entertaining or informing the reader

⟩ Orientation tells who was involved, what happened,where the events took place, and when it happened

⟩ Events tell what happened and in what sequence

⟩ Re-orientation consists of optional-closure of events / ending

⟩ The features are including who? Where? When? Why?, noun or pronoun, and past tense.

Social function of Recount Text

Recount text has some social functions, which are:

e. To retell something happened

Recount retells past event. Recount begins by telling the reader who was involved, what happened, where this even took place and when it happened.

f. To entertain

Sometimes, recount text retells a funny experience. It has a function to entertain the reader.

Study the example of a letter.

Kupang May, 7 2008

Dear Paula,
Hello Paula, how are you? It's been a mounth since I last heard from you. Well, I just wanted to tell you that I was in a hospital last week. According to the doctor, I was infected by dengue fever.

orient ation

At first, I felt my body become weak then I fainted when I was studying in the classroom. Then, I was taken to the hospital because of the higj fever.

even ts

At the hospital, i was brought into the emergency unit. The doctor immediately gave some treatment. Finally, I had to stay there for one week. Everyday the doctor kept me on a drip.

At the sevent day, my condition was getting better. After the final check, the doctor gave me permission to go home. Now, I'm okay and because of my illness, I am now more careful about keeping in my house clean especially my room. I don't want to get the same illness again.

Ok, I think that's all from me, write to me soon, ok?

Regards

Nadira

L. Teaching Technique

In this teaching, the research using EGRA Technique

Step of EGRA technique :

i. Experience

Experience is a learning stage where students are subsconsciously expose to the meaningful use of particular structure item. The students are not aware that they are led to find a particular grammar structure. The students are provided by activity that explores their knowledge. Here, the learning experience will be the main gate for the students' understanding about correct grammar structure.

In this step, the teacher can also give leading question related to the material will be taught to the students. The activity of this step the researcher will be conducted in:

) Giving text

) Giving picture

j. Generalization

The activities which can be done in this step are :

⟩ The researcher asks the students to make group consists of 4 persons.

⟩ The researcher gives the text and instruction which is aimed at leading the students to find the genre, meaning and form of language structure of the text.

⟩ The students discuss the answers in class guided by the researcher

⟩ The researcher writes the answer of the students on the writeboard

⟩ The researcher gives praise to the students for their hard work in answering questions

k. Reinforcement

The activities at this phase are:

⟩ The researcher discusses again the students' answer on the writeboard

⟩ The researcher reads the text and provides an explanation as reinforcing the meaning and form of generic structure they had before

⟩ The researcher gives some examples of text as the model

l. Application

The activities that can be done are:

⟩ The students are asked to work individually

⟩ The researcher asks the student to answer the questions based on the text that has been given before

⟩ The researcher gives the students homework to discuss in the future learning

M. Media

The media that will use in teaching are :

✓ The book that relevance with materials:

3. English in Focus for grade VIII Junior High School, BSE

4. Scaffolding English for Junior High School Students grade VIII, BSE

✓ Texts

✓ Pictures

N. Teaching-Learning Activities

For Meeting 1 and meeting 2

Phase	Teaching Learning Activities by Researcher and Students	Time
Pre-Activities	➢ **Apperception** ⟩ Researcher gives the greating and check the students' conditions' ⟩ The researcher leads the students to say a prayer ⟩ The researcher checks the attendance ⟩ Researcher provides motivation and stimulus to the students ⟩ Researcher links the theme of previous material	➢ 10 minutes
While Teaching Activities	➢ **Explorations** ⟩ The researcher asks the students to make group consists of 4 persons. ⟩ The researcher gives the text, picture and instruction which is aimed at leading the students to find the genre, meaning and form of language features of the text. ➢ **Elaborations** ⟩ The students discuss the answers in class guided by the researcher ⟩ The researcher writes the answer of the students on the writeboard	➢ 60 minutes

	) The researcher gives praise to the students for their hard work in answering questions ➢ **Confirmations**) The researcher asks the students about what the students have not understand yet.) The researcher discusses again the students' answer on the writeboard) The researcher reads the text and provides an explanation as reinforcing the meaning and form of language features they had before) The researcher gives some examples of text as the model Application :) The students are asked to work individually) The researcher asks the student to answer the questions based on the text that has been given before	
Post Teaching Activities	) The researcher with the students make summary.) The researcher asks the students' understanding about the lesson learned.) The researcher gives the students homework to discuss in the future learning) The researcher leads the students to say a prayer.) The researcher ends the activities.	) 10 minutes

O. Instruments

Form of instruments   : Multiple Choice

❖ Please, choose the correct answer based on the text!

Text 1

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa, and Wisnu temples. They are really amazing. We visited only brahmana and syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then, we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m we heard the announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by wisata bus.

1. The text above mainly discussess about...
   a. The writer's trip to Yogyakarta
   b. The writer's first visit to Prambanan
   c. The writer's impression about the guide
   d. The writer's impression about Borobudur

2. On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then, we continued our journey to Borobudur.

   What is the name of generic structure Based on the paragraph above?
   a. Reorientation
   b. Orientation
   c. Series of events
   d. Introduction

3. What are the big temples in Prambanan?
   a. Angkor wat, syiwa, and sudra temples
   b. Paria, brahmana, and temples
   c. Brahmana, syiwa, and wisnu temples
   d. Brahmana, syiwa, and prambanan temples

4. When did they go home?

    a. On Saturday morning

    b. On Friday evening

    c. On Thursday evening

    d. On Saturday evening

5. Why did they only visit Brahmana and Syiwa temples?

    a. Because there was no wisnu temples

    b. Because wisnu temple was amazing

    c. Because wisnu temple was too small

    d. Because wisnu temple was being repaired

Text 2

Albert Einstein was born in 1879 in Germany. He gratuated from the University of Zurich in Switzerland in 1905. In 1905 he also did some of his famous work in physics. In 1919 he won the Noble Prize for Physics. Between 1919 and 1933 he lived in Germany and traveled a lot to talk to other scientists. He moved to United States from 1933 until his death. He lived in Princetown, New Jersey. He died on 18th April 1955.

6. What is the topic of the text?

    a. Albert Einstein's home town

    b. The life of Albert Einstein

    c. Albert Einstein's childhood

    d. The achievement of Albert Einstein

7. When did Albert Einstein win the Noble Prize?

    a. In 1905

    b. In 1919

    c. In 1955

    d. Between 1919 and 1933

8. Which of the following statements is TRUE according to the text?

    a. Albert Einstein was a Deutsch

    b. Albert Einstein won the Nobel Prizes for Chemistry

c. Albert Einstein died on age of 75 years old

d. Albert Einstein has spent the rest of his life in Amerrica for 21 years

Text 3

Grandpa's Birthday

It was my Grandpa's birthday last Sunday.

On Friday, my sister and I went shopping. We found a nice Batik shirt. We bought it ans wrapped in a blue paper. Blue is my Grandpa's favourite colour.

On Saturday morning, my brother and I were in the kitchen. We made a birthday cake. It was a big and beatiful. I wrote Happy Birthday on it. We put some chocolate on it and a big candle on top of it. On Sunday evening, we had a party. My uncle and my aunt came to my house. They brought some cake and flowers for my Grandpa. We sat together in our living room. My Dad said a beautiful prayer. Then, we sang "Happy Birthday" and my Grandpa blew out the candle. He cut the cake and gave it to everybody in that room. He opened his present and he was very happy with the shirt.

Finally, my grandma told us some stories about my Grandpa.

9. What is the topic of the text?
   a. Party
   b. Nice Shopping
   c .Grandpa's birthday
   d.Weekend in grandpa's house

10. *It* was a big and beautiful cake. The word *It* in paragraph three refers to?

   a. *Batik shirt*
   b. Cake
   c. Flowers
   d. Chocolate

Key Words :

1. A
2. C
3. C
4. B
5. D

6. D
7. B
8. A
9. C
10. B

P. Assessment Guidance

for answering questions :

Multiple Choice

〕 If the answer is right, score is 10 for each number

〕 If the answer is wrong, score is 0

〕 Total score is 100 points if all of question is answered "right"

〕 Student score = $\dfrac{S \quad p \quad ha}{S \quad M}$ x 100

Hamparan Perak, 1st March 2017

Knowing,

Headmaster of MTsN   English Teacher   Researcher

Budiyatna, S.Pd   Erni,S.Pd   Muharfah Sari

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Appendix III

The Observation Sheet in Teaching English (Cycle I)

School　　　　　: MTsN Hamparan Perak

Academic Year　　: 2016/2017

Teaching Material　: I

No.	Activities that Observed	Score			
		4	3	2	1
1	Aperception d.　Teacher greets and attendances the students. e.　Teacher gives motivation to the students. f.　Teacher explans the roles of discussing to the students				
2	Explanation of material e.　Guiding the students to the material that will be delivered f.　Straighten the students' wrong answer g.　Teachers' explanation is clear when delivering the materials. h.　The compatibility of teachers' explanations about the materials is related with the lesson plan prepared.				
3	Application of asking usage d.　Teacher masters asking skill e.　Teacher is able to explain the material with asking usage's model f.　Students motivated for asking				
3	Technique in dividing group c.　Dividing group based on kind of gender d.　Dividing group based on kind of academic's ability				

No	Aspect				
4	Management of discussing activity f. Teacher admonishes the student who chatting g. Atmosphere of class is noisy h. Atmosphere of class is very pleasing i. Students is active in asking j. Students give attention to the teachers' explanation.				
5	Ability in doing evaluation d. Teacher gives a task to the students. e. Item of question appropriate with indicator f. Teacher controls tightly when doing task				
7	Giving appreciation for individual or group b. Giving praise to the student who giving right's answer				
8	Ability in giving question c. Teacher gives question to students with giving time in answering d. Asking to students without point toward to one of student				
9	Concluding the lesson b. Teacher with students conclude the lesson together				
	Total of score				
	Mean of score				

Category of score's mean :

3,1- 4,0= Excellent   2,1-3,0 = Good   1,1- 2,0 = Enough   0.1- 1,0 = Little

Knowing,

English Teacher

Erni, S.Pd

NIP : 197003071994032002

Appendix IV

The Observation Sheet of Students' Activities (Cycle I)

School   : MTsN Hamparan Perak

Academic Year   : 2016/2017

Teaching Material   : I

No.	Indicator that Observed	Criteria and Score				
		VA	A	EA	LA	NA
		5	4	3	2	1
1	Cooperation in group					
2	Ability in asking					
3	Giving respon for teacher's question					
4	Appreciative another opinion					
5	Giving opinion					
7	Ability in concluding the result of discussion					
8	Ability in doing tasks					
9	Students show their interesting in joining the learning activity throughimplementing of EGRA technique					
	Total of Score					
	Mean of Score					

Means of criteria and category :

4,1-5,0 = Very Active (VA)

3,1-4,0 = Active (A)

2,1-3,0 = Enough Active (EA)

1,1-2,0 = Less Active (LA)

0,1-1,0 = No Active (NA)

Appendix V

The Observation Sheet in Teaching English (Cycle II)

School : MTsN Hamparan Perak

Academic Year : 2016/2017

Teaching Material : II

No.	Activities that Observed	Score			
		4	3	2	1
1	Aperception g. Teacher greets and attendances the students. h. Teacher gives motivation to the students. i. Teacher explans the roles of discussing to the students				
2	Explanation of material i. Guiding the students to the material that will be delivered j. Straighten the students' wrong answer k. Teachers' explanation is clear when delivering the materials. l. The compatibility of teachers' explanations about the materials is related with the lesson plan prepared.				
3	Application of asking usage g. Teacher masters asking skill h. Teacher is able to explain the material with asking usage's model i. Students motivated for asking				
3	Technique in dividing group e. Dividing group based on kind of gender f. Dividing group based on kind of academic's ability				
4	Management of discussing activity k. Teacher admonishes the student who chatting l. Atmosphere of class is noisy m. Atmosphere of class is very pleasing n. Students is active in asking				

	o. Students give attention to the teachers' explanation.				
5	Ability in doing evaluation g. Teacher gives a task to the students. h. Item of question appropriate with indicator i. Teacher controls tightly when doing task				
7	Giving appreciation for individual or group c. Giving praise to the student who giving right's answer				
8	Ability in giving question e. Teacher gives question to students with giving time in answering f. Asking to students without point toward to one of student				
9	Concluding the lesson c. Teacher with students conclude the lesson together				
	Total of score				
	Mean of score				

Category of score's mean :

3,1- 4,0= Excellent   2,1-3,0 = Good   1,1- 2,0 = Enough   0.1- 1,0 = Little

Knowing,

English Teacher

Erni, S.Pd

NIP : 197003071994032002

Appendix VI

The Observation Sheet of Students' Activities (Cycle II)

School   : MTsN Hamparan Perak

Academic Year   : 2016/2017

Teaching Material   : II

No.	Indicator that Observed	VA	A	EA	LA	NA
		5	4	3	2	1
1	Cooperation in group					
2	Ability in asking					
3	Giving respon for teacher's question					
4	Appreciative another opinion					
5	Giving opinion					
7	Ability in concluding the result of discussion					
8	Ability in doing tasks					
9	Students show their interesting in joining the learning activity throughimplementing of EGRA technique					
	Total of Score					
	Mean of Score					

Means of criteria and category :

4,1-5,0 = Very Active (VA)

3,1-4,0 = Active (A)

2,1-3,0 = Enough Active (EA)

1,1-2,0 = Less Active (LA)

0,1-1,0 = No Active (NA)

Appendix VII

The Schedule of Meeting

No	Date	Time	Activity
1.	Tuesday, 21st February 2017	10.30-11.10	Pre-Test
2.	Wednesday, 22ndFebruary 2017	08.50-09.30 09.30-10.10	Cycle I Teaching Material
3.	Tuesday, 28th February 2017	10.30-11.10 11.10-11.50	Post-Test I
4.	Wednesday, 1st March 2017	08.50-09.30 09.30-10.10	Cycle II Teaching Material
5.	Wednesday, 8th March 2017	08.50-09.30 09.30-10.10	Post-Test II

PRE – TEST

Nama   :

Choose the correct answer for the questions below!

11. Below is the definition of some genre of the texts. What is the definition of recount text?
    e. The text that used to amuse, to entertain, and to deal with actual or various experiences in diffferent ways.
    f. The text that used to retell events, actions, or activities in the past chronologically for the purpose of informing or entertaining
    g. The text used to explain the process involved in the information or workings of phenomena
    h. The text that used to present at least two points of view about an issues.

12. Which is the correct generic structure of recount text?
    e. In series of events, introduction, orientation
    f. Events, reorientation, introduction
    g. Orientation, series of events, reorientation
    h. Orientation, reorientation, events

13. Which is the part of generic structure that telling who involved, what happened, where the events took place, and when it happened?
    e. Reorientation
    f. Series of events
    g. Orientation
    h. Application

14. Which is the part of generic structure that consists of optional-closure of events / ending
    e. Reorientation
    f. Orientation
    g. Introduction
    h. Series of events

Text 1

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa, and Wisnu temples. They are really amazing. We visited only brahmana and syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then, we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m we heard the announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by wisata bus.

15. The text above is written in the form of ...
    e. Recount
    f. Narrative
    g. Report
    h. Anecdote

16. What is the social function from the text?
    e. Tell past events
    f. Entertain readers
    g. Report an event to the police
    h. Inform readers about events of the day

17. Which is the orientation based on the text?
    e. On Friday morning we went to Yogya Kraton. We spent about two hours there.
    f. On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa, and Wisnu temples
    g. In the evening we left for Jakarta by wisata bus.
    h. On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

Text 2

Albert Einstein was born in 1879 in Germany. He graduated from the University of Zurich in Switzerland in 1905. In 1905 he also did some of his famous work in physics. In 1919 he won the Noble Prize for Physics. Between 1919 and 1933 he lived in Germany and traveled a lot to talk to other scientists. He moved to United States from 1933 until his death. He lived in Princetown, New Jersey. He died on 18th April 1955.

18. "In 1905 he also did some of his famous work in physica."
    What is the tenses that used in the sentence above?
    e. Simple past
    f. Simple present
    g. Present continious
    h. Past perfect

19. The text above is one of the example of recount text that retell about......of someone.

What is the correct answer to fill the point above?

e. Biography

f. Experience

g. Diary

h. Letter

20. What is the social function of the recount text?

e. Report and entertain

f. Recount and retell

g. Inform and retell

h. Inform and entertain

Text 3

The police thought that two burglars the robbery at 151 Pattimura street on Sunday afternoon. The burglars broke into the students' room while they were going to a football game. They never thought that while they were away, burglars would break into their boarding ouse.

21. The text is in form a/an ...

a. Description

b. Report

c. Recount

d. Anecdote

22. The communicative purpose of this text is ...

a. To retell events for the purpose of informing

b. To present perspective points about informative an issue

c. To deseceribe thhe way they are

d. To acknowledge ther eaders about informative events

23. Where did the robbery take place?

a. At 151 Pattimura street

b. At 151 Gajahmada street

c. At 161 Pattimura street

d. At 152 Pattimura street

24. When did the robbery happen?

a. Sunday morning

b. Sunday afternoon

c. Monday evening

d. Saturday afternoon

Text 4

Last Saturday I woke up early, but I didn't get up because there was no school. Suddenly, my telephone was rung. It was my friend Fanny, she asked me to go out at 10.00 o'clock. She wanted buy something in traditional market.

Finally, we were out. In the street, I saw a piece of pink coupon. I interested with its colour, I took it, then Fanny and I read this out. We were fully shocked, it was a receipt of a four nights tour to Lombok!! The expired date was that day.

To our surprised, the name was Fanny Fenita and the birth date was exactly the same like Fanny my friend, and it was also valid for two persons. My God! We were thinking that may be the coupon just fell from the sky and it was there for us.

We were in hurried to the address of tour agency that issued the coupun. The tour agency took care of everything. We went home and still could not believe what was going on. Two days later we were on the Senggigi Beach, lied in the warmn sun. Moreover, we had long public holiday, so we could enjoy the "gift" happily. We also bought some presents for our family and friends.

25. What is the name of the text?
    a. Report
    b. Recount
    c. Descriptive
    d. Procedure

26. What is the generic structure of the text?
    a. Reorientation-events-orientation
    b. Orientation-events-reorientation
    c. Orientation-events-resolution
    d. Orientation-classification-description

27. What is the reward of the pink coupun that the writer receipt ?
    a. Four nights tour to Lombok
    b. Two days to the Senggigi Beach
    c. Go to Bali
    d. Four nights tour to Bandung

Text 5

Albert Einstein which is considered as the greatest scientist of the 20th century was born from a Jewish family in Ulm, Wurttemberg, Germany on March 14, 1879. His father is Hermann Einstein and his mother is Paulina Koch. In his childhood, Einstein was not like to socialize with his friends and he was considered as a stupid boy. Although considered as stupid boy, he loved mathematics and physics. When he was 5 years, Einstein was school in Catholic elementry school for three years. Then he continued his study at Luitpold Gymnasium for Junior and Senior secondary education when he was 8 years old. Then Einstein went to high school at the age of 21 yearss at the ETH (Technische Eidgenoessische Hoschscule).

Albert Einstein got his a doctorate in 1905 after completing his dissertation, entitled "Eine Neune Bestimmung der molecule Dimension" at the University of Zurich. Then he got the title of Professor in 1909. Albert Einstein found theory of relativity which becomes inspiration of scientis after him. From the results of his

research, he introduced a formula E=MC2 that is famous in the world. Then in 1921 Einstein was awarded the Nobel Prize for his theories.

Please, answer these questions based on the text 5 above!

28. What is the name of the text?
    a. Biography text
    b. Recount text
    c. Description text
    d. Report text
29. what is the Einstein's work that famous in the world?
    a. Introduced a formula E=MC2

b. Nobel Prize
c. His research
d. Eine Neune Bestimmung der molecule Dimension

30. What is the communicative purpose of that text ?
    a. To entertain the readers
    b. To inform the readers about the biography of Albert Einstein
    c. To amuse the readers about the Albert Einstein
    d. To acknowledge tto readers about Albert Einstein

Appendix IX

Post-Test I

Nama   :

Choose the correct answer for the questions below!

The text that used to retell events, actions, or activities in the past chronologically for the purpose of informing or entertaining.

1. The text above is definiton of...
   a. Narrative text
   b. Recount text
   c. Procedure text
   d. Description text

Text 1

        Last wek, I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colourfull flowers and a small pool.

        In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on hourseback. It was acary, but it was fun. Then, we went to get a closer look at the mountain. We took pictures of the beatiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.

        We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

2. How many people who involves based on the text?
   a. Three
   b. Four
   c. Two
   d. Five

3. "*we* went to get a closer look at the mountain". The word "*we*" refers to...
   a. The writer
   b. I
   c. My friend and I
   d. The writer's friend

"I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting".

4. What is the generic structure of the text underlining above?
   a. Resolution
   b. Event 1
   c. Orientation
   d. Re-orientation

5. Which is the part of generic structure that telling who involved, what happened, where the events took place, and when it happened?

    i.   Reorientation
    j.   Series of events
    k.   Orientation
    l.   Resolution

6. These are the mention of example of the text :

    1.   Newspaper
    2.   Receipt
    3.   Letter
    4.   Biography
    5.   Fairy-tale

    Which are the correct example of the recount text?

    a.   1,2,3,4
    b.   1,3,5
    c.   2,3,4,5
    d.   1,3,4

7. The text above is one of the example of recount text that retell about......of someone.

    What is the correct answer to fill the point above?

    a.   Biography
    b.   Experience
    c.   Diary
    d.   Letter

8. Which is the correct generic structure of recount text?

    a.   In series of events, introduction, orientation
    b.   Events, reorientation, introduction
    c.   Orientation, series of events, reorientation
    d.   Orientation, reorientation, events

9. The text that tell us about someone experience is one of the example of...

    a.   Report text
    b.   Recount text
    c.   Retell text
    d.   Description text

10. In generally, what is the social function of the recount text ?

    a.   Reporting and entertain
    b.   Recount and retell
    c.   Informing and retell
    d.   Inform and entertain

Text 2

One day I went to Bandung with my friend for a vacation. We went there on night bus when we arrived in Cianjur, the bus stopped for a rest. I got of the bus to get a cup of coffe, but my friend didn't. He went to a mosque to pray. It took only a few minutes to pray, but when I came out again the bus was not there. It had gone! Shocked and confused. I asked the

shopkeeper about the bus. She said that the bus had departed about fiveminutes ago.

I tried to call my friend on my cell phone, but the battery was running low. I couldn't do anything but hope and pray. After several minutes, my wish came true. The bus came back! Got on the bus and walked to my seat. I was so ashamed when everybody on the bus looked me. I could feel my face turn red.

I asked my friend why he didn't tell the driver that I was still outside. "I did, I told him several times that you were outside, but he said that you were in bus toilet because he saw a man going into the toilet, " my friend replied, laughing. The other passengers smiled at me. I was so embarrassed.

Answer these questions based on the text above!

11. What did the story tell us about ?
    a. The writer was left by the bus on his trip to Bandung
    b. The writer arrived in Cianjur to visit his relatives
    c. The writer got of the bus to get a cup of coffee
    d. The writer and his friend enjoyed their trip to Bandung

12. What did the writer do when the bus stop for a rest in Cianjur ?
    a. Drank a cup of coffee and prayed
    b. Bought souvenir and went to the toilet
    c. Drank a cup of coffee
    d. Drank a cup of coffee and went to the toilet

13. Why couldn't the writer cell his friend ?
    a. He didn't bring his cell phone
    b. The battery was running low
    c. The writer's cell phone was stolen
    d. There was not any signal in his cell phone

14. How did the writer fell ?
    a. He felt happy
    b. He felt awful
    c. He felt shy
    d. He felt angry

Text 3

I went to a Botanical Garden. It was large, landscaped parks where plants were grown for scientific purposes and for public display. People could stroll down flowers bordered paths or sat on benches and admired the beautiful plants. Most of the plants were labelled with their popular as well as their scientific names.

In greenhouses, long, low buildings made of glass and artificially heated; the more delicate plants were cultivated.

One of the greatest botanical gardens in the world today ia the Royal Botanic Garden at Kew, England. It is commonly known as Kew Gardens. One of the largest botanical gardens in the United States ia the New York Botanical Gardens, Bronx, New York, which contains 13.000 species varieties of plants.

Answer these questions based on the text above!

15. what is the communicative purpose of the text?
    a. to amuse, entertain, and to deal with actual or vocarious experience
    b. to tell the readers what happened in the past
    c. to persuade the readers that something a case
    d. to share with others an account of on unusual or amusing incidents

16. What are botanical gardens? They are large, landscaped parks where ...... are grown.
    a. Trees
    b. Shrubs
    c. Plants
    d. Vegetables

17. What are botanical gardens used for? All the answers are correct, except ...
    a. For camping
    b. For scientific purposes
    c. For scientific researches
    d. For public display

18. What are the most of the plants labelled with? All the answers are corrext, except ...
    a. With their scientific names
    b. With their popular names
    c. With their unfamiliar names
    d. With their familiar names

19. What is a greenhouse? It is a long, low building made of ...... and artificially heated.
    a. Stone
    b. Glass
    c. Bricks
    d. Wood

20. Where is the Royal Botanic Garden at Kew ?
    a. In Europe
    b. In England
    c. In West Europe
    d. In East Europe

Appendix X

Post-test 2

Nama :

Choose the correct answer for the questions below!

Text1 1

It was my Grandpa's birthday last Sunday. On Friday, my sister and I went shopping. We found a nice Batik shirt. We bought it ans wrapped in a blue paper. Blue is my Grandpa's favourite colour.

On Saturday morning, my brother and I were in the kitchen. We made a birthday cake. It was a big and beatiful. I wrote Happy Birthday on it. We put some chocolate on it and a big candle on top of it. On Sunday evening, we had a party. My uncle and my aunt came to my house. They brought some cake and flowers for my Grandpa. We sat together in our living room. My Dad said a beautiful prayer. Then, we sang "Happy Birthday" and my Grandpa blew out the candle. He cut the cake and gave it to everybody in that room. He opened his present and he was very happy with the shirt.

Finally, my grandma told us some stories about my Grandpa.

1.What is the topic of the text?

a. Party

b. Nice Shopping

c .*Grandpa's birthday*

d.Weekend in grandpa's house

2.What did the writer do in the kitchen?

a. Cooked meal

b. Prepared for lunch

c. Roasted a lobster

d. *Made a cake*

3. How many the siblings that the writer has?

a. One

b.*Two*

c. Three

d. Four

4.What was the present from the writer?

a. Cake

b. Flowers

c. Chocolate

d. *Batik shirt*

5. *It* was a big and beautiful cake. The word *It* in paragraph three refers to?

a. Batik shirt

b.*Cake*

c. Flowers

d. Chocolate

Text 2

Albert Einstein was born in 1879 in Germany. He gratuated from the University of Zurich in Switzerland in 1905. In 1905 he also did some of his famous work in physics. In 1919 he won the Noble Prize for Physics. Between 1919 and 1933 he lived in Germany and traveled a lot to talk to other scientists. He moved to United States from 1933 until his death. He lived in Princetown, New Jersey. He died on 18th April 1955.

6. What is the topic of the text?
    e. Albert Einstein's home town
    f. The life of Albert Einstein
    g. Albert Einstein's childhood
    h. The achievement of Albert Einstein

7. When did Albert Einstein win the Noble Prize?
    e. In 1905
    f. In 1919
    g. In 1955
    h. Between 1919 and 1933

8. Which of the following statements is TRUE according to the text?
    e. Albert Einstein was a Deutsch
    f. Albert Einstein won the Nobel Prizes for Chemistry
    g. Albert Einstein died on age of 75 years old
    h. Albert Einstein has spent the rest of his life in Amerrica for 21 years

Text 3

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa, and Wisnu temples. They are really amazing. We visited only brahmana and syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then, we continued our journey to Borobudur. We arrived there at four p.m. At 5 p.m we heard the announcement that Borobudur gate would be closed.

In the evening we left for Jakarta by wisata bus.

9. The text above mainly discussess about...
   e. The writer's trip to Yogyakarta
   f. The writer's first visit to Prambanan
   g. The writer's impression about the guide
   h. The writer's impression about Borobudur

10. When did they go home?
    e. On Saturday morning
    f. On Friday evening
    g. On Thursday evening
    h. On Saturday evening

Text 4

We had a three-day camp in Tawangmangu resort last week. The location was on the slope of Mount Lawu. There was a river with clear water not far from our camp site. We brought cooking and eating utensils. We also had food supply. There were noodles, eggs, fish, some canned food, mineral water, and biscuits.

On the first day, we set up the tents and cooked food for our lunch. After taking a rest for a while, we walked around to see the surrounding area. The scenery was very beautiful. The weather was cold all day long so we had to wear thick jackets. We inhaled fresh air which we hardly got in town. We all were very happy. In the evening, we had dinner together. We had hot lemon tea and boiled noodles. After that, we made a camp fire. We played guitar and sang songs together. We did enjoy our good time that night.

At the second day, we went tracking until 11 am. After having lunch and taking a rest, we had competitions, such as tug-of –war, futsal and a guessing game. My team was a runner up in the tug-of-war and the champ in the guessing game. Unfortunately, my team lost in futsal. Then, in the evening, we performed some dramas.

On the third day, we packed our stuff and went home. We planned to have another camp activity at the end of this semester.

11. When did the campers have a camp fire?
    a. On the first day
    b. On the second day
    c. On the third day
    d. On the last day

12. The following statements are TRUE about the text, except ....
    a. The camp activity was held for two days
    b. There was a clean river near the camp site
    c. The campers had to bring their own stuff and food
    d. The writer had to wear thick jackets because it was cold

13. The following food supply that the campers brought, except ...
    a. Egg
    b. Fish
    c. Candy
    d. Biscuits

14. "My team was a <u>runner up</u> in the tug-of-war "
    What does the underlined word mean?
    a. The firrst winner
    b. The second winner
    c. The third winner

d. The loser

15. What kind of the text above ?
    a. Report
    b. Recount
    c. Narrative
    d. Procedure

Text 5

I recently visited Sydney with my parents. We visited many interesting places. The one I enjoyed best was the Wildlife Park.

The wildlife park has a lot different Australian animals and birds. There are over 600 animals, including kangaroos, wallabies, koala, and crocodiles. They are kept in their natural surroundings. I much preferred the wildlife park to zoo where a lot of animals are in cages.

We were able to walk along the kangaroos and wallabies. We were even allowed to touch them and to feed them. It was very exciting to be very so close to them.

We saw koala bears. They looked very cuddly. I got my photograph taken with one of them. It was a wonderful souvenir of my holiday in Sydney.

We also went to see the crocodiles. The wildlife park has a lot of fresh-water, and salt-water crocodiles. Some of them were very big and scary with, huge teeth. I did not get very close to them.

We also visited the aviary. There were some very colorful birds there. I really liked an old parrot which could talk.

I wish we could have spent more time in the wildlife park. There were so much to see.

16. What is the main idea of paragraph 2?
    a. The wildlife park has a lot a fresh water and salt water crocodiles
    b. We were able to walk along the kangaroos and wallabies
    c. I much preferred the wildlife park to a zoo
    d. The wildlife park has a lot different Australian animals and birds
    e. I recent visited only with me parents

17. What is the generic structure of the text?
    a. Orientation-complication-resolution
    b. Goal-material-step
    c. Orientation-events-reorientation
    d. General classification-description

18. ....allowed to touch them and feed...
    The word <u>them</u> in paragraph 3 refers to...
    a.the writer's family
    b. the visitors of wildlife park
    c.fresh water and salt water crocodiles

d. koala and wallabies

19. what is the communicative purpose of the text?
    a. to amuse, entertain, and to deal with actual or vocarious experience
    b. to tell the readers what happened in the past
    c. to persuade the readers that something a case
    d. to share with others an account of on unusual or amusing incidents

20. "I got my photograph taken with one of them"

    The word underlined refers to...

    a. Parrot
    b. Crocodiles
    c. Koala bears
    d. wallabies

Appendix XI

DIARY NOTES

1. **The First Meeting (Tuesday, 21ˢᵗ February 2017)**

At the first meeting the researcher was very happy because the researcher could meet again with the students at MTsN Hamparan Perak after KKN program finished on September 2016 ago. It was same with the students there was happy when they looked me. The researcher found a good welcome from the students when the researcher entered the class.

In conducting the research, the researcher did pre-test earlier. This test was done to see and know how far the students' ability in comprehending recount text. The test was multiple choice form that content some texts to answer the questions. the researcher gave them 40 minutes to answer the question. The students looked serious in doing the test. Although, there was some students looked confused because they did not know the meaning.

2. **The Second Meeting (Wednesday, 22ⁿᵈ February 2017)**

At the second meeting in conducting the research, the researcher gave the material by using EGRA (Experience, Generalization, Reinforcement, and Application) as technique. The reseacher asked the students to form group. Every group consist of 6 persons. Every group were given the difference text but the text still form of recount text. Every group asked to look for what kind of the text was from the text that they accepted, and the generic structure of the text. in this research by using that technique, the researcher look the answer of the students from every group and write the important points of every group's answer. Then, the researcher explained what recount text is, the language features, social function, and the generic structure of recount text. However, the researcher gave praise to the students for their hard work in answering questions.

Before learning process ended, the researcher gave the text for them one by one to answer the question on the paper based on the coloum's question. They asked to work individually. The students looked enthusiastic when done the assignment. The atmosphere of the class was little bit noisy because some of them

asked to their another friend. But, the researcher gave role that every student who want to ask something must up hand. Fortunately, they obeyed the role and the atmosphere of the class become quiet.

3. The Third Meeting (Tuesday, 28th February 2017)

At the third meeting, the researcher did post-test I. The test was done to see and know the students' ability in comprehending recount text after being taught recount text by using EGRA technique. The test in post-test I was almost similar with the test in pre-test, but some of the text was difference. The students looked more serious than doing pre-test. Some of students raised their hand when did not know the meaning.

4. The Fourth Meeting (Wednesday, 1st March 2017)

At the first meeting in cycle II or fourth meeting in conducting the research, the researcher gave the material by using EGRA also (Experience, Generalization, Reinforcement, and Application) as technique. The reseacher asked the students to form group. Every group consist of 6 persons. The researcher wrote the questions on the writeboard. Every group asked to write what the definition of recount text is, explain the generic structure of recount text, and make an example of recount text and analysis the generic structure. Because in this meeting the students would determine the main idea, identifying generic structure , and analyzing the sentence or statement that which is true or not true according the text. That's way the researcher gave the assignment for every group to answer the questions and the answers were written on the piece of paper.

The researcher here was as a controller while discussed and helped the students when they faced difficulties. After they have finished the assignment, one person to be representative of each group to read recount text that they made by their own language and explained little bit about the story or retell and ended with explaining the generic structure.

Before learning process ended, the researcher gave the multiple choice text as the task in learning so that they become accustomed to answer the question based on the text. The researcher was also guided the students to determine the

main idea of each text that there was in the test and explained to the students how the way to determine the main idea of the text.

5. **The Fifth Meeting (Wednesday, 8th March 2017)**

At the sixth meeting in conducting the research, the researcher did post-test II. The form of the test was multiple choice and essay test. In post-test II, the test was more difficult more than post-test I. It needed more concentration to answer the question. Because the text in that test longer and there was essay test to accustomed them in comprehending recount text.

The atmosphere in the class at this meeting was more quiet. They did the test seriously. Although, some of them kept asking when did not the meaning.

DOCUMENTATIONS

Pict.1 The researcher gave
the pre-test to the students

Pict.2 The situation of the students
when did the pre-test

Pict. 3 Teaching in Cycle I

Pict. 4 The researcher made groups

Pict. 5 The situation of students When learning process in cycle I

Pict. 6 The situation of the students when did post-test I

Pict. 7 Teaching Material in cycle II

Pict. 8 The situation in cycle II   Pict. 8 Interviewed to the student

Pict. 9 The students' enthusiastic when wrote the answer on the whiteboard and discussin in learning process in cycle II (fifth meeting)

Pict. 10 Observation of English teacher   Pict. 11 The students did post-test II

Pict. 12 The English teacher and the researcher

Appendix XIII

STUDENTS' ATTENDANT LIST

No	Name of Student	Meeting 1	Meeting 2	Meeting 3	Meeting 4	Meeting 5	Meeting 6
1	Alristita Ardiawani						
2	Alwi Ridho						
3	Andini Pratiwi						
4	Annisah Pratiwi						
5	Chindy Ananda Putri Tule						
6	Dea Nadila						
7	Dian Melati						
8	Dinda Tazkiyah Harahap						
9	Dona Syahfitri						
10	Fahri Fahrozi						
11	Fitri Nur Fatin						
12	Hafizah						
13	Ilhamsyah Nasution						
14	Ivan Sholeh Harahap						
15	Jurhani						
16	M. Aliffia Al-Janni						
17	M. Dimas Pradana						
18	M. Fazlan Johan						
19	Mayla Fenia						
20	Maylin Intan Ali						
21	Mhd. Rizky Mubarakh						
22	Mudzdalifah RA						
23	Muhammad Rizky						
24	Nazria Marwatul Jannah						
25	Nuraisyah						
26	Nurhayati						
27	Rahmat Alwi Hidayat						
28	Rizky Perdana						
29	Salisah Kurnia AM						
30	Sri Anjani						
31	Tri Kesuma Wardani						
32	Vina Regina						
33	Wahdini Fadira						
34	Walida Nur Hikmah						
35	Yaumul Annisaq						
36	Zukhairi Amri						

Appendix XIV

The Students' Score of Pre-Test

Num	Initial of Name	Pre-Test of The First Cycle	
		Pre-test	Criteria of Success ≥ 8
1	AA	80	**Success**
2	AR	70	Unsuccess
3	AP	50	Unsuccess
4	AP	60	Unsuccess
5	CAP	50	Unsuccess
6	DN	70	Unsuccess
7	DM	80	**Success**
8	DTH	60	Unsuccess
9	DS	70	Unsuccess
10	FF	70	Unsuccess
11	FNF	60	Unsuccess
12	HF	60	Unsuccess
13	IN	70	Unsuccess
14	ISH	70	Unsuccess
15	JH	50	Unsuccess
16	MAA	40	Unsuccess
17	MDP	70	Unsuccess
18	MFJ	70	Unsuccess
19	MF	60	Unsuccess

20	MIA	60	Unsuccess
21	MRM	30	Unsuccess
22	MRA	70	Unsuccess
23	MR	50	Unsuccess
24	NMJ	60	Unsuccess
25	NR	70	Unsuccess
26	NH	70	Unsuccess
27	RAH	60	Unsuccess
28	RP	30	Unsuccess
29	SK	80	**Success**
30	SA	70	Unsuccess
31	TKW	70	Unsuccess
32	VR	60	Unsuccess
33	WF	60	Unsuccess
34	WNH	60	Unsuccess
35	YA	70	Unsuccess
36	ZA	70	Unsuccess
Total		X= 2250 $\overline{X}$ =62.5	

Appendix XV

The Students' Score of Post-Test I

Num	Name of Student	Post Test of The First Cycle	
		Post test 1	Criteria of Succes≥ **8**
1	AA	85	**Successs**
2	AR	70	Unsuccess
3	AP	45	Unsuccess
4	AP	70	Unsuccess
5	CAP	55	Unsuccess
6	DN	70	Unsuccess
7	DM	80	**Success**
8	DTH	70	Unsuccess
9	DS	70	Unsuccess
10	FF	80	**Success**
11	FNF	70	Unsuccess
12	HF	60	Unsuccess
13	IN	70	Unsuccess
14	ISH	80	**Success**
15	JH	80	**Success**
16	MAA	70	Unsuccess
17	MDP	80	**Success**
18	MFJ	70	Unsuccess
19	MF	80	**Success**

20	MIA	70	Unsucces
21	MRM	20	Unsucces
22	MRA	60	Unsucces
23	MR	80	**Success**
24	NMJ	70	Unsuccess
25	NR	80	**Success**
26	NH	60	Unsuccess
27	RAH	80	**Success**
28	RP	80	**Succes**
29	SK	70	Unsucces
30	SA	80	**Succes**
31	TKW	80	**Succes**
32	VR	70	Unsucces
33	WF	70	Unsucces
34	WNH	70	Unsucces
35	YA	70	Unsucces
36	ZA	70	Unsuccess
Total		X= 2535 $\overline{X}$ =70.41	

Appendix XVI

The Students' Score of Post-Test II

Num	Name of Student	Post Test of The Second Cycle	
		Post test 2	Criteria of Success $\geq$ **8**
1	AA	95	**Success**
2	AR	70	Unsuccess
3	AP	80	**Success**
4	AP	88	**Success**
5	CAP	70	Unsuccess
6	DN	90	**Success**
7	DN	95	**Success**
8	DTH	88	**Success**
9	DS	88	**Success**
10	FF	85	**Success**
11	FNF	95	**Success**
12	HF	95	**Success**
13	IN	90	**Success**
14	IVH	93	**Success**
15	JH	83	**Success**
16	MAA	70	Unsuccess
17	MDP	90	**Success**
18	MFJ	98	**Success**
19	MF	78	Unsuccess

20	MIA	100	**Success**
21	MRM	70	Unsuccess
22	MRA	90	**Success**
23	MR	70	Unsuccess
24	NMJ	88	**Success**
25	NR	85	**Success**
26	NH	90	**Success**
27	RAH	100	**Success**
28	RP	100	**Success**
29	SK	80	**Success**
30	SA	85	**Success**
31	TKW	90	**Success**
32	VR	95	**Success**
33	WF	88	**Success**
34	WNH	78	Unsuccess
35	YA	77	Unsuccess
36	ZA	85	**Success**
Total		X= 3112 $\overline{X}$ =86.44	