

**THE INFLUENCE OF USING CLOSE READING STRATEGY
TOWARDS STUDENTS' COMPREHENSION
IN DESCRIPTIVE TEXT**

A Thesis

Submitted as a Partial Fulfilment of the Requirements for S1-Degree

By:

NURIKA AZKIYA

NPM.1811040344

Study Program : English Education



**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
1444 H / 2022 M**

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ABSTRACT

The Influence of Using Close Reading Strategy Towards Students' Comprehension in Descriptive Text

**By :
NURIKA AZKIYA**

The students reading comprehension in MTs Al-Hikmah Bandar Lampung is still low especially in reading descriptive text. It can be seen from the students' reading score in preliminary research. There were 89.6% of the students who got the score under 75 as the criteria of minimum mastery. So, to solve the problem, this research used Close Reading as a strategy. This research aimed to know whether there was a significant influence of using close reading strategy towards students' comprehension in descriptive text at the seventh grade of MTs Al-Hikmah Bandar Lampung in 2021/2022 academic year.

A quantitative approach was used in this research by using an experimental method with a quasi experimental design. The population was the seventh grade of MTs Al-Hikmah Bandar Lampung. The sample of the research was two classes consisting 37 students for experimental class and 38 students for control class. In the experimental class, this research used Close Reading Strategy and in control class this research used 3-2-1 Strategy. The treatment was held in 3 meetings for each class. In collecting data, this research used instrument in the form of multiple choice question which had been tried out before the treatment. The instrument was reading comprehension test. Before giving the treatment, the pre-test for both classes was given. Then, after conducting the treatment, the instrument was given in post-test. After giving pre- test and post-test, this research analyzed the data by using SPSS to compute independent sample t-test.

Based on the result of data analysis computed by using SPSS, it was obtained that $Sig. = 0.001$ and $\alpha = 0.05$. it means H_a is accepted because $Sig. < 0.05$. Therefore, there is a significant influence of using close reading strategy towards students' comprehension in descriptive text at the seventh grade of MTs Al-Hikmah Bandar Lampung.

Keywords : *Descriptive Text, Close Reading, Reading Comprehension*

DECLARATION

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Thesis Title : The Influence of Using Close Reading Strategy towards Students' Comprehension in Descriptive Text at the Seventh Grade of Mts Al-Hikmah Bandar Lampung in 2021/2022 Academic Year

Hereby state that this thesis entitled: The Influence of Using Close Reading Strategy Towards Students' Comprehension In Descriptive Text at the Seventh Grade of Mts Al-Hikmah Bandar Lampung in 2021/2022 Academic Year is completely my own work. I am fully aware that I have quoted some statement, references, and ideas from various sources and those are properly acknowledged in the text.

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MOTTO

لَا زِيَادَةَ لَكُمْ شُكْرًا لِّئِنْ

“If you give thanks (by accepting faith and worshipping none but Allah)
I will give you more (of My Blessings)”

(QS. Ibrahim 14 : 7) ¹

¹ Taqi-ud-Din Muhammad Al-Hilali, and Muhsin Muhammad Khan, —The Noble Qur‘an: English Translation of the Meaning and Commentary (Madinah: King Fahd Complex, 1997).

DEDICATION

Alhamdulillah praise and gratitude to Allah the Almighty for His abundant blessing for me and for my deep of heart and great of love, this thesis is dedicated to:

1. the greatest inspiration in my life, my beloved parents Drs. H. Khairon Has, M.H.I. and Hj. Siti Maswiyah who always pray and support me everytime in every situation,
2. my beloved siblings Hj. Niswatun Hasanah S.Kom. Briptu Khairul Fikri, S.H. Novalia Hanum A.Md. and Melyan Sucendra Amd.Kep. who always care, support, cheer me up and also give me good advice,
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CURRICULUM VITAE

Nurika Azkiya, was born in Bandar Lampung on October 28th, 2000. The daughter of Mr. Khairon and Ms. Siti. She has two siblings, the first is Ms. Iis and the second is Mr. Fikri.

She studied at Elementary School of SDN 2 Gunung Terang and graduated in 2012. She continued in Junior High School of SMPN 7 Bandar Lampung and finished in 2015. Then, she continued her study in Senior High School of MA Al-Hikmah Bandar Lampung and finished in 2018. In 2018, she entered as a female student of State of Islamic University Raden Intan Lampung and took an English Education as her major. In organization background, she has been active as the head of event and programs at the Youth for Nation organization, also participated in volunteer activities such as JJE (Jalan-Jalan Edukasi) since 2021. She has been working as a freelance tutor at Al Azizah institute in Bandar Lampung.

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Bandar Lampung, 28 October 2022
The Researcher



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CHAPTER I INTRODUCTION

A. Title Confirmation

As the first step to understanding the title of this research and avoiding misunderstanding, the researcher considered to explain certain words that were the key to the title of this research. The title is The Influence of Using Close Reading Strategy towards Students' Comprehension in Descriptive Text at the Seventh Grade of Mts Al-Hikmah Bandar Lampung in 2021/2022 Academic Year, as follows;

The Influence is a power that existed or arised from something (people, things) that helped shape a person's character, belief or action.² The influence is a directive that it could use to interpret something that had the impact or effect of something. So what is meant by the influence in this research is a direction of using close reading strategy towards students' comprehension in descriptive text

Close Reading Strategy is an instructional strategy that allowed students to dig deep into the reading and gain a profound understanding of the vocabulary, writing structure and author's message.³ Close reading strategy is one way to help students improve reading comprehension. The close reading strategy in this research would use at the seventh grade in students' comprehension in descriptive text.

Comprehension is the understanding of a paragraph, in any reading material.⁴ In other words, the ability to understand in reading the text. Comprehension meant in this research was students' comprehension in descriptive text.

Descriptive text is a text that gave information about particular person, place, or thing.⁵ That was meant descriptive text in this research was a text that described something consisting of a famous person and described things on the theme of favorite thing which became students' comprehension in descriptive text.

From several meanings of words that were the key in this research, then what the researcher meant by the title of the research "The Influence of Using Close Reading Strategy towards Students' Comprehension in Descriptive Text at the Seventh Grade of Mts Al-Hikmah Bandar Lampung in 2021/2022 Academic Year."

² <https://kbbi.web.id>.

³ Daniel Angulo, "Dominican Scholar The Correlation Between Close Reading as an Instructional Strategy with Reading Comprehension in Elementary Schools," May (2019).

⁴ S.O. Oyerokun, "CLA 201 Reading for Academic Purposes," *Distance Learning Centre University of Ibadan Ibadan.*, 2009, 1–45.

⁵ Imelda Wardani, Basri Hasan, and Abdul Waris, „Improving the Ability in Writing Descriptive Text through Guided-Question Technique”, *Journal of English Language Teaching Society (ELTS)*, 2.1 (2014), 1–13.

B. Background of the Problem

English became an important part intensively used in international communication, in written and spoken communication. In addition, many books of science and technology, art, and other published issues were written in English. In English language, there were four skills to be mastered.⁶ The statement defined four communication methods were listening, speaking, reading, and writing. The quantity of attention provided to each skill would be determined by the learners' level and their situational demands. Learning English necessitated four skills. Speaking and writing were productive skills, whereas listening and reading were sensory skills. All four abilities were crucial in communication and were interconnected when these four abilities were integrated and it results in language learning for the students. One of the four crucial basic English skills was reading.

In academic contexts, reading as probably the most crucial skill for second language (L2) learners, stated by Celce & Murcia reading is gradually being recognizing as valuable source of language input, particularly for students in learning environments (as in some EFL context) in which fluent speakers of English were generally not available to provide other kinds of language input. In reading, an individual constructed meaning through a transaction with written text that had been created by symbols that represent language.⁷ As a result, The fundamental reading process is creating the meaning of the written material. Reading had become a vital skill in students' live. Almost every element of a student's daily life was carried out in reading, such as obtaining information from the text, understanding and recognizing the meaning of the text, answering questions from the text, and presenting the text's conclusion as a comprehending form in reading. In brief, when reading students must be able to grasp and comprehend the text.

To get information and knowledge could be seen from books, magazines, newspapers and other materials. Reading is as a role because it allowed students to master other English skills. The students should have more information to support their ability for start the skills and they would be able to express the idea, either in written and spoken language based on what they have acquired from reading. According to Patel reading is an important activity in life with which one could update their knowledge. Reading is not only a source of information and pleasurable activity but also as a means consolidating and extending one's knowledge of the language. It was certainly an important activity for expanding knowledge of a language. Reading is very needed to widen main and understanding of the foreign culture. The goal of reading is comprehension of meaning. In reading comprehension, the students needed concentration and skill in comprehending text of reading.⁸ The statement explained that in the reading, students must be able to express the idea, either in written or spoken language based on what they have acquired from reading. They must focus their minds during the exercise to achieve the goal of reading. It was mentioned that students must read the text as written and critically examine it to gain reading comprehension. In countries where English was taught as a foreign language with Indonesia being one of them, teaching English is challenging, as there is no formal and informal exposure of English for most of the learners.⁹ The situation described above is in line with the result study of PISA 2018 (Program for International

⁶ AAIN3 Sudarmawan, IPY1, Tantra, DK2, Marhaeni, 'The Effect of Graphic Organizers and Text Types on the Students' Reading Competency At Sman 8 Denpasar', E-Journal Program Pascasarjana Universitas Pendidikan Ganesha, 2.1 (2014), 1–10.

⁷ Ibid.

⁸ 'The Use Of 3-2-1 Strategy In Teaching Reading Comprehension On Report Text Marlia Purnama Jauhari, Zainal Arifin, Ana Fergina English Language Education Study Program Of Fkip Untan Pontianak', 1–11.

⁹ Meiga Rahmanita and Nur Mukminatien, "Teaching English as A Foreign Language : Making Use of Spontaneous Language," *Jurnal Pendidikan Humaniora* 7, no. 1 (2019): 26–29.

Student Assessment) is a study that aims to determine the effectiveness of the education system in an international perspective by focusing on the results of the assessment of Science, Mathematics, and Reading Literacy. It was released by OECD (Organisation for Economic Co-operation and Development) which showed Indonesian students' reading comprehension that only reached average score 371, with the average score of OECD is 487. In reading comprehension category, Indonesia located in 74, the sixth from the bottom. Belfali stated that Indonesian students was able to find information, evaluate, and reflect the information, but still weak in understanding the information.¹⁰ Therefore, the lack of using English in everyday life causes a lack of understanding in speaking, listening, writing, or reading in the context of English and students only practice English in a school or classroom, which is insufficient for a foreign language learner. The issue would hinder the learner's ability to acquire English and deduce meaning from text. It happened because of a foreign language learner's reading.

Based on the preliminary research at MTs Al-Hikmah Bandar Lampung, the study observed that students' reading comprehension was low and many students did not pass the minimum mastery criteria. It meant that students had problems in learning English especially reading. The English teacher, Miss. Siti Munasih, S.Pd was interviewed and she stated that students had several difficulties in reading. First, students was lack interesting in learning to read. Second, students' reading comprehension was low. Third, students got difficulties in vocabulary and students lack comprehending of the text. These problems affected the result of students in learning reading and their scores of reading. It was proven by their English scores in reading tests. The scores were presented in table 1. The following was the outcome of a reading exam with a minimum mastery score of 75. The results were shown in the table below:

Table 1
Students' Reading Score of the Seventh Grade
at MTs Al-Hikmah Bandar Lampung in 2020/2021 Academic Year

No	Class	Students' Score		Number of Students
		<75	≥75	
1.	VII A	33	4	37
2.	VII B	38	2	40
3.	VII C	34	4	38
4.	VII D	33	6	39
Total		138	16	154
Percentage		89.6%	10.4 %	100%

Source: Document of MTS Al-Hikmah Bandar Lampung in academic year 2020/2021.¹¹

Based on Table 1, there were 16 students out of 154 students who passed the test based on the minimum completeness criteria (KKM) and 138 students were not optimal. The standard of the minimum mastery of at the seventh grade of MTs Al-Hikmah Bandar

¹⁰ Ratna Sari Dewi and others, 'Reading Interest And Reading Comprehension A Correlational Study in Syarif Hidayatullah State Islamic University, Jakarta.', *Talent Development & Excellence*, 12.1 (2020), 241–50.

¹¹ The data of reading score at the seventh grade of MTs Al-Hikmah Bandar Lampung in the Academic Year of 2020/2021(doc), unpublished.

Lampung was 75 while 138 of 154 students got the score under 75. It indicated that most students did not understand the material well.

The students in the seventh grade at MTs Al-Hikmah Bandar Lampung were also interviewed about reading material. Based on the interview, most of the students said that reading was a boring activity. They were difficult to comprehend English text because first they were difficult to get the meaning of vocabulary. Second, they did not comprehend the text. Third, they also had difficulties comprehending the text because the strategy that was used by the teacher did not make them comprehend the material.¹² It meant that students on the other hand rarely used English. So it is necessary to have interesting games, methods, or media to arouse students' interest in learning English, because children have not yet received the right strategies to support the teaching and learning process.

Teachers were key to success of students and many studies have been conducted to scale the relationship between teacher quality and student achievement. The impact of teacher quality on student achievement cannot be denied.¹³ That meant educators should give learning experiences and learning strategies suitable to the students so students could improve their reading comprehension. A strategy was the purposeful actions used before, during, or after reading a text to improve reading comprehension. Comprehension strategies helped readers to improve understanding, overcome difficulties, and counterbalance knowledge related to the text. In order to be able to use reading strategies effectively, teacher should help students learn to use comprehension strategies independently by releasing responsibility little by little.¹⁴ It meant that teaching strategy was one of the factors that build the students' understanding of learning. The strategy had to be selected suitable for learners' conditions and necessities so that they could receive the material well. One strategy that the teacher could apply in teaching reading comprehension was Close reading strategy. The teacher could use this strategy to guide the students in the reading process and help them comprehend the text deeply.

Close reading strategy could be interpreted as a critical and thoughtful analysis of a text that focused on significant details or patterns to develop a deep, precise understanding of the text's form, craft, meanings, and so on.¹⁵ The strategy provided a certain occasion for students to mutually discover meaning. First, before being asked to write using evidence, encourages these communal learners to collaboratively talk about the evidence and to pinpoint it guided by questions that are text dependent, forcing readers and collaborators to return to the text and have simulated conversations with the author to find the proof that defends their collective thinking, understanding, inferences, speculations, and conclusions about the author's intended meaning of the text. The strategy helped the teacher lead their students toward the purpose of the text by rereading it and making annotations about the difficult sense of the text.

The three genres were categorized in applying close reading strategy they were literature, informational text, and additional form.¹⁶ The genre of literary texts was narrative, or tell

¹² An Interview Between the Researcher and the Seventh Grade Students at MTs Al-Hikmah Bandar Lampung on April 17th 2021, Unpublished.

¹³ D Swathi Patnaik and L Manjula Davidson, "The Role of Professional Development in Ensuring Teacher Quality," *International Journal of English Language Teaching* 3, no. 5 (2015): 13–19.

¹⁴ Diana Oktavia and Dina Fitriana, 'Developing Students' Reading Comprehension Skill through Reciprocal Teaching Strategy', *Advances in Social Science, Education and Humanities Research (ASSEHR)*, 82.Conaplin 9 (2017), 22–27.

¹⁵ Maureen K Richel, 'Close Reading : A Key Instruction Strategy To Enhance Cognitive Competency', 2018.

¹⁶ Barbara Moss, Diane Lapp, and Grant Maria, *A Close Look at Close Reading, Library of*

a story, and contained elements of fiction. Some good examples of literary texts included novels, short stories, and poetry. The genre of the informational text included literary nonfiction, expository text, argument, procedural text. The literary nonfiction was divided into descriptive, biography, autobiography, journalism, history, and personal memoir. Other text forms are audio text, video text, and digital text. The purpose of descriptive text was to describe and reveal a particular person, animal, place or thing. The generic structure or text organization of descriptive text consisted of two parts identification and description.¹⁷ As we all know that descriptive text was a text that was used to describe someone, somewhere or anything and it usually took three forms descriptions of people, locations, and objects. Based on the explanations, it could be expected that Close reading strategy could lead students to comprehend the descriptive text well and give students' interest to read.

There were several differences between the solution from the researcher and relevant previous research, including research that was conducted by Cowden "The Impact of Close Reading Strategies on 3rd Grade Students' Reading Comprehension" in language arts subjects, while the researcher conducted research entitled The Influence of Using Close Reading Strategy towards Students' Comprehension in Descriptive Text for English subjects at the Junior High School level. Based on previous research, it could be seen that the close reading strategy affects the students' reading comprehension.¹⁸ Baker and Mcenery conducted a study entitled "Building The Foundation For Close Reading With Developing Readers" while the researcher conducted study by applying a Close reading strategy towards students' comprehension in descriptive text.¹⁹ Payumi and Hartati conducted a study entitled "The Use Of Close Reading Technique To Improve Students Reading Comprehension" on students at the junior high school level in English subjects, while the researcher conducted the study by applying a Close reading strategy towards students' comprehension in descriptive text at MTs level.²⁰ Angulo conducted a study entitled "The Correlation Between Close Reading as an Instructional Strategy with Reading Comprehension in Elementary School" on students at the elementary school level in literature subjects, while the researcher conducted the study entitled The Influence of Using Close Reading Strategy towards Students' Comprehension in Descriptive Text.²¹ The research by Dakin with the title "The Effects of Comprehension Through Close Reading" while the researcher conducted a study entitled The Influence of Using Close Reading Strategy towards Students' Comprehension in Descriptive Text.²² The research was conducted by Giambrone with the title "The effectiveness of close reading strategies on the expository text comprehension of students with learning disabilities" on students in grades 4 and 5 of English subjects, while the researcher conducted the study by applying close reading strategy towards students.' comprehension in descriptive text at MTs level for English subjects.²³ The research by Matthew with the title "The Use of Close Reading Strategy in Reading Literary Nonfiction" while this study would apply close reading

Congress Cataloging-in-Publication Data, vol. 53 (Alexandria: ACSD, 2015).

¹⁷ Alice Oshima. & Ann Hogue, *Introduction to Academic Writing (2nd Ed)* (New York: Addison Wesley Longman, Inc, 1997) p.61.

¹⁸ Kaitlyn Cowden, 'The Impact of Close Reading Strategies on 3rd Grade Students' Reading Comprehension', *Journal of Wind Engineering and Industrial Aerodynamics*, 26.3 (2019), 1–4.

¹⁹ Sheila F Baker And Lillian Mcenery, *Building The Foundation For Close Reading With Developing Readers*, *Texas Journal Of Literacy Education* |, 2017, V.

²⁰ Cecep Munawar Payumi and Yuyu Fatimah Hartati, 'The Use of Close Reading Technique To Improve Students Reading Comprehension', *PROJECT (Professional Journal of English Education)*, 1.3 (2018), 187.

²¹ Daniel Angulo, 'Dominican Scholar The Correlation Between Close Reading as an Instructional Strategy with Reading Comprehension in Elementary Schools', May, 2019.

²² Caitlin Dakin, 'The Effects of Comprehension Through Close Reading', 2013.

²³ Michelle Giambrone, 'The Effectiveness of Close Reading Strategies on the Expository Text Comprehension of Students with Learning Disabilities', 2018, 64.

strategy towards students' comprehension in descriptive text.²⁴ The research was conducted by Darmawan with the title "The Use of Close Reading Strategy to Improve Students' Reading Comprehension" while the researcher conducted the study by applying close reading strategy towards students' comprehension in descriptive text.²⁵

Therefore, this research entitled "The Influence of Using Close Reading Strategy towards Students' Comprehension in Descriptive Text." The reason was that no one has researched with that title in previous research, so the researcher intended to do this research. This research was expected to help educators and other researchers used a reference in overcoming students' low problem-solving ability.

C. Identification and Limitation of the Problem

Based on the condition stated, the following were some issues that discovered:

1. Students' lack of interest in reading.
2. Students' reading comprehension was low.
3. Students' got difficulties in vocabulary.
4. Students' lack of comprehending the text.

Based on the problem's identifications, the limitation of the problem in this research by focusing only on the influence of using close reading strategy towards students' comprehension in descriptive text at the seventh grade of MTs Al-Hikmah Bandar Lampung. The limitation of the problem the students' reading comprehension in descriptive text especially in describing people on the theme of a famous person, describing things on the theme of favorite thing and describing place on the theme of tourism place at the seventh grade at MTs Al-Hikmah Bandar Lampung in the academic year of 2021/2022.

D. Formulation of the problem

Based on the limitation of the problem, it can be formulated that: Is there any significant influence of using a close reading strategy toward students' comprehension in descriptive text at the seventh grade of MTs Al-Hikmah Bandar Lampung in academic year of 2021/2022?

E. Objective of the Research

The objective of the research was to know the influence of using close reading strategy towards students' comprehension in descriptive text at the seventh grade of Mts Al-Hikmah Bandar Lampung in 2021/2022 Academic Year.

F. Significance of the Research

This research was expected to give benefits and uses, among others:

1. Theoretical Contribute
This research was expected to help increase knowledge about the application of Close reading strategy towards students' comprehension in reading descriptive text to develop

²⁴ Matthew McConn, Close Reading of Literary Nonfiction: The Three-Column Journal,|| The Clearing House: A *Journal of Educational Strategies*, Issues and Ideas 91, no. 2 (2018): 66–71.

²⁵ Putri Febri Darmawan, The Effect of Close Reading Strategy on Students' Reading Comprehension,|| Ta'dib 22, no. 1 (2019): 51.

an understand of students' comprehension especially in descriptive text.

2. Practical Contribute

a. English Learners

The results of this provide information about students' reading abilities to know their skills and make them improve their reading comprehension. Not only that, by reading the results of this study, English learners were expected to be able to apply Close reading strategy to assist in reading comprehension so that students could improve their reading skills.

b. English Teachers

The finding of this research hoped that would be useful for the English teacher as the information about the students' comprehension in descriptive text, so the teacher could emphasize using close reading strategy when they taught reading lessons, which were expected would be used as consideration and input to improve students' comprehension in descriptive text order to obtain quality students'.

c. Next Researchers

For next researchers, this research could be used as a reference to do other research regarding close reading strategy towards students' comprehension. By reading this research, the next researchers were expected to conduct more in depth research on problems that arose in learning English, especially in reading.

G. Relevant Research

The eight related studies were presented to prove that close reading strategy was available to be applied in teaching reading.

The first study was done by Cowden under the title "The Impact of Close Reading Strategies on 3rd Grade Students' Reading Comprehension." The objective of this study was to investigate the impact of close reading to find out if close reading strategies would help 3rd grade students to make growth on an assessment focusing especially on the standard RL 3.1. The design of this study was quasi-experimental and used a pretest and posttest. The results determined no significant difference between students who used close reading strategies and the students who were not taught close reading strategies during the language arts instruction. Research in the area of close reading strategies should continue. The two groups had no statistically significant differences value that is greater than 0.05 indicated the difference was not statistically significant. So, it could be concluded that the close reading strategy has not been effective in improving students' problem solving abilities.²⁶

The second related study by Baker and Mcenery under the title "Building The Foundation For Close Reading With Developing Readers." The objective of this study was focused on making the foundation of the students in applying close reading strategy by the use of technology connection, tools and platform, digital content, and progress monitoring content in learning. The design of this study used a qualitative research design which involved the analysis of literature and relevant studies and generally results in a narrative report. The result was that reading text on electronic devices enables the students to take advantage of a variety of tools that could support students in close reading. So it could be concluded that close reading strategy helped the reader to think more critically about a text.²⁷ The third related study by Payumi and Hartati under the title "The Use Of Close Reading Technique To

²⁶ Kaitlyn Cowden, 'The Impact of Close Reading Strategies on 3rd Grade Students' Reading Comprehension', *Journal of Wind Engineering and Industrial Aerodynamics*, 26.3 (2019), 1–4.

²⁷ Sheila F Baker And Lillian Mcenery, Building The Foundation For Close Reading With Developing Readers, *Texas Journal Of Literacy Education* |, 2017, V.

Improve Students Reading Comprehension." The objective of this study was to find out the effectiveness of close reading technique for multiple choice tests that consisted of 20 items of multiple choice questions. The design of this study was used quantitative research, or more specifically the one group pre-test post-test design. Data analysis indicated the mean scores between pre-test and post-test are 22, and the tabs were 1.72 with the degrees of freedom 19 and level of significance at 0.05 was 2.59. Based on data analysis, the close reading technique had a significant influence on improving students' reading comprehension. Therefore, this technique was considered a suitable technique for the teacher as the strategy for teaching English.²⁸

The fourth related study by Angulo under the title "The Correlation Between Close Reading as an Instructional Strategy with Reading Comprehension in Elementary Schools." The objective of this study was analyze the effects of close reading instruction on students' reading comprehension in short non-fiction stories. The design of this study used quantitative study one-shot case study experimental design. Results of the study obtained through a reading comprehension test that was part of the reading program, at the end of each week. The data was transferred into tables and graphs for analysis and discussion of the students' performance. The study concluded with test scores from 21 students. Student weekly average scores showed that over a 5-week testing period, there was a positive effect between close reading instruction and reading comprehension assessment results during all five weeks of the study, with the highest effect in 3 and 4. So it could be concluded that close reading strategy had a positive effect on students comprehension in short non fiction stories.²⁹

The fifth related study by Dakin under the title "The Effects of Comprehension Through Close Reading." The objective of this study was to examine the effects of comprehension through the close reading strategy in complex text. Dakin used the design of this study qualitative and quantitative data. The findings showed improvement in the students' understanding of a text. They provided implications that the teachers should evolve instructional practices to meet the common core's needs and allow students to become confident in reading more complex texts. It could be concluded that close reading strategy affected students' comprehension of complex text. harder texts. It could be concluded that close reading strategy has effect on students comprehension in complex text.³⁰

The sixth related study by Giambrone under the title "The Effectiveness of Close Reading Strategies on the Expository Text Comprehension of Students with Learning Disabilities." The objective of this study was to examine the effect of close reading strategy using Achieve3000 on the expository text and use of text evidence by students with learning disabilities in grades 4-5. Giambrone used the design of this study as A single-subject methodology with an ABAB design. Results showed that after instruction in close reading strategy using Achieve3000 students increased comprehension and text evidence. Results from student surveys given after instruction suggest that the intervention was socially accepted. It could be concluded that close reading strategy using Achieve 3000 gave effect for students and increased their comprehension.³¹

The seventh related study was the study conducted by Matthew under the title "The Using of Close Reading Strategy in Reading Literary Nonfiction Text." The objective of this study was

²⁸ Cecep Munawar Payumi and Yuyu Fatimah Hartati, 'The Use of Close Reading Technique To Improve Students Reading Comprehension', *PROJECT (Professional Journal of English Education)*, 1.3 (2018), 187.

²⁹ Daniel Angulo, 'Dominican Scholar The Correlation Between Close Reading as an Instructional Strategy with Reading Comprehension in Elementary Schools', May, 2019.

³⁰ Caitlin Dakin, 'The Effects of Comprehension Through Close Reading', 2013.

³¹ Michelle Giambrone, 'The Effectiveness of Close Reading Strategies on the Expository Text Comprehension of Students with Learning Disabilities', 2018, 64.

an approach for implementing close reading strategy of literary nonfiction. Matthew used the method of this study a small-scale classroom-based research study that revealed statistically significant gains on the subtest measuring analysis of literature. There was a three-column journal used for guiding students in the close reading of literary nonfiction. The result, nonetheless, proved to have more students analyzing the text effectively instead of merely summarizing or producing a simple diction analysis. It could be concluded that, the students understood the text used close reading strategy and attempted to analyze. Moreover, this approach was the preferred strategy for teaching close reading of nonfiction, and students showed statistically significant improvement on the subtest measuring analysis.³²

The last related study by Darmawan under the title "The Use of Close Reading Strategy to Improve Students' Reading Comprehension. The objective of this study was to know whether or not there was a significant effect of close reading strategy on students reading comprehension. The kind of this study was quasi-experimental with a randomized control group pretest-posttest design. This study showed that there was a significant effect of close reading strategy on students' reading comprehension. This study could be concluded that close reading strategy helped students to increase their ability in reading skills especially in reading comprehension.³³

Previous research demonstrated that close reading strategy improves students' reading comprehension and engagement while also assisting the reader in deepening their analysis of the material. Previous research had mainly focused on implementing close reading in the classroom rather than testing close reading as a strategy for reading comprehension. Therefore, the objective of this research was the experiment of applying close reading strategy toward students' comprehension in descriptive text. The previous studies expected that close reading strategy could be used in the teaching and learning process, especially in descriptive text.

Based on the previous explanations, the research was conducted entitled The Influence of Using Close Reading Strategy toward Students' Comprehension in Descriptive Text at the Seventh Grade of MTs Al-Hikmah Bandar Lampung in 2021/2022 Academic Year.

Systematics of the Research

The systematics of this research was an overview of the overall content of the discussion, which aimed to facilitate the reader in following the flow of discussion contained in the writing of this thesis. The systematics of the research as follow:

Chapter I

Presenting the introduction, which consisted of title affirmation, the background of the problem, identification and limitation of the problem, formulation of the problem, objective of the research, the significance of the research, relevant research, and systematics of the research.

Chapter II

Presenting theories and hypothesis, the concept of teaching reading consisted of definition reading and reading comprehension, the concept of genre text consisted of types of the text,

³² Matthew McConn, Close Reading of Literary Nonfiction: The Three-Column Journal, *The Clearing House: A Journal of Educational Strategies, Issues and Ideas* 91, no. 2 (2018): 66–71,

³³ Putri Febri Darmawan, The Effect of Close Reading Strategy on Students' Reading Comprehension, *Ta'dib* 22, no. 1 (2019): 51.

the concept of descriptive text consisted of definition, generic structure and characteristics of descriptive text. Theories of close reading strategy consisted of definition, advantages, disadvantages, and procedure of close reading strategy, and concept teaching reading comprehension used close reading strategy.

Chapter III

Presenting the research method, place and time of the research, research design, population, sample, data collecting technique, operational definition of variables, research instrument, validity and reliability of the instrument, fulfillment of the assumption, and hypothesis testing.

Chapter IV

Presenting the data description and discussion, which consisted result of pretest in experimental class, result of pretest in control class, result of posttest in experimental class, result of posttest in control class, result of data analysis, fulfillment of assumption result of normality test, result of homogeneity test, and discussion.

Chapter V

Presenting the conclusion and recommendation

CHAPTER II

FRAME OF THEORY AND HYPOTHESIS

A. THEORIES

1. Concept of Reading

a. The Definition of Reading

Reading plays a vital role in English and it is essential especially in learning this skill needed in understanding text. Grellet stated reading is a constant process of guessing, and what one brings to the text is often more important than what one finds in it. This is why, from the very beginning, the students should be taught to use what they know to understand unknown elements, whether these are ideas or simple words. This is best achieved through a global approach to the text, second aspect of reading as an active skill is its communicative function. Exercises must be meaningful and correspond as often as possible to what one is expected to do with the text.³⁴ From Grellet's statement, it means that reading is an active skill. As previously stated, it constantly entails guessing, predicting, checking, and questioning oneself.

Grabe stated that reading is the process of receiving and interpreting information encoded in language via the medium of print.³⁵ It means that reading is a remarkable achievement because it allows us to obtain knowledge, information, and news from printed pages such as newspapers, magazines, novels, and various textbooks.

Reading activity has the main purpose to get information from the text that we read. However, reading still has several purposes followed to the reader. Piankova states the purposes of reading as follows: by reading we can get information, by reading we can improve our mind, by reading we can enjoy ourselves.³⁶

There were many benefits of reading. First, reading could give us knowledge about many things in the world such as Science, technology, sports, arts, culture, etc written in either books, magazine, newspaper, etc. Second, reading made us know a lot of news and information about something happening in any parts of the world³⁷ That is meant reading is essential and much needed in life.

Based on several definitions, reading referred to an active process of interaction between reader and text that encourages the reader to deeply immerse into the text and read the visual information to comprehend the content. Based on all of the theories discussed, the researcher concluded that reading is an activity that involved good comprehension to obtain meaningful things or information from printed or written texts.

³⁴ Franfoise Grellet, "Developing Reading Skills A Practical Guide to Reading Comprehension," 2007, 7.

³⁵ William Grabe, *Reading in a Second Language*, (New York: Cambridge University Press, 2009), p.14.

³⁶ Cecep Munawar Payumi and Yuyu Fatimah Hartati, 'The Use of Close Reading Technique To Improve Students Reading Comprehension', *PROJECT (Professional Journal of English Education)*, 1.3 (2018), 187.

³⁷ Agus Saifullah, "Skill Reading, 13 Types of Texts in English (Definition, Example, and Analysis)," *Academia.Edu*, 2013, 1–88.

b. The Definition of Reading Comprehension

Reading comprehension meant that a reader gained understanding from reading. According to Snow reading comprehension is as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Use the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. Comprehension entailed three elements: the reader who is doing the comprehending, the text that is to be comprehended, and the activity in which comprehension is a part.³⁸ Reading needed elements that support the learning process in reading comprehension. Reading comprehension is careful reading to understand the whole meaning of the passage. Comprehension is the understanding of a paragraph, in any reading material. It also like Thorndike stated, to comprehend consists of selecting the right elements of the situation and putting them together in the right relations, and also with the right amount of weight or influence or force for each. The mind must select, repress, soften, emphasize, correlate, and organize all under the influence of the right mental set of purposes or demand.³⁹

Kirby stated that reading comprehension is a vital foundation skill for further learning, later employment, and other life skills. Reading comprehension is a fundamental skill for one to understand what is being read, and comprehension skills must be developed and refined over time. With that being said, it is important not only to understand what comprehension is, but also to learn how to apply a variety of comprehension strategies based on the types of texts being read⁴⁰ It means the importance of understanding reading as a skill in life, not only understanding that read but also knowing strategies in reading.

Brown's language assessment theory, various criteria often employed in testing students' reading comprehension, particularly in reading, and they were as follows:

- a. Main idea
- b. Expression idioms/phrases in context.
- c. Inference
- d. Grammatical features
- e. Stated detail
- f. Unstated detail
- g. Supporting idea
- h. Vocabulary in context⁴¹

It meant that reading comprehension is a mix of comprehension within and outside of the text. The variables were an essential component of the text that the reader must master or comprehend to acquire reading comprehension. According to several

³⁸ Catherine E Snow, *Reading for Understanding Toward an R&D Program in Reading Comprehension*, RAND Reading Study Group, 2002.

³⁹ Oyerokun, "CLA 201 Reading for Academic Purposes."

⁴⁰ Jerilou J Moore et al., "The Simplicity and Complexity of Reading Comprehension," *International Journal of Business and Social Science* 7, no. 6 (2016): 20–26.

⁴¹ H. Douglas Brown, *Language Assessment Principles and Classroom Practice, Book* (Pearson, Longman, 2004).

interpretations, reading comprehension is obtained through complicated processes that try to create the meaning of the text. It was achieved by critically integrating reading comprehension qualities to gain a thorough knowledge of the text.

2. Concept of Teaching Reading

Teaching can be defined as the process of passing on knowledge. The purpose of teaching reading is to teach more than just how to read. One of the reading objectives is to understand the text well. Reading instruction for English instructors may be the key to educating students on quickly absorbing English text. Teachers must pay close attention to the principles of teaching reading during the reading process. Teaching reading comprehension is a very difficult work it is a complex process which needs skill for reader to do it. To improve comprehension skills, learners must read from text to appropriate level of difficulty for them. According to Forzani and Ball teaching is the core task that the teachers must execute to help pupils learn. To comprehend a text well, students need the knowledge, abilities and experience to support the reading. Hence, reading comprehension is process extracting meaning with written language and understood the text.⁴²

The teacher improves students' ability in reading English text by guiding them in learning reading. To improve reading comprehension, the teacher needs to introduce a topic prior to having students read about it. The teacher needs to review the material that is used in learning reading with students. The purpose of previewing the material is to develop background of the topic and create interest in the material.⁴³ Many people achieve to be good readers to further their careers, knowledge, and experience. Teaching students to read is one activity used to improve their reading abilities. There are various principles to which the teacher should pay attention when teaching reading.

The principles could use as a guideline for teachers to follow when teaching reading. The following were the reading teaching principles:

- 1) Encourage students to read as often and as much as possible.
- 2) Students need to be engaged with what they are reading.
- 3) Encourage students to respond the content of a text (and explore their feelings about it), not just concentrate on its construction.
- 4) Prediction is a major factor in reading.
- 5) Match the task to the topic.
- 6) Good teachers exploit reading texts to the full.⁴⁴

The aim of teaching reading is to make students able to read English text effectively and efficiently. They do not only have to understand the structure of the text explicitly but more important they must comprehend the meaning implicitly.⁴⁵

⁴² 'The Use Of 3-2-1 Strategy In Teaching Reading Comprehension On Report Text Marlia Purnama Jauhari, Zainal Arifin, Ana Fergina English Language Education Study Program Of Fkip Untan Pontianak', 1-11

⁴³ Ibid.

⁴⁴ Jeremy Harmer, *How to Teach English* (Edinburg Gate: Pearson Longman, 2007), p. 101-102.

It meant that the goals of teaching reading were that students could understand the contents of the text reading. Based on the principles, the teachers could manage their class to the proper need of students. The teacher should be an active teacher that provided the tool, media, and steps in reading so that the reader could comprehend the text.

a Concept Genre of Text

Text is a part of language learning that plays an essential role in communication since it allows communicators to convey information to others. Knapp and Watkins states link the term genre to language processes such as describing, explaining, arguing and the term text type to texts seen as products or things such as reports, expositions and stories.⁴⁶ It means that genre explains the various types of texts and the differences between them and a concept of text is used to organize the different cultural practices of language. Siahaan says that text is a meaningful linguistic unit in a context.⁴⁷ It means that the text is a reading that has a structure, purpose and meaning.

Paltridge stated the term text type as patterns of discourse organization that occur across different genres such as description, narrative, instruction, explanation but later on he refers to a letter, a story and an advertisement as genres too.⁴⁸ According to the statement, the type texts of procedural, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, discussion, review, and public speaking or explanation. These variations of text are called genres.

The genre could be defined as the categorization of literature depending on the language used and the text's substance. It categorized the text into several types based on the function of the content itself. Gerot and Wignell divided text genres into thirteen types, which were as follows:

a. Spoof

Spoof is a text to retell an event with a humorous twist.

b. Recount

Recount is a text to retell events for the purpose of informing or entertaining.

c. Report

Report is a text to describe the way things are with reference to arrange of natural, manmade and social phenomena in our environment.

⁴⁵ Fauzul Eftita, 'Improving Students' Reading Comprehension Of Improving Students' Reading Comprehension Of Descriptive Texts Through Cognitive Strategy At Descriptive Texts Through Cognitive Strategy At Grade Vii-2 Of Smpn 1 Indra Praja Tembilahan', *Jurnal Pendidikan Bahasa, Sastra, Dan Seni*, XV NO.6 (2014), 1–16.

⁴⁶ Knapp and Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing*.

⁴⁷ Sanggam Siahaan & Kisno Shinoda, *Generic Text Structure* (Yogyakarta: Graha Ilmu, 2008), p. 1.

⁴⁸ Maria N. Melissourgou and Katerina T. Frantzi, 'Genre Identification Based on SFL Principles: The Representation of Text Types and Genres in English Language Teaching Material', *Corpus Pragmatics*, 1.4 (2017).

d. Analytical Exposition

Analytical Exposition is a text to persuade the reader or listener that something in the case.

e. News Item

News Item is a text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important.

f. Anecdote

Anecdote is a text to share with others an account of an unusual or amusing incident.

g. Narrative

Narrative is a text to amuse, entertain and to deal with actual or vicarious experience in different ways.

h. Procedure

Procedure is a text to describe how something is accomplished through a sequence of actions or steps.

i. Description

Description text is a text to describe a particular person, place or thing.

j. Hortatory Exposition

Hortatory Exposition text is a text to persuade the reader or listener that something should or should not be the case.

k. Explanation

Explanation text is a text to explain the process involved in the formation or workings of natural or socio cultural phenomena.

l. Discussion

Discussion text is a text to present (at least) two points of view about an issue.

m. Reviews

Reviews text is a text to critique an art work or event for a public audience.⁴⁹

According to the explanations, the reader must be familiar with various text genres. Readers must know the characteristics of each genre in order to discern what type of material they have read. It was beneficial for them to decide which material to read and ensure that the book meets their reading objectives. The genre of text employed by the researcher was descriptive text.

3. Concept of Descriptive Text

a. Definition of Descriptive Text

The descriptive text is one genre that must be mastered by students in learning English. Evawina stated descriptive paragraph is a paragraph vividly portrays a person, place, or thing in such a way that the reader can visualize the topic and enter into the

⁴⁹ Linda Gerot & Peter Wignell, *Making Sense of Functional Grammar* (Sydney: Gerd Stabler, 1994), pp. 192-220.

writer's experience. It means that descriptive text contains an explanation or story that identifies something, be it an object, a person, or a place.

Knapp and Watkins stated descriptive text is a kind of texts which is used to describe the real object (person, place, and things). It will help the reader more understand clearly about the real object. Then descriptive text consists of identification and description. Identification is a process of how to an object that wants to describe. Then, the description is a process on how to describe the object. Descriptive text is a sort of text used by every writer or person to explain a thing, individual, animal, location or incident to a reader or listener.⁵⁰ It meant that the descriptive structure was to identify and then describe something.

According to Gerot and Wignell descriptive text is a text type we use when we want to tell how something looks, smells, feels, acts, tastes, sound etc.⁵¹ It meant that when we wanted describing how something looks, smells, feels, acts, tastes, sounds to someone by a text, we can create descriptive text. It provided detailed information about the characteristics of people, places, and things. The point was that the descriptive text emphasizes text to tell something details.

There were three part of descriptive text as Pardiyo maintained that three parts of descriptive, they were (1) communicative purpose, that is to describe an object (human and non-human), (2) rhetorical structure, there are two parts of rhetorical structure a) identification, that is statement that consist of one topic to describe; b) description, that is consist of the detail description about object that identify in identification, and (3) grammatical patterns, it is needed to understand that in descriptive paragraph, declarative sentence is used and using present forms.⁵² It means that the parts in the descriptive text include communicative purpose, rhetorical structure, and grammatical patterns

Descriptive text was a text that was always around us when we wanted to describe something or someone. Descriptive text was learned by Junior High School in the first and second years. In general, descriptive meant describing particular person, place or thing details. The descriptive text should concentrate on action (verbs) rather than sensation (adverbs and adjectives). The descriptive text had generic structures and significant lexical grammatical features.

b. Generic Structure of Descriptive Text

Paltridge stated a generic structure is a broad genre; each genre has its generic structure. It characterizes the structure of a text-based on its internal patterning of rhetorical organization. The generic structures of descriptive text were as follows:

a. Identification

This part of the paragraph introduces or identifies the character to be described. It can be called a general description of the object.

⁵⁰ Fitriani Fitriani et al., "Improving Students' Descriptive Text Writing by Using Writing in the Here and Now Strategy at the Tenth Grade Students of Vocational High School," *International Journal for Educational and Vocational Studies* 1, no. 6 (2019): 632–36, <https://doi.org/10.29103/ijevs.v1i6.1802>.

⁵¹ Ade Jayanti, "Students' Writing Ability on English Descriptive Text at Grade VIII in SMPN 33 Padang," *Academic Journal of English Language and Education* 3, no. 1 (2019): 1–24.

⁵² Sudarsono lestari tian, arifin zainal, 'Teaching Writing A Descriptive Text By Using Guided Writing Strategy', English Education Study Program of Languagesand Arts Education Department of Teacher Training and Education Faculty.

b. Description

This part describes specifically the text, qualities, and characteristics of an object. It may describe parts, qualities, characteristics, size, physical appearance, ability, habits, daily life.

Example of Generic Structure of Descriptive Text

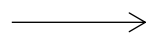
My Toy

Identification



I have a toy, it is a doll, a bear doll, and i call it Teddy. Teddy bear is an American origin. My dad bought it as a present for my tenth birthday anniversary last year.

Description



The doll is small, fluffy, and cute, it has thick brown fur. When i cuddle it the fur feels soft. Because my Teddy bear is a doll. I don't need to feed it. I wash it at laundry at least once a month. Every night Teddy accompanies me sleeping. When i am at school, Teddy stays in my bed. Teddy bear is really nice, adorable, and charming toy. I love my Teddy bear very much.

Source : Improving the Ability in Writing Descriptive Text through Guided-Question Technique', *Journal of English Language Teaching Society*.

c. Significant Lexicogrammatical Features of Descriptive Text

Gerot and Wignel stated a descriptive text has four lexicogrammatical features as follows:

- a. Focus on specific participants.
- b. Use attributive and identifying processes.
- c. Frequent use of epithets and classifier in nominal group.
- d. Use of simple present tense.⁵³

d. Kinds of Descriptive Text

As we all know, descriptive text is a text that described something, such as a person, a place, or an object. So, in most cases, it took one of three forms:

a. Descriptive of People

The first thing a writer does when describing a person is recognize his or her features and physical characteristics. The writer must describe persons in terms of physical characteristics (hair, eyes), emotional characteristics (warm, nervous), moral characteristics (greedy, honest, worthy, trust), and intellectual characteristics (cleverness, perception).

⁵³ Kammer Tuahman Sipayung, "Generic Structure of Descriptive Text Written English Language Learner and Teachers," *Linguistics and Culture Review* 5, no. July (2021): 1636–50.

b. Description of Place

To describe a place, including how the location looks, smells, and sounds. The description should be structured so that the reader can visualize the scene it will describe. To spice up the paragraph, provide a controlling thought that expresses an attitude or impression about the described location. The arrangement of the details in the description depends on the subject and purpose.

c. Description of Things

To describe a thing, the writer must have a good imagination about that thing that will be described. Besides, to make our subjects as interesting and as vivid to our readers as they are to us. We might also want to include a number of proper nouns, which, as we know, are the names of a particular person, places, and things. For example, Arizona, University of Tennessee. Including proper nouns that readers recognize easily can make what we are describing more familiar to them. Writers use a verb to make descriptions more specific, accurate, and interesting. For instance, “the wind had chiseled deep grooves into the sides of the cliffs” is more specific than “the wind had made deep grooves.” The verb chiseled also gives the reader a more accurate, specific and comprehension of the picture of the wind’s action than made does.

4. Concept of Close Reading Strategy

a. Definition of Close Reading Strategy

A close reading strategy is a reading strategy that encourages the reader to conduct a critical analysis of the text. Brummett defines “close reading is a mindful, disciplined reading of an object with a view to deeper understanding of its meanings.” Moreover, he has stated “close reading is an exercise in linking special knowledge to experience, and theories, methods and techniques are kinds of special knowledge. Theories, methods and techniques give the close reading critic a structure, a discipline, in reading that allows meanings to be detected more powerfully and more efficiently.⁵⁴ It means that Close reading is an exercise in connecting special knowledge to experience, and theories, methods, and techniques are all examples of special knowledge. Theories, tactics, and strategy provide the close reading critic with a structure, a discipline in reading, allowing meanings to be recognized more effectively and efficiently.

Rief stated close reading is very important to develop students reading comprehension argues “close reading is a very interactive process that may involve a variety of strategies, such as discussion with partners or groups, circling unfamiliar words, highlighting important information and jotting down thoughts, questions, reactions, and connections on sticky notes or in the margins.”⁵⁵ It means that close reading strategy enables students to examine various text elements and structures to correctly determine the goal of reading, the meaning, and the primary concept. Furthermore, the method will supply students with reading material that will allow them to gain information, obtain insights, explore possibilities, and widen their viewpoints. For the purposes of Close Reading, it is essential to distinguish between the background knowledge that is required to understand the text

⁵⁴ Cecep Munawar Payumi and Yuyu Fatimah Hartati, ‘The Use of Close Reading Technique To Improve Students Reading Comprehension’, PROJECT (Professional Journal of English Education), 1.3 (2018), 187.

⁵⁵ Ibid.

and the knowledge sought to be gained from reading the text.⁵⁶

Based on several definitions, close reading was a reading strategy that encouraged the reader to read the text several times in order to deeply analyze the structure of the text, such as vocabulary, the details of vocabulary concept, arguments, and the inference of the sentence so that the reader can uncover, understand, and comprehend the information and idea of the text.

b. Procedure of Close Reading Strategy

There were several steps in applying close reading strategy. Moss, Lapp, and Maria mention in detail the students' practices in the close reading strategy as follow:

a. During the Session

1. Read, analyze, and annotate the text for a specific purpose.
2. Engage in focused collaborative conversations that address an identified purpose.
3. Complete the first cycle of reading and present the question.
4. Reread to expand understanding about the text
5. Converse with others to share interpretation and seek clarity.
6. Complete the second cycle of reading and present the question.
7. Reread and continue collaboration as needed until a deep understanding of the text features and the author's message is achieved.
8. Complete the third cycle of reading and present the question.

b. Beyond the Session

1. Complete the best use activity to illustrate a deep understanding and use of the text information.
2. Understand the value of the practice of close reading well enough to apply it without the involvement of others.⁵⁷

c. Advantages of Close Reading Strategy

According to the preceding discussion, the close reading strategy had various excess. The writer had summarized the advantages of using a close reading strategy from several perspectives below:

- a. Close reading strategy influences students to engage with and develop a deeper text understanding.⁵⁸
- b. **Close reading strategy is powerful, giving a positive impact on their student's reading` development.**⁵⁹

⁵⁶ Catherine Snow and Catherine O'connor, "Close Reading and Far-Reaching Classroom Discussion: Fostering a Vital Connection," *Journal of Education* 196, no. 1 (2016): 1–8.

⁵⁷ Moss, Lapp, and Maria, *A Close Look at Close Reading. Library of Congress Cataloging-in-Publication Data*, vol. 53 (Alexandria: ACSO, 2015).

⁵⁸ Angulo. Op.cit.40.

⁵⁹ Ibid.

- c. Close reading strategy will encourage students to acquire the habits of reading independently and closely, which are essential to their future success.⁶⁰

Close reading strategy made readers actively understand what kind of text they were reading through the deep analysis of the text ideas, vocabularies, structure, and purpose. It also improved students' vocabulary decoding and increases reading fluency and comprehension. It could be concluded that there were substantial advantages to using the close reading strategy. It demonstrated that the close reading strategy was available for classroom teaching.

d. Disadvantages of Close Reading Strategy

The close reading strategy had disadvantages following its procedural work. It could be seen as follows:

- a. Close reading strategy could be broad, complex and difficult to teach.⁶¹
- b. Close reading strategy spends much time because it involves multiple reading cycles.⁶²
- c. Close reading strategy has quite many procedures that students can become confused about when practicing it in the text.

As previously stated, close reading strategy had several disadvantages. The disadvantages number one in this research was solved by Angulo, that was critical to recognize that the sooner this strategy is applied in elementary schools, the better equipped students would be for higher education. It meant this strategy needed to be introduced to students before being implemented. The second disadvantage according to Fisher and Frey could be overcome with solid preparation on three essential areas of close reading strategy, the first of which was text selection that was acceptable for students. The second type of inquiry was a text-dependent question, which focused on language, text structure, the author's aim, the reader's inferences, opinions, and arguments. The third disadvantage could solve in order to begin preparing students. The teacher must guide them to think about what they were reading. Teachers guided and demonstrated close reading for students by annotating texts and engaging students in a discussion by asking probing questions. Then, teachers assisted students in expanding their thinking about relevant themes and thought evolutions.

5. Concept of 3-2-1 Strategy

3-2-1 strategy is one of the reading strategies that teachers could use to help students learn to read. The strategy was used in the control class in this research.

⁶⁰ Sisson and Sisson, *Close Reading in Elementary Schools*. Routledge, First (New York: Routledge, 2014).

⁶¹ Angulo, loc.cit.

⁶² Fisher and Frey, "Student and Teacher Perspectives on a Close Reading Protocol."

a. Definition of 3-2-1 Strategy

The 3-2-1 strategy is a reading strategy that requires students' participation on summarizing ideas from the text, encourages them to think independently, and invites them to engage with the text. Dugan states 'Transformational Literature strategies', in which students summarized the main ideas of the text, found the two most important ideas, and share these ideas with their classmates. Finally, the 3-2-1 reading strategy involved training students on recalling what was read by summarizing the three most important points in the text.⁶³ The 3-2-1 strategy is a multi-strategy because it involves more than one strategy.

Zygouris, Coe Wiggin and Smith stated the strategy that requires the students to participate in summarizing ideas from the text and encourage them to think independently.⁶⁴ The strategy requires students to consider what they have learned and to process the information they have been exposed to during a lesson. Moreover, Preszler defined that 3-2-1 Strategy gives the students the opportunity to pause and review.⁶⁵

The 3-2-1 strategy is a strategy that could be used to help students comprehend what they were reading by summarizing ideas from the text they read. The reason why used this strategy because this strategy allowed students to summarize ideas from the text, in which by summarizing ideas from the text the students could determine the main idea and find some more information from the text quickly.

b. Procedure of 3-2-1 Strategy

Coe et al, he stated the procedures of the 3-2-1 strategy that steps were presented as follows:

- a. 3 things you discovered. An effective for teachers to combat passive participation from students is by asking them to summarize portion of what they have. During the first step of the 3-2-1 strategy, students summarize and cite three different key details they identified while reading the passage. By focusing on three discoveries made during reading, the students are engaged to pay closer attention to the text by identifying key facts and sharing their understanding of the text by writing and explaining meaning in their own words. Summarizing is beneficial to readers in several ways.
- b. 2 interesting things. The students can share their own attitudes on texts, thus becoming more engaged in readings during the second portion of the 3-2-1 strategy. In this step, the students list two things that stood out as being interesting to them.
- c. 1 question you still have. The final component of the 3-2-1 strategy is for students to write a question that they still have about the text. In this final step of the 3-2-1 strategy, the students can ask questions about conceptual gaps, misunderstood events, or unclear explanation in text.⁶⁶

⁶³ Juliantina Juliantina, 'The Effect of 3-2-1 Strategy on Students' Reading Comprehension of the Students At Sma Negeri 1 Bahorok', Serunai : Jurnal Ilmiah Ilmu Pendidikan, 4.1 (2019), 119–23.

⁶⁴ Zygouris-Coe. Smith. Wiggin. Engaging Students with the Text. International Reading Association. United States of America. 2005.

⁶⁵ Nada Mastura, 'The Effect Of Applying 3-2-1 Strategy On Students' Reading Comprehension Of Narrative Text', April, 2019, 33–35.

⁶⁶ Marlia Purnama Jauhari, Zainal Arifin, "The Use of 3-2-1 Strategy in Teaching Reading Comprehension on Report Text."

c. Advantages of 3-2-1 Strategy

There are several advantages of using the 3-2-1 Strategy for students' reading ability. The advantages of using the 3-2-1 Strategy are as follow:

- a. This strategy helps students to become active and meaningful reader. It is also suggested to be taught along with vocabulary teaching directly or indirectly.
- b. The strategy helps students to become engaged with the text and activate their metacognition ability.
- c. This strategy is also flexible to help them facilitate their reading by generating their own chart.⁶⁷

d. Disadvantages of 3-2-1 Strategy

There were several advantages obtained of using the 3-2-1 Strategy for students' reading ability. The advantages of using the 3-2-1 Strategy were as follow:

- a. Need a long time. It would be better if it was done in a longer time.
- b. students limitation in vocabulary, there was a difficulty to fill 3-2-1 chart using their own words.
- c. Third, students were not quite capable to write grammatically correct sentences. There were some grammatical errors in their 3-2-1 chart.⁶⁸

The use of the 3-2-1 Strategy has several disadvantages that can create barriers to the teaching and learning process. The three disadvantages are the lack of student participation during the 3-2-1 Strategy activity. According to Zhenita Deliany, Erfan and Wiwiek Eko Bindarti 's article, which presented the teaching procedure of the 3-2-1 Strategy. This problem can solve, it would be better to teach vocabulary to help students fill the chart in their own words. Therefore, teaching grammar is also needed to enable students to fill the chart using grammatically correct sentences.

⁶⁷ Zhenita Deliany, Erfan and Wiwiek Eko Bindarti, 'The Effect Of Using 3-2-1 Strategy On Students ' Reading Comprehension Achievement', Saga, 1.2 (2020), 137-44.

⁶⁸ Ibid.

B. HYPOTHESIS

A hypothesis is defined as the result expected of doing research. The hypothesis is the researcher's expectation toward the research questions and variables. The hypotheses in this research are null hypothesis (H_0) and alternative hypothesis (H_1). Based on the frame of thinking above, the hypotheses in this research are as follow:

H_1 : There is significant influence of using close reading strategy towards students' comprehension in descriptive text at the seventh grade of MTs Al-Hikmah Bandar Lampung in 2021/2022 academic year.

H_0 : There is no significant influence of using close reading strategy towards students' comprehension in descriptive text at the seventh grade of MTs Al-Hikmah Bandar Lampung in 2021/2022 academic year.

CHAPTER V CONCLUSION AND RECOMENDATION

A. Conclusion

After conducting the research and analyzing the data, the conclusion can be drawn as follows: there is a significant Influence of using influence of using close reading strategy towards students' comprehension in descriptive text at the seventh grade of MTs Al-Hikmah Bandar Lampung in 2021/2022 academic year. The significant influence can be seen from sig. (2- tailed) of the equal variance assumed in the independent sample t-test table where the sig. (2-tailed) is .001. It is lower than $\alpha = 0.05$ and it means that H_0 is rejected and H_1 is accepted. It can be proved from the hypothetical test where alternative hypothesis is accepted and null hypothesis is rejected.

B. Recommendation

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

1. For the Teacher

- a. To improve students' reading comprehension, the teacher should provide interesting activities and materials, in order to prevent the students from being bored and encourage the students' attention in learning English, especially in reading comprehension.
- b. By seeing the result of students' reading comprehension after applying close reading strategy, it is proposed for the teacher to apply close reading strategy as one of the ways in teaching reading comprehension because it helps students to comprehend the text easier. By using this strategy, the students are guided by the teacher to analyze the part of text that makes them easy to comprehend the whole meaning of text. For example the students are instructed to analyze the proper meaning of a word in sentence in order to get the correct purpose of that sentence. Close reading strategy also asks the learner to read the text in multiple times to make them have a deep comprehension of the text. Thus, the strategy assists learners in comprehending the text by several ways.

2. For the Students

- a. The students should have more diligence in reading activity so that they can get reading comprehension
- b. The students should learn and be more seriously in learning English in order to develop and increase their reading comprehension.
- c. The students should have much time in reading to improve their reading ability because the more often they read English text, the more reading ability can be mastered.

3. For Further Research

- a. This research applied Close Reading Strategy to improve students' reading comprehension in descriptive text. Further, other research should conduct this strategy on the different aspect of components of English.
- b. In this research, the researcher used Close Reading Strategy to help students' reading comprehension in descriptive text of Junior High School. Further, other research should conduct this strategy in different level of students.

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APPENDICES

**The Result Interview with English Teacher
MTs Al-Hikmah Bandar Lampung**

Hari/Tanggal: Sabtu, 17 April 2021

Tempat : MTS Al-Hikmah Bandar Lampung

Responden : Ibu Siti Munasih (Guru Mata pelajaran B.Inggris kelas 7)

No	Interview	Answer
1	Apa saja permasalahan yang dihadapi saat mengajar pelajaran Bahasa Inggris di kelas?	Kalo sekarang ini permasalahan lebih bnyak ke moral karena sekarang ini terlalu banyak faktor yg mempengaruhi mental anak yg mmbuat mereka kdang bertindak semaunya dan susah diatur. Apalagi skarang juga banyak orang tua yg kadang tdak mendukung proses pendidikan yang dilakukan guru di sekolah
2	Bagaimana keterampilan membaca siswa dalam memahami teks deskriptif?	Untuk membaca tentu saja masih banyak kurang
3	Apa yang menjadi masalah pada siswa dalam memahami bacaan teks deskriptif?	Permasalahan yang paling banyak ada di vocabulary anak-anak, karena kelas 7 kan memang masih pemula, apa lagi klo di sekolah kita kan banyak yang dari luar Bandar Lampung. Sehingga mereka masih kesulitan dalam memahami topik apa yang dibahas dan kesimpulan dari teks deskriptif, juga dalam memahami generic structure dalam teks deskriptif yaitu kalimat-kalimat simple present tense dan relating verb.
4	Apa metode atau teknik yang ibu terapkan dalam pembelajaran terutama dalam keterampilan membaca siswa?	Untuk metode, menggunakan tanya jawab dan diskusi sesama teman nya, biasanya sebelum masuk ke teks deskriptif anak-anak belajar tentang how to describe
5	Bagaimana cara ibu menilai keterampilan membaca siswa?	Kalo membaca biasa nya dengan memberikan pertanyaan tentang teks yang sudah dibaca.

Appendix 2

Interview questions for students at MTs Al-Hikmah Bandar Lampung

Questions for English students and the Result of Interview with the students in the Preliminary Research at MTs Al-Hikmah Bandar Lampung

Hari/Tanggal: Sabtu, 17 April 2021

Tempat : MTS Al-Hikmah Bandar Lampung

Responden : Siswa kelas 7 A dan 7 B

Pertanyaan –Pertanyaan:

1. Apakah kalian menyukai belajar Bahasa Inggris?

Jawab: **30 dari 42 siswa menyukai belajar Bahasa Inggris**

2. Apa yang menyebabkan kalian suka atau tidak suka dengan pembelajaran membaca?

Jawab: **Suka karena seru, karena memang suka membaca, karena ingin keluar negeri. Tidak suka karena membosankan, tidak tertarik, susah, tidak tau artinya**

3. Apa yang menjadi masalah atau hambatan kalian dalam memahami teks bacaan terutama dalam teks deskriptif?

Jawab: **Tidak tau artinya serta apa yang dibahas dalam teks.**

4. Bagaimana cara mengajar guru dan media atau teknik yang dipakai dalam pembelajaran Bahasa Inggris?

Jawab: **Biasanya ibu siti mengajar dengan menjelaskan terlebih dahulu materinya lalu tanya jawab serta latihan soal.**

5. Apakah memahami teks bacaan deskriptif akan lebih mudah jika menggunakan teknik atau media?

Jawab: **Iyaa biar lebih mudah paham.**



Pondok pesantren Al-Hikmah adalah sebuah Lembaga Pendidikan dan Keguruan dalam bidang Agama dan Ilmu Formal. Ber alamat di Jalan Sultan Agung, Gang Raden Saleh Raya No.23, Kedaton, Kec. Kedaton, Kota Bandar Lampung. Selain pondok pesantren yang dipimpin oleh Drs.KH.Basyaruddin Maisir dengan asrama terpisah putra dan putri, Al- Hikmah juga memiliki program sekolah formal yang sudah terdaftar pada Kemendikbud dan Kementerian Agama yaitu Madrasah Tsanawiyah (MTS) dan Madrasah Aliyah (MA) dengan akreditasi B. Untuk sekolah MA dimulai pukul 07.00-13.00. dan untuk sekolah MTS dimulai pukul 13.00-17.00. Sekolah ini tidak hanya khusus santri atau siswa yang menetap di pondok tetapi siswa non asrama juga diperbolehkan bersekolah disini.



Pada hari sabtu, 17 April 2021 setelah menyerahkan surat izin preliminary research dari UIN Raden Intan Lampung dan mendapatkan izin dari pihak sekolah, saya mewawancarai seorang guru Bahasa Inggris MTS kelas 7, beliau bernama ibu Siti Munasih, S.Pd. Dalam wawancara tersebut saya memberikan 5 pertanyaan terkait kegiatan belajar mengajar di kelas, terutama dalam pembelajaran Bahasa Inggris, dan saya juga meminta data nilai reading siswa dari seluruh kelas 7 kepada ibu Siti Munasih.

Selain itu, saya juga menanyakan bagaimana sistem pengajaran semenjak adanya pandemi, untuk sekolah tetap dilaksanakan secara offline bagi anak anak pondok (asrama) sehingga 2 kelas khusus anak pondok bisa digabung, seperti kelas 7A dan 7B. Sedangkan, untuk siswa yang hanya bersekolah formal saja (non asrama) dilakukan secara daring. Dan untuk waktu pelaksanaannya dilaksanakan lebih cepat yaitu jam 13.00-15.00. Tentunya, siswa dan guru dihimbau dengan tetap memakai masker dan membawa hand sanitizer.



Selanjutnya, saya meminta izin memasuki kelas untuk mewawancarai siswa, namun ada sedikit kesulitan dalam perizinan, karena orang dari luar yang tidak dari pondok pesantren Al-Hikmah dilarang masuk, di khawatirkan penyebaran virus covid-19. Setelah saya memberikan penjelasan dan memohon izin untuk bisa mewawancarai siswa akhirnya saya mendapat izin dan diperbolehkan masuk kelas. Namun, hanya boleh sebentar saja, kurang lebih ada 15 menit saya di dalam kelas, sehingga tidak dapat bertanya satu per satu kepada 43 siswa di kelas. Untuk mengetahui berapa siswa yang menyukai pelajaran bahasa inggris, saya meminta siswa untuk menunjuk tangan, lalu mengitung nya. Saya juga memberikan 5 pertanyaan terkait pembelajaran dalam Bahasa Inggris secara langsung kepada semua siswa di kelas. Untuk MTS ada 4 kelas yaitu 7A, 7B, 7C, dan 7D. Dan saya hanya diperbolehkan masuk di satu kelas yang sudah digabung khusus siswa asrama yaitu kelas 7A dan 7B.

Berikut lampiran data nilai reading siswa MTS Al-Hikmah dari kelas 7A-7D. Dari data tersebut dari nilai asli ujian, menunjukkan bahwa masih rendahnya kemampuan membaca siswa dan masih banyak siswa yang tidak mencapai nilai KKM yaitu dengan nilai 75.

Appendix 3

**The Data of Students Name and Reading Score of the Seventh Grade
at MTs Al-Hikmah Bandar Lampung
in 2021/2022 Academic Year**

Class : 7 A, 7B, 7C, 7D

The English Teacher : Siti Munasih, S.Pd.

Kelas 7C

NO	NAMA SISWA	L/ P	Reading
1	AHMAD ALDIMAUANA	L*	76
2	ALIFATU ARYA PRATAMA	L	30
3	ALLVANO MERIC	L	40
4	ANGGUN TIARA PERTIWI	P*	80
5	ANNISA NURUL ZAHRA	P	53
6	ANNISA PUTRI RAMADITA	P*	53
7	CLARISSA VIARA RAMADHANI	P*	60
8	DESI PURWANTI	P	30
9	FACHRI GIBRAN HUSAINI	L	20
10	FARIEL HADI SAPUTRA	L*	63
11	FATHAN ALFANDRI	L	30
12	FIRDA SARI	P	40
13	GUNTUR ADE PUTRA	L*	60
14	HAIFA FADHLANNISA	P	50
15	INTAN PUTRI WIJAYA	P	53
16	JIHAN ANDITA	P	53
17	M. ANGGA FADLI ISNA'IN	L	23
18	M.RAAFI' NUR HIDAYAT		36
19	MARCEL FAHRI PRATAMA	L*	50
20	MAULA SALSA MARZENTA	P	60
21	MAURA KHALISA RAMADHANI	P*	56
22	MUHAMMAD ALLIF AFFAZHA	L	23
23	MUHAMMAD FAQIH ALWAN	L	50
24	MUHAMMAD RAFFI GILBRAN Z	L	20
25	MUHAMMAD RENDRAGRAHA K	L*	50
26	NABILATURROSYIDAH	P	60
27	NAJWA SYIFA	P	40
28	NOVI AULIA	P*	93
29	QANITA PUTRI FERTIANSYAH	P	43
30	RADITYA FAHLEPI	L	40

31	REZA NANDA PRATAMA	L*	36
32	ROHIMAH	P	20
33	SANIA A'NANI LATIFAH	P	73
34	SELSY ADELIA ZAHRA	P*	73
35	SYAHNAS NABILA	P	80
36	TIA AYU ANDRIANI	P*	70
37	Velinda safrina	P	46
38	WAHYU ELIAN	L	23

Kelas 7D

NO	NAMA SISWA	L/ P	read I
1	AHMAD SAHAL AVIA	L*	73
2	ANDRA YUDA RAMADHAN	L	56
3	ANNISA WAHYUNI	P	40
4	APRILIA WORO ASTY	P*	83
5	ARDAVAN MURTADHA	L	33
6	AURA ANGELINA FASHA	P	63
7	DEVONA CALISTA BILQIS	P	43
8	ELSA YULIA	P*	50
9	FADLAN AL-FATAH	L	23
10	FAUZA RANGGA SAPUTRA	L	30
11	FEBRYAN LANGGENG WITJAKS	L*	56
12	IBNU SHIYAM TIRTA	L*	53
13	INDI FAUZIAH	P	40
14	IRFAN MISBAH AURA	L	33
15	IRFANI MISBAH AURA	P	60
16	KHUMAIROH ALIA ASMIYATI	P	43
17	M.ALFAN	L	53
18	M FACHRUN NJIB TOHA	L	50
19	M. FAIZ KHOIROZZADITAQWA	L	23
20	M.S AL MISKY RAMADANI	L	63
21	MAZAYA KAMILIA HANUN	P	93
22	MUHAMAD ZAKI	L	33
23	MUHAMMAD AZZAM ZIHNI	L	33
24	MUHAMMAD FARELLAN PUTRAL*		40
25	MUHAMMAD SHOFY INDARAJA L		30
26	MURSYID AGUSTIAWAN	L*	43
27	NAILA ISTIQOMAH	P*	83
28	NAYAKA SALSABIL INSAR	P	36
29	NURIZKA REVITA NADA	P*	93
30	RAHMA AULIA	P	46
31	RAIHAN ALGANI	L	20
32	RORO AZZAHRA SALSABIL RIOS P		36
33	SARAH AULIA AGHESTY	P	43
34	SHERENA NAURA AL KEYSHA	P*	93

35	SULTAN REYHAN BERLIANTOROL *		73
36	SYALWA DILA SYAIDINA	P	33
37	YESI AMELIA	P	44
38	ZAHRA AULIA	P*	76
39	ZHAIRIS MUKTI MANDALA PUT	L	50

Kelas 7A

NO NAMA SISWA L/ P read I

1	ABDUL ARRAZZAQ	L	46
2	ABDULLAH Wafa AIRLANGGA	L	43
3	ACHMAD MAURIZAL MUTAQIN	L	43
5	ALIFIA ZASYA FIRDAUSIYAH	P	16
6	BALQIS ARWASABRINA ANWAR	P	30
7	CELINE ANGGRAENI RINALDI	P*	60
8	DWI MARSYA NIDIA PUTRI	P	26
9	FADHILATUS SAKINAH	P	33
10	FAHRI ALFIANSYAH	L	20
11	GALANG FAJAR PRATAMA	L*	40
12	GALANG OASIS EXCEL	L	26
13	HANIF RAYIS	L	36
14	IBRAHIM ATHAILLAH ANWAR	L	20
15	JELITA MEYZARAHMA	P	23
16	JOVANDA SURYA WARDANA	L*	43
17	KAYSAH AULIA SHASMEEN	P*	63
18	LINTANG DINI FAUZIYYAH	P	40
19	M. FIKKI ARDIANSYAH	L	26
20	M.DIMAS BAGUS ADITIA	L*	36
21	MUHAMMAD ADHRIAN FAKHR	U	56
22	MUHAMMAD HAFIDZ SETIAWA	L*	73
23	MUHAMMAD NAUFAL HADDAD	L	43
24	MUTHIA NUR'AINI	P	63
25	NADZILA TURROHMAH	P	86
26	NAYARA PUTRI LATISYA	P*	53
27	NUR HIDAYAT GUMILANG	L	43
28	PRISTI GUSTIANI	P	33
29	RAHMAD YURIANSYAH	L*	67
30	RENYTA MULYA WARADUHITA	P	40
31	RIBHI AULIZA TARA	P*	90
32	SAILA NUR KHOIRUNNISYA	P	93
33	SATRIA FAJAR RAMADAN	L	33
34	SRI RAHAYU	P	86
35	SULIS RAHMAWATI	P*	66
36	THALITA AURRA	P*	43
37	ZALFA ZAKIYAH	P	40

Kelas 7b

NO NAMA SISWA L/ P read I

1	ADAM WICAKSONO SAPUTRA	L	40
2	ADITO ARIYA SAPUTRA	L*	20
3	AHMAT MUZAKI	L	23
4	ALI ARROHMAN	L	20
5	ALIYAH KHAIRIYAH	P*	40
6	ANNISA MU'TI LUTFIAH	P	63
7	CHRISTIN BERLIANA JINGGA	P	23
9	DESTHA MALKA GUEVARA	L	31
10	DITYA RIZKY SAPUTRA	L*	50
11	ERVAN NADIF SHIDIQ	L	36
12	FAIZ RAMADHAN ZULFA	L	43
13	FAYZA AZMINA	P	36
14	GALIH DANAR RAMADHAN	L	40
15	GILANG FAJAR ADITYA	L*	80
16	ILHAM FALAH MAULANA	L	36
17	JENI ABIL AZ ZAHRA	P	26
18	KHADFI KHSYI KHAIRAN	L	50
19	KIRANIA PUTRI ANJANI	P*	50
20	M FAJRI AKBAR	L	50
21	M FATAN ALFARIZI	L	40
22	M. FAZRI FIRMANSYAH	L*	65
23	M. NAUFAL RAMADHAN	L	63
24	MARISA CINTA ZAHRA	P	46
25	MUHAMMAD ALIF ALFIANSYA	H	33
26	MUHAMMAD ARIFKI HANIF	L*	70
27	MUHAMMAD RADO FAIZAR	L*	36
28	MUHAMMAD RAFA	L	40
29	MUTIA PUSPITA SARI	P*	23
30	NAILLA RAHMADHANY	P	46
31	NISA ANGGRAENI	P*	30
32	NUR RUDDIN PUBARA	L	36
33	PUTRI BINTANG SAIHELAU	P	83
34	RENO SYAIFUL RAHMAD	L*	33
35	RIFA NAJLA SALSABILA	P	36
36	SALMH ATMRYNI		70
37	SALSABILLA AURALIA HARTATI	P*	48
38	SIDIQ HIDAYATULLAH	L	50
39	SUCI OKTAFIYA	P	36
40	THALITA AL THAFA	P*	60

Appendix 4

**The Students' Reading Score of the Seventh Grade
at MTs Al-Hikmah Bandar Lampung
in 2021/2022 Academic Year**

No	Class	Students' Score		Number of Student
		<75	≥75	
1.	VII A	33	4	37
2.	VII B	38	2	40
3.	VII C	34	4	38
4.	VII D	33	6	39
Total		138	16	154
Percentage		89.6%	10.4 %	100%

Appendix 5

SILABUS

Satuan Pendidikan	: MTS Al-Hikmah Bandar Lampung
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII/2 (Genap)
Standar Kompetensi (KI)	: <ol style="list-style-type: none"> 1. Menghargai dan menghayati ajaran agama yang dianutnya 2. Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya 3. Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata. 4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

Alokasi Waktu : 20 JP (10 Pertemuan)

Kompetensi Dasar		Materi Pokok dan Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Sumber
3.5	mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan sifat orang, binatang, benda sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan <i>be, adjective</i>)	Fungsi sosial Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya. Struktur teks Memulai Menanggapi (diharapkan/di luar dugaan) Unsur kebahasaan	Menyimak dan menirukan guru menanyakan dan menyebutkan sifat orang dan binatang yang terdapat di rumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar Mencermati beberapa teks pendek yang mendeskripsikan sifat orang, benda, dan	Sikap social dan spiritual : observasi Pengetahuan: Tulis PG Keterampilan: Praktik	When English Rings a Bell Kelas VII Cetakan Ke-3

4.5	menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait sifat orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks	Pernyataan dan pertanyaan terkait sifat orang, benda, binatang Kosa kata, terkait dengan ciri fisik (a.l. <i>red, big, dark, loud</i>), selera (a.l. <i>nice, beautiful, cute</i>), mental (a.l. <i>clever, smart</i>), psikologis (a.l. <i>happy, sad, disappointed, angry, wild</i>), budi (a.l. <i>kind, good, polite</i>) Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan Topik Sifat dan keadaan orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar siswa yang dapat menumbuhkan perilaku yang termuat di KI	binatang di kelas dan sekolah untuk kemudian membaca dengan ucapan dan tekanan kata yang benar Bertanya jawab tentang sifat beberapa benda di dalam dan sekitar rumah Membaca beberapa teks pendek tentang sifat orang, benda, binatang di dalam dan di sekitar rumah dan sekolah sekitarnya Bertanya jawab tentang sifat orang, benda, binatang terkenal Melakukan refleksi tentang proses dan hasil belajarnya		
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Alokasi Waktu : 20 JP (10 Pertemuan)

	Kompetensi Dasar	Materi Pokok dan Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Sumber
3.6	mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait dengan tingkah laku/tindakan/fungsi orang, binatang, benda, sesuai dengan konteks penggunaannya (Perhatikan unsur kebahasaan kalimat <i>declarative, interrogative, simple present tense</i>)	Fungsi sosial Mendeskripsikan, mengidentifikasi, mengkritisi orang, binatang, dan benda dari segi sifatnya. Struktur teks Memulai Menanggapi (diharapkan/di luar dugaan) Unsur kebahasaan Pernyataan dan pertanyaan terkait tingkah laku/tindakan/fungsi orang, binatang, benda	Menyimak guru membacakan beberapa teks pendek kebiasaan yang dilakukan orang dan binatang yang terdapat di rumah, sekolah, dan sekitarnya, dan kemudian menirukannya kalimat-kalimat dengan tata bahasa, ucapan dan tekanan kata yang benar Didikatkan guru, siswa menulis teks-teks tersebut dengan tulis tangan, dengan ejaan dan tanda baca yang benar	Sikap social dan spiritual : observasi Pengetahuan: Tulis PG Keterampilan: Praktik	When English Rings a Bell Kelas VII Cetakan Ke-3
4.6	menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait tingkah laku/tindakan/fungsi orang, binatang, dan benda, dengan fungsi sosial, struktur teks, dan unsurkebahasaan yang benar dansesuaiikonteks	Kalimat deklaratif (positif dan negatif) dalam simple present tense Kalimat interogatif: <i>Yes/No question; Wh-question</i> Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan Topik Tingkah laku/tindakan/ fungsi orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar siswa yang dapat menumbuhkanperilaku yang termuat di KI	Membuat teks-teks pendek tentang kebiasaan yang dilakukan beberapa orang dan binatang yang sangat dikenal Bertanya jawab tentang isi teks yang telah ditulis dengan kelompok lain. Melakukan refleksi tentang proses dan hasil belajarnya		

Alokasi Waktu : 28 JP (14 Pertemuan)

Kompetensi Dasar		Materi Pokok dan Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Sumber
3.7	membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya	<p>Fungsi sosial Mendeskripsikan, mengenalkan, memuji, mengidentifikasi, mengkritik</p> <p>Struktur teks 1. Dapat mencakup: identifikasi (nama keseluruhan dan bagian) sifat yang menjadi pencirinya</p>	<p>Membaca beberapa teks deskriptif tentang sekolah termasuk benda-benda dan binatang-binatang yang ada yang disertai foto atau gambar yang menarik</p> <p>Bertanya tentang informasi yang terkait di dalam teks tersebut.</p> <p>Menggunakan alat analisis (tabel atau bagan <i>mind-map</i>) untuk mempelajari sistematika deskripsi yang diterapkan</p> <p>Mengamati suatu benda/binatang/orang yang sangat dikenal, untuk mengumpulkan data tentang jumlah, sifat, perilaku, dll. Untuk mengkritik/menyatakan kekaguman/mempromosikan</p> <p>Dalam kelompok membuat proyek kecil: dengan bantuan <i>mind-map</i>, membuat teks deskripsi tentang kota atau desanya untuk mempromosikan</p> <p>Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya</p> <p>Melakukan refleksi tentang proses dan hasil belajarnya</p>	<p>Sikap social dan spiritual : observasi Pengetahuan: Tulis PG Keterampilan: Praktik</p>	When English Rings a Bell Kelas VII Cetakan Ke-3
4.7	Teks Deskriptif	<p>fungsi, perilaku, manfaat, tindakan, kebiasaan yang menjadi penciri orang, binatang, atau benda yang dibicarakan.</p> <p>2. Unsur kebahasaan Kalimat deklaratif (positif dan negatif), dan interogatif (<i>Yes/No question; Wh-question</i>), dalam <i>simple present tense</i> Nomina singular dan plural dengan atau tanpa <i>a, the, this, those, my, their, dsb.</i> Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</p> <p>Topik Orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar siswa, termasuk bangunan publik yang dapat menumbuhkan perilaku yang termuat dalam KI</p>			
4.7.1	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang, dan benda				
4.7.2	Menyusun teks deskriptif lisan dan tulis sangat pendek dan sederhana, terkait orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks				

Alokasi Waktu : 4 JP (2 Pertemuan)

Kompetensi Dasar		Materi Pokok dan Materi Pembelajaran	Kegiatan Pembelajaran	Penilaian	Sumber
3.8	Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian tanpa perlu menyebutkan pelakunya sesuai dengan konteks penggunaannya. (perhatikan unsur kebahasaan <i>passive voice</i>)	Fungsi sosial Mendeskrripsikan, memaparkan secara obyektif Struktur teks Memulai Menanggapi (diharapkan/di luar dugaan) Unsur kebahasaan Kalimat <i>deklaratif</i> dan <i>interogatif</i> dalam <i>passive voice</i> Preposisi <i>Nomina singular</i> dan <i>plural</i> dengan atau tanpa <i>a, the, this, those, my, their</i> , dsb. Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan Topik Hasil kerajinan, makanan, dsb. yang sangat dikenal yang dapat menumbuhkan perilaku yang termuat di KI	Membaca dan mencermati beberapa deskripsi tentang makanan khas dengan banyak menggunakan kalimat pasif Melengkapi kalimat dengan jawaban berupa ungkapan-ungkapan yang diambil dari teks dengan ejaan dan tanda baca yang benar Mengumpulkan informasi tentang beberapa benda yang dideskripsikan dengan banyak menggunakan kalimat pasif Saling mempresentasikan, menyimak dan bertanya jawab tentang teks masing-masing dengan teman-temannya, secara lisan, dengan ucapan dan tekanan kata yang benar Melakukan refleksi tentang proses dan hasil belajarnya	Sikap social dan spiritual : observasi Pengetahuan: Tulis PG Keterampilan: Praktik	When English Rings a Bell Kelas VII Cetakan Ke-3
4.8	Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian tanpa perlu menyebutkan pelakunya dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks. (perhatikan unsur kebahasaan <i>passive voice</i>)				

Bandar Lampung, 18 Maret 2021

Guru Mata Pelajaran



Siti Munasih, S.Pd

Appendix 6
Experimental Class 1

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Satuan Pendidikan	: MTs Al-Hikmah Bandar Lampung
Mata Pelajaran/ Skill	: Bahasa Inggris (Reading)
Kelas/Semester	: VII/1 (Satu)
Materi Pokok	: Teks deskriptif pendek dan sederhana tentang benda kesukaan
Sub-Materi	: Descriptive Text about Fovorite Things
Alokasi Waktu	: 1 x 2 JP (2 x 40 Menit)
Pertemuan Ke-	: 1 (Satu)

A. Kompetensi Inti

- KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indicator Pencapaian Kompetensi
3.7. membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	Memahami struktur teks, unsur kebahasaan, dan fungsi sosial descriptive text. Mengidentifikasi aspek aspek <i>reading comprehension; main idea, phrase in context, inference, grammatical feature, detail excluding facts not written, supporting ideas, and vocabulary in context.</i>

C. Tujuan Pembelajaran

1. Siswa dapat memahami dan mengidentifikasi struktur teks, unsur kebahasaan dan fungsi sosial descriptive text
2. Siswa mampu mengidentifikasi aspek-aspek dalam reading comprehension (Main Idea, phrase in context, inference, grammatical feature, detail excluding fact not written, supporting ideas, vocabulary in context).

Materi Pembelajaran

Tema : Descriptive Text/Favorite Things

Definisi : Descriptive text is a text that gives information about particular person, place, or thing

Fungsi sosial : To describe particular person, place, or

Struktur teks

a. Identification

This part of the paragraph introduces or identifies the character to be described. It can be called a general description of the object.

b. Description

This part describes specifically the text, qualities, and characteristics of an object. It may describe parts, qualities, characteristics, size, physical appearance, ability, habits, daily life.

Unsur Kebahasaan

- a. Focus on specific participants.
- b. Use attributive and identifying processes.
- c. Frequent use of epithets and classifier in nominal group.
- d. Use of simple present tense

8 Kriteria dalam Reading Comprehension

1. *Main Idea (Topic)*
2. *Expression/idiom/phrase in context*
3. *Inference (implied detail)*
4. *Grammatical feature*
5. *Detail*
6. *Excluding fact not written*
7. *Supporting ideas*
8. *Vocabulary in context.*

The example of descriptive text

MY BACKPACK

I have a new backpack. Its color is light green. I always take it when I go to school. It is made of strong fabric. My backpack has several parts. The first part is the pocket where I put my money and library card. The second part is the main part. I always put my books and pencil case in it. The third part is a small pocket on the left side of the backpack. I keep a bottle of water in this pocket.

Source: <https://www.mediaingris.com/2020/10/descriptive-texts-contoh-soal-bahasa.html>

E. Metode Pembelajaran

Metode yang digunakan: Close Reading Strategy

F. Media, Alat dan Bahan

2. Media

- Papan tulis

3. Alat

- Spidol

4. Bahan

- Print out teks deskriptif yang menceritakan benda favorit

G. Sumber Pembelajaran

- Buku Bahasa Inggris

SMP/MTS Kelas VII

- Internet

<https://www.mediaingris.com/2020/10/descriptive-texts-contoh-soal-bahasa.html>

H. Langkah- Langkah Kegiatan

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> ➤ Siswa menjawab sapaan guru, berdoa dan mengondisikan diri siap belajar. ➤ Siswa diperiksa kehadirannya oleh guru. ➤ Siswa dan guru mengulas kembali materi yang telah dipelajari 	10 Menit

	<p>sebelumnya.</p> <ul style="list-style-type: none"> ➤ Siswa menyimak penjelasan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai. ➤ Siswa menyimak cakupan materi dan uraian kegiatan sesuai silabus. ➤ Siswa menyimak tentang prosedur Close Reading Strategy dengan seksama. 	
Inti	<p>Observing</p> <ul style="list-style-type: none"> ➤ Siswa menyimak materi tentang deskriptif teks (fungsi sosial, struktur teks, dan unsur kebahasaan) ➤ Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri deskriptif teks (fungsi sosial, struktur teks, dan unsur kebahasaan) <p>Questioning</p> <ul style="list-style-type: none"> ➤ Siswa diberikan kesempatan untuk bertanya mengenai materi yang telah disampaikan oleh guru <p>Exploring</p> <p>Close Reading</p> <ul style="list-style-type: none"> ➤ <i>Siswa diberikan print out teks deskriptif berjudul “ My Backpack ”</i> <ul style="list-style-type: none"> • First Reading Cycle • Read, analyze, and annotate the text for a specific purpose. <ul style="list-style-type: none"> ➤ <i>Guru meminta siswa untuk membaca teks dan mencari ide pokok/tujuan utama teks</i> ➤ <i>Siswa membaca teks</i> ➤ <i>Siswa menganalisis teks</i> • Engage in focused collaborative conversations that address an identified purpose. <ul style="list-style-type: none"> ➤ <i>Guru membantu siswa dengan memberikan pertanyaan pertanyaan yang mengarah pada ide pokok teks</i> ➤ <i>Siswa menjawab serta mencatat/ memberi keterangan pada kalimat atau kata yang mengarahkan pada ide pokok teks</i> ➤ <i>Siswa berdiskusi dengan teman tentang ide pokok yang telah diidentifikasi</i> 	55 Menit

	<ul style="list-style-type: none"> • <i>Second Reading Cycle</i> • <i>Reread to expand understanding about the text</i> <ul style="list-style-type: none"> ➤ <i>Guru meminta siswa untuk membaca kembali teks dan memahami kejadian penting dalam teks</i> ➤ <i>Siswa membaca kembali teks dan menganalisis kejadian kejadian penting (event) pada teks</i> ➤ <i>Guru membantu siswa dengan memberikan pertanyaan-pertanyaan</i> • <i>Converse with others to share interpretation and seek clarity</i> <ul style="list-style-type: none"> ➤ <i>Siswa menjawab pertanyaan dengan berdiskusi dengan teman</i> • <i>Third Reading Cycle</i> • <i>Reread and continue collaborations as needed until a deep understanding of the text features and author's message is achieved</i> <ul style="list-style-type: none"> ➤ <i>Guru meminta siswa untuk membaca kembali teks agar kemudian mampu menyimpulkan teks</i> ➤ <i>Siswa membaca teks kemudian menghubungkan kejadian satu dengan lainnya</i> ➤ <i>Guru membantu siswa guru membantu dengan memberikan pertanyaan-pertanyaan yang mengarah pada kesimpulan teks</i> 	
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	<ul style="list-style-type: none"> ➤ <i>Siswa menjawab pertanyaan dengan berdiskusi bersama teman dan kemudian menyimpulkan teks.</i> • <i>Associating & Communicating</i> ➤ Siswa diminta menjawab soal pilihan ganda yang berkaitan dengan teks deskriptif. ➤ Siswa mengumpulkan lembar jawaban kepada guru 	
Penutup	<ul style="list-style-type: none"> ➤ Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya. ➤ Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. ➤ Siswa menyimak motivasi yang diberikan oleh guru. ➤ Siswa dan guru mengucapkan salam perpisahan. 	5 Menit

I. Penilaian

No	Indicator Pencapaian Kompetensi	Tekhnik Penilaian	Bentuk Instrumen	Instrumen/Soal
1	Mengidentifikasi ciri-ciri teks dan menjawab pertanyaan berdasarkan teks yang diberikan.	Tes tulis	Multiple Choice	Choose the best answer of the following question based on the text!

Choose the best answer of the following question based on the text!

Raditya is standing in front of the class. He is holding a picture of his favorite things. Hello friends. Today I am going to tell you about my favorite thing. Actually, there are several things in my bed room. There are pictures on the wall, a radio, a computer, a yellow desk lamp, and a blue carpet. There are some other things that I like. I like my pocket camera, red bag and toy cars. But the thing I like the most is this one. It is my cell phone. My father bought it for me last month. It is small. It is white. It has numbers and letters. I can use it to type and send short messages. I can talk to my family or friends who live far away. It can help me do my homework. I can read a lot of useful information in the internet. I bring it everywhere I go.

Source : <https://www.penguru.com/contoh-soal-descriptive-text-about-things/>

1. Which of the following is not true about Raditya?
- Raditya likes radio, computer and a desk lamp.
 - Raditya likes a pocket camera, a bag and toy cars.
 - Raditya likes carpet, a pocket camera and toy cars.
 - Raditya likes computer, a pocket camera and a bag.
2. *I can talk to my family or friends who live far away.* The sentence proves that Raditya focused on..
- A pocket camera
 - Toy cars
 - A bag
 - A cell phone
3. What colour is Raditya's cell phone?
- Blue
 - Yellow
 - White
 - Red
4. These are the following things that Raditya can do with his cell phone
- He can send short messages.
 - It can help him do his work
 - It can keep his toy cars in.
 - He can plays game everyday
5. What is mean of 'I bring it everywhere I go'?
- Aku membawa nya setiap hari
 - Aku membawa nya setiap saat
 - Aku membawa nya kemanapun aku pergi
 - Kota yang ramai

Answer Key

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

a. Rubrik Penilaian

Uraian	Skor
Setiap item jawaban yang benar	20
Jawaban salah	0
Tidak menjawab	0

b. Pedoman Penilaian

Total item : 5
 Setiap nomor, tiap jawaban benar skor : 20
 Nilai Maksimal : 100
 Nilai Siswa : Nilai perolehan x 100

Bandar Lampung, 20 April 2022

MAHASISWA



NURIKA AZKIYA

GURU MATA PELAJARAN



SITLMUNASIH S.Pd

Kepala MTs Al Hikmah



Siti Masyithah, M.Pd.

Appendix 7
Experimental Class 2

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Satuan Pendidikan	: MTs Al-Hikmah Bandar Lampung
Mata Pelajaran/ Skill	: Bahasa Inggris (Reading)
Kelas/Semester	: VII/1 (Satu)
Materi Pokok	: Teks deskriptif pendek dan sederhana tentang tokoh
Sub-Materi	: Descriptive Text about Famous Person
Alokasi Waktu	: 1 x 2 JP (2 x 40 Menit)
Pertemuan Ke-	: 2 (Dua)

A. Kompetensi Inti

- KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indicator Pencapaian Kompetensi
3.7. membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	Memahami struktur teks, unsur kebahasaan, dan fungsi sosial descriptive text. Mengidentifikasi aspek aspek <i>reading comprehension; main idea, phrase in context, inference, grammatical feature, detail excluding facts not written, supporting ideas, and vocabulary in context.</i>

C. Tujuan Pembelajaran

1. Siswa dapat memahami dan mengidentifikasi struktur teks, unsur kebahasaan dan fungsi sosial descriptive text
2. Siswa mampu mengidentifikasi aspek-aspek dalam reading comprehension (Main Idea, phrase in context, inference, grammatical feature, detail excluding fact not written, supporting ideas, vocabulary in context).

Materi Pembelajaran

Tema : Descriptive Text/Famous people

Definisi : Descriptive text is a text that gives information about particular person, place, or thing

Fungsi sosial : To describe particular person, place, or thing

Struktur teks

a. Identification

This part of the paragraph introduces or identifies the character to be described. It can be called a general description of the object.

b. Description

This part describes specifically the text, qualities, and characteristics of an object. It may describe parts, qualities, characteristics, size, physical appearance, ability, habits, daily life.

Unsur Kebahasaan

- a. Focus on specific participants.
- b. Use attributive and identifying processes.
- c. Frequent use of epithets and classifier in nominal group.
- d. Use of simple present tense

8 Kriteria dalam Reading Comprehension

1. *Main Idea (Topic)*
2. *Expression/idiom/phrase in context*
3. *Inference (implied detail)*
4. *Grammatical feature*
5. *Detail*
6. *Excluding fact not written*
7. *Supporting ideas*
8. *Vocabulary in context.*

The example of descriptive text

Barack Obama

Barack Obama is the president of United States. He is an African-American. He is tall and thin. He is bald. He has dark complexion, pointed nose, and oval face. He is the first black man who becomes the president of United States. He is known as a smart and wise man. He is a loving husband for his wife and a good father for his two children. People from all over the world adore him because of his spirit and action in creating peace in this world. He also looks friendly because he always smiles a lot.

Source : <https://www.mediaingris.com/2020/10/descriptive-texts-contoh-soal-bahasa.html>

E. Metode Pembelajaran

Metode yang digunakan: Close Reading Strategy

F. Media, Alat dan Bahan

2. Media

- Papan tulis

3. Alat

- Spidol

4. Bahan

- Print out teks deskriptif yang menceritakan benda favorit

G. Sumber Pembelajaran

- Buku Bahasa Inggris

SMP/MTS Kelas VII

- Internet

<https://www.mediaingris.com/2020/10/descriptive-texts-contoh-soal-bahasa.html>

H. Langkah- Langkah Kegiatan

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> ➤ Siswa menjawab sapaan guru, berdoa dan mengondisikan diri siap belajar. ➤ Siswa diperiksa kehadirannya oleh guru. ➤ Siswa dan guru mengulas kembali materi yang telah dipelajari 	10 Menit

	<p>sebelumnya.</p> <ul style="list-style-type: none"> ➤ Siswa menyimak penjelasan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai. ➤ Siswa menyimak cakupan materi dan uraian kegiatan sesuai silabus. ➤ Siswa menyimak tentang prosedur Close Reading Strategy dengan seksama. 	
Inti	<p>Observing</p> <ul style="list-style-type: none"> ➤ Siswa menyimak materi tentang deskriptif teks (fungsi sosial, struktur teks, dan unsur kebahasaan) ➤ Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri deskriptif teks (fungsi sosial, struktur teks, dan unsur kebahasaan) <p>Questioning</p> <ul style="list-style-type: none"> ➤ Siswa diberikan kesempatan untuk bertanya mengenai materi yang telah disampaikan oleh guru <p>Exploring</p> <p>Close Reading</p> <ul style="list-style-type: none"> ➤ <i>Siswa diberikan print out teks deskriptif berjudul “ Barack Obama”</i> <ul style="list-style-type: none"> • First Reading Cycle • Read, analyze, and annotate the text for a specific purpose. <ul style="list-style-type: none"> ➤ <i>Guru meminta siswa untuk membaca teks dan mencari ide pokok/tujuan utama teks</i> ➤ <i>Siswa membaca teks</i> ➤ <i>Siswa menganalisis teks</i> • Engage in focused collaborative conversations that address an identified purpose. <ul style="list-style-type: none"> ➤ <i>Guru membantu siswa dengan memberikan pertanyaan pertanyaan yang mengarah pada ide pokok teks</i> ➤ <i>Siswa menjawab serta mencatat/ memberi keterangan pada kalimat atau kata yang mengarahkan pada ide pokok teks</i> ➤ <i>Siswa berdiskusi dengan teman tentang ide pokok yang telah diidentifikasi</i> 	55 Menit

	<ul style="list-style-type: none"> • <i>Second Reading Cycle</i> • <i>Reread to expand understanding about the text</i> <ul style="list-style-type: none"> ➤ <i>Guru meminta siswa untuk membaca kembali teks dan memahami kejadian penting dalam teks</i> ➤ <i>Siswa membaca kembali teks dan menganalisis kejadian kejadian penting (event) pada teks</i> ➤ <i>Guru membantu siswa dengan memberikan pertanyaan-pertanyaan</i> • <i>Converse with others to share interpretation and seek clarity</i> <ul style="list-style-type: none"> ➤ <i>Siswa menjawab pertanyaan dengan berdiskusi dengan teman</i> • <i>Third Reading Cycle</i> • <i>Reread and continue collaborations as needed until a deep understanding of the text features and author's message is achieved</i> <ul style="list-style-type: none"> ➤ <i>Guru meminta siswa untuk membaca kembali teks agar kemudian mampu menyimpulkan teks</i> ➤ <i>Siswa membaca teks kemudian menghubungkan kejadian satu dengan lainnya</i> ➤ <i>Guru membantu siswa guru membantu dengan memberikan pertanyaan-pertanyaan yang mengarah pada kesimpulan teks</i> 	
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	<ul style="list-style-type: none"> ➤ <i>Siswa menjawab pertanyaan dengan berdiskusi bersama teman dan kemudian menyimpulkan teks.</i> • <i>Associating & Communicating</i> ➤ Siswa diminta menjawab soal pilihan ganda yang berkaitan dengan teks deskriptif. ➤ Siswa mengumpulkan lembar jawaban kepada guru 	
Penutup	<ul style="list-style-type: none"> ➤ Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya. ➤ Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. ➤ Siswa menyimak motivasi yang diberikan oleh guru. ➤ Siswa dan guru mengucapkan salam perpisahan. 	5 Menit

I. Penilaian

No	Indicator Pencapaian Kompetensi	Tekhnik Penilaian	Bentuk Instrumen	Instrumen/Soal
1	Mengidentifikasi ciri-ciri teks dan menjawab pertanyaan berdasarkan teks yang diberikan.	Tes tulis	Multiple Choice	Choose the best answer of the following question based on the text!

Choose the best answer of the following question based on the text!

MICHAEL JORDAN

He is michael jordan, If you are a sports fan, you are sure to know the name Michael Jordan. He is probably the greatest basketball player the world has ever seen. Although his career as a player is over, his fame will live on for many years to come.

Michael Jordan certainly looks like a star. He is tall, well-built and handsome, with friendly brown eyes and a wide grin. He always manages to look well-dressed, even in his casual clothes or smart suits.

His personality, too, is as outstanding as his playing ability. Michael is a very determined person. This has made him a successful basketball star. He has given lots of money and support to charities.

All in all, Michael Jordan is not only a great athlete, but also a warm, caring person. Is it no wonder that so many boys have dreamed of growing up to be just like him?

Source: <http://demiurfina.blogspot.com/2015/02/exam-preparation-descriptive-text.html>

1. He is famous person. Which one the supporting idea below supports those sentence?
 - A. He is handsome.
 - B. He gives charity.
 - C. Sports fans know him.
 - D. if you are sports fan, you are sure to know him

2. What is the main idea of the third paragraph?
 - A. Michael Jordan is handsome.
 - B. Everyone dreams to be Michael Jordan.
 - C. His playing ability is great.
 - D. Michael Jordan has great personality.

3. Michael Jordan certainly looks like a star, The sentence implies that michael jordan is..
 - A. He is tall, well-built and handsome, with friendly brown eyes and a wide grin
 - B. His fame will live on for many years to come.
 - C. He is handsome person
 - D. He is famous person.

4. According to passage, which of the following is not true?
 - A. He is tall, well-built and handsome, with friendly brown eyes and a wide grin
 - B. He always manages to look well-dressed
 - C. He is handsome person
 - D. He is a tennis player

5. *'This has made him a successful basketball star'* the use of grammar in the sentence above is ..
 - A. Past tense
 - B. Perfect tense
 - C. Past perfect
 - D. Present tense

Answer Key

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

a. Rubrik Penilaian

Uraian	Skor
Setiap item jawaban yang benar	20
Jawaban salah	0
Tidak menjawab	0

b. Pedoman Penilaian

Total item : 5

Setiap nomor, tiap jawaban benar skor : 20

Nilai Maksimal : 100

Nilai Siswa : Nilai perolehan x 100

Nilai maksimal

Bandar Lampung, 20 April 2022

MAHASISWA


NURIKA AZKIYA

GURU MATA PELAJARAN


SITIMUNASIH S.Pd

Kepala MTs Al Hikmah

Siti Masyithah, M.Pd.

Appendix 8
Experimental Class 3

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Satuan Pendidikan	: MTs Al-Hikmah Bandar Lampung
Mata Pelajaran/ Skill	: Bahasa Inggris (Reading)
Kelas/Semester	: VII/1 (Satu)
Materi Pokok	: Teks deskriptif pendek dan sederhana tentang tempat yang indah
Sub-Materi	: Descriptive Text about Tourism Place
Alokasi Waktu	: 1 x 2 JP (2 x 40 Menit)
Pertemuan Ke-	: 3 (Tiga)

A. Kompetensi Inti

- KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya
 KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
 KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
 KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indicator Pencapaian Kompetensi

<p>3.7. membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>	<p>Memahami struktur teks, unsur kebahasaan, dan fungsi sosial descriptive text.</p> <p>Mengidentifikasi aspek aspek <i>reading comprehension; main idea, phrase in context, inference, grammatical feature, detail excluding facts not written, supporting ideas, and vocabulary in context.</i></p>
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C. Tujuan Pembelajaran

1. Siswa dapat memahami dan mengidentifikasi struktur teks, unsur kebahasaan dan fungsi sosial descriptive text
2. Siswa mampu mengidentifikasi aspek-aspek dalam reading comprehension (Main Idea, phrase in context, inference, grammatical feature, detail excluding fact not written, supporting ideas, vocabulary in context).

Materi Pembelajaran

Tema : Descriptive Text/Favorite Things

Definisi : Descriptive text is a text that gives information about particular person, place, or thing

Fungsi sosial : To describe particular person, place, or thing

Struktur teks

a. Identification

This part of the paragraph introduces or identifies the character to be described. It can be called a general description of the object.

b. Description

This part describes specifically the text, qualities, and characteristics of an object. It may describe parts, qualities, characteristics, size, physical appearance, ability, habits, daily life.

Unsur Kebahasaan

- a. Focus on specific participants.
- b. Use attributive and identifying processes.
- c. Frequent use of epithets and classifier in nominal group.
- d. Use of simple present tense

8 Kriteria dalam Reading Comprehension

1. *Main Idea (Topic)*
2. *Expression/idiom/phrase in context*
3. *Inference (implied detail)*

4. *Grammatical feature*
5. *Detail*
6. *Excluding fact not written*
7. *Supporting ideas*
8. *Vocabulary in context.*

The example of descriptive text

PETRUK CAVE

Petruk cave is one of the leading tourist attractions in Kebumen, Central Java. The cave is located in the dukuh Mandayana Candirenggo Village, Ayah District, Kebumen regency. In the petruk cave there is no lighting that illuminates the cave. It is still very natural cave so that petruk cave is very dark to be entered. Petruk cave's name is taken from the punokawan of puppet characters that is Petruk. The cave Named Petruk cave because the length of cave is as long as petruk's nose.

In the cave there are 3 floors that are the first is a basic cave, Hindu caves and Petruk cave. The base cave is a short cave which is just 100 meters away. The cave is used for tourist attractions. Hindu cave is part of the cave that is usually used to put offerings to the ancestor. Inside Petruk cave there are so many stalactites and stalagmites which are really awesome. If you want to explore this cave, you must be led by guides who are ready to take you through the cave. After arriving at the end of the cave, you can see the beach or waterfall located near at the end of the cave

Source : <https://www.belajarbahasainggrisku.id/contoh-soal-descriptive-text-untuk-sma-dan-kunci-jawaban/>

E. Metode Pembelajaran

Metode yang digunakan: Close Reading Strategy

F. Media, Alat dan Bahan

2. Media

- Papan tulis

3. Alat

- Spidol

4. Bahan

- Print out teks deskriptif yang menceritakan benda favorit

G. Sumber Pembelajaran

- Buku Bahasa Inggris

SMP/MTS Kelas VII

- Internet

<https://www.belajarbahasainggrisku.id/contoh-soal-descriptive-text-untuk-sma-dan-kunci-jawaban/>

H. Langkah- Langkah Kegiatan

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> ➤ Siswa menjawab sapaan guru, berdoa dan mengondisikan diri siap belajar. ➤ Siswa diperiksa kehadirannya oleh guru. ➤ Siswa dan guru mengulas kembali materi yang telah dipelajari 	10 Menit
	<p>sebelumnya.</p> <ul style="list-style-type: none"> ➤ Siswa menyimak penjelasan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai. ➤ Siswa menyimak cakupan materi dan uraian kegiatan sesuai silabus. ➤ Siswa menyimak tentang prosedur Close Reading Strategy dengan seksama. 	

Inti	<p>Observing</p> <ul style="list-style-type: none"> ➤ Siswa menyimak materi tentang deskriptif teks (fungsi sosial, struktur teks, dan unsur kebahasaan) ➤ Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri deskriptif teks (fungsi sosial, struktur teks, dan unsur kebahasaan) <p>Questioning</p> <ul style="list-style-type: none"> ➤ Siswa diberikan kesempatan untuk bertanya mengenai materi yang telah disampaikan oleh guru <p>Exploring</p> <p>Close Reading</p> <ul style="list-style-type: none"> ➤ <i>Siswa diberikan print out teks deskriptif berjudul “ Petruk Cave”</i> <ul style="list-style-type: none"> • First Reading Cycle • Read, analyze, and annotate the text for a specific purpose. <ul style="list-style-type: none"> ➤ <i>Guru meminta siswa untuk membaca teks dan mencari ide pokok/tujuan utama teks</i> ➤ <i>Siswa membaca teks</i> ➤ <i>Siswa menganalisis teks</i> • Engage in focused collaborative conversations that address an identified purpose. <ul style="list-style-type: none"> ➤ <i>Guru membantu siswa dengan memberikan pertanyaan pertanyaan yang mengarah pada ide pokok teks</i> ➤ <i>Siswa menjawab serta mencatat/ memberi keterangan pada kalimat atau kata yang mengarahkan pada ide pokok teks</i> ➤ <i>Siswa berdiskusi dengan teman tentang ide pokok yang telah diidentifikasi</i> 	55 Menit
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	<ul style="list-style-type: none"> • <i>Second Reading Cycle</i> • <i>Reread to expand understanding about the text</i> <ul style="list-style-type: none"> ➤ <i>Guru meminta siswa untuk membaca kembali teks dan memahami kejadian penting dalam teks</i> ➤ <i>Siswa membaca kembali teks dan menganalisis kejadian kejadian penting (event) pada teks</i> ➤ <i>Guru membantu siswa dengan memberikan pertanyaan-pertanyaan</i> • <i>Converse with others to share interpretation and seek clarity</i> <ul style="list-style-type: none"> ➤ <i>Siswa menjawab pertanyaan dengan berdiskusi dengan teman</i> • <i>Third Reading Cycle</i> • <i>Reread and continue collaborations as needed until a deep understanding of the text features and author's message is achieved</i> <ul style="list-style-type: none"> ➤ <i>Guru meminta siswa untuk membaca kembali teks agar kemudian mampu menyimpulkan teks</i> ➤ <i>Siswa membaca teks kemudian menghubungkan kejadian satu dengan lainnya</i> ➤ <i>Guru membantu siswa guru membantu dengan memberikan pertanyaan-pertanyaan yang mengarah pada kesimpulan teks</i> 	
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	<ul style="list-style-type: none"> ➤ <i>Siswa menjawab pertanyaan dengan berdiskusi bersama teman dan kemudian menyimpulkan teks.</i> • <i>Associating & Communicating</i> ➤ Siswa diminta menjawab soal pilihan ganda yang berkaitan dengan teks deskriptif. ➤ Siswa mengumpulkan lembar jawaban kepada guru 	
Penutup	<ul style="list-style-type: none"> ➤ Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya. ➤ Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. ➤ Siswa menyimak motivasi yang diberikan oleh guru. ➤ Siswa dan guru mengucapkan salam perpisahan. 	5 Menit

I. Penilaian

No	Indicator Pencapaian Kompetensi	Tekhnik Penilaian	Bentuk Instrumen	Instrumen/Soal
1	Mengidentifikasi ciri-ciri teks dan menjawab pertanyaan berdasarkan teks yang diberikan.	Tes tulis	Multiple Choice	Choose the best answer of the following question based on the text!

Choose the best answer of the following question based on the text!

The Island of Wingo is by the island of Singa. In the water around Wingo Island, there are hundreds of sharks. They are so many that the water bubbles like a whirlpool. People can only get to Wingo Island by boat. The boat has a rocket on it. The rocket takes people over the sharks and into the island. Wingo Island has no sand but it has green moss. At night the moss sparkles like stars. Tall stars called Fruji grow everywhere. The Fruji trees have purple leaves at the top and yellow fruit all over them. When a fruit falls off, another tree grows in a minute.

The Weather on Wingo Island is very hot but at twelve o'clock, everyday, it rains. Sometimes, there are windstorms. They happen when too many animals fly around at the same time. People who stay on Wingo Island sleep in a big-gloo. It is like an igloo but it is on long poles. It has a ladder to get up and a slide to come down. The big-gloo has a

moss bed, chairs, and tables that are made of Fruji tress. There is no television on Wingo Island. So is the telephone and computer. It is place to listen to the leaves whispering. It is a place to lie on soft green moss and look at the clouds. It is really a place to dream.

(source: *detik-detik UN bahasa Inggris; 2005/2006 Intan Pariwara*)

1. *Wingo Island* is beautiful place, which one the supporting idea below supports those sentence?
 - A. They are so many that the water bubbles like a whirlpool, at night the moss sparkles like stars
 - B. The Weather on Wingo Island is very hot but at twelve o'clock, everyday, it rains.
 - C. The Island of Wingo is by the island of Singa.
 - D. People who stay on Wingo Island sleep in a big-gloo.

2. "People can only get to Wingo Island by boat." The sentence implies that Wngo Island is
 - A. Near to other islands
 - B. Close to another island
 - C. Near to another island
 - D. Far from other islands

3. What is purpose of this passage *the weather on Wingo Island is very hot but at twelve o'clock, everyday, it rains.* ?
 - a. To tell the island everyday rains
 - b. To tell at twelve o'clock always rain
 - c. To tell *the weather on Wingo Island*
 - d. To tell a continent

4. "People can only get to Wingo Island by boat." (paragraph 1)
 What does the word "boat" mean?
 - a. A rocket
 - b. An island
 - c. A small ship
 - d. A helicopter

5. "It is place to listen to the leaves whispering"
 The underlined word refers to
 - a. The telephone
 - b. The computer
 - c. An island
 - d. Wingo Island

Answer Key

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

a. Rubrik Penilaian

Uraian	Skor
Setiap item jawaban yang benar	20
Jawaban salah	0
Tidak menjawab	0

b. Pedoman Penilaian

Total item : 5

Setiap nomor, tiap jawaban benar skor : 20

Nilai Maksimal : 100

Nilai Siswa : Nilai perolehan x 100

Nilai maksimal

Bandar Lampung, 20 April 2022

MAHASISWA


NURIKA AZKIYA

GURU MATA PELAJARAN


SITIMUNASIH S.Pd

Kepala MTs Al Hikmah

Siti Masyithah, M.Pd.

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Satuan Pendidikan	: MTs Al-Hikmah Bandar Lampung
Mata Pelajaran/ Skill	: Bahasa Inggris (Reading)
Kelas/Semester	: VII/1 (Satu)
Materi Pokok	: Teks deskriptif pendek dan sederhana tentang benda kesukaan
Sub-Materi	: Descriptive Text about Fovorite Things
Alokasi Waktu	: 1 x 2 JP (2 x 40 Menit)
Pertemuan Ke-	: 1 (Satu)

A. Kompetensi Inti

- KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya
 KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
 KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
 KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indicator Pencapaian Kompetensi
3.7. membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	Memahami struktur teks, unsur kebahasaan, dan fungsi sosial descriptive text. Mengidentifikasi aspek aspek <i>reading comprehension</i> ; <i>main idea, phrase in context, inference, grammatical feature, detail excluding facts not written, supporting ideas, and vocabulary in context.</i>

C. Tujuan Pembelajaran

1. Siswa dapat memahami dan mengidentifikasi struktur teks, unsur kebahasaan dan fungsi sosial descriptive text
2. Siswa mampu mengidentifikasi aspek-aspek dalam reading comprehension
(Main Idea, phrase in context, inference, grammatical feature, detail excluding fact not written, supporting ideas, vocabulary in context).

Materi Pembelajaran

Tema : Descriptive Text/Fovorite Things

Definisi : Descriptive text is a text that gives information about particular person, place, or thing

Fungsi sosial : To describe particular person, place, or thing

Struktur teks

a. Identification

This part of the paragraph introduces or identifies the character to be described. It can be called a general description of the object.

b. Description

This part describes specifically the text, qualities, and characteristics of an object. It may describe parts, qualities, characteristics, size, physical appearance, ability, habits, daily life.

Unsur Kebahasaan

- a. Focus on specific participants.
- b. Use attributive and identifying processes.
- c. Frequent use of epithets and classifier in nominal group.
- d. Use of simple present tense

8 Kriteria dalam Reading Comprehension

1. *Main Idea (Topic)*
2. *Expression/idiom/phrase in context*
3. *Inference (implied detail)*
4. *Grammatical feature*
5. *Detail*
6. *Excluding fact not written*
7. *Supporting ideas*
8. *Vocabulary in context.*

The example of descriptive text

MY BACKPACK

I have a new backpack. Its color is light green. I always take it when I go to school. It is made of strong fabric. My backpack has several parts. The first part is the pocket where I put my money and library card. The second part is the main part. I always put my books and pencil case in it. The third part is a small pocket on the left side of the backpack. I keep a bottle of water in this pocket.

Source : <https://www.mediaingris.com/2020/10/descriptive-texts-contoh-soal-bahasa.html>

E. Metode Pembelajaran

Metode yang digunakan: 3-2-1 Strategy

F. Media, Alat dan Bahan

2. Media

- Papan tulis

3. Alat

- Spidol

4. Bahan

- Print out teks deskriptif yang menceritakan benda favorit

G. Sumber Pembelajaran

- Buku Bahasa Inggris

SMP/MTS Kelas VII

- Internet

<https://www.mediaingris.com/2020/10/descriptive-texts-contoh-soal-bahasa.html>

H. Langkah- Langkah Kegiatan

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> ➤ Siswa menjawab sapaan guru, berdoa dan mengondisikan diri siap belajar. ➤ Siswa diperiksa kehadirannya oleh guru. ➤ Siswa dan guru mengulas kembali materi yang telah dipelajari 	10 Menit
	<p>sebelumnya.</p> <ul style="list-style-type: none"> ➤ Siswa menyimak penjelasan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai. ➤ Siswa menyimak cakupan materi dan uraian kegiatan sesuai silabus. ➤ Siswa menyimak tentang prosedur 3-2-1 Strategy dengan seksama. 	

Inti	<p>Observing</p> <ul style="list-style-type: none"> ➤ Siswa menyimak materi tentang deskriptif teks (fungsi sosial, struktur teks, dan unsur kebahasaan) ➤ Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri deskriptif teks (fungsi sosial, struktur teks, dan unsur kebahasaan) <p>Questioning</p> <ul style="list-style-type: none"> ➤ Siswa diberikan kesempatan untuk bertanya mengenai materi yang telah disampaikan oleh guru <p>Exploring</p> <p>Reading</p> <ul style="list-style-type: none"> ➤ Siswa diberikan <i>print out</i> teks deskriptif berjudul “ My Backpack ” <p>3-2-1 Strategy</p> <ul style="list-style-type: none"> ➤ 3 things you discovered. An effective for teachers to combat passive participation from students is by asking them to summarize portion of what they have. During the first step of the 3-2-1 strategy, students summarize and cite three different key details they identified while reading the passage. By focusing on three discoveries made during reading, the students are engaged to pay closer attention to the text by identifying key facts and sharing their understanding of the text by writing and explaining meaning in their own words. Summarizing is beneficial to readers in several ways. ➤ 2 interesting things. The students can share their own attitudes on texts, thus becoming more engaged in readings during the second portion of the 3-2-1 strategy. In this step, the students list two things that stood out as being interesting to them. ➤ 1 question you still have. The final component of the 3-2-1 strategy is for students to write a question that they still have about the text. In this final step of the 3-2-1 strategy, the students can ask questions about conceptual gaps, misunderstood events, or unclear explanation in text. 	55 Menit
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Penutup	<ul style="list-style-type: none"> ➤ Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya. ➤ Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. ➤ Siswa menyimak motivasi yang diberikan oleh guru. ➤ Siswa dan guru mengucapkan salam perpisahan. 	5 Menit
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I. Penilaian

No	Indicator Pencapaian Kompetensi	Tekhnik Penilaian	Bentuk Instrumen	Instrumen/Soal
1	Mengidentifikasi ciri-ciri teks dan menjawab pertanyaan berdasarkan teks yang diberikan.	Tes tulis	Multiple Choice	Choose the best answer of the following question based on the text!

Choose the best answer of the following question based on the text!

Raditya is standing in front of the class. He is holding a picture of his favorite things. Hello friends. Today I am going to tell you about my favorite thing. Actually, there are several things in my bed room. There are pictures on the wall, a radio, a computer, a yellow desk lamp, and a blue carpet. There are some other things that I like. I like my pocket camera, red bag and toy cars. But the thing I like the most is this one. It is my cell phone. My father bought it for me last month. It is small. It is white. It has numbers and letters. I can use it to type and send short messages. I can talk to my family or friends who live far away. It can help me do my homework. I can read a lot of useful information in the internet. I bring it everywhere I go.

Source : <https://www.penguru.com/contoh-soal-descriptive-text-about-things/>

1. Which of the following is not true about Raditya?

- A. Raditya likes radio, computer and a desk lamp.
- B. Raditya likes a pocket camera, a bag and toy cars.
- C. Raditya likes carpet, a pocket camera and toy cars.
- D. Raditya likes computer, a pocket camera and a bag.

2. *I can talk to my family or friends who live far away.* The sentence proves that Raditya focused on..

- A. A pocket camera
- B. Toy cars
- C. A bag
- D. A cell phone

3. What colour is Raditya's cell phone?

- A. Blue
- B. Yellow
- C. White
- D. Red

4. These are the following things that Raditya can do with his cell phone

- A. He can send short messages.
- B. It can help him do his work
- C. It can keep his toy cars in.
- D. He can plays game everyday

5. What is mean of 'I bring it everywhere I go'?

- A. Aku membawa nya setiap hari
- B. Aku membawa nya setiap saat
- C. Aku membawa nya kemanapun aku pergi
- D. Kota yang ramai

Answer Key

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

a. Rubrik Penilaian

Uraian	Skor
Setiap item jawaban yang benar	20
Jawaban salah	0
Tidak menjawab	0

b. Pedoman Penilaian

Total item : 5

Setiap nomor, tiap jawaban benar skor : 20

Nilai Maksimal : 100

Nilai Siswa : Nilai perolehan x 100

Nilai maksimal

Bandar Lampung, 20 April 2022

MAHASISWA



NURIKA AZKIYA

GURU MATA PELAJARAN



SITIMUNASIH S.Pd

Kepala MTs Al Hikmah



Siti Masyithah, M.Pd.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan	: MTs Al-Hikmah Bandar Lampung
Mata Pelajaran/ Skill	: Bahasa Inggris (Reading)
Kelas/Semester	: VII/1 (Satu)
Materi Pokok	: Teks deskriptif pendek dan sederhana tentang tokoh
Sub-Materi	: Descriptive Text about Famous Person
Alokasi Waktu	: 1 x 2 JP (2 x 40 Menit)
Pertemuan Ke-	: 2 (Dua)

A. Kompetensi Inti

- KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya
 KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
 KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
 KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indicator Pencapaian Kompetensi
3.7. membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	Memahami struktur teks, unsur kebahasaan, dan fungsi sosial descriptive text. Mengidentifikasi aspek aspek <i>reading comprehension; main idea, phrase in context, inference, grammatical feature, detail excluding facts not written, supporting ideas, and vocabulary in context.</i>

C. Tujuan Pembelajaran

1. Siswa dapat memahami dan mengidentifikasi struktur teks, unsur kebahasaan dan fungsi sosial descriptive text
2. Siswa mampu mengidentifikasi aspek-aspek dalam reading comprehension
(Main Idea, phrase in context, inference, grammatical feature, detail excluding fact not written, supporting ideas, vocabulary in context).

Materi Pembelajaran

Tema : Descriptive Text/Famous people

Definisi : Descriptive text is a text that gives information about particular person, place, or thing

Fungsi sosial : To describe particular person, place, or thing

Struktur teks

a. Identification

This part of the paragraph introduces or identifies the character to be described. It can be called a general description of the object.

b. Description

This part describes specifically the text, qualities, and characteristics of an object. It may describe parts, qualities, characteristics, size, physical appearance, ability, habits, daily life.

Unsur Kebahasaan

- a. Focus on specific participants.
- b. Use attributive and identifying processes.
- c. Frequent use of epithets and classifier in nominal group.
- d. Use of simple present tense

8 Kriteria dalam Reading Comprehension

1. *Main Idea (Topic)*
2. *Expression/idiom/phrase in context*
3. *Inference (implied detail)*
4. *Grammatical feature*
5. *Detail*
6. *Excluding fact not written*
7. *Supporting ideas*
8. *Vocabulary in context.*

The example of descriptive text

Barack Obama

Barack Obama is the president of United States. He is an African-American. He is tall and thin. He is bald. He has dark complexion, pointed nose, and oval face. He is the first black man who becomes the president of United States. He is known as a smart and wise man. He is a loving husband for his wife and a good father for his two children. People from all over the world adore him because of his spirit and action in creating peace in this world. He also looks friendly because he always smiles a lot.

Source : <https://www.mediaingris.com/2020/10/descriptive-texts-contoh-soal-bahasa.html>

E. Metode Pembelajaran

Metode yang digunakan: 3-2-1 Strategy

F. Media, Alat dan Bahan

2. Media

- Papan tulis

3. Alat

- Spidol

4. Bahan

- Print out teks deskriptif yang menceritakan benda favorit

G. Sumber Pembelajaran

- Buku Bahasa Inggris

SMP/MTS Kelas VII

- Internet

<https://www.mediaingris.com/2020/10/descriptive-texts-contoh-soal-bahasa.html>

H. Langkah- Langkah Kegiatan

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> ➤ Siswa menjawab sapaan guru, berdoa dan mengondisikan diri siap belajar. ➤ Siswa diperiksa kehadirannya oleh guru. ➤ Siswa dan guru mengulas kembali materi yang telah dipelajari 	10 Menit
	<p>sebelumnya.</p> <ul style="list-style-type: none"> ➤ Siswa menyimak penjelasan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai. ➤ Siswa menyimak cakupan materi dan uraian kegiatan sesuai silabus. ➤ Siswa menyimak tentang prosedur 3-2-1 Strategy dengan seksama. 	

Inti	<p>Observing</p> <ul style="list-style-type: none"> ➤ Siswa menyimak materi tentang deskriptif teks (fungsi sosial, struktur teks, dan unsur kebahasaan) ➤ Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri deskriptif teks (fungsi sosial, struktur teks, dan unsur kebahasaan) <p>Questioning</p> <ul style="list-style-type: none"> ➤ Siswa diberikan kesempatan untuk bertanya mengenai materi yang telah disampaikan oleh guru <p>Exploring</p> <p>Reading</p> <ul style="list-style-type: none"> ➤ Siswa diberikan <i>print out</i> teks deskriptif berjudul “Barack Obama” <p>3-2-1 Strategy</p> <ul style="list-style-type: none"> ➤ 3 things you discovered. An effective for teachers to combat passive participation from students is by asking them to summarize portion of what they have. During the first step of the 3-2-1 strategy, students summarize and cite three different key details they identified while reading the passage. By focusing on three discoveries made during reading, the students are engaged to pay closer attention to the text by identifying key facts and sharing their understanding of the text by writing and explaining meaning in their own words. Summarizing is beneficial to readers in several ways. ➤ 2 interesting things. The students can share their own attitudes on texts, thus becoming more engaged in readings during the second portion of the 3-2-1 strategy. In this step, the students list two things that stood out as being interesting to them. ➤ 1 question you still have. The final component of the 3-2-1 strategy is for students to write a question that they still have about the text. In this final step of the 3-2-1 strategy, the students can ask questions about conceptual gaps, misunderstood events, or unclear explanation in text. 	55 Menit
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Penutup	<ul style="list-style-type: none"> ➤ Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya. ➤ Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. ➤ Siswa menyimak motivasi yang diberikan oleh guru. ➤ Siswa dan guru mengucapkan salam perpisahan. 	5 Menit
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I. Penilaian

No	Indicator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen/Soal
1	Mengidentifikasi ciri-ciri teks dan menjawab pertanyaan berdasarkan teks yang diberikan.	Tes tulis	Multiple Choice	Choose the best answer of the following question based on the text!

Choose the best answer of the following question based on the text!

MICHAEL JORDAN

He is Michael Jordan, if you are a sports fan, you are sure to know the name Michael Jordan. He is probably the greatest basketball player the world has ever seen. Although his career as a player is over, his fame will live on for many years to come.

Michael Jordan certainly looks like a star. He is tall, well-built and handsome, with friendly brown eyes and a wide grin. He always manages to look well-dressed, even in his casual clothes or smart suits.

His personality, too, is as outstanding as his playing ability. Michael is a very determined person. This has made him a successful basketball star. He has given lots of money and support to charities.

All in all, Michael Jordan is not only a great athlete, but also a warm, caring person. Is it no wonder that so many boys have dreamed of growing up to be just like him?

Source: <http://demiurфина.blogspot.com/2015/02/exam-preparation-descriptive-text.html>

1. He is famous person. Which one the supporting idea below supports those sentence?
 - A. He is handsome.
 - B. He gives charity.
 - C. Sports fans know him.
 - D. if you are sports fan, you are sure to know him

2. What is the main idea of the third paragraph?
 - A. Michael Jordan is handsome.
 - B. Everyone dreams to be Michael Jordan.
 - C. His playing ability is great.

D. Michael Jordan has great personality.

3. Michael Jordan certainly looks like a star, The sentence implies that michael jordan is..

- A. He is tall, well-built and handsome, with friendly brown eyes and a wide grin
- B. His fame will live on for many years to come.
- C. He is handsome person
- D. He is famous person.

4. According to passage, which of the following is not true?

- A. He is tall, well-built and handsome, with friendly brown eyes and a wide grin
- B. He always manages to look well-dressed
- C. He is handsome person
- D. He is a tennis player

5. 'This has made him a successful basketball star' the use of grammar in the sentence above is ..

- B. Past tense
- B. Perfect tense
- C. Past perfect
- D. Present tense

Answer Key

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

a. Rubrik Penilaian

Uraian	Skor
Setiap item jawaban yang benar	20
Jawaban salah	0
Tidak menjawab	0

b. Pedoman Penilaian

Total item : 5

Setiap nomor, tiap jawaban benar skor : 20

Nilai Maksimal : 100

Nilai Siswa : Nilai perolehan x 100

Nilai maksimal

Bandar Lampung, 20 April 2022

MAHASISWA



NURIKA AZKIYA

GURU MATA PELAJARAN



SITIMUNASIH S.Pd

Kepala MTs Al Hikmah



Siti Masyithah, M.Pd.

Appendix 11
Control Class 3

**RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Satuan Pendidikan	: MTs Al-Hikmah Bandar Lampung
Mata Pelajaran/ Skill	: Bahasa Inggris (Reading)
Kelas/Semester	: VII/1 (Satu)
Materi Pokok	: Teks deskriptif pendek dan sederhana tentang tempat yang indah
Sub-Materi	: Descriptive Text about Tourism Place
Alokasi Waktu	: 1 x 2 JP (2 x 40 Menit)
Pertemuan Ke-	: 3 (Tiga)

A. Kompetensi Inti

- KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya
- KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
- KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

B.Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.7. membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	Memahami struktur teks, unsur kebahasaan, dan fungsi sosial descriptive text. Mengidentifikasi aspek aspek <i>reading comprehension</i> ; <i>main idea, phrase in context, inference, grammatical feature, detail excluding facts not written, supporting ideas, and vocabulary in context.</i>

C. Tujuan Pembelajaran

1. Siswa dapat memahami dan mengidentifikasi struktur teks, unsur kebahasaan dan fungsi sosial descriptive text
2. Siswa mampu mengidentifikasi aspek-aspek dalam reading comprehension
(Main Idea, phrase in context, inference, grammatical feature, detail excluding fact not written, supporting ideas, vocabulary in context).

Materi Pembelajaran

Tema : Descriptive Text/Fovorite Things

Definisi : Descriptive text is a text that gives information about particular person, place, or thing

Fungsi sosial : To describe particular person, place, or thing

Struktur teks

a. Identification

This part of the paragraph introduces or identifies the character to be described. It can be called a general description of the object.

b. Description

This part describes specifically the text, qualities, and characteristics of an object. It may describe parts, qualities, characteristics, size, physical appearance, ability, habits, daily life.

Unsur Kebahasaan

- a. Focus on specific participants.
- b. Use attributive and identifying processes.
- c. Frequent use of epithets and classifier in nominal group.
- d. Use of simple present tense

8 Kriteria dalam Reading Comprehension

1. *Main Idea (Topic)*
2. *Expression/idiom/phrase in context*
3. *Inference (implied detail)*
4. *Grammatical feature*
5. *Detail*
6. *Excluding fact not written*
7. *Supporting ideas*
8. *Vocabulary in context.*

The example of descriptive text

PETRUK CAVE

Petruk cave is one of the leading tourist attractions in Kebumen, Central Java. The cave is located in the dukuh Mandayana Candirenggo Village, Ayah District, Kebumen regency. In the petruk cave there is no lighting that illuminates the cave. It is still very natural cave so that petruk cave is very dark to be entered. Petruk cave's name is taken from the punokawan of puppet characters that is Petruk. The cave Named Petruk cave because the length of cave is as long as petruk's nose.

In the cave there are 3 floors that are the first is a basic cave, Hindu caves and Petruk cave. The base cave is a short cave which is just 100 meters away. The cave is used for tourist attractions. Hindu cave is part of the cave that is usually used to put offerings to the ancestor. Inside Petruk cave there are so many stalactites and stalagmites which are really awesome. If you want to explore this cave, you must be led by guides who are ready to take you through the cave. After arriving at the end of the cave, you can see the beach or waterfall located near at the end of the cave

Source : <https://www.belajarbahasainggrisku.id/contoh-soal-descriptive-text-untuk-sma-dan-kunci-jawaban/>

E. Metode Pembelajaran

Metode yang digunakan: 3-2-1 Strategy

F. Media, Alat dan Bahan

2. Media

- Papan tulis

3. Alat

- Spidol

4. Bahan

- Print out teks deskriptif yang menceritakan benda favorit

G. Sumber Pembelajaran

- Buku Bahasa Inggris

SMP/MTS Kelas VII

- Internet

<https://www.belajarbahasainggrisku.id/contoh-soal-descriptive-text-untuk-sma-dan-kunci-jawaban/>

H. Langkah- Langkah Kegiatan

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none"> ➤ Siswa menjawab sapaan guru, berdoa dan mengondisikan diri siap belajar. ➤ Siswa diperiksa kehadirannya oleh guru. ➤ Siswa dan guru mengulas kembali materi yang telah dipelajari 	10 Menit
	<p>sebelumnya.</p> <ul style="list-style-type: none"> ➤ Siswa menyimak penjelasan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai. ➤ Siswa menyimak cakupan materi dan uraian kegiatan sesuai silabus. ➤ Siswa menyimak tentang prosedur 3-2-1 Strategy dengan seksama. 	

Inti	<p>Observing</p> <ul style="list-style-type: none"> ➤ Siswa menyimak materi tentang deskriptif teks (fungsi sosial, struktur teks, dan unsur kebahasaan) ➤ Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri deskriptif teks (fungsi sosial, struktur teks, dan unsur kebahasaan) <p>Questioning</p> <ul style="list-style-type: none"> ➤ Siswa diberikan kesempatan untuk bertanya mengenai materi yang telah disampaikan oleh guru <p>Exploring</p> <p>Reading</p> <ul style="list-style-type: none"> ➤ Siswa diberikan <i>print out</i> teks deskriptif berjudul “<i>Petruk Cave</i>” <p>3-2-1 Strategy</p> <ul style="list-style-type: none"> ➤ 3 things you discovered. An effective for teachers to combat passive participation from students is by asking them to summarize portion of what they have. During the first step of the 3-2-1 strategy, students summarize and cite three different key details they identified while reading the passage. By focusing on three discoveries made during reading, the students are engaged to pay closer attention to the text by identifying key facts and sharing their understanding of the text by writing and explaining meaning in their own words. Summarizing is beneficial to readers in several ways. ➤ 2 interesting things. The students can share their own attitudes on texts, thus becoming more engaged in readings during the second portion of the 3-2-1 strategy. In this step, the students list two things that stood out as being interesting to them. ➤ 1 question you still have. The final component of the 3-2-1 strategy is for students to write a question that they still have about the text. In this final step of the 3-2-1 strategy, the students can ask questions about conceptual gaps, misunderstood events, or unclear explanation in text. 	55 Menit
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Penutup	<ul style="list-style-type: none"> ➤ Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya. ➤ Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya. ➤ Siswa menyimak motivasi yang diberikan oleh guru. ➤ Siswa dan guru mengucapkan salam perpisahan. 	5 Menit
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I. Penilaian

No	Indicator Pencapaian Kompetensi	Tekhnik Penilaian	Bentuk Instrumen	Instrumen/Soal
1	Mengidentifikasi ciri-ciri teks dan menjawab pertanyaan berdasarkan teks yang diberikan.	Tes tulis	Multiple Choice	Choose the best answer of the following question based on the text!

Choose the best answer of the following question based on the text!

The Island of Wingo is by the island of Singa. In the water around Wingo Island, there are hundreds of sharks. They are so many that the water bubbles like a whirlpool. People can only get to Wingo Island by boat. The boat has a rocket on it. The rocket takes people over the sharks and into the island. Wingo Island has no sand but it has green moss. At night the moss sparkles like stars. Tall stars called Fruji grow everywhere. The Fruji trees have purple leaves at the top and yellow fruit all over them. When a fruit falls off, another tree grows in a minute.

The Weather on Wingo Island is very hot but at twelve o'clock, everyday, it rains. Sometimes, there are windstorms. They happen when too many animals fly around at the same time. People who stay on Wingo Island sleep in a big-gloo. It is like an igloo but it is on long poles. It has a ladder to get up and a slide to come down. The big-gloo has a moss bed, chairs, and tables that are made of Fruji trees. There is no television on Wingo Island. So is the telephone and computer. It is place to listen to the leaves whispering. It is a place to lie on soft green moss and look at the clouds. It is really a place to dream.

(source: detik-detik UN bahasa Inggris; 2005/2006 Intan Pariwara)

1. *Wingo Island* is beautiful place, which one the supporting idea below supports those sentence?
 - A. They are so many that the water bubbles like a whirlpool, at night the moss sparkles like stars
 - B. The Weather on Wingo Island is very hot but at twelve o'clock, everyday, it rains.
 - C. The Island of Wingo is by the island of Singa.
 - D. People who stay on Wingo Island sleep in a big-gloo.

2. "People can only get to Wingo Island by boat." The sentence implies that Wingo Island is
- A. Near to other islands
 - B. Close to another island
 - C. Near to another island
 - D. Far from other islands
3. What is purpose of this passage *the weather on Wingo Island is very hot but at twelve o'clock, everyday, it rains.* ?
- a. To tell the island everyday rains
 - b. To tell at twelve o'clock always rain
 - c. To tell *the weather on Wingo Island*
 - d. To tell a continent
4. "People can only get to Wingo Island by boat." (paragraph 1)
What does the word "boat" mean?
- a. A rocket
 - b. An island
 - c. A small ship
 - d. A helicopter
5. "It is place to listen to the leaves whispering"
The underlined word refers to
- a. The telephone
 - b. The computer
 - c. An island
 - d. Wingo Island

Answer Key

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

Uraian	Skor
Setiap item jawaban yang benar	20
Jawaban salah	0
Tidak menjawab	0

b. Pedoman Penilaian

Total item : 5
 Setiap nomor, tiap jawaban benar skor : 20
 Nilai Maksimal : 100
 Nilai Siswa : Nilai perolehan x 100
 Nilai maksimal

Bandar Lampung, 20 April 2022

MAHASISWA



NURIKA AZKIYA

GURU MATA PELAJARAN



SITLMUNASIH S.Pd

Kepala MTs Al Hikmah



Siti Masyithah, M.Pd.

Pretest after Validity

Reading Comprehension Test after Validity

Mata Pelajaran : Bahasa Inggris

Kelas : VII

Waktu : 60 Menit

1. Tulis identitas dan kelas anda pada lembar jawaban yang tersedia.
2. Beri tanda (X) pada huruf a,b,c atau d pada lembar jawaban sebagai jawaban yang dianggap benar
3. Apabila jawaban yang dipilih ternyata salah dan anda ingin mengganti maka berilah tanda (=) pada huruf yang telah disilang dan beri tanda (X) pada huruf yang dianggap benar.
4. Apabila terdapat ketidakjelasan pada soal, tanyakan pada pengawas.
5. Setelah semua pertanyaan selesai dijawab, serahkan lembar jawaban dan lembar soal kepada pengawas.
6. Selamat mengerjakan

The passage is for question 1-2

Barack Obama is the president of United States. He is an African-American. He is tall and thin. He is bald. He has dark complexion, pointed nose, and oval face. He is the first black man who becomes the president of United States. He is known as a smart and wise man. He is a loving husband for his wife and a good father for his two children. People from all over the world adore him because of his spirit and action in creating peace in this world. He also looks friendly because he always smiles a lot.

Source:

<http://elearningsmp2demak.com/index.php/kabar-berita/632-tugas-bhs-inggris-kelas-8-minggu-ke-3>

1. What is the purpose of the text?
 - A. To persuade the readers to choose him in the election
 - B. To entertain the readers about the story of Barack Obama
 - C. To report the life of the president of United States of America
 - D. To describe Barack Obama's physical appearance and personality
2. "... dark complexion, pointed nose, and oval face." The antonym of the word "pointed" is....

- A.Flat
- B.Short
- C. Straight
- D. Handsome

The passage is for question 3-5

Masjid Sultan Suriansyah is a historical mosque. Built 300 years ago, this building is the oldest mosque in South Kalimantan. The mosque is located in the North Kuin Village of Banjarmasin. It was built in the reign of Sultan Suriansyah known as Pangeran Samudera. He was the first Banjarnese King who converted into Islam.

This mosque was found on the bank of the Kuin River, near Kampung Kraton, which was destroyed by the Dutch colonial. The construction of Masjid Sultan Suriansyah was unique. The roof is layered. It took the Banjar's past architecture before Islam came. Different from any other old mosques in Banjar, the mihrab has its own roof, separated from the main building.

Source: <https://englishadmin.com/2018/11/>

[contoh-soal-descriptive-text-tempat-bersejarah-dan-object-wisata-beserta-jawaban.html](#)

3. The purpose of phrase *the first* at 2 paragraph is?
 - A. He was Banjarnes king who converted into Islam
 - B. He was Dutch colonial
 - C. He was Kalimantan King
 - D. He was Sultan Suriansyah
4. What is mainly discussed in the text?
 - A. A king reign
 - B. A palace complex
 - C. An Islamic location
 - D. A historical mosque
5. From the text we know that
 - A. Some construction of the mosque takes the local style
 - B. Banjar people burned down the mosque
 - C. There is nothing special from this mosque
 - D. The Dutch colonial built the mosque

The passage is for question 6-8

I have a new backpack. Its color is light green. I always take it when I go to school. It is made of strong fabric. My backpack has several parts. The first part is the pocket where I put my money and library card. The second part is the main part. I always put my books and pencil case in it. The third part is a small pocket on the left side of the backpack. I keep a bottle of water in this pocket.

Source: _____ :
<https://www.mediaingggris.com/2020/10/descriptive-texts-contoh-soal-bahasa.html>

6. What does the text tell us about?

- A. The backpack's material.
- B. The parts of the backpack.
- C. The writer's new backpack.
- D. The writer's favorite color.

7. What is means of *strong fabric*?

- A. The backpack is beautiful color
- B. The backpack has several parts
- C. The backpack is big
- D. The backpack is sturdy and durable

8. What is mean *keep* at last sentence

- A. Membawa
- B. Menyimpan
- C. Menahan
- D. Menjaga

The passage is for question 9-12

Raditya is standing in front of the class. He is holding a picture of his favorite things. Hello friends. Today I am going to tell you about my favorite thing. Actually, there are several things in my bed room. There are pictures on the wall, a radio, a computer, a yellow desk lamp, and a blue carpet. There are some other things that I like. I like my pocket camera, red bag and toy cars. But the thing I like the most is this one. It is my cell phone. My father bought it for me last month. It is small. It is white. It has numbers and letters. I can use it to type and send short messages. I can talk to my family or friends who live far away. It can help me do my homework. I can read a lot of useful

information in the internet. I bring it everywhere I go.

Source: :
<https://www.penaguru.com/contoh-soal-descriptive-text-about-things/>

9. Which of the following is not true about Raditya?

- A. Raditya likes radio, computer and a desk lamp.
- B. Raditya likes a pocket camera, a bag and toy cars.
- C. Raditya likes carpet, a pocket camera and toy cars.
- D. Raditya likes computer, a pocket camera and a bag.

10. *I can talk to my family or friends who live far away.* The sentence proves that Raditya focused on..

- A. A pocket camera
- B. Toy cars
- C. A bag
- D. A cell phone

11. What colour is Raditya's cell phone?

- A. Blue
- B. Yellow
- C. White
- D. Red

12. These are the following things that Raditya can do with his cell phone,

- A. He can send short messages.
- B. It can help him do his work
- C. It can keep his toy cars in.
- D. He can plays game everyday

The passage is for question 13-14

Paris is the capital city of France. It is one of the most beautiful cities in the world. It is also one of the world's most crowded cities. Lovely gardens and parks are found

throughout Paris. At night, many palaces and statues are lit up. For this reason, Paris is often called the city of light. Every year, millions of people visit Paris. The most popular place to visit is the Eiffel Tower. This huge structure has become the symbol of Paris. D'Louvre, one of the world's largest art museums draws many visitors. The Cathedral Notre Dame, a famous church, is an other favourite place to visit.

Source:
https://roboguru.ruangguru.com/kuestion/paris-is-the-capital-city-of-france-it-is-one-of-the_QU-VZ90ZWAXDASPK3IYUCLG

13. What is mean of 'huge structure'?

- A. Struktur bangunan yang besar
- B. Kota yang besar
- C. Tempat favotite
- D. Kota yang ramai

14. The most popular place to visit is the Eiffel Tower. The sentence proves that Raditya focused on..

- A. The Louvre
- B. The Cathedral
- C. Symbol of Paris
- D. The lovely garden

The passage is for question 15-16

Losari beach is a beautiful beach and located on the edge city of Makassar. It is located only about 3 km from the center of Makassar (Karebosi Park). The beach used to be the longest café in Asia, because many cafes stand in along the beach, but now the cafes are collected in a special place so it does not spread

along the coast. Charm of the beach is mainly seen in the evening when the sunset stands out. This is a major attraction of people's coming to the Losaribeach.

Every evening hundreds of people come to witness the panorama of red as the sun will disappear into the ocean, so do not miss the sunset at the Losari beach. If the sky is sunny, the scenery is absolutely perfect. Because of its location in a bay, the water of Losari is even often quiet as usual pool water.

Losari is its waterfront of Makassar. The lengthy of the beach is approximately one kilometer and it is a public space that can be accessed by anyone. On this beach there is a park called the Pelataran Bahari (Marine Park), with semicircular area of nearly one hectare. This place is a plaza with a clean floor for children to play and running around, while parents and teens sit on concrete benches to enjoy the sea breeze. From this place, you are also free to view out to the sea and watch the sunset slowly turns reddish in the line of the horizon. The reflected light also creates sheen on the surface of sea water. The Pelataran Bahari also serves as the stadium of open water to watch the coastal waters in front of Losari beach. This coastal water is often used as a racecourse jet ski, boat races and traditional boat jolloro katinting, or become a transit point of rely of Sandeq traditional sailboats and yachts. In Losari there are also a few hotels. Some of them qualified as a tree stars hotel. The hotel is offering panoramic beauty of the sea with luxury service treats. There are Losari Beach Hotel, Losari Beach Inn, Makassar Golden Hotel, and Pantai Gapura Hotel. All of the hotels located in Jalan Penghibur.

Source :

<https://www.englishahkam.com/2012/06/c>

[ontoh-teks-descriptive-beserta-soal.html](#)

15. What is the main idea of the text?
- A. Losari beach is a awful place.
 - B. Losari beach is a good place to visit.
 - C. No body visit Losari beach.
 - D. Many visitor on Pantai Gapura Hotel.
 - E. No one stay at Losari Beach Inn.
16. The word 'slowly' function as?
- A. Noun
 - B. Adjective
 - C. Adverb
 - D. Verb

The passage is for question 17-20

The Shard is an 87-storey skyscraper, which sits in the heart of London. It is known as the shard of glass. Construction began in 2009 and was completed three years later in 2012, making it Western European's tallest building.

Designed by architect Renzo Piano, The Shart is the second tallest free standing structure in the UK. Its exterior boasts 11,000 glass panels that's equivalent in area to eight football pitches or two-and-a-half TrafalgarSquares.

The building was developed to have multiple uses, describes on the website as a 'vertical city where people can live, work and relax'. This motto was clearly taken on board that was found on the 72nd floor towards the end of construction.

Source:

<https://englishadmin.com/2018/11/contoh-soal-descriptive-text-tempat-bersejarah-dan-object-wisata-beserta-jawaban.html>

17. The word *designed* in paragraph 2 has the closest meaning of....

- A. Describes
- B. Take
- C. Grab
- D. Made

18. From the first paragraph it can be inferred that..

- A. The shard was designed by architect Renzo Piano
- B. The building was developed to have multiple uses
- C. It takes 3 years to complete the Shard
- D. The Shard was found on the 72nd floor towards the end of construction.

19. "..., making it Western European's tallest building." What does the underlined word "it" refer to?

- A. The Shard
- B. The glass
- C. London
- D. Skyscraper
- E. Renzo Piano

20. The building was developed to have multiple uses. Which one the supporting idea below supports those sentence?

- A. It has multiple uses
- B. It is the tallest building in UK
- C. It was built by famous architect
- D. People can live, work and relax

Answer Key

1. D. To describe Barack Obama's physical appearance and personality
2. B. Terkenal
3. C. Great artist
4. A. He was Banjarnes king who converted into Islam
5. A. Some construction of the mosque takes the local style
6. C. The writer's new backpack.
7. D. The backpack is sturdy and durable
8. B. Menyimpan
9. B. Raditya likes a pocket camera, a bag and toy cars
10. D. A cell phone
11. C. White
12. A. He can send short messages.
13. A. Struktur bangunan yang besar
14. C. Symbol of Paris
15. B. Losari beach is a good place to visit.
16. C. Adverb
17. D. Made
18. C. It takes 3 years to complete the Shard
19. A. The Shard
20. D. People can live, work and relax'.

*Appendix 13***Answer Sheet****Name :****Class :**

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

Appendix 14

Posttest after Validity

Reading Comprehension Test after Validity

Mata Pelajaran : Bahasa Inggris

Kelas : VII

Waktu : 60 Menit

Petunjuk Pengerjaan

1. Tulis identitas dan kelas anda pada lembar jawaban yang tersedia.
2. Beri tanda (X) pada huruf a,b,c atau d pada lembar jawaban sebagai jawaban yang dianggap benar
3. Apabila jawaban yang dipilih ternyata salah dan anda ingin mengganti maka berilah tanda (=) pada huruf yang telah disilang dan beri tanda (X) pada huruf yang dianggap benar.
4. Apabila terdapat ketidakjelasan pada soal, tanyakan pada pengawas.
5. Setelah semua pertanyaan selesai dijawab, serahkan lembar jawaban dan lembar soal kepada pengawas.
6. Selamat mengerjakan

The passage is for questions 1

Petruk cave is one of the leading tourist attractions in Kebumen, Central Java. The cave is located in the dukuh Mandayana Candirenggo Village, Ayah District, Kebumen regency. In the petruk cave there is no lighting that illuminates the cave. It is still very natural cave so that petruk cave is very dark to be entered. Petruk cave's name is taken from the punokawan of puppet characters that is Petruk. The cave Named Petruk cave because the length of cave is as long as petruk's nose.

In the cave there are 3 floors that are the first is a basic cave, Hindu caves and Petruk cave. The base cave is a short cave which is just 100 meters away. The cave is used for tourist attractions. Hindu cave is part of the cave that is usually used to put offerings to the ancestor. Inside Petruk cave there are so many stalactites and stalagmites which are really awesome. If you want to explore this cave, you must be led by guides who are ready to take you through the cave. After arriving at the end of the cave, you can see the beach or waterfall located near at the end of the cave

Source: :
<https://www.belajarbahasainggriku.id/content/oh-soal-descriptive-text-untuk-sma-dan-kunci-jawaban/>

1. What is stalactites means?

- A. A type of formation that hangs from the ceiling of caves
- B. Types of formation that lay on the floor of caves
- C. Types of food given to ancestor
- D. Someone who guide the visitor in the cave

The passage is for question 2-4

MyDoll

My favorite toy is a doll. I named my doll Becky. I got in in my12th birthday. My dad bought it for me when he was inEngland. Becky is 16 cm tall doll with plastic head, arms, and legs and a white cloth stuffed body. Her body is covered with yellow, orange, and green flower bud prints. She has a long auburn-red brush-able hair, green eyes. There are freckles on her cheek. There are also two dimples near her mouth on the left and on the right. They make her more beautiful. I put her at my side when I sleep at night. I like my doll very much. I sometimes ask my friends to come to my house and play

with Becky. They like Becky too.

Source: _____ :
<http://englishlollipop.blogspot.com/p/soal-soal-descriptive-text.html>.

2. What does the text tell us about?

- A. My favorite toy.
- B. The writer's favorite doll.
- C. A birthday party.
- D. A doll

3. What are on Becky's face?

- A. White cloth.
- B. Auburn red hair.
- C. Freckles and dimples.
- D. Flower bud prints

4. "They make her more beautiful." The underlined word refers to ...

- A. Freckles.
- B. Green eyes.
- C. The left and bright cheeks.
- D. The dimples.

The passage is for question 5-13

The Island of Wingo is by the island of Singa. In the water around Wingo Island, there are hundreds of sharks. They are so many that the water bubbles like a whirlpool. People can only get to Wingo Island by boat. The boat has a rocket on it. The rocket takes people over the sharks and into the island. Wingo Island has no sand but it has green moss. At night the moss sparkles like stars. Tall stars called Fruji grow everywhere. The Fruji trees have purple leaves at the top and yellow fruit all over them. When a fruit falls off, another tree grows in a minute.

The Weather on Wingo Island is very hot but at twelve o'clock, everyday, it rains. Sometimes, there are windstorms. They

happen when too many animals fly around at the same time. People who stay on Wingo Island sleep in a big-gloo. It is like an igloo but it is on long poles. It has a ladder to get up and a slide to come down. The big-gloo has a moss bed, chairs, and tables that are made of Fruji trees. There is no television on Wingo Island. So is the telephone and computer. It is a place to listen to the leaves whispering. It is a place to lie on soft green moss and look at the clouds. It is really a place to dream.

(source: *detik-detik UN bahasa Inggris; 2005/2006 Intan Pariwara*)

5. *The rocket takes people over the sharks and into the island* the use of grammar in the sentence above is ..

- C. Past tense
- B. Perfect tense
- C. Past perfect
- D. Present tense

6. What are the chairs and tables in that island made of?

- A. Iron
- B. Moss
- C. Trees
- D. Fruji trees

7. *Wingo Island* is beautiful place, which one the supporting idea below supports those sentence?

- A. They are so many that the water bubbles like a whirlpool, at night the moss sparkles like stars
- B. The Weather on Wingo Island is very hot but at twelve o'clock, everyday, it rains.

- C. The Island of Wingo is by the island of Singa.
D. People who stay on Wingo Island sleep in a big-gloo.

8. *It is really a place to dream* The sentence implies that Wngo Island is..?

- A. It is perfect place to have fun
B. It is place in the forest
C. It is perfect night to dream
D. It is perfect place to relax

9. According to passage, which of the following is not true?

- A. Wingo is an island.
B. Many sharks are in Wingo island.
C. The weather in Wingo Island is tropic all the time.
D. Rain always falls in Wingo Island

10. "People can only get to Wingo Island by boat." The sentence implies that Wngo Island is

- A. Near to other islands
B. Close to another island
C. Near to another island
D. Far from other islands

11. What is purpose of this passage *the weather on Wingo Island is very hot but at twelve o'clock, everyday, it rains. ?*

- a. To tell the island everyday rains
b. To tell at twelve o'clock always rain
c. To tell *the weather on Wingo Island*
d. To tell a continent

12. "People can only get to Wingo Island by boat." (paragraph 1)

What does the word "boat" mean?

- a. A rocket
b. An island
c. A small ship
d. A helicopter

13. "It is place to listen to the leaves whispering"

The underlined word refers to

- a. The telephone
b. The computer
c. An island
d. Wingo Island

The passage is for question 14-16

MICHAEL JORDAN

He is michael jordan, If you are a sports fan, you are sure to know the name Michael Jordan. He is probably the greatest basketball player the world has ever seen. Although his career as a player is over, his fame will live on for many years to come. Michael Jordan certainly looks like a star. He is tall, well-built and handsome, with friendly brown eyes and a wide grin. He always manages to look well-dressed, even in his casual clothes or smart suits.

His personality, too, is as outstanding as his playing ability. Michael is a very determined person. This has made him a successful basketball star. He has given lots of money and support to charities.

All in all, Michael Jordan is not only a great athlete, but also a warm, caring person. Is it no wonder that so many boys have dreamed of growing up to be just like him?

Source:

<http://demiurфина.blogspot.com/2015/02/exam-preparation-descriptive-text.html>

14. He is famous person. Which one

the supporting idea below supports those sentence?

- A. He is handsome.
- B. He gives charity.
- C. Sports fans know him.
- D. if you are sports fan, you are sure to know him

15. What is the main idea of the third paragraph?

- A. Michael Jordan is handsome.
- B. Everyone dreams to be Michael Jordan.
- C. His playing ability is great.
- D. Michael Jordan has great personality.

16. Michael Jordan certainly looks like a star, The sentence implies that michael jordan is..

- A. He is tall, well-built and handsome, with friendly brown eyes and a wide grin
- B. his fame will live on for many years to come.
- C. He is handsome person
- D. He is famous person.

The passage is for question 17-19

Raja Ampat or 'Four Kings', is the name given to some islands in West Papua and comes from a local myth. The four major islands are Waigeo, Misool (which is home to ancient rock painting), Salawati, and Batanta. Raja Ampat is located in the bird head of the island of Papua. Underwater enthusiasts flock to this region because it offers the world's best marine sight. In the Raja Ampat islands, divers can explore vertical underwater walls. The thrill of drift diving is another great challenge. The territory within the islands of the Four Kings is enormous, covering 9.8 million acres of land and sea, home to 540 types of corals, more than 1,000 types of coral fish and 700 types of mollusks. This makes it the most

diverse living library for world's coral reef and underwater biota.

According to a report developed by The Nature Conservancy and Conservation International, around 75% of the world's species live here. When divers first arrive here their excitement is palpable. It's common to hear people praise God as they take in the remarkable scenery. Others prefer to remain in silence taking in the overwhelming sight of so many islands with crystal clear water that softly brushes over the white sandy beaches.

Source:

<https://quizizz.com/admin/quiz/5ddfe3af7b6192001c38abd7/posttest-pkb-kk-d>

17. Why so many divers come to Raja Ampat?

- A. It is home to ancient rock paintings.
- B. It offers the world's best marine sights.
- C. Divers can explore horizontal underwater walls.
- D. It has the most diverse museum for world's coral reef and underwater biota.

18. Where is Raja Ampat located?

- A. The Misool island.
- B. The Waigeo island.
- C. The Batanta island.

D. The Papua archipelago.

19. The word *prefer* at paragraph 2 is mean..

A. ukuran

B. habitat

C. lebih suka

D. flora and fauna

The passage is for question 20

Suramadu Bridge

The Suramadu Bridge (Indonesian: Jembatan Suramadu), also known as the Surabaya–Madura Bridge, is a bridge with three cable-stayed sections constructed between Surabaya on the island of Java and the town of Bangkalan on the island of Madura in Indonesia. Opened on June 10, 2009, the 5.4-km bridge is the longest in Indonesia and the first bridge to cross the Madura Strait. The cable-stayed portion has three spans with lengths 192 m, 434 m and 192 m. The bridge has two lanes in each direction plus an emergency lane and a dedicated lane for motorcycles. The first toll bridge in Indonesia, fares have been initially set at Rp. 30,000 (US\$3 in 2009) for four-wheeled vehicles and Rp. 3,000 (US\$0.30) for two-wheelers. The bridge was built by a consortium of Indonesian companies PT Adhi Karya and PT Waskita Karya working with China Road and Bridge Corp. and China Harbor Engineering Co. Ltd. The total cost of the project, including connecting roads, has been estimated at 4.5 trillion rupiah (US\$445 million).

Construction was started on August 20, 2003. In July 2004, a girder collapsed, killing one worker and injuring nine others. Work on the bridge halted at the end of 2004 due to lack of funds, but was restarted in

November 2005. The main span of the bridge was connected on March 31, 2009, and the bridge was opened to the public in June 10, 2009. Within a week of the opening, it was discovered that nuts and bolts as well as maintenance lamps had been stolen and that there was evidence of vandalism of cables supporting the main span.

Source:

https://roboguru.ruangguru.com/forum/the-suramadu-bridge-indonesian-jembatan-suramadu-also-known-as-the-surabaya-madura_FRM-C7Y6127I

20. Suramadu's bridge also known as....

a. Longest bridge

b. sura and madu

c. Surabaya-Madura bridge

d. toll bridge

Key Answer

1. A. A type of formation that hangs from the ceiling of caves
2. D. A doll
3. C. Freckles and dimples.
4. D. The dimples.
5. D. Present tense
6. D. Fruji trees
7. A. They are so many that the water bubbles like a whirlpool, At night the moss sparkles like stars
8. D. It is perfect place to relax
9. C. The weather in Wingo Island is tropic all the time.
10. C. Near to another island
11. C. To tell the weather on Wingo Island
12. C. A small ship
13. D. Wingo Island
14. D. If you are sports fan, you are sure to know him
15. D. Michael Jordan has great personality.
16. D. He is famous person.
17. C. Divers can explore horizontal underwater walls.
18. D. The Papua archipelago.
19. C. lebih suka
20. C. Surabaya-Madura bridge

*Appendix 15***Answer Sheet****Name :****Class :**

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

Appendix 16

**VALIDATION FORM FOR READING TEST
FOR PRETEST AND POSTTEST**

Petunjuk:

Untuk setiap pertanyaan berilah respon tanda (√) pada kotak yang telah tersedia.

No	Question	Yes	No	Comment
1	Apakah petunjuk pengerjaan soal sudah jelas?	√		
2	Apakah alokasi waktu sudah cukup	√		
3	Apakah materi tes sesuai dengan standar kompetensi dan indicator pada silabus kelas?	√		
4	Apakah butir soal nomor 4,6,15,22, & 35 pada table specification try out pretest dan posttest sudah sesuai dengan aspek <i>main idea</i> ?	√		
5	Apakah butir soal nomor 2,3,5,23, & 426 pada table specification try out pretest dan posttest sudah sesuai dengan aspek <i>expression/idiom/phrases in context</i> ?	√		
6	Apakah butir soal nomor 9,16,18,21, & 29 pada table specification try out pretest dan posttest sudah sesuai dengan aspek <i>inference</i> ?	√		
7	Apakah butir soal nomor 1,10,14,25, & 31 pada table specification try out pretest dan posttest sudah sesuai dengan aspek	√		

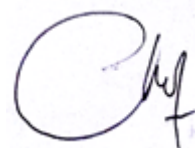
	<i>grammatical features?</i>			
8	Apakah butir soal nomor 7,11,24,38,& 40 pada table specification try out pretest & posttest sudah sesuai dengan aspek <i>detail?</i>	√		
9	Apakah butir soal nomor 19,28,30,36 & 37 pada table specification try out pretest dan posttest sudah sesuai dengan aspek <i>unstated detail?</i>	√		
10	Apakah butir soal nomor 12,20,27,33 & 34 pada table specification try out pretest dan posttest sudah sesuai dengan aspek <i>supporting idea?</i>	√		
11	Apakah butir soal nomor 8,13,17,32, & 39 pada table specification try out pretest dan posttest sudah sesuai dengan aspek <i>vocabulary in context?</i>	√		

Komentar Umum

Silahkan berikan komentar atau saran yang berkenaan dengan pengembangan tes ini.

enak pilihan ganda ja, g usah bnyak2 20 atau 25ja

January, 20th 2021
Validator



Siti Munasih, S.Pd

Appendix 17

The Result Students Score in Experimental Class

RECAPITULATION PRETEST SCORES OF EXPERIMENTAL CLASS																							
NUMBER	CODE	Question Number																				TOTAL SCORE	SCORE
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
1	PD1	1	0	1	1	0	1	0	0	1	1	1	0	0	0	0	0	1	0	0	1	9	45
2	PD2	1	0	0	0	0	1	0	0	0	1	1	0	0	0	0	0	0	0	0	0	4	20
3	PD3	0	0	1	0	0	0	1	0	0	1	0	0	1	0	0	0	0	0	0	1	5	25
4	PD4	1	1	1	0	1	1	1	1	0	0	1	1	1	1	0	1	1	0	0	1	14	70
5	PD5	0	0	1	0	0	1	0	0	0	1	0	0	1	0	0	0	0	0	0	1	5	25
6	PD6	0	1	1	0	1	1	1	0	0	0	1	0	1	0	0	1	0	0	1	0	9	45
7	PD7	1	0	0	0	0	0	1	0	0	0	1	0	1	0	0	1	0	0	1	0	6	30
8	PD8	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	0	0	1	0	1	15	75
9	PD9	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	10
10	PD10	1	0	1	0	1	1	0	0	0	0	1	0	1	1	0	1	1	0	1	0	10	50
11	PD11	1	0	0	0	0	1	1	0	0	0	1	0	0	0	0	0	1	0	0	0	5	25
12	PD12	0	1	1	0	1	1	1	1	0	1	0	1	1	0	0	0	1	1	0	1	12	60
13	PD13	0	1	0	1	1	1	1	1	1	1	0	1	0	1	0	1	0	0	1	1	13	65
14	PD14	0	0	0	1	1	1	0	1	0	0	0	0	0	1	0	1	0	1	0	0	7	35
15	PD15	0	0	0	1	0	1	1	1	0	0	0	0	0	1	0	1	0	1	0	0	7	35
16	PD16	1	1	0	0	1	0	1	0	1	0	1	1	0	0	1	0	0	0	1	0	9	45
17	PD17	0	1	0	1	1	0	1	0	1	0	1	0	0	0	1	0	0	1	1	1	10	50
18	PD18	0	1	1	0	0	1	1	1	1	1	0	1	1	0	1	0	0	1	0	0	11	55
19	PD19	1	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	5	25
20	PD20	1	1	1	0	0	1	0	0	0	0	1	0	1	0	0	1	0	0	0	0	7	35
21	PD21	1	0	0	0	1	0	1	0	0	0	1	0	0	0	0	0	1	0	0	0	5	25
22	PD22	0	1	1	0	0	1	1	1	0	1	1	1	1	0	0	1	1	0	0	1	12	60
23	PD23	0	1	0	1	0	1	1	1	1	1	1	1	0	1	0	1	0	1	1	1	14	70
24	PD24	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	2	10
25	PD25	1	0	0	1	0	1	1	0	1	0	1	1	0	0	1	0	1	0	0	0	9	45
26	PD26	1	1	0	0	1	1	0	0	1	0	1	1	0	0	1	0	0	0	1	0	9	45
27	PD27	1	0	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	0	1	0	15	75
28	PD28	1	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	3	15
29	PD29	1	0	1	0	1	1	1	0	0	1	1	1	1	1	0	1	1	0	1	1	14	70
30	PD30	1	1	0	0	1	0	0	1	1	1	0	1	0	1	0	0	0	1	0	1	10	50
31	PD31	1	0	1	0	0	1	1	1	1	1	1	0	1	0	0	1	0	1	1	1	13	65
32	PD32	0	0	0	0	0	0	1	1	0	1	0	1	0	0	1	0	0	1	0	1	7	35
33	PD33	1	0	1	1	0	0	1	0	0	0	1	0	1	1	0	0	0	0	0	0	7	35
34	PD34	1	0	1	0	1	1	1	1	0	0	1	0	1	0	1	1	0	1	0	0	11	55
35	PD35	1	1	1	1	0	1	0	1	1	1	1	0	1	1	0	0	0	1	1	1	14	70
36	PD36	1	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	3	15
37	PD37	0	0	0	1	0	0	0	0	0	1	0	0	0	1	0	0	1	0	0	0	4	20

- PD = Peserta Didik

RECAPITULATION POSTTEST SCORES OF EXPERIMENTAL CLASS																							
NUMBER	CODE	Question Number																				TOTAL SCORE	SCORE
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20		
1	PD1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	19	95	
2	PD2	1	1	1	1	0	1	0	1	1	1	1	1	1	1	0	1	1	1	0	1	16	80
3	PD3	0	1	0	1	1	1	0	1	1	1	0	1	0	1	1	1	0	1	1	1	14	70
4	PD4	0	1	1	1	1	1	1	1	1	0	0	1	0	1	1	0	1	0	1	0	13	65
5	PD5	1	0	1	1	1	1	1	1	1	1	0	1	0	1	0	1	0	0	0	1	13	65
6	PD6	0	1	0	1	1	1	0	1	1	0	0	1	0	1	0	1	0	1	1	0	11	55
7	PD7	1	0	1	0	1	1	1	0	1	0	1	0	1	0	0	1	0	0	0	0	9	45
8	PD8	1	0	1	1	0	1	1	0	1	0	1	0	1	0	0	0	0	0	0	0	8	40
9	PD9	1	1	1	0	0	0	0	0	0	0	1	0	1	0	1	0	1	0	0	0	7	35
10	PD10	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	18	90
11	PD11	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	17	85
12	PD12	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	18	90
13	PD13	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	0	1	1	0	1	16	80
14	PD14	1	0	1	0	0	1	1	0	0	0	0	0	1	0	0	0	0	0	1	0	6	30
15	PD15	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	18	90
16	PD16	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	1	0	1	16	80
17	PD17	1	1	1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	0	15	75
18	PD18	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19	95
19	PD19	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	19	95
20	PD20	1	0	1	1	1	1	1	1	0	1	0	0	1	1	1	0	1	1	0	14	70	
21	PD21	1	0	0	1	0	1	1	1	0	1	0	1	0	1	0	0	0	1	0	1	10	50
22	PD22	1	1	1	0	1	0	0	0	0	1	1	0	0	1	0	0	0	0	1	8	40	
23	PD23	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	100
24	PD24	1	0	1	0	0	1	0	1	0	1	1	0	1	0	0	1	0	1	0	0	9	45
25	PD25	1	1	1	1	1	0	1	0	0	0	1	0	0	1	1	1	1	1	0	0	12	60
26	PD26	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	0	1	1	1	17	85
27	PD27	1	1	0	1	1	1	0	1	1	0	1	0	0	1	0	1	0	1	1	0	12	60
28	PD28	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	100
29	PD29	1	1	1	0	0	0	1	1	0	0	0	1	1	1	0	1	0	1	0	0	10	50
30	PD30	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	0	1	0	0	15	75
31	PD31	1	1	1	1	0	1	1	1	1	1	0	1	1	1	0	1	0	1	1	0	15	75
32	PD32	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	100
33	PD33	0	1	1	1	1	0	1	0	1	1	0	1	1	1	1	1	1	0	1	0	14	70
34	PD34	1	0	0	1	1	0	1	0	0	1	1	1	0	1	0	0	0	1	1	1	11	55
35	PD35	1	0	0	0	0	1	1	0	0	1	1	0	1	0	0	0	0	1	0	0	7	35
36	PD36	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	17	85
37	PD37	1	0	1	0	0	0	1	0	1	0	1	0	0	0	0	1	0	0	0	0	6	30

- PD = Peserta Didik

Appendix 18

The Result Students Score in Control Clas

RECAPITULATION PRETEST SCORES OF CONTROL CLASS																							
NUMBER	CODE	QUESTION NUMBER																			TOTAL SCORE	SCORE	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19			20
1	PD1	1	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	4	20
2	PD2	0	1	0	1	0	0	0	1	0	0	0	1	0	1	0	1	0	1	0	0	7	35
3	PD3	1	1	1	0	1	1	0	1	0	1	1	0	0	1	1	1	0	1	0	1	13	65
4	PD4	0	0	1	0	0	0	0	0	1	1	0	0	1	0	1	0	0	0	1	1	7	35
5	PD5	0	0	1	0	0	0	0	0	1	1	0	0	1	1	0	0	0	0	1	1	7	35
6	PD6	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	2	10
7	PD7	0	1	0	0	1	0	1	0	1	0	1	1	1	1	1	0	1	0	1	1	12	60
8	PD8	0	0	1	0	0	0	0	0	0	1	0	1	1	0	0	0	0	0	0	1	5	25
9	PD9	1	0	1	1	0	1	0	0	0	0	1	1	1	1	0	1	0	0	0	0	9	45
10	PD10	1	0	1	0	0	0	1	0	1	0	1	0	1	0	0	0	1	0	0	0	7	35
11	PD11	0	1	0	1	0	1	0	1	0	1	1	1	0	1	0	1	0	1	0	1	11	55
12	PD12	0	1	1	1	0	1	0	1	0	0	0	1	0	1	0	1	0	1	0	0	9	45
13	PD13	0	1	0	1	0	1	1	0	1	1	0	1	0	1	1	1	1	0	1	1	13	65
14	PD14	1	1	0	1	1	0	0	0	1	0	1	1	0	1	1	1	0	0	1	0	11	55
15	PD15	1	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	3	15
16	PD16	1	0	1	0	1	1	0	1	1	1	1	0	1	1	1	1	0	1	1	1	15	75
17	PD17	0	1	1	0	1	0	0	1	0	1	0	1	1	1	1	0	1	1	0	1	12	60
18	PD18	1	0	1	1	0	0	1	0	0	0	1	1	1	1	0	0	1	0	0	0	9	45
19	PD19	1	0	1	0	1	1	1	1	0	0	1	0	1	0	1	1	1	1	1	0	13	65
20	PD20	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	17	85
21	PD21	1	0	0	0	0	0	0	0	0	1	1	0	0	1	0	0	0	0	0	1	5	25
22	PD22	0	1	0	1	0	0	0	1	0	0	0	1	1	1	0	0	0	1	0	0	7	35
23	PD23	1	1	0	1	1	0	1	0	0	0	0	1	0	1	0	0	0	0	0	1	8	40
24	PD24	1	1	0	1	0	0	0	1	0	0	1	1	0	1	1	1	1	1	1	1	13	65
25	PD25	1	0	1	0	1	0	1	0	1	1	1	0	1	0	1	1	1	1	0	0	12	60
26	PD26	1	1	0	1	0	1	1	1	1	1	0	1	0	1	0	1	0	1	1	1	14	70
27	PD27	0	0	1	0	0	0	0	0	0	1	1	0	1	0	0	0	0	0	0	1	5	25
28	PD28	1	0	1	0	1	1	1	1	1	1	1	0	1	0	1	1	0	1	1	1	15	75
29	PD29	0	1	0	1	1	0	1	1	0	0	0	1	0	0	1	1	1	1	1	1	12	60
30	PD30	1	0	1	1	0	0	1	0	1	0	1	0	1	1	0	0	1	0	0	0	9	45
31	PD31	1	0	1	0	1	1	1	1	0	1	1	0	1	0	1	1	1	1	0	0	13	65
32	PD32	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	17	85
33	PD33	1	0	0	0	0	0	0	0	0	1	1	0	0	0	1	0	0	0	0	1	5	25
34	PD34	1	0	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	0	15	75
35	PD35	1	0	1	0	1	1	1	1	1	1	0	1	1	0	1	0	1	1	1	0	14	70
36	PD36	0	0	0	0	0	0	0	1	0	0	1	0	1	1	0	1	0	0	0	0	5	25
37	PD37	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	1	0	0	0	3	15
38	PD38	1	0	0	0	0	0	0	0	1	0	0	0	1	1	0	1	0	0	0	0	5	25

- PD = Peserta Didik

RECAPITULATION POSTTEST SCORES OF CONTROL CLASS																							
NUMBER	CODE	QUESTION NUMBER																			TOTAL SCORE	SCORE	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19			20
1	PD1	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	1	0	1	4	20	
2	PD2	1	0	1	1	0	1	1	1	0	0	0	1	0	0	1	1	0	1	1	0	11	55
3	PD3	1	0	0	0	0	0	0	0	0	1	1	0	0	0	0	1	0	0	0	1	5	25
4	PD4	1	0	1	0	1	1	1	1	0	0	1	0	1	0	1	1	1	1	1	0	13	65
5	PD5	1	0	1	0	1	1	0	1	1	1	1	1	1	1	0	1	0	1	0	1	14	70
6	PD6	1	0	1	0	1	1	0	1	1	1	1	0	1	1	1	1	0	1	1	1	15	75
7	PD7	1	0	0	0	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	1	5	25
8	PD8	0	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	17	85
9	PD9	0	0	1	1	0	0	0	0	0	1	0	0	1	0	0	0	0	1	0	1	6	30
10	PD10	0	0	1	0	0	0	0	0	1	1	0	0	1	0	1	0	0	0	1	1	7	35
11	PD11	1	0	1	1	0	0	1	0	0	0	1	1	1	1	1	0	1	0	0	0	10	50
12	PD12	1	1	0	0	0	0	0	0	1	1	1	0	1	1	0	1	0	1	1	1	11	55
13	PD13	1	0	0	1	0	1	1	0	0	1	1	1	1	0	1	0	1	1	0	1	12	60
14	PD14	0	1	0	0	1	0	0	1	1	1	0	0	1	1	1	1	1	1	0	1	12	60
15	PD15	1	0	1	0	1	1	1	1	0	1	1	0	1	0	1	1	1	1	0	0	13	65
16	PD16	1	0	1	0	1	1	0	1	1	1	1	0	1	0	1	1	1	1	1	1	15	75
17	PD17	0	1	1	1	0	1	1	1	1	1	0	1	1	1	0	1	1	1	0	1	15	75
18	PD18	0	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	16	80
19	PD19	0	0	0	0	0	0	0	1	0	1	0	1	0	0	0	0	0	1	0	1	5	25
20	PD20	0	1	0	1	0	1	0	1	0	0	0	1	0	1	0	1	0	1	0	0	8	40
21	PD21	1	0	1	0	0	1	1	0	0	0	1	0	1	0	0	0	1	0	0	0	7	35
22	PD22	1	0	1	1	1	1	0	0	0	0	1	0	1	1	0	1	0	0	1	0	10	50
23	PD23	1	1	1	1	0	1	0	0	1	1	1	1	0	0	1	0	0	1	0	1	12	60
24	PD24	0	1	0	0	1	0	1	0	1	0	0	1	1	1	1	0	1	1	1	1	12	60
25	PD25	1	1	1	1	0	1	0	1	1	0	1	1	1	0	0	1	1	0	1	1	14	70
26	PD26	1	1	1	1	0	1	1	0	1	1	0	1	0	0	0	1	0	1	0	1	12	60
27	PD27	0	1	1	1	0	1	1	1	1	1	0	1	1	1	0	1	1	1	0	1	15	75
28	PD28	0	1	0	1	0	1	0	1	0	0	0	1	0	1	0	1	0	1	0	0	8	40
29	PD29	1	0	0	1	0	0	1	0	1	0	1	0	0	0	0	0	1	0	0	0	6	30
30	PD30	0	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	17	85
31	PD31	1	0	1	1	0	0	1	0	0	0	1	0	1	1	0	0	1	1	0	0	9	45
32	PD32	0	0	1	0	1	0	0	0	1	1	0	0	1	0	0	0	0	0	1	1	7	35
33	PD33	1	1	0	1	1	0	0	0	1	0	1	1	0	1	1	1	0	0	1	0	11	55
34	PD34	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	2	10
35	PD35	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	5
36	PD36	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	0	1	1	17	85
37	PD37	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	0	1	0	1	16	80
38	PD38	1	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	15

- PD = Peserta Didik

Appendix 19

The Score of Pretest and Posttest in Experimental Class and Control

Class MTs Al-Hikmah Bandar Lampung

NUMBER	EKSPERIMENTAL CLASS		N-GAIN	NUMBER	CONTROL CLASS		N-GAIN
	PRETEST	POSTTEST			PRETEST	POSTTEST	
1	45	95	0,91	1	20	25	0,06
2	20	80	0,75	2	35	55	0,31
3	25	70	0,60	3	65	25	-1,14
4	70	65	-0,17	4	35	65	0,46
5	25	65	0,53	5	35	70	0,54
6	45	55	0,18	6	10	75	0,72
7	30	45	0,21	7	60	25	-0,88
8	75	40	-1,40	8	25	85	0,80
9	10	35	0,28	9	45	30	-0,27
10	50	90	0,80	10	35	35	0,00
11	25	85	0,80	11	55	50	-0,11
12	60	90	0,75	12	45	55	0,18
13	65	80	0,43	13	65	60	-0,14
14	35	30	-0,08	14	55	60	0,11
15	35	90	0,85	15	15	65	0,59
16	45	80	0,64	16	75	75	0,00
17	50	75	0,50	17	60	75	0,38
18	55	95	0,89	18	45	80	0,64
19	25	95	0,93	19	65	25	-1,14
20	35	70	0,54	20	85	40	-3,00
21	25	50	0,33	21	25	35	0,13
22	60	40	-0,50	22	35	50	0,23
23	70	100	1,00	23	40	60	0,33
24	10	45	0,39	24	65	60	-0,14
25	45	60	0,27	25	60	70	0,25
26	45	85	0,73	26	70	60	-0,33
27	75	60	-0,60	27	25	75	0,67
28	15	100	1,00	28	75	40	-1,40
29	70	50	-0,67	29	60	30	-0,75
30	50	75	0,50	30	45	85	0,73
31	65	75	0,29	31	65	45	-0,57
32	35	100	1,00	32	85	35	-3,33
33	35	70	0,54	33	25	55	0,40
34	55	55	0,00	34	75	25	-2,00
35	70	35	-1,17	35	70	60	-0,33
36	15	85	0,82	36	25	85	0,80
37	20	30	0,13	37	15	80	0,76
				38	25	25	0,00
Average			0,35	Average			-0,17
Description			Moderate	Description			Low

Tota	Pearson																
1	Correlati	.079	-	-	.223	.058	.135	.278	-	-	-	.145	.049	-	-	-	-
	on		.016	.088					.114	.079	.051			.203	.220	.394	.264
	Sig. (2-	.632	.923	.595	.172	.727	.413	.087	.490	.632	.756	.379	.765	.214	.179	.013	.104
	tailed)																
	N	39	39	39	39	39	39	39	39	39	39	39	39	39	39	39	39

Correlations

	VA	VA	VA	VA	VA	VA	VA	VA	VA	VA	VA	VA	VA	VA	VA	VA	VA
	R00	R00	R00	R00	R00	R00	R00	R00	R00	R00	R00	R00	R00	R00	R00	R00	R00
	017	018	019	020	021	022	023	024	025	026	027	028	029	030	031	032	033
VA Pearson	.23		-														-
R00 Correlat	.127	.332	.349	.083	.074	.126	.026	.026	.282	-	-	.179	.079	.178	.182	.07	
001 ion		*	*						.083	.236						.64	
	.15	.442	.039	.030	.616	.653	.446	.874	.874	.082	.616	.148	.276	.632	.279	.267	.64
Sig. (2-																	.4
tailed)	.006																
N	39	39	39	39	39	39	39	39	39	39	39	39	39	39	39	39	39
VA Pearson	.44		-							.385	-	-	.074	.088	.061	-	-
R00 Correlat	.016	.016	.270	.102	.270		.102	.236	.029	*	.208	.251			.223	.38	
002 ion															.223	.38	
	.005	.923	.923	.097	.535	.096	.535	.148	.860	.016	.205	.123	.653	.595	.710	.172	.01
Sig. (2-																	.6
tailed)																	
N	39	39	39	39	39	39	39	39	39	39	39	39	39	39	39	39	39
VA Pearson	.38		-														-
R00 Correlat	.016	.295	.155	.108	.147	.102	.178	.074	.236	.208	.043	-	.223	.147	.120	.34	
003 ion												.074				.0*	
	.016	.923	.068	.345	.514	.372	.535	.279	.653	.148	.205	.796	.653	.172	.372	.468	.03
Sig. (2-																	.4
tailed)																	
N	39	39	39	39	39	39	39	39	39	39	39	39	39	39	39	39	39
VA Pearson	.28																-
R00 Correlat	.191	.223	.049	.108	.147	.102	.281	-	.236	-	.147	.029	.120	.147	.016	.02	
004 ion								.029		.108						.9	

Sig. (2-tailed)	.083	.243	.172	.767	.514	.372	.535	.083	.860	.148	.514	.372	.860	.468	.372	.923	.860
N	39	39	39	39	39	39	39	39	39	39	39	39	39	39	39	39	39
VA Pearson R00005 Correlation	.126	.049	.058	-.042	.028	.119	.081	.019	.126	.088	.081	.119	-.126	.165	.227	-.049	-.088
Sig. (2-tailed)	.444	.765	.727	.798	.866	.471	.625	.908	.444	.595	.625	.471	.444	.316	.165	.765	.595
N	39	39	39	39	39	39	39	39	39	39	39	39	39	39	39	39	39
VA Pearson R00006 Correlation	.079	.071	-.071	.203	.040	.016	.064	.079	-.024	-.285	.064	.016	.024	-.071	-.295	.135	.079
Sig. (2-tailed)	.632	.666	.666	.214	.808	.923	.697	.632	.886	.079	.697	.923	.886	.666	.068	.413	.632
N	39	39	39	39	39	39	39	39	39	39	39	39	39	39	39	39	39
VA Pearson R00007 Correlation	.127	-.071	.381*	.008	-.145	-.016	-.169	.024	.127	-.127	.040	.088	-.127	-.032	.088	.071	.024
Sig. (2-tailed)	.442	.666	.017	.961	.379	.923	.304	.886	.442	.442	.808	.595	.442	.848	.595	.666	.886
N	39	39	39	39	39	39	39	39	39	39	39	39	39	39	39	39	39
VA Pearson R00008 Correlation	.138	.114	-.114	-.025	-.091	-.164	.198	-.178	.138	-.032	.091	.155	-.032	-.114	.155	.415**	-.071
Sig. (2-tailed)	.403	.490	.490	.880	.583	.320	.227	.277	.403	.845	.583	.345	.845	.490	.345	.009	.659
N	39	39	39	39	39	39	39	39	39	39	39	39	39	39	39	39	39
VA Pearson R00009 Correlation	.026	-.127	.127	-.138	.187	.281	.126	.232	.076	.384*	.126	.178	.384*	.388*	.029	.024	.179
Sig. (2-tailed)	.874	.442	.442	.403	.254	.083	.446	.156	.644	.016	.446	.279	.016	.015	.860	.886	.276

Tot Pearson	.02	-	.071	.220	-	.088	-	.024	.024	-	.145	.399	-	.175	-	-	-
al Correlat	4	.071	.071	.220	.040	.088	.064	.024	.024	.024	.145	.399	.024	.175	.120	.032	.18
ion												*					
Sig. (2-	.88	.666	.666	.179	.808	.595	.697	.886	.886	.886	.379	.012	.886	.288	.468	.848	.26
tailed)	6																7
N	39	39	39	39	39	39	39	39	39	39	39	39	39	39	39	39	39

Correlations

		VAR0003	VAR0003	VAR0003	VAR0003	VAR0003	VAR0003	Total
		4	5	6	7	8	9	
VAR0000 1	Pearson Correlation	.126	-.017	.133	-.073	.076	.334*	.287
	Sig. (2-tailed)	.446	.918	.421	.659	.644	.038	.632
	N	39	39	39	39	39	39	39
VAR0000 2	Pearson Correlation	.108	-.198	-.270	-.049	-.133	.003	-.016
	Sig. (2-tailed)	.514	.226	.096	.767	.421	.987	.923
	N	39	39	39	39	39	39	39
VAR0000 3	Pearson Correlation	.102	.086	.061	.049	-.074	.313	.334
	Sig. (2-tailed)	.535	.602	.710	.767	.653	.053	.595
	N	39	39	39	39	39	39	39
VAR0000 4	Pearson Correlation	.102	-.138	.061	.155	.443**	-.003	.374
	Sig. (2-tailed)	.535	.403	.710	.345	.005	.987	.172
	N	39	39	39	39	39	39	39
VAR0000 5	Pearson Correlation	.081	.312	-.119	.287	-.233	-.028	.341
	Sig. (2-tailed)	.625	.053	.471	.076	.153	.866	.727
	N	39	39	39	39	39	39	39
VAR0000 6	Pearson Correlation	-.145	.060	.295	.415**	-.182	.378*	.329
	Sig. (2-tailed)	.379	.717	.068	.009	.267	.018	.413
	N	39	39	39	39	39	39	39

	N	39	39	39	39	39	39	39
VAR0000	Pearson Correlation	.040	.274	.016	.325*	.285	.040	.324
7	Sig. (2-tailed)	.808	.091	.923	.043	.079	.808	.087
	N	39	39	39	39	39	39	39
VAR0000	Pearson Correlation	-.016	-.044	.270	-.025	-.032	.198	.382
8	Sig. (2-tailed)	.921	.791	.097	.880	.845	.227	.490
	N	39	39	39	39	39	39	39
VAR0000	Pearson Correlation	-.230	-.094	-.029	-.032	.026	.083	-.080
9	Sig. (2-tailed)	.159	.569	.860	.845	.874	.616	.632
	N	39	39	39	39	39	39	39
VAR0001	Pearson Correlation	-.104	-.037	.250	.070	-.205	.348*	.408
10	Sig. (2-tailed)	.528	.823	.125	.671	.210	.030	.756
	N	39	39	39	39	39	39	39
VAR0001	Pearson Correlation	-.166	.217	.102	.124	.021	.152	.126
11	Sig. (2-tailed)	.313	.184	.535	.453	.897	.355	.379
	N	39	39	39	39	39	39	39
VAR0001	Pearson Correlation	-.081	-.080	.011	.042	.019	.137	.358
12	Sig. (2-tailed)	.625	.628	.947	.798	.908	.407	.765
	N	39	39	39	39	39	39	39
VAR0001	Pearson Correlation	-.091	-.070	-.057	-.083	-.178	.016	.034
13	Sig. (2-tailed)	.583	.671	.729	.614	.277	.921	.214
	N	39	39	39	39	39	39	39
VAR0001	Pearson Correlation	-.231	-.044	.057	.083	-.349*	.198	.078
14	Sig. (2-tailed)	.158	.791	.729	.614	.030	.227	.179
	N	39	39	39	39	39	39	39

VAR0001 15	Pearson Correlation	-.122	-.083	.310	.044	-.017	.104	.287
	Sig. (2-tailed)	.461	.614	.055	.791	.918	.528	.013
	N	39	39	39	39	39	39	39
VAR0001 16	Pearson Correlation	.189	-.151	.097	-.152	.302	.081	.032
	Sig. (2-tailed)	.248	.357	.558	.355	.062	.625	.104
	N	39	39	39	39	39	39	39
VAR0001 17	Pearson Correlation	-.126	-.205	-.133	.073	-.076	.396*	.0394
	Sig. (2-tailed)	.446	.210	.421	.659	.644	.013	.886
	N	39	39	39	39	39	39	39
VAR0001 18	Pearson Correlation	-.145	-.274	-.223	.203	-.182	.064	.378
	Sig. (2-tailed)	.379	.091	.172	.214	.267	.697	.666
	N	39	39	39	39	39	39	39
VAR0001 19	Pearson Correlation	-.064	-.171	-.295	.008	-.127	-.273	-.052
	Sig. (2-tailed)	.697	.297	.068	.961	.442	.092	.666
	N	39	39	39	39	39	39	39
VAR0002 20	Pearson Correlation	.016	.044	.155	.133	-.178	.338*	.328
	Sig. (2-tailed)	.921	.791	.345	.418	.277	.035	.179
	N	39	39	39	39	39	39	39
VAR0002 21	Pearson Correlation	.484**	.235	.003	.198	-.126	-.046	.392
	Sig. (2-tailed)	.002	.151	.987	.227	.446	.780	.808
	N	39	39	39	39	39	39	39
VAR0002 22	Pearson Correlation	.003	.250	-.061	-.049	.074	.003	.113
	Sig. (2-tailed)	.987	.125	.710	.767	.653	.987	.595
	N	39	39	39	39	39	39	39
	Pearson Correlation	-.166	-.235	-.108	.231	-.187	.152	.377

VAR0002	Sig. (2-tailed)	.313	.151	.514	.158	.254	.355	.697
23	N	39	39	39	39	39	39	39
VAR0002	Pearson Correlation	.083	.128	-.133	.178	.232	.083	.177
24	Sig. (2-tailed)	.616	.437	.421	.277	.156	.616	.886
	N	39	39	39	39	39	39	39
VAR0002	Pearson Correlation	.396*	.351*	-.133	.073	-.179	.083	.325
25	Sig. (2-tailed)	.013	.029	.421	.659	.276	.616	.886
	N	39	39	39	39	39	39	39
VAR0002	Pearson Correlation	.543**	.094	-.178	.032	.179	-.083	.315
26	Sig. (2-tailed)	.000	.569	.279	.845	.276	.616	.886
	N	39	39	39	39	39	39	39
VAR0002	Pearson Correlation	-.060	.330*	.102	.016	-.083	.258	.357
27	Sig. (2-tailed)	.718	.040	.535	.921	.616	.113	.379
	N	39	39	39	39	39	39	39
VAR0002	Pearson Correlation	.108	.250	.251	.057	.074	.108	.203
28	Sig. (2-tailed)	.514	.125	.123	.729	.653	.514	.012
	N	39	39	39	39	39	39	39
VAR0002	Pearson Correlation	.230	-.128	.236	.138	.179	.126	.169
29	Sig. (2-tailed)	.159	.437	.148	.403	.276	.446	.886
	N	39	39	39	39	39	39	39
VAR0003	Pearson Correlation	.563**	.163	-.191	.220	.079	.145	.431
30	Sig. (2-tailed)	.000	.322	.243	.179	.632	.379	.288
	N	39	39	39	39	39	39	39
VAR0003	Pearson Correlation	.213	.026	-.061	.057	-.133	-.208	.203
31	Sig. (2-tailed)	.193	.876	.710	.729	.421	.205	.468

	N	39	39	39	39	39	39	39
VAR0003	Pearson Correlation	.354*	.163	.327*	.114	.182	.249	.384
32	Sig. (2-tailed)	.027	.322	.042	.490	.267	.126	.848
	N	39	39	39	39	39	39	39
VAR0003	Pearson Correlation	.187	.017	.281	.178	.129	.083	.226
33	Sig. (2-tailed)	.254	.918	.083	.277	.434	.616	.267
	N	39	39	39	39	39	39	39
VAR0003	Pearson Correlation	1	.330*	.102	.338*	.230	.046	.407
34	Sig. (2-tailed)		.040	.535	.035	.159	.780	.808
	N	39	39	39	39	39	39	39
VAR0003	Pearson Correlation	.330*	1	.086	.158	-.017	-.009	.255
35	Sig. (2-tailed)	.040		.602	.336	.918	.958	.322
	N	39	39	39	39	39	39	39
VAR0003	Pearson Correlation	.102	.086	1	.049	.236	.313	.265
36	Sig. (2-tailed)	.535	.602		.767	.148	.053	.923
	N	39	39	39	39	39	39	39
VAR0003	Pearson Correlation	.338*	.158	.049	1	.138	.124	.490
37	Sig. (2-tailed)	.035	.336	.767		.403	.453	.043
	N	39	39	39	39	39	39	39
VAR0003	Pearson Correlation	.230	-.017	.236	.138	1	.126	.149
38	Sig. (2-tailed)	.159	.918	.148	.403		.446	.267
	N	39	39	39	39	39	39	39
VAR0003	Pearson Correlation	.046	-.009	.313	.124	.126	1	.517
39	Sig. (2-tailed)	.780	.958	.053	.453	.446		.808
	N	39	39	39	39	39	39	39

Total	Pearson Correlation	.040	.163	.016	.325*	.182	.040	1
	Sig. (2-tailed)	.808	.322	.923	.043	.267	.808	
	N	39	39	39	39	39	39	39

Output Spss for Posttest

Correlations

	VA R00 001	VA R00 002	VA R00 003	VA R00 004	VA R00 005	VA R00 006	VA R00 007	VA R00 008	VA R00 009	VA R00 010	VA R00 011	VA R00 012	VA R00 013	VA R00 014	VA R00 015	VA R00 016	VA R00 017
VA Pearson R00 Correlat 001 ion	1	.120	.399 *	.088	- .285	.175	- .088	.220	- .127	.274	- .040	.058	- .008	.114	.171	- .109	.38 8*
Sig. (2- tailed)		.468	.012	.595	.079	.288	.595	.179	.442	.091	.808	.727	.961	.490	.297	.508	.01 5
N	39	39	39	39	39	39	39	39	39	39	39	39	39	39	39	39	39
VA Pearson R00 Correlat 002 ion	.12 0	1	.356 *	.147	- .236	- .191	- .251	- .164	- .281	- .138	- .418 **	- .227	- .049	- .164	- .086	- .037	.44 3**
Sig. (2- tailed)	.46 8		.026	.372	.148	.243	.123	.320	.083	.403	.008	.165	.767	.320	.602	.825	.00 5
N	39	39	39	39	39	39	39	39	39	39	39	39	39	39	39	39	39
VA Pearson R00 Correlat 003 ion	.39 9*	.356 *	1	- .043	.029	- .016	- .270	- .133	.362 *	- .003	.011	- .057	- .049	.086	- .183	.38 5*	
Sig. (2- tailed)	.01 2	.026		.796	.860	.923	.096	.097	.421	.024	.987	.947	.729	.767	.602	.265	.01 6
N	39	39	39	39	39	39	39	39	39	39	39	39	39	39	39	39	39
VA Pearson R00 Correlat 004 ion	.08 8	.147	- .043	1	.029	- .016	.356 *	.057	- .133	.026	- .213	.227	- .164	.368 *	.086	.037	.28 1
Sig. (2- tailed)	.59 5	.372	.796		.860	.923	.026	.729	.421	.876	.193	.165	.320	.021	.602	.825	.08 3
N	39	39	39	39	39	39	39	39	39	39	39	39	39	39	39	39	39
VA Pearson R00 Correlat 005 ion	- .28 5	- .236	.029	.029	1	.230	.281	.389 *	.232	.239	- .083	.233	.138	.284	.205	- .073	- .17 9
Sig. (2- tailed)	.07 9	.148	.860	.860		.160	.083	.014	.156	.142	.616	.153	.403	.080	.210	.661	.27 6

VAR0001	Pearson Correlation	-.071	.175	-.040	.088	-.064	.024	.024	-.024	.145	.399*	-.024	.175	-.120	-.032	-.182	.040
	Sig. (2-tailed)	.666	.288	.808	.595	.697	.886	.886	.886	.379	.012	.886	.288	.468	.848	.267	.808
	N	39	39	39	39	39	39	39	39	39	39	39	39	39	39	39	39
Total	Pearson Correlation	.391*	.233	.364*	.083	.392*	.139	.322*	.269	.361*	.227	.177	.366*	.175	.386*	.261	.361*
	Sig. (2-tailed)	.014	.154	.023	.617	.014	.400	.046	.097	.024	.165	.280	.022	.286	.015	.109	.024
	N	39	39	39	39	39	39	39	39	39	39	39	39	39	39	39	39

Correlations

		VAR0003 5	VAR0003 6	VAR0003 7	VAR0003 8	VAR0003 9	VAR0004 0	Total
VAR0001	Pearson Correlation	-.051	.295	-.008	.024	.587**	.135	.452**
	Sig. (2-tailed)	.756	.068	.961	.886	.000	.413	.004
	N	39	39	39	39	39	39	39
VAR0002	Pearson Correlation	-.198	-.270	-.049	-.133	.003	-.016	-.030
	Sig. (2-tailed)	.226	.096	.767	.421	.987	.923	.855
	N	39	39	39	39	39	39	39
VAR0003	Pearson Correlation	.086	.061	.049	-.074	.313	-.088	.359*
	Sig. (2-tailed)	.602	.710	.767	.653	.053	.595	.025
	N	39	39	39	39	39	39	39
VAR0004	Pearson Correlation	-.138	.061	.155	.443**	-.003	.223	.380*
	Sig. (2-tailed)	.403	.710	.345	.005	.987	.172	.017
	N	39	39	39	39	39	39	39

5	VAR0000 Pearson Correlation	.205	-.074	.032	-.232	-.187	-.230	.147
	Sig. (2-tailed)	.210	.653	.845	.156	.254	.160	.372
	N	39	39	39	39	39	39	39
6	VAR0000 Pearson Correlation	.060	.295	.415**	-.182	.378*	.135	.329*
	Sig. (2-tailed)	.717	.068	.009	.267	.018	.413	.041
	N	39	39	39	39	39	39	39
7	VAR0000 Pearson Correlation	-.086	.147	-.049	.178	-.102	.088	.114
	Sig. (2-tailed)	.602	.372	.767	.279	.535	.595	.491
	N	39	39	39	39	39	39	39
8	VAR0000 Pearson Correlation	-.044	.270	-.025	-.032	.198	-.114	.416**
	Sig. (2-tailed)	.791	.097	.880	.845	.227	.490	.008
	N	39	39	39	39	39	39	39
9	VAR0000 Pearson Correlation	-.094	-.029	-.032	.026	.083	-.079	-.076
	Sig. (2-tailed)	.569	.860	.845	.874	.616	.632	.648
	N	39	39	39	39	39	39	39
10	VAR0001 Pearson Correlation	-.037	.250	.070	-.205	.348*	-.051	.465**
	Sig. (2-tailed)	.823	.125	.671	.210	.030	.756	.003
	N	39	39	39	39	39	39	39
11	VAR0001 Pearson Correlation	.217	.102	.124	.021	.152	.145	.133
	Sig. (2-tailed)	.184	.535	.453	.897	.355	.379	.418
	N	39	39	39	39	39	39	39
12	VAR0001 Pearson Correlation	-.080	.011	.042	.019	.137	.049	.388*
	Sig. (2-tailed)	.628	.947	.798	.908	.407	.765	.015
	N	39	39	39	39	39	39	39
	Pearson Correlation	-.070	-.057	-.083	-.178	.016	-.203	.056

VAR0001	Sig. (2-tailed)	.671	.729	.614	.277	.921	.214	.737
13	N	39	39	39	39	39	39	39
VAR0001	Pearson Correlation	-.044	.057	.083	-.349*	.198	-.220	.112
14	Sig. (2-tailed)	.791	.729	.614	.030	.227	.179	.497
	N	39	39	39	39	39	39	39
VAR0001	Pearson Correlation	-.083	.310	.044	-.017	.104	-.394*	.341*
15	Sig. (2-tailed)	.614	.055	.791	.918	.528	.013	.034
	N	39	39	39	39	39	39	39
VAR0001	Pearson Correlation	-.236	.146	-.224	.254	.037	-.218	.040
16	Sig. (2-tailed)	.149	.374	.171	.119	.824	.182	.811
	N	39	39	39	39	39	39	39
VAR0001	Pearson Correlation	-.205	-.133	.073	-.076	.396*	.024	.383*
17	Sig. (2-tailed)	.210	.421	.659	.644	.013	.886	.016
	N	39	39	39	39	39	39	39
VAR0001	Pearson Correlation	-.274	-.223	.203	-.182	.064	-.071	.391*
18	Sig. (2-tailed)	.091	.172	.214	.267	.697	.666	.014
	N	39	39	39	39	39	39	39
VAR0001	Pearson Correlation	-.171	-.295	.008	-.127	-.273	.071	-.053
19	Sig. (2-tailed)	.297	.068	.961	.442	.092	.666	.747
	N	39	39	39	39	39	39	39
VAR0002	Pearson Correlation	.051	.223	.114	-.127	.354*	.175	.233
20	Sig. (2-tailed)	.756	.172	.490	.442	.027	.288	.154
	N	39	39	39	39	39	39	39
VAR0002	Pearson Correlation	.235	.003	.198	-.126	-.046	-.040	.364*
21	Sig. (2-tailed)	.151	.987	.227	.446	.780	.808	.023

	N	39	39	39	39	39	39	39
VAR0002	Pearson Correlation	.250	-.061	-.049	.074	.003	.088	.083
22	Sig. (2-tailed)	.125	.710	.767	.653	.987	.595	.617
	N	39	39	39	39	39	39	39
VAR0002	Pearson Correlation	-.235	-.108	.231	-.187	.152	-.064	.392*
23	Sig. (2-tailed)	.151	.514	.158	.254	.355	.697	.014
	N	39	39	39	39	39	39	39
VAR0002	Pearson Correlation	.128	-.133	.178	.232	.083	.024	.139
24	Sig. (2-tailed)	.437	.421	.277	.156	.616	.886	.400
	N	39	39	39	39	39	39	39
VAR0002	Pearson Correlation	.351*	-.133	.073	-.179	.083	.024	.322*
25	Sig. (2-tailed)	.029	.421	.659	.276	.616	.886	.046
	N	39	39	39	39	39	39	39
VAR0002	Pearson Correlation	.094	-.178	.032	.179	-.083	-.024	.269
26	Sig. (2-tailed)	.569	.279	.845	.276	.616	.886	.097
	N	39	39	39	39	39	39	39
VAR0002	Pearson Correlation	.330*	.102	.016	-.083	.258	.145	.361*
27	Sig. (2-tailed)	.040	.535	.921	.616	.113	.379	.024
	N	39	39	39	39	39	39	39
VAR0002	Pearson Correlation	.250	.251	.057	.074	.108	.399*	.227
28	Sig. (2-tailed)	.125	.123	.729	.653	.514	.012	.165
	N	39	39	39	39	39	39	39
VAR0002	Pearson Correlation	-.128	.236	.138	.179	.126	-.024	.177
29	Sig. (2-tailed)	.437	.148	.403	.276	.446	.886	.280
	N	39	39	39	39	39	39	39

VAR0003 30	Pearson Correlation	.163	-.191	.220	.079	.145	.175	.366*
	Sig. (2-tailed)	.322	.243	.179	.632	.379	.288	.022
	N	39	39	39	39	39	39	39
VAR0003 31	Pearson Correlation	.026	-.061	.057	-.133	-.208	-.120	.175
	Sig. (2-tailed)	.876	.710	.729	.421	.205	.468	.286
	N	39	39	39	39	39	39	39
VAR0003 32	Pearson Correlation	.163	.327*	.114	.182	.249	-.032	.386*
	Sig. (2-tailed)	.322	.042	.490	.267	.126	.848	.015
	N	39	39	39	39	39	39	39
VAR0003 33	Pearson Correlation	.017	.281	.178	.129	.083	-.182	.261
	Sig. (2-tailed)	.918	.083	.277	.434	.616	.267	.109
	N	39	39	39	39	39	39	39
VAR0003 34	Pearson Correlation	.330*	.102	.338*	.230	.046	.040	.361*
	Sig. (2-tailed)	.040	.535	.035	.159	.780	.808	.024
	N	39	39	39	39	39	39	39
VAR0003 35	Pearson Correlation	1	.086	.158	-.017	-.009	.163	.208
	Sig. (2-tailed)		.602	.336	.918	.958	.322	.204
	N	39	39	39	39	39	39	39
VAR0003 36	Pearson Correlation	.086	1	.049	.236	.313	.016	.318*
	Sig. (2-tailed)	.602		.767	.148	.053	.923	.049
	N	39	39	39	39	39	39	39
VAR0003 37	Pearson Correlation	.158	.049	1	.138	.124	.325*	.443**
	Sig. (2-tailed)	.336	.767		.403	.453	.043	.005
	N	39	39	39	39	39	39	39
	Pearson Correlation	-.017	.236	.138	1	.126	.182	.137

VAR0003 38	Sig. (2-tailed)	.918	.148	.403		.446	.267	.407
	N	39	39	39	39	39	39	39
VAR0003 39	Pearson Correlation	-.009	.313	.124	.126	1	.040	.527**
	Sig. (2-tailed)	.958	.053	.453	.446		.808	.001
	N	39	39	39	39	39	39	39
VAR0004 0	Pearson Correlation	.163	.016	.325*	.182	.040	1	.151
	Sig. (2-tailed)	.322	.923	.043	.267	.808		.359
	N	39	39	39	39	39	39	39
Total	Pearson Correlation	.208	.318*	.443**	.137	.527**	.151	1
	Sig. (2-tailed)	.204	.049	.005	.407	.001	.359	
	N	39	39	39	39	39	39	39

Appendix 20

Result Validity of Pre-Test

Item Number	R hitung	R tabel	Keterangan
item 1	0,287	0,316	Tidak Valid
item 2	-0,016	0,316	Tidak Valid
item 3	0,344	0,316	Valid
item 4	0,374	0,316	Valid
item 5	0,341	0,316	Valid
item 6	0,329	0,316	Valid
item 7	0,324	0,316	Valid
item 8	0,382	0,316	Valid
item 9	-0,080	0,316	Tidak Valid

item 10	0,408	0,316	Valid
item 11	0,126	0,316	Tidak Valid
item 12	0,358	0,316	Valid
item 13	0,034	0,316	Tidak Valid
item 14	0,078	0,316	Tidak Valid
item 15	0,287	0,316	Tidak Valid
item 16	0,032	0,316	Tidak Valid
item 17	0,394	0,316	Valid
item 18	0,378	0,316	Valid
item 19	-0,052	0,316	Tidak Valid
item 20	0,328	0,316	Valid
item 21	0,392	0,316	Valid
item 22	0,113	0,316	Tidak Valid
item 23	0,377	0,316	Valid
item 24	0,177	0,316	Tidak Valid
item 25	0,325	0,316	Valid
item 26	0,315	0,316	Tidak Valid
item 27	0,357	0,316	Valid
item 28	0,203	0,316	Tidak Valid
item 29	0,169	0,316	Tidak Valid
item 30	0,431	0,316	Valid
item 31	0,203	0,316	Tidak Valid
item 32	0,384	0,316	Valid
item 33	0,226	0,316	Tidak Valid
item 34	0,407	0,316	Valid
item 35	0,255	0,316	Tidak Valid
item 36	0,265	0,316	Tidak Valid
item 37	0,490	0,316	Valid
item 38	0,149	0,316	Tidak Valid
item 39	0,517	0,316	Valid
item 40	0,186	0,316	Tidak Valid

Appendix 21

Result Validity of Post-Test

No	R hitung	R tabel	Keterangan
Item 1	0,452	0,316	Valid
Item 2	-0,030	0,316	Tidak Valid
Item 3	0,359	0,316	Valid
Item 4	0,380	0,316	Valid
Item 5	0,147	0,316	Tidak Valid
Item 6	0,329	0,316	Valid
Item 7	0,114	0,316	Tidak Valid

Item 8	0,416	0,316	Valid
Item 9	-0,076	0,316	Tidak Valid
Item 10	0,465	0,316	Valid
Item 11	0,133	0,316	Tidak Valid
Item 12	0,388	0,316	Valid
Item 13	0,056	0,316	Tidak Valid
Item 14	0,112	0,316	Tidak Valid
Item 15	0,341	0,316	Valid
Item 16	0,040	0,316	Tidak Valid
Item 17	0,383	0,316	Valid
Item 18	0,391	0,316	Valid
Item 19	-0,053	0,316	Tidak Valid
Item 20	0,233	0,316	Tidak Valid
Item 21	0,364	0,316	Valid
Item 22	0,083	0,316	Tidak Valid
Item 23	0,392	0,316	Valid
Item 24	0,139	0,316	Tidak Valid
Item 25	0,322	0,316	Valid
Item 26	0,269	0,316	Tidak Valid
Item 27	0,361	0,316	Valid
Item 28	0,227	0,316	Tidak Valid
Item 29	0,177	0,316	Tidak Valid
Item 30	0,366	0,316	Valid
Item 31	0,175	0,316	Tidak Valid
Item 32	0,386	0,316	Valid
Item 33	0,261	0,316	Tidak Valid
Item 34	0,361	0,316	Valid
Item 35	0,208	0,316	Tidak Valid
Item 36	0,318	0,316	Valid
Item 37	0,443	0,316	Valid
Item 38	0,137	0,316	Tidak Valid
Item 39	0,527	0,316	Valid
Item 40	0,151	0,316	Tidak Valid

Appendix 22

The Result Reliability Test of Pre-test

Reliability Statistics

Cronbach's Alpha	N of Items
.733	20

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
ITEM 3	9.2821	14.839	.310	.721
ITEM 4	9.2821	15.155	.226	.728
ITEM 5	9.2051	14.694	.365	.717
ITEM 6	9.3846	15.032	.256	.726
ITEM 7	9.3077	15.271	.194	.731
ITEM 8	9.4615	14.729	.349	.718
ITEM 10	9.5385	14.623	.405	.714
ITEM 12	9.4872	14.888	.311	.721
ITEM 17	9.3333	14.702	.343	.718
ITEM 18	9.3846	14.769	.326	.720
ITEM 20	9.2308	15.287	.197	.730
ITEM 21	9.2564	14.933	.288	.723
ITEM 23	9.4359	14.673	.359	.717
ITEM 25	9.3333	15.281	.191	.731
ITEM 27	9.4359	15.147	.231	.728
ITEM 30	9.3077	14.903	.291	.723
ITEM 32	9.3077	15.061	.249	.726
ITEM 34	9.4359	15.200	.217	.729
ITEM 37	9.2308	14.551	.398	.714
ITEM 39	9.4359	14.463	.417	.712

Appendix 23

The Result Reliability Test of Post-test

Reliability Statistics

Cronbach's Alpha	N of Items
.745	20

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
ITEM 1	9.31	14.955	.437	.724
ITEM 2	9.21	15.273	.355	.731
ITEM 4	9.21	15.957	.177	.745
ITEM 6	9.31	15.692	.243	.740
ITEM 8	9.38	15.243	.372	.730
ITEM 10	9.46	15.097	.441	.725
ITEM 12	9.41	15.511	.306	.735
ITEM 15	9.08	15.494	.328	.733
ITEM 17	9.26	15.511	.289	.736
ITEM 18	9.31	15.219	.367	.730
ITEM 21	9.18	15.572	.279	.737
ITEM 23	9.36	15.026	.426	.726
ITEM 25	9.26	16.038	.154	.747
ITEM 27	9.36	15.868	.202	.743
ITEM 30	9.23	15.761	.225	.741
ITEM 32	9.23	15.235	.362	.731
ITEM 34	9.36	15.920	.189	.744
ITEM 36	9.21	15.852	.204	.743
ITEM 37	9.15	15.502	.303	.735
ITEM 39	9.36	14.762	.498	.720

Appendix 24

The Result of Pre-test in Experimental Class

		(PRETEST/POSTTEST)+CLASS		Statistic	Std. Error
STUDENTS' COMPREHENSION IN DESCRIPTIVE TEXT	PRETEST	Mean		42.84	3.228
	EXPERIMENT	95% Confidence Interval for Mean	Lower Bound	36.29	
			Upper Bound	49.38	
			5% Trimmed Mean	42.88	
			Median	45.00	
			Variance	385.473	
			Std. Deviation	19.633	
			Minimum	10	
			Maximum	75	
			Range	65	
			Interquartile Range	35	
			Skewness	.049	.388
			Kurtosis	-1.136	.759

Appendix 25

The Result of Post-test in Experimental Class

(PRETEST/POSTTEST)+CLASS		Statistic	Std. Error	
POSTTEST EXPERIMENT	Mean	68.78	3.569	
	95% Confidence Interval for Mean	Lower Bound	61.54	
		Upper Bound	76.02	
	5% Trimmed Mean	69.20		
	Median	70.00		
	Variance	471.396		
	Std. Deviation	21.712		
	Minimum	30		
	Maximum	100		
	Range	70		
	Interquartile Range	38		
	Skewness	-.277	.388	
	Kurtosis	-1.109	.759	

Appendix 26

The Result of Pre-test in Control Class

	(PRETEST/POSTTEST)+CLASS	Statistic	Std. Error
PRETEST CONTROL	Mean	47.76	3.429
	95% Confidence Interval for Lower Bound	40.81	
	Mean Upper Bound	54.71	
	5% Trimmed Mean	47.66	
	Median	45.00	
	Variance	446.888	
	Std. Deviation	21.140	
	Minimum	10	
	Maximum	85	
	Range	75	
	Interquartile Range	40	
	Skewness	-.023	.383
	Kurtosis	-1.158	.750

Appendix 27

The Result of Post-test in Control Class

(PRETEST/POSTTEST)+CLASS		Statistic	Std. Error	
POSTTEST CONTROL	Mean	51.71	3.677	
	95% Confidence Interval for Mean	Lower Bound	44.26	
		Upper Bound	59.16	
	5% Trimmed Mean	52.32		
	Median	55.00		
	Variance	513.887		
	Std. Deviation	22.669		
	Minimum	5		
	Maximum	85		
	Range	80		
	Interquartile Range	38		
	Skewness	-.305	.383	
	Kurtosis	-.935	.750	

Appendix 28

The Result of Normality Test of Experimental Class and Control Class

		Tests of Normality					
(PRETEST/POSTTEST)+		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
CLASS		Statistic	df	Sig.	Statistic	df	Sig.
STUDENTS' COMPREHENSION IN DESCRIPTIVE TEXT	PRETEST EXPERIMENT	.116	37	.200*	.949	37	.091
	POSTTEST EXPERIMENT	.103	37	.200*	.943	37	.057
	PRETEST CONTROL	.140	38	.059	.949	38	.086
	POSTTEST CONTROL	.116	38	.200*	.955	38	.126

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

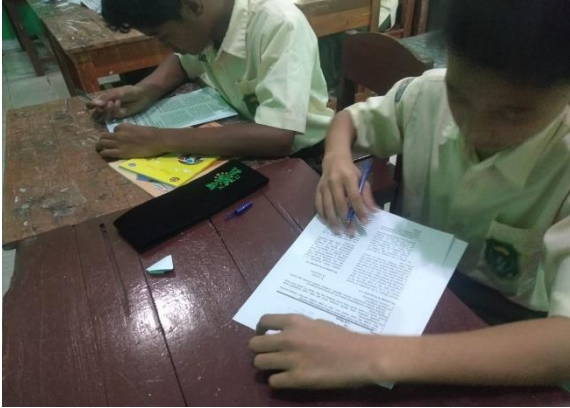
*Appendix 29***The Result of Homogeneity Test****Test of Homogeneity of Variance**

		Levene Statistic	df1	df2	Sig.
STUDENTS' COMPREHENSION IN DESCRIPTIVE TEXT	Based on Mean	.368	3	146	.776
	Based on Median	.299	3	146	.826
	Based on Median and with adjusted df	.299	3	142.324	.826
	Based on trimmed mean	.347	3	146	.791

Appendix 30

The Result of Independent Sample T-test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
STUDENTS' COMPREHENSION IN DESCRIPTIVE TEXT	Equal variances assumed	.082	.775	3.330	73	.001	17.073	5.128	6.854	27.293
	Equal variances not assumed			3.331	72.981	.001	17.073	5.125	6.859	27.287

*Appendix 31***Documentation of the Research**

This is a picture of control class (VII C). The students are doing pretest of reading comprehension test.



This is the picture of experimental class (VII A). The students are doing pretest of reading comprehension test.



This is a picture teacher was giving treatment, explain how the steps of close reading strategy and 3-2-1 strategy



This is a picture of experimental class (VII A). In this class, the students were reading descriptive text using close reading strategy.



This is a picture of control class (VII C). In this class, the students were reading descriptive text using 3-2-1 strategy.



This is a picture of experimental class (VII A). In this class, the students are doing posttest of reading comprehension test.



This is a picture of control class (VII C). In this class, the students are doing posttest of reading comprehension test.



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 Perihal : Izin Melaksanakan Pra Penelitian

Bandar Lampung, 25 maret 2021

Kepada Yth,
 Kepala MTS Al-Hikmah Bandar Lampung
 di-
 Tempat

Assalamualaikum Wr Wb

Dalam rangka memenuhi persyaratan study pada program Strata Satu (S1) UIN Raden Intan Lampung, maka dengan ini mohon bapak/ibu berkenan **memberikan izin** kepada mahasiswa/i:

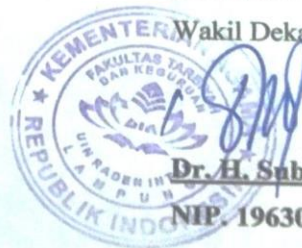
Nama : Nurika Azkiya
 NPM : 1811040344
 Semester : 6 A
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Untuk melaksanakan Pra Penelitian di MTS Al-Hikmah Bandar Lampung. Data hasil penelitian akan dipergunakan oleh yang bersangkutan untuk penyusunan Proposal Skripsi. Atas izin serta kerjasamanya disampaikan terimakasih.

Wassalamualaikum Wr Wb

A.n Dekan

Wakil Dekan 1 Bidang Akademik



Dr. H. Subandi.MM

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2. Kasubag Akademik
3. Kaprodi Pendidikan Bahasa Inggris
4. Mahasiswa/i yang Bersangkutan



Bandar Lampung, 19 Juli 2022

Nomor : 12/S.Ket/MTs-BID I/YABL/II/2022
 Sifat : Biasa
 Lampiran : -
 Perihal : **Izin Penelitian**

Yth.
 Dekan Fakultas Tarbiyah dan Keguruan
 UIN Raden Intan Lampung
 Di-
 Bandar Lampung



Assalamu'alaikum Wr. Wb.

Memperhatikan surat Dekan Fakultas Tarbiyah dan Keguruan UIN Raden Intan Lampung Nomor B-2354/Un.16/WD.1/TL. 01/03/2021. Perihal izin melaksanakan penelitian, maka plt. kepala MTs Al Hikmah Bandar Lampung memberikan izin kepada :

Nama : Nurika Azkiya
 NPM : 1811040344
 Semester : VIII (Delapan)
 Program Studi : Pendidikan Bahasa Inggris
 Judul : *THE INFLUENCE OF USING CLOSE READING STRATEGY TOWARDS STUDENTS' COMPREHENSION IN DESCRIPTIVE TEXT AT THE SEVENTH GRADE OF MTS AL-HIKMAH BANDAR LAMPUNG IN 2021 2022 ACADEMIC YEAR.*

Untuk mengadakan penelitian di MTs Al Hikmah Bandar Lampung, selama kegiatan tersebut tidak mengganggu proses belajar mengajar. Demikian untuk dimaklumi, terimakasih.
 Wassalamu'alaikum Wr. Wb.

Plt. Kepala MTs Al Hikmah

Muslim, S.Pd.



SURAT KETERANGAN MELAKSANAKAN PENELITIAN
No: 12/S.Ket/MTs-BID I/YABL/III/2022

Yang bertanda tangan di bawah ini. Plt. Kepala MTs Al Hikmah Bandar Lampung menerangkan bahwa :

Nama : Nurika Azkiya
NPM : 1811040344
Semester : VIII (Delapan)
Universitas : UIN Raden Intan Lampung
Program Studi : Pendidikan Bahasa Inggris

Benar telah melaksanakan pra penelitian mulai tanggal 17 april 2021 dan penelitian mulai tanggal 19 Juli s.d 2 Agustus 2022 di MTs Al Hikmah Bandar Lampung, dengan judul : *THE INFLUENCE OF USING CLOSE READING STRATEGY TOWARDS STUDENTS' COMPREHENSION IN DESCRIPTIVE TEXT AT THE SEVENTH GRADE OF MTS AL-HIKMAH BANDAR LAMPUNG IN 2021/2022 ACADEMIC YEAR.*

Demikian pernyataan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Bandar Lampung, 5 Agustus 2022

Plt. Kepala MTs Al Hikmah


 Nurika Azkiya, S.Pd.



KEMENTERIAN AGAMA
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Alamat : Jln. Letkol. H. Endro Suratmin Sukarame Bandar Lampung (0721) 703260

SURAT KETERANGAN BEBAS PLAGIAT

Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Raden Intan Lampung menerangkan bahwa mahasiswa/i dengan nama:

Nama : Nurika Azkiya
 NPM : 1811040344

Bahwa skripsi yang bersangkutan dengan judul: **“The Influence Of Using Close Reading Strategy Towards Students” Comprehension In Descriptive Text At The Seventh Grade Of Mts Al-Hikmah Bandar Lampung In 2021/2022 Academic Year”** telah di cek plagiatnya menggunakan Program *turnitin.com* (hasil cek terlampir) dan dinyatakan “Bebas Plagiarisme” dengan hasil sebagai berikut:

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