THE EFFECTIVENESS OF TWO STAY TWO STRAY TECHNIQUE ON STUDENTS' READING COMPREHENSION IN DESCRIPTIVE TEXT AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF SMP MUHAMMADIYAH 1 KOTA AGUNG IN THE ACADEMIC YEAR OF 2023/2024

A Thesis
Submitted as a Partial Fulfilment of the Requirements for S-1 Degree

By:
YULANDARI AMANDA
NPM: 1911040236

Study Program : English Education
Supervisor : Rohmatillah, M.Pd
Co-Supervisor : Dian Reftyawati, M.Pd

TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY OF LAMPUNG
1445 H / 2024 M

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ABSTRACT

Based on the preliminary research in SMP Muhammadiyah 1 Kotaagung, the researcher found that the students' reading comprehension was low and students' lack of comprehending the text. Students' reading comprehension score was 62.2%, they got score under 68. To solve this problem, the researcher used two stay two stray technique. Two stay two stray technique is kind of technique that gives chance to each student in group to share the result and information with other student in group. The objective of this research was to know whether there is two stay two stray technique effective on students' reading comprehension in descriptive text at the first semester of the eighth grade of SMP Muhammadiyah 1 Kotaagung in the academic year of 2023/2024.

This research used quasi experimental design. The population of this research the eighth-grade students of SMP Muhammadiyah 1 Kotaagung. The sample was taken from two classes VIII A as control class and VIII B as experimental class. The instrument was used for pre-test and post-test. The result of the data was normal distribution and the variance of the data was homogenous. Independent sample t-test was used to analyze the data.

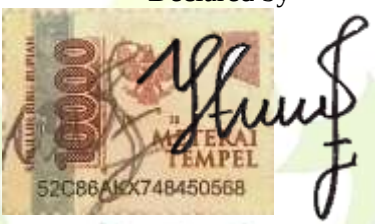
From the analysis, it was obtained that Sig = 0.000 and α = 0.05. This result was consulted to the score of the value significant generated Sig. (P.value) < α = 0.05. Therefore, H0 is rejected and Ha is accepted. In other words, it can be concluded that there is effective of using two stay two stray technique on students' reading comprehension in descriptive text at the first semester of the eighth grade of SMP Muhammadiyah 1 Kotaagung in the academic year of 2023/2024.

Keywords: Descriptive Text, Quasi Experimental Design, Reading Comprehension, Two Stay Two Stray

DECLARATION

The researcher is a student with the following identity:
Name : Yulandari Amanda
Students' Number : 1911040236
This thesis, "The Effectiveness of Two Stay Two Stray Technique on Students' Reading Comprehension in Descriptive Text at The First Semester of The Eighth Grade of SMP Muhammadiyah 1 Kotaagung in Academic Year of 2023/2024" is completely my own work. I am fully aware that I had quoted some statements and ideas from various sources and all of which have been properly cited.

Bandar Lampung, 28 December 2023
Declared by



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ADMISSION

A thesis entitled: **THE EFFECTIVENESS OF TWO STAY TWO STRAY TECHNIQUE ON STUDENTS' READING COMPREHENSION IN DESCRIPTIVE TEXT AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF SMP MUHAMMADIYAH 1 KOTAAGUNG IN THE ACADEMIC YEAR OF 2023/2024, By: Yulandari Amanda, NPM: 1911040236, Study Program: English Education** was tested and defended in the final examination session held on: Thursday, December 28th 2023

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The Dean of
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Prof. Dr. Hj. Nirva Diana, M.Pd
NIP. 196408281988002002

MOTTO

ٱقۡرَأۡ كِتَٰبَكَ كَفَىٰ بِنَفۡسِكَ ٱلۡيَوۡمَ عَلَيۡكَ حَسِيبٗا ١٤

"(It will be said), "Read your record. Sufficient is yourself against you this day as accountant."

(Q.S. Al Isra': 14)[1]

[1] Departemen Agama Islam RI. (2006). *Al-Qur'an dan Terjemahannya*. CV Pustaka Agung Harapan Surabaya. P. 293.

DEDICATION

Bismillahirrahmanirrahim…

Praise and gratitude to Allah Subhanahu Wataalla for abundant blessing to me, and from my deep of heart and great love, this thesis is dedicated to:

1. My beloved parents Mr. Hendri Irawan and Mrs. Juliyana who always love me, support me, and pray for my success. I loved them very much
2. My beloved brothers Bayu Candra Winata and Bima Arya Winata who always give me big love and big motivations.
3. My beloved friends who always care of me.
4. My lecturers and almamater UIN Raden Intan Lampung which has contributed a lot for my development.

CURRICULUM VITAE

The researcher's name is Yulandari Amanda. She was born in Kotaagung on 16 March 2001. She is the first child of three children of happy couple, Mr. Hendri Irawan and Mrs. Juliyana. She has two brothers, Bayu Candra Winata and Bima Arya Winata.

The Researcher started her study at SD Negeri 4 Kuripan and graduated in 2013. She continued her study at SMP Negeri 1 Kotaagung. After graduating from Junior High School in 2016, she pursued at SMA Muhammadiyah 1 Kotaagung. She graduated from Senior High School in 2019. In the same year, she continued her study to UIN Raden Intan Lampung as an S1-Degree student of Tarbiyah and Teacher Training Faculty Majoring in English Education Study Program.

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Alhamdulillah, praise be to Allah Subhanahu Wataalla, the Almighty God, the Most Merciful and the Most Beneficent, for blessing me with His mercy and guidance to finish this thesis. The peace and salutation are upon our prophet Muhammad SAW, with his family and followers. This thesis entitled "The Effectiveness of Two Stay Two Stray Technique on Students' Reading Comprehension in Descriptive Text at The First Semester of The Eighth Grade of SMP Muhammadiyah 1 Kotaagung in Academic Year of 2023/2024 " is submitted as a compulsory fulfillment of the requirements for Bachelor degree of English Education Study Program at Tarbiyah and Teacher Training Faculty, State Islamic University (UIN) Raden Intan Lampung. When finishing this thesis, the researcher has obtained so much help, assistance, aid, support, and many valuable things from various sides. Therefore, the researcher would sincerely thank to:

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6. Okto Biantoro, S.Pd.I., the headmaster of SMP Muhammadiyah 1 Kotaagung for allowing the researcher to conduct the research.

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9. All the people who cannot be mentioned one by one for their contribution and help during finishing her thesis.
10. Last but not least, I want to thank me. I want to thank me for believing in me, I want to thank me for doing all this hard work, I want to thank me for having no days off. I want to thank me for never quitting.

Finally, it has to be admitted that nobody is perfect and researcher is fully aware that there are still many weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticisms and suggestions from the readers to enhance the quality of this thesis. Furthermore, the researcher expects that the thesis is useful for the researcher particularly and the reader generally, especially for those who are involved in English teaching profession.

Bandar Lampung, 28 December 2023
The Researcher,

Yulandari Amanda
NPM. 1911040236

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CHAPTER I
INTRODUCTION

A. Title Confirmation

The research entitled "**The Effectiveness of Two Stay Two Stray Technique on Students' Reading Comprehension in Descriptive Text at The First Semester of The Eighth Grade of SMP Muhammadiyah 1 Kotaagung in the Academic Year of 2023/2024**" to avoid misunderstanding the researcher, the researcher would explain the title of this research, namely:

In research word 'Effectiveness' is the output of a specific review or analysis that measures the achievement of certain educational goals or the extent to which a higher education institution is expected to achieve certain requirements.[1] Effectiveness is a measure that states the extent to which targets (quantity, quality, and time) have been achieved. The effectiveness in this research is the effectivity of using two stay two stray technique on students' reading comprehension.

Two Stay Two Stray technique is a technique that provides opportunities for students to convey ideas, arguments and information to other groups.[2] This technique is believed to be able to provide opportunities for students' to be involved in discussions. It also encourages critical thinking and is willing to take responsibility for their own learning by increasing reading comprehension. The two stay two stray technique in this research was used in the eighth grade in students' reading comprehension in descriptive text.

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[1] Vlasceanu L, Grunberg L, and Parlea D. (2004). *Quality Assurance and Accreditation: A Glossary of Basic Terms and Definitions*. Bucharest: UNESCO-CEPES.

[2] Lie, A. (2008). *Cooperative Learning*. Jakarta: Grasindo. p. 61

Reading comprehension is the ability to improve students to extract useful knowledge from texts.[3] Accuracy in understanding the text must be supported by main ideas, expressions/idioms/phrases in context, inferences, grammatical features, details, excluding unwritten facts, supporting ideas, vocabulary in context. The important thing is the students are able to understand the text and understand the meaning of the text and understand the text that is reasstud or the process of constructing the meaning of the text.

Descriptive text is one type text of reading text that use to describe something, animal, or person.[4] Descriptive text refers to a text focus on describing particular thing, items or individuals and it specifies some their characteristic. Students' in descriptive text could be their ability to understand detailed information from descriptive text across eight reading comprehension criteria.

SMP Muhammadiyah 1 Kotaagung located on Jl. Samudra no.33 - Kuripan, Kotaagung, Tanggamus Regency. This school has been accredited A.

Based on the explanation, the title of this research is The Effectiveness of Two Stay Two Stray Technique on Students' Reading Comprehension in Descriptive Text at The First Semester of The Eighth Grade of SMP Muhammadiyah 1 Kotaagung in the Academic Year of 2023/2024.

B. Background of the Problem

There are four skills in language teaching and learning: speaking, writing, listening, and reading taught in the English language learning process. Moreover, reading is regarded as the most important skill among all. Reading has become one of the four language skills in English that must be learned because it is a source of knowledge that students can uses as input in the learning process. Reading is essential aspect of

---

[3] Mayer, *Learning and Teaching*. (2003). New Jersey: Person education. p.34

[4] Yuwono, D. (2015). *Writing I: From Practice to Theory: Getting Smart and Creative to Write*. Yogyakarta: Pusat Felicha. p. 66

learning English because it allows people to develop their vocabulary as well as the writing skills. It is supported by Harmer statement that reading is effective for language development. It means that by reading, students can develop vocabulary and learn a lot about other languages. However, student occasionally struggle to read and comprehend English text.[5] Through reading, it allows students to comprehend and understand what they have learned, so reading plays an important role in students' academic achievement. It is supported by Nunan's statement that reading is the most important.[6] Reading can be a source of reading comprehension and it can make a significant contribution to second English proficiency. Both oral and written performance are covered by the competency.

Reading is the activity of obtaining information from what has been read. Therefore, reading is very important for students because through reading, we can build critical thinking about what is happening in our environment. Basically, the main purpose of reading activities is to gather ideas and information. To achieve this goal, students' need to have a better understanding of the text they are reading. Grellet stated reading comprehension is understanding written text, meaning extract the necessary information as efficiently as possible.[7] Reading comprehension consists of knowing information from written texts and understanding texts.

Based on the statement above, it can be concluded that reading is a very important skill that students must master. In fact, many students' have low abilities in reading comprehension. Difficulties in reading comprehension occur for various reasons: vocabulary, working memory, lack of

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[5] Jeremy Harmer. (2007). *How to Teach English*. China: Longman Pearson. p.99

[6] David Nunan. (2003). *Practically English Language Teaching*. Singapore: The McGraw Hill Companies

[7] Franqoise Grellet. (2001). *Developing Reading Skills*. Cambridge: Cambridge University Press. p.3

extensive reading and type of text.[8] The process of comprehending the text is not easy for students. Students' must master vocabulary, be able to remember information from written texts, and have motivation in reading texts.

Based on the preliminary research in SMP Muhammadiyah 1 Kotaagung. The researcher was found that the students' reading comprehension was low and many students did not pass minimum mastery criteria. It meant that students had problem in learning English especially reading. The researcher has conducted an interview with English teachers there, Miss Erni Wanti S.Pd. Based on interviewed the English teacher, she stated that students had several difficulties in reading. First, students' lack of comprehending the text. Second, students' reading comprehension was low. Third, students were not interested in learning the reading comprehension process, especially in descriptive text. This can be seen from the students from English score in reading test. The score can be seen in the table:

Table 1.1

Students' Reading Score at the Eighth Grade of SMP Muhammadiyah 1 Kotaagung at the First Semester in the Academic Year of 2023/2024

No	Students' Score	The number of students'	Percentage
1	≥68	34	37.8%
2	<68	56	62.2%
Total		90	100%

Source: Table of Students Eighth grade Scores SMP Muhammadiyah 1 Kotaagung

Based on the table, out of 90 the eighth-grade students', 34 students approved the reading test base on the average score and 56 students failed the reading test. In this case, the

[8] Irena Shehu. (2015). *Masalah Pemahaman Membaca yang Dihadapi Siswa Bahasa Asing,* Studi Kasus: Albania, Kroasia. Jurnal Akademik Studi Interdisipliner. Jilid 4, no 1. p. 93

average score of speaking skills in the eighth class of SMP Muhammadiyah 1 Kotaagung is 68, with many students' below 68. It is revenues numerous students quiet had troubles in their reading comprehension. So, the researcher tries to solve the problem of reading. In this case the researcher tried to use two stay two stray technique in teaching reading. In two stay two stray technique has advantage that giving an opportunity to the students to build their creativity and to communicate with their friends in group.

Two stay two stray technique was used in an experimental class. The researcher will divide some groups and each group consist of four students. Students' work together to solve a problem gives by the teacher. Two students from each group then join other group to present their worksheets and share them with other students'. Two students' then return to the main group and explain their results to the other groups.

There were some previous researches done by researchers relate to applying Two Stay Two Stray Technique. The first research was conducted by Rani Rohimah, which is entitled The Influence of Using Two-Stay Two-Stray Towards Students' Speaking Ability at the First Semester of the Eleventh Grade of Ma Al-Hikmah Bandar Lampung in the Academic Year of 2017/2018. This research methodology was quasi experimental research. The object of the research is two classes in the eleventh grade of MA Al-Hikmah Bandar Lampung chosen purposely using purposive sampling from 103 of population. The first class is XI IPA as the experimental group and the second class is XI IAI as the control group. The data collected from the score of pre-test and post-test after the treatment. In collecting the data test was used in this research. The Instrument of this research was an oral test. After giving the post-test, the researcher analyzed the data by using SPSS to compute independent sample t-test.[9]

[9] Rohimah Rani. (2017). *The Influence of Using Two Stay Two Stray Towards Students' Speaking Ability at the First Semester of the Eleventh Grade of MA*

The second is a research that was conducted by Rasdiana which is entitled "Applying Two Stay Two Stray (TSTS) Technique By Using Picture Series To Improve Students' Speaking Skill at the Second Grade in MAN 2 ParePare", the aim of this research was positively to find out whether applying two stay two stray researcher by using picture series to improve students' speaking skill at the second grade in MAN 2 Parepare. The results of this research, this benefit for the teacher and students. The subject of this research is XII MIA 1 class which is consisted of 27 students. The result in this research was indicated that there was improvement of the students' speaking skill.[10]

In the two previous researches above, there are similarities in the technique used in their research, namely the two stay two stray technique. differences in previous research on speaking ability and using picture series. The researcher will give the title in this research "The Effectiveness of Two Stay Two Stray Technique on Students' Reading Comprehension in Descriptive Text at the First Semester of the Eighth Grade of SMP Muhammadiyah 1 Kotaagung in the Academic Year of 2023/2024".

C. Identification and Limitation of the Problem

Based on the background of the problem, there are some problems:

1. The students' lack of comprehending the text
2. The students' reading comprehension was low
3. The students were not interested in learning the reading comprehension process, especially in descriptive text

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Al-Hikmah Bandar Lampung in The Academic Year of 2017/2018, Tarbiyah And Teacher Training Faculty Raden Intan State Islamic University Lampung: Lampung. http://repository.radenintan.ac.id/2617/

[10] Rasdiana. (2018). *Applying Two Stay Two Stray (TSTS) Technique by Using Picture Series to improve Students' Speaking Skill at the Second Grade in MAN 2 Parepare, Parepare*: English Program Tarbiyah and adab Departement State Islamic Institute (IAIN) Parepare. http://repository.iainpare.ac.id/963/1/14.1300.002.pdf

The limitation of the problem, the researcher focused on the effectiveness of two stay two stray technique on students' reading comprehension in descriptive text at first semester of the eighth grade of SMP Muhammadiyah Kotaagung in the Academic Year of 2023/2024.

D. Formulation of the Problem

Based on the background and the limitation of the problem above, the researcher found the research question as follow: Is two stay two stray technique effective on students' reading comprehension in descriptive text at the first semester of the eighth grade of SMP Muhammadiyah 1 Kotaagung in the academic year of 2023/2024?

E. Objective of the Research

Based on formulation of the problem, the research objective is to know whether is two stay two stray technique effective on students' reading comprehension in descriptive text at the first semester of the eighth grade of SMP Muhammadiyah 1 Kotaagung in the academic year of 2023/2024.

F. Significance of the Research

The significance of the research is explained as follows:

1. Theoretically

   The findings of this study are design to provide information about the use of two stay two stray technique on students' reading comprehension in order to improve reading comprehension abilities. Both for readers and for the next researchers.

2. Practically

   a. For the English Teachers

      This technique makes it easy for teacher to teach reading, and it is expected to make a useful contribution to teaching reading and provide the other way for teacher to develop students' reading skill.

b. For the Students

To motivate students' in the learning process, particularly in reading instruction, will be able to create more enjoyable and meaningful learning.

c. For the Next Researchers

This research can be used as a reference for conducting other research regarding two stay two stray technique on student understanding. By reading this research, it is hoped that next researchers will be able to conduct more in-depth research on the problems that arise in learning English, especially in reading.

G. Relevant Researches

There have been three relevance research using the same technique for teaching reading. The first research conducted by August Lewaherilla studied about Improving students' reading comprehension through Two Stay Two Stray technique to the students of class eighth of SMP YPPK Biak in the academic year 2010/2011. This study used classroom action research. Research has shown that the Two Stay Two Stray technique can improve students' reading comprehension in narative text. The development can also be seen in her post-test results. Mean scores increased to 64, 62 on posttest 1 and 72,788 on posttest 2. Students' convert more actively committed in the learning course. They had the courage to express their opinions in English. The class was lively and exciting. Encourage students to act responsibly and positively.[11]

The second researcher by Suci Ramadhani Sihotang, which is entitled The Effect of Two Stay Two Stray on The Students' Achievement in Reading Comprehension of the eighth grade SMP Rahmat Islamiyah Medan in the academic year of 2016/2017. This research used experimental research

[11] August Lewaherilla. (2011). *Improving Students Reading Comprehension Through Two Stay Two Stray Technique of Eighth Grade Students of SMPYPPK Biak*. Thesis S-1 Degree English Education Sebelas Maret University. https://core.ac.uk/reader/16506850

design. The finding shows that t observe > t table (5.94) is greater than t-table (1.69) with the level of significance 0.05 and df=70. It shows that the hypothesis alternative (Ha) was accepted. the percentage of thus significant effect of applying Two Stay Two stray on the students' achievement in reading comprehension was 50.95%, it meant there was significant effect of using Two Stay Two Stray on the students' achievement in reading comprehension in recount text.[12]

The third researcher by Nurma, Rumiri, and Syofia which is entitled "The Effect of Two Stay Two Stray technique on reading comprehension of the second years student of SMAN 34 Pekanbaru". The purpose of the research was to know whether there is a significant effect of using Two Stay Two Stray technique toward reading comprehension in recount text of second year students' at SMAN 34 Pekanbaru. The research design was quasi experimental research. The result of data analysis showed that the mean score of pre-test for control class was 58,12 and the post –test was 62,25. While the result of pre-test for experimental group was 62,62 and the post test was 71,38. With the t-Test score was 8,76, it can be concluded that there was a significant effect of using Two Stay Two Stray strategy on reading comprehension of the second year students' of SMAN 34 Pekanbaru.[13]

All relevance studies show that the two stay two stray technique improves students' reading comprehension. Although there are many opportunities to improve students' reading comprehension by starting learning using the two stay two stray technique, there are many research studies related to learning the two stay two stray technique for effecting to see if

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[12] Suci Ramadhani Sihotang. (2017). *The Effect of Two Stay Two Stray on The Students' Achievement in Reading Comprehension of the eighth grade SMP Rahmat Islamiyah Medan in academic year of 2016/2017.* Thesis S-1 Degree English Education University of Muhammadiyah Sumatra Utara. http://repository.umsu.ac.id

[13] Nurma, Rumiri, and Sofiya. (2017). *The effect of Two Stay Two Stray Strategy on Reading Comprehension of the Second year Student of SMAN 34 Pekanbaru.* Jurnal Online Mahasiswa, Vol.4 no.1. https://jom.unri.ac.id/index.php/JOMFKIP

there is a significant difference in students' reading comprehension after using the two stay two stray technique.

In one relevance research, the study concluded that two stay two stray technique can improve reading comprehension in young students. In addition, there are several differences between the previous study and this study. In a previous study, the researcher used classroom action research, but in this research use a quasi-experimental study and a design of experiments method to conduct the study, so the researcher was used the differences from this study. However, this study used a quasi-experimental design to determine the effectiveness of Two Stay Two Stray on reading comprehension.

H. Systematics of the Research

The systematics of the research will divide inti five chapters as follows:

Chapter I Consists of title confirmation, background of the problem, identification and limitation of the problem, formulation of the problem, objective of research, significance of the research, relevant researches and systematic of the research.

Chapter II Consists of the Frame of theory, which consists of sub chapters of reading, reading comprehension, descriptive text, two stay two stray technique and concept of reading aloud technique, frame of thinking, Then hypothesis.

Chapter III Consists of research method which consists of time and place of the research, research design, population, sample and data collection technique, operational definition of variables, research instrument, validity and reliability of the instrument, fulfillment of the assumption and hypothesis testing.

Chapter IV	Consists of result of the research talking about the analysis of data. This chapter four, it consists of data description and the discussion.
Chapter V	Consists of conclusion that is giving conclusion about the result of the research and suggestion that given suggestion to the students' and teachers by researcher.

CHAPTER II
FRAME OF THEORY AND HYPOTHESIS

A. Frame of Theory

1. Reading

a. Definition of Reading

Reading is one of the skills that English learners need to master. Several experts give their opinion on reading the definition. When reading the text, the reader can know and understand what the writer is talking about. Jennifer explained that reading is about thinking, understanding and realizing the meaning of text.[1] This means that reading is the process by which the reader receives the message from the article. Richard and Schmidt note reading as a process of discovering a text in written form to understand its contents.[2] This means that when someone does not understand the meaning of the passage, they will not read even if they pronounce the words correctly. Reading means understanding the meaning of the passage being read, not just reading the words.

In line with the idea above, Nunan stated that reading is a process of creating meaning by merging idea from the text with reader prior knowledge.[3] It can be said that reading is not a simple activity. The reading process begins when the reader looks at a text and then cultivates it in the brain, including the basics to derive meaning from that text. The readers prior knowledge plays a large role in helping readers familiar with the text make sense of it.

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[1] Jennifer Serravalo. (2010). *Teaching Reading in Small Group*. Portsmouth: Heinemann. p. 43.

[2] Jack C. Richards and Richard Schmidt. (2002). *Dictionary of Language Teaching and Applied Linguistic*. London: Pearson Education. p. 443.

[3] David Nunan. *(*2003). *Practical English Language Teaching*. Singapore: Mc Graw Hill. p. 68.

Moreover, Harris and Graham stated reading is a purposeful activity.[4] It means that reading is the process of comprehending text. Readers can understand the information by interpreting the source information from the text. Lems et.al, states that reading is an interactive process that takes place between the text and readers processing strategies and background knowledge.[5] This means that reading is an interactive process where the reader's processing strategy and their own background knowledge play an important role when reading the text. The reader handling policy can determine how the read takes place. The basic knowledge of the reader also plays an important role in the reading process. By combining information from a text with their background knowledge and also using appropriate strategies, it can help readers build meaning more easily.

From the above explanation, the researcher concludes that reading is a cognitive activity when the reader and the writer have a dialogue through the text. In reading, the reader reflects and understands the information of the text by analyzing, coordinating, and interpreting different sources of information to make sense of the text. The reading process also needs information about the text and the readers background knowledge to build meaning. Both can help us by reading. From there, we can easily understand the text. We must read as much as possible. Because reading books can help us to know more information and increase knowledge.

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[4] Karen R. Harris, and Graham Steve. (2015). *Teaching Reading Comprehension to Student with Learning Difficulties*. NewYork: the Guilford Press. p. 104.

[5] Kristin Lems, Leah D. Miller and Tenena M. Soro. (2010). *Teaching Reading to English Language Learners*. New York: Guilford. p. 33

b. The Type of Reading

Patel Stated that reading is divided into several types, namely as follows:[6]

1) Intensive reading

Extensive reading is reading text or reading passages. In this reading, learners read the text to gain knowledge or analysis. The goal of this reading is to read a shorter text. This reading is done to obtain specific information. Learners who read books to cultivate knowledge are in-depth reading. Intensive reading will provide the basis for explaining structural difficulties and deepening knowledge of vocabulary and idiomatic expressions. It will also provide materials to develop better language proficiency, both spoken and written.

2) Extensive Reading

Materials intended for extensive reading will chose at a lower difficulty level than materials intended for intensive reading. The goal of extensive reading will train students to read directly and fluently in the target language comfortably without the help of a teacher.

3) Aloud Reading

Reading aloud also plays an important role in teaching English. Teachers should know that learning to read aloud should be done at the elementary level because it is the basis for pronouncing words.

4) Silent Reading

Silent reading is a very important skill in teaching English. This reading should be used to increase the learner's reading ability. Silent reading is done to gain a lot of information. The

[6] M.F Patel & Praveen M. Jain. (2013). *English Language Teaching (Methods, Tools & Techniques).* Jaipur: Sunrise. p.117-123

teacher should ask them to read silently when they can read without any difficulty.

Based on the explanation, there are four types of reading such as Intensive Reading, Extensive Reading, Aloud Reading, and Silent Reading. Two stay two stay technique involves small group activities to read, analyze, understand, discuss, and synthesize their own understanding of the text so that researcher will use intensive reading, because they are both still wandering, and connect what students understand from the text by opening a dictionary or ask a group question.

c. Concept of Reading Comprehension

Reading comprehension is an active process of constructing and deriving meaning from related texts. This includes knowledge of words (vocabulary) as well as thinking and reasoning. Understanding is therefore an active process rather than a passive one.[7] This means that comprehension is the active process of deriving the meaning of sentences and knowledge from vocabulary.

Brown stated reading comprehension is primarily about developing appropriate and effective comprehension strategies.[8] This means comprehension is the ability to understand and retain certain information. From these descriptions, reading comprehension is the reader's ability to extract information and messages from ability to address questions related to The Main Idea,

[7] Elizabeth Pang, S. Muaka Angaluki, Benbard B. Elizabeth, Kamil, L. (2003). Machel. *Teaching Reading*. Chicago: Internal Academy of Education. Series-12. p. 14.

[8] H. Douglas Brown. (2000). *Teaching by Principle, an Interactive Approach to Language Pedagogy, (2nd Edition*). San Francisco: San Francisco University Press. p.306

Expressions/idioms/phrases in context, Inference, Grammar features, Details, Excluding facts not written, Supporting Ideas, Vocabulary in context. Reading comprehension has several aspects:

1) The Main Idea

   The main idea is basically the most important thought about the topic. Alexander et al, the main idea is what the author wants you to know and understand about the topic.[9] This means that the main idea refers to crucial information that complicate on the overall idea of a paragraph or section of text. In other words, the main idea is actually the summary of the paragraph.

2) Expressions/idioms/phrases in context

   Expressions/idiom/phrase in context is a common word or phrase that has a culturally understood meaning different from that imply by the compound name. In other words, a passage may contain words with multiple meanings or specific meanings, and the reader should identify these meanings.

3) Inference (Implicit Detail)

   Hatch stated a conclusion question asks for information that is implied in the sentence but not directly stated.[10] In other words, the conclusion question infers something that is not directly stated in the text.

4) Grammar features (reference)

   Dummett stated a reference is a relationship that exists between an expression

[9] Sandra Luna Mccune, Vi Cain Alexander, and E. Donice Mccune. (2009). *Cliffs Notes Praxis ii*. Canada: Wilcy Publishing. p. 12.

[10] Lisa Zimmer Hatch, Scott Hatch, Amy Hackney Blackwell. (2004). *I sat for Dummies*. London: Wiley publisher. p. 27.

and what the speaker says with the expression.[11] This means that a reference is a relationship between objects that serves as a means of connecting or linking one object to another.

5) Details (scan specific specified details)

In discussions of reading, this skill is often call scanning. We read books because we want to understand specific details, as oppose to reading to get the gist.[12] This means that the reader must read with comprehension in order to understand the main point of the text.

6) Excluding facts not written

Provide information in text, except for facts, not written questions not directly explained.

7) Supporting Ideas

A supporting idea supports the author's main idea by clarifying its meaning or by providing supporting evidence.[13] This means that the supporting idea clarifies the main idea of the subject sentence or written sentence.

8) Vocabulary in context

"Vocabulary in context" questions ask about the meaning of words or phrases used in a sentence.[14] This means that a lexical question in context asks the reader to determine the lexical meaning.

Based on the description, reading comprehension can be summarize as the process by

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[11] Micheal Dummett. (1973). *Philosophy of Language.* New York: Harper and Row publisher. p. 204.

[12] Jeremy Harmer. (2001). *The Practice of English Language Teaching (3rd ed).* Cambridge: Longman. p. 215.

[13] Sandra Luna Mccune, Vi Cain Alexander, and E. Donice Mccune. (2009). *Cliffs Notes Praxis ii*. Canada: Wilcy Publishing. p. 13.

[14] H. Douglas Brown. (2004). *Language Assessment: Principle and Classroom Practice*. New York: Pearson Education. p. 206.

which the reader tries to understand the content of the text. Reading, on the other hand, is the extraction of information from texts. The reader should consider to The Main Idea, Expressions/idioms/phrases in context, Inference (implicit details), Grammar features (references), Details (search for specifically stated details), Excluding facts not written, Supporting Ideas, Vocabulary in context. Readers describe these components in their own language. Reading comprehension is the ability to understand the purpose and meaning of a text and understand what the reader is reading.

d. Micro and Macro Skills of Reading Comprehension

Brown explains that there are two types of skills that a reader must possess.[15] Those are micro skills and macro skills.

1) Micro skills of reading

Here is some micro of reading skills:

a) Distinguish between distinctive charts and spelling patterns of English.
b) Store language fragments of suitable length in short-term memory.
c) Process articles at an efficient pace to meet the target.
d) Recognize the core of words and explain patterns of word order and meaning.
e) Recognize types of grammatical words (nouns, verbs, etc.), systems (e.g. tenses, unions and plurals), patterns, rules, and ellipses.
f) Realize that a particular meaning can be express in different grammatical forms.
g) Identify the connection in writing and their rules in expressing the relationship

[15] *Ibid*, p.187

between the clauses. Discriminating among the distinctive graphemes and orthographic pattern of English.

2) Macro skills of reading

Here is some macro of reading skills:

a) Recognize the rhetorical forms of written speech and their meanings for interpretation.
b) Identify the communicative function of written text in terms of form and purpose.
c) Inferring context is not clear by basic knowledge.
d) Starting from describing events, opinions, inferring relationships, relationships between events, inferring causes and effects, discovering relationships such as main ideas, supporting ideas support, new information, generalization, illustration.
e) Distinguish literal from implicit meaning.
f) Detect cultural-specific references and interpret them in the context of appropriate cultural patterns.
g) Develop and use a range of reading strategies, such as skimming and skimming, detecting speech cues, guessing the meaning of words in context, and activating patterns to interpret text. Recognizing the rhetorical forms of written discourse and their significance for interpretation.

From the statements above, it can be concluded that it is better to teach reading by teaching both micro skill and macro skill to improve the students reading comprehension. Micro skill is necessary to be taught for building a base for students in reading meanwhile macro skill is taught for mastering reading.

e. Levels of Reading Comprehension

There are different levels of reading comprehension. Barnes assumed reading comprehension is classified into literal comprehension, interpretive comprehension, critical reading, and creative reading.[16]

1) Literal Comprehension

Literal Comprehension is the lowest level of understanding. Literal comprehension refers to the ability to comprehend and recall information explicitly state in a text. The text can be written or spoken. Literal comprehension is capturing the information directly contain in the choices. It's the most important, but it still plays an important role in Comprehension. In her opinion, reading is important for literal comprehension and a prerequisite for higher comprehension. Specific reading skills at the level of literal comprehension include recognizing specific information and details that are not present at all, categorizing events when given explicit signals, and the main idea and content of the text read. and so on.

a) Identifying specific information

This reading style requires the reader's attention to be direct only to one or more specific information or details require in the form of text. The rest of the text may become unreadable. This information includes everything from names, dates, scientific terms, places, and more. Looking for it motivates one to read. When searching for details, readers should look

[16] *Ibid*, p.14

for signals around the information they want, or within the information itself.

b) Find the main idea

The main idea is the most important information the author wants to convey about the concept of the paragraph. The main idea is the central idea upon which the entire paragraph revolves. Usually it is express in a topic sentence. Identify a subject. Facts about this topic:

(1) They often state the main idea of the paragraph.

(2) Often the first sentence of a paragraph. sometimes on end or middle.

(3) Not all sentences have a theme sentence

(4) The main ideas are back up by details and well-written texts unit volume.

(5) If the main idea is not state directly, readers may state it directly know and determine the topic to which all the points mention belong. Details are connected.

(6) The main idea of the whole selection can be determined as follows. Considering the main ideas of each paragraph, decide which topic it belong to.

2) Interpretive Comprehension

The second level is interpretive comprehension. At this level, students go beyond what is said and read for deeper meaning. You must be able to read critically and carefully analyze what you read. Students should be able to understand the relationships between ideas, such as how they fit together, as well as the imply meaning of those ideas. He

goes on to agree with Rubin that reading skills at this level require readers to:

a) Identify the meaning of words from context
b) Find the main idea
c) Read between the lines or draw conclusions
d) Draw conclusions
e) Generalize
f) Recognize cause and effect inferences
g) Recognize similarities

3) Critical Reading

Critical reading involves both literal understanding and interpretation, but critical reading also entails the spell of these two levels of understanding. He appreciates what he reads.

4) Creative Reading

Creative reading is when the reader applies ideas to new situations and combines the author's ideas with those of others to create new ideas. Through creative reading, readers create new things such as: A new way of seeing something from an idea, a solution to a problem, an idea derive from a text.

2. Descriptive Text

a. Definition of Descriptive Text

There are some kinds of text that should be comprehend by students in the junior high schools. They are narrative, report, recount, descriptive, and procedure. In this research, the researcher will use descriptive text. Tompkins and Stanley defined descriptive text as painting pictures with words. By reading a descriptive text, readers feel that they see the description just like they see pictures. Friedman

assumed descriptive details mean to grab the reader's attention. Thus, Temple et al stated, description is discourse that helps us visualize. It focuses upon the appearance or the nature of an object.

In addition, Wardiman et.al stated descriptive text is a text that describes the features of someone, something, or a certain place.[17] This description can be shown in the form of the sound, taste, and smell of things or objects. The characteristic of something or object to be describe usually deals with the physical appearance of the object to be describe. Furthermore, according to Anderson & Anderson in Dolar Yuwono stated that descriptive text is different from information reports because they describe a specific subject rather than general group.[18] The purpose of this text is to describe a particular person, place or thing being discuss in detail or describes parts, qualities, or characteristics.

Based on the explanation, the researcher concludes that descriptive text is the text that describes a particular thing that is alive or not, such as a person, place, animal, form, or object.

b. Generic Structure of Descriptive Text

Emilia said that descriptive text containing two organization, identification (name, location, and specific information about the place) and description (quality characteristics of the place being described).[19] This means that descriptive text has two organizations, identifier and description. First,

[17] Wardiman. (2008). *English in Focus 2:* For Grade X Senior High School. Jakarta: Pusat Perbukuan Department Pendidikan Nasional. p. 16

[18] Yuwono, D. (2015*). Writing I: From Practice to Theory: Getting Smart and Creative to Write*. Yogyakarta: Pusat Felicha. p. 66

[19] Emi Emilia. (2016). *Pendekatan Berbasis Teks: Dalam Pengajaran Bahasa Inggris*. Bandung: Kiblat Buku Utama. p.94

we need to define the object we want to describe, then describe the properties and characteristics of the object. Thus, Emilia asserts that the descriptive text has two general structural parts. They are:

1) Identification
   Identification paragraph which identifies phenomenon to be describes.
2) Description
   Description is series of paragraph about the subject which describes parts, qualities, characteristics.[20]

Base on explanation, the researcher concludes that descriptive text has two general structures, namely identification to introduce objects and description to describe characteristics, parts and properties of objects. By knowing the general structure, students can easily derive information when reading descriptive text.

c. Language Features

Language features also know with grammatical features. It is the important part in descriptive text and language feature as a characteristic of descriptive text. According to Sudarwati and Grace, there are seven language features of descriptive text, they are:

1) The use of "to be" and "to have"
   Example: The hotel has 235 bedrooms.
   The hotel rate is too expensive
2) The use of relating verbs
   Example: The temple consists of five terraces.
   The museum houses hundreds of greek statues.
3) The use of opinion and fact adjective
   Example: The temples is magnificent. (Opinion)

[20] *Ibid*

The temple has a rectangular shape. (Fact)

4) The use of degrees of comparison
   Example: Bogor has the same weather as Ungaran.
   The weather in Jakarta is hotter than that in Bandung.
5) The use of participle phrases
   Example: Situated between East London and West London, the river flows into the sea.
   The house standing at the foot of the hill belongs to the royal family.
6) The use of compound adjectives
   Example: The five-bedroom bungalow has been rented since last year.
   Passengers are not allowed to smoke in the non-smoking compartment.
7) The use of adverbial phrases of time and place
   Example: The city has changed a lot since the 17th century. (Adverbial phrases of time).
   London is situated in the southeastern England. (Adverbial phrases of place).[21]

[21] *Ibid., p.95*

d. Example of Descriptive Text

	PINK BEACH
Identification	Pink Beach or Pantai Merah Muda is one of the beaches in Komodo island, East Nusa Tenggara. The beach is called Pink Beach because the sand beach is pink. The pink color of its beach is a mixture of white sand beach colors mixed with crushed coral, shells, calcium carbonate from marine invertebrates that are very small, and also Foraminifera, microscopic amoeba that has a red body shell.
Description	At Pink Beach, there are so many marine organisms. No fewer than 1,000 species of fish, 260 species of coral, and 70 species of sponge can be found here. Having so much marine life, this place is a proper spot for snorkeling and diving for sea sports lovers.

Figure 1
Example of Descriptive Text

e. Students' Ability in Reading Comprehension in Descriptive Text

Reading comprehension is very necessary, not only to understand documents, but also to improve awareness, educational success, and work. In this case, students should be good in reading comprehension ability because from understanding texts students can increase their knowledge, success in education, and get a job.

Klingner and Boardman stated comprehension of reading is the method of creating meaning to integrate complex processes, include word reading, word processing, their awareness and fluency in reading.[22] This means that reading comprehension is crucial for students in their life because students could be get information and increase their knowledge from reading comprehension.

Descriptive text is text that describes the appearance of a person, place, animal, or object. The general structure of descriptive text is identification and description. In comprehending this type of text, students will be able to understand the literal meaning, understand the inference, understand the structure of the text and also be able to describe animals, objects and people. In literal comprehension, students get specific information or answers to questions from the text they are reading. While deductive comprehension allows students to discover main ideas or identify vocabulary in context. In other words, deductive comprehension allows students to make their own inferences based on the text. In addition, students also need to identify the organization of the text.

Base on the explanation, researcher claims the reading comprehension of students in descriptive text could be their ability to understand detail information from descriptive text across eight reading comprehension criteria.

3. Cooperative Learning

Cooperative learning implies working together to achieve a common goal. In cooperative activities, students individually seek results that benefit all members

[22] Janette K. Klingner et al. (2007). *Teaching Reading Comprehension to Students with Learning Difficulties*. London: The Guildford Press. p. 2

of their group. Rusman stated Cooperative learning is a learning model that involves student participation in small groups to interact with each other.[23] It means that in a cooperative learning system, students learn to work together with other members to interact with each other. In this learning model, students have two responsibilities, namely they learn for themselves and help all group members to learn.

Slavin stated cooperative learning refers on a variety of teaching methods in which students work in small groups to help each other with each other in studying subject matter.[24] It means that in the cooperative learning model it is hoped that each students will be able to help each member of their group and discuss and argue with each other to hone their knowledge so that there are no gaps in the knowledge and understanding of each students. Lie stated

Cooperative learning models have many types that differ in task structure and implementation such as Student Team Achievement Division (STAD), Teams-Games-Tournament (TGT), Two Stay Two Stray (TSTS), Jigsaw, Team Accelerated Instruction (TAI), Cooperated integrated reading and composition (CIRC). Two Stay Two Stray (TSTS) will use in this research. Two Stay Two Stray which was developed by Spencer in 1992. This technique can be used in all subjects and for all age levels of students. The Two Stay Two Guests technique gives groups the opportunity to share information with other groups.

4. Two Stay Two Stray Technique
   a. Definition Two Stay Two Stray Technique

      In reading skill there are many techniques to develop these skills. One of them is two stay two

[23] Rusman. (2011). *Model-model Pembelajaran.* Jakarta: Rajagrafindo Persada.

[24] Robert Slavin. (2009). *Cooperative Learning Teori Praktek dan Riset*

stray technique. Lie stated Two Stay Two Stray technique is kind of technique that gives chance to each student in group to share the result and information with other student in group.[25] It means that Two Stay Two Stray technique gives students experience in gathering information and reporting back to their teammates. It is also an interactive process which can be uses to build knowledge or summarize learning though sharing.

Two Stay Two Stray technique is a group learning system with the aim that students can work together, be responsible, help each other solve problems, encourage each other to socialize well.[26] It means the two stay two stray technique helps students learn together and help each other so that students can solve problems more easily. Two Stay Two Stray technique is where learning begins with group division, each group consists of a guest and a host, from each group two members visit another group to ask questions about the material and the host from another group explains the material to the visiting group members.[27] It means the Two Stay Two Stray technique makes all members contribute in every aspect so that all members can understand more easily and well, besides that it can teach students to work together and socialize with each other.

Two Stay Two Stray techniques are commonly using for all subjects and student level. This technique enables the students to share

[25] Anita Lie. (2008). *Cooperative Learning*. Jakarta: Grasindo. p. 61

[26] Miftahul Huda. (2015). *Model-model Pengajaran dan Pembelajaran*. Yogyakarta: Pustaka Pelajar. p.207

[27] Agus Suprijono. (2009). *Cooperative Learning Theory & Paikem Applications*. Surabaya: Pustaka Pelajar. p.112-113

information to the other groups.[28] It means that Two Stay Two Stray technique is able to use as a technique in reading and any grade of students. It also gives students experience in gathering information and reporting back to their teammates, this Two Stay Two Stray technique is expected to be an alternative technique which can be uses for teaching reading.

Based on theory above, Two Stay Two Stray is a kind of technique that gives chance to each student in group to summarize learning materials through sharing the result of discussion and other information with other groups.

b. The Procedure of Two Stay Two Stray Technique

According to Lie, Two Stay Two Stray consists of some steps as follow:

1) Students work together in groups of four as usual,
2) After finishing, two people from each visit the second other groups,
3) Two people who live in the group are in charge of sharing the results their work and information to their guests,
4) Guests excuse themselves and return to their own groups and report their findings from other groups,
5) Groups match and discuss the results of their work.[29]

Meanwhile, according to Kagan in Huda, Two Stay Two Stray consist of some steps as follow:

[28] Faad Maonde.et,al. (2015). *The Discrepancy of Students Mathematic Achievement Trough Cooperative Learning Model, And the Ability in Mastering Language and Science.* Vol. 3, No. 1. Halu Oleo University. p. 145

[29] Anita Lie. (2002). *Cooperative Learning.* (Jakarta: Gramedia Widiasarana Indonesia. p.60

1) Teacher divides the student in some groups which consist of four students in each group.
2) Teacher gives the assignment for each group to discuss it.
3) Students cooperate in groups of four as usual.
4) After the discussion is done, two members of each groups leave the group to visit the other group.
5) The other two members who stay in the group have a tasked to share the information and the result from the discussion to their guests.
6) The guests excused to return to their home group and report what they find in the other group.
7) Then each group compare and discuss the results of their work.
8) Each group presents their result of discussion.[30]

It can be inferred that the students have to form a group consisted of four members for each group. Then, they do the task from the teacher. After doing the task, two of the students move to another group. Two students who stayed in the group have to share or discuss their result to the guess. After discussing, two students who move back to their group to compare their result with the other group result.

Therefore, in accordance with this procedure, the researcher will prepare steps for teaching reading to make it suitable for application to eighth grade junior high school students. It is the procedure for using the two stay two stray technique in teaching reading as follows:

[30] Miftahul Huda. (2015). *Model-model Pengajaran dan Pembelajaran*. Yogyakarta: Pustaka Pelajar. p.207

1) Pre reading activity
    a) The teacher greets her students.
    b) The attendance list of students is checked by the teacher.
    c) Students answer
2) Whilst reading activity
    a) The teacher forms groups, each group contains 4-5 students determined randomly in a fair manner.
    b) Students answer questions related to the material that students will study. For example. Teacher: "Okay students, have you ever heard of a descriptive text before?"
    c) The teacher provides examples of descriptive text after students answer questions.
    d) The teacher explains the general structure and linguistic characteristics of descriptive text. Text with the title "The elephant".
    e) Then the teacher gives 1 sheet of paper containing descriptive text, students are asked to read the text first with their group.
    f) The teacher asks each group to discuss the material and analyze the general structure, linguistic material related to descriptive text.
    g) The teacher goes around the group to guide groups that are having difficulties and asks students to ask questions if they do not understand the material.
    h) After discussing in 1 group, the teacher asked 2 students from each group to come to another group to discuss the results of another group's discussion, 2 other students remained in the group to receive students who visited their group.

i) After completing the visit, 2 students returned to their respective groups to report what they got from other groups

j) The teacher asks each group to come forward to present the results of the discussions that have been discussed.

3) Post reading activity

a) Observing and assessing students who are presenting in front of the class

b) Teachers and students discuss about their mistakes and provide further explanations about students answers such as how to find the main idea (topic), expressions/phrases in context, inferences, grammatical characteristics, details, excluding unwritten facts, supporting ideas and vocabulary.

c) Ask students to answer reading questions related to descriptive text.

d) Collect student answer sheets.

However, this activity helps students develop not only their knowledge but also their communicative skills and self-confidence. Based on the statement above, two stay two stray implement in group discussions, there is a reasonable possibility that students will increase. their communication skills. In a group, while sharing opinions and exchanging opinions with others, they will automatically improve their communication skills.

c. The Advantages and Disadvantages of Two Stay Two Stray Technique

According to Anita Lie, the advantages and disadvantages of Two Stray Two Stray technique is as follow:

1) Advantages of Two Stay Two Stray Technique

There are some advantages of using Two-Stay Two-Stray technique:

a) Groups easily split into pairs.
b) More ideas emerge,
c) More tasks to do and easy teacher monitor,
d) More activity oriented,
e) Can be applied in all classes.[31]

In other word, using two stay two stray technique have many advantages and really help to the students to work together in group. This learning model is expected to motivate students to learn reading ability because they work with their friends. Moreover, the students are expected to be creative and share ideas with their friends.

2) Disadvantages of Two Stay Two Stray technique
   a) Requires more time,
   b) Needs better socialization,
   c) An even number complicates the voting process,
   d) Lack of opportunity for individual and easy contributions involve yourself from involvement. [32]

In other words, this technique needs more time than the other techniques. Before doing the two stay two stray technique, the teacher explains the mechanism of the two stay two stray technique to the students so that the students after that the teacher invites the students to ask questions if they still do not understand, then the teacher asks the students to form groups of four people, the teacher also asks one student to be the leader of the group In order to monitor their friends who do not contribute to their group, students who do not contribute to the group will be punished according to the agreement later.

[31] *Ibid*
[32] *Ibid*

5. Reading Aloud Technique

   d. Definition Reading Aloud Technique

      Reading aloud technique is a useful activity to practice accurate decoding and it is a useful activity in its own right people gain pleasure from listening to stories and talks and from reading stories to others.[33] This means that reading aloud is a beneficial activity for both the reader and the listener listening to the text, and can improve comprehension while reading.

      Richards and Schmidt stated Reading aloud technique is saying a written text aloud.[34] It means that the technique of reading aloud involves reading a text out loud and the people around us being able to hear what we are reading. In reading instruction, this is often done to establish phonic-visual correspondence or to learn to differentiate sensory groups in a text.

      Based on the above theories, the researcher concluded that reading aloud technique is an activity, a tool for teachers, students and readers when reading. When we read text, people around us can listen to what we are reading. On the other hand, reading aloud allows learners to very well develop their reading skills by speaking or expressing ideas, making reading very interesting, improving listening skills, enriching vocabulary, improving reading ability, and improving listening skills. reading comprehension skills and, not least, an increasing love of reading.

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[33] I. S. P. Nation. (2009). *Teaching ESL/EFL Reading and Writing*, (New York: Routledge 270 Madison Ave, NY 10016. p. 68

[34] Jack C. Richards and Richard Schmidt. (2010). *Longman Dictionary of Language Teaching and Applied Linguistics*. England: Great Britain, Fourth Edition. p. 483

e. The Procedure of Reading Aloud Technique

The Reading Aloud Technique procedure will be applied as follows:

1) Choose a text interesting enough to read aloud. Limit yourself to one choose less than five hundred words.
2) Present the text to participants, highlighting key points or questions for student engagement lift up.
3) Segment text by paragraphs or by any other means. Invite volunteers read the different sections aloud.
4) As you read, stop when appropriate to emphasize certain points, ask or answer questions, or give examples. Allow brief discussion if participants express interest in certain sections. Then proceed to read.[35]

Therefore, in accordance with this procedure, the researcher will prepare steps for teaching reading so that it is suitable for application to eighth grade junior high school students. It is the procedure for using reading aloud technique in teaching reading as follows:

1) Pre reading activity
   a) The teacher greets her students.
   b) The attendance list of students is checked by the teacher.
   c) Students answer questions related to the material that students will study. For example. Teacher: "Okay students, have you ever heard of a descriptive text before?"

[35] Melvin L. Silberman. (2011). *Active Learning 101 Cara Belajar Siswa Aktif*. Bandung: Nuansa. p. 152

d) The teacher provides examples of descriptive text after students answer questions.
e) The teacher explains the general structure and linguistic characteristics of descriptive text. Text with the title "The elephant".

2) Whilst reading activity
a) The teacher provides descriptive text that is interesting to students
b) The teacher gives an example of how to read descriptive text and highlights words that are key words for understanding the reading
c) Students are asked several questions related to the reading text
d) The teacher appoints students to read the descriptive text individually without stopping
e) The teacher again gives an example of how to read the descriptive text that has been given
f) Students are asked to read again to improve reading comprehension.

3) Post reading activity
a) Teachers and students discuss about their mistakes and provide further explanations about students answers such as how to find the main idea (topic), expressions/phrases in context, inferences, grammatical characteristics, details, excluding unwritten facts, supporting ideas and vocabulary in context.
b) Ask students to answer writing questions related to descriptive text.
c) Collect student answer sheets.

However, these activities help students develop not only their knowledge but also their

communicative skills and confidence. Based on the statement above, the researcher concludes that the procedure for the reading aloud technique is for students to translate new words from the target language into their mother tongue. then, students give grammar rules and apply them use examples, correcting them with new words. Students will memorize vocabulary.

f. The Advantages and Disadvantages of Reading Aloud Technique

1) Advantages of Reading Aloud Technique

The Reading Aloud Technique has several advantages and also the objective of the technique itself. They are:

a) It allows learners to develop very well the ability to read by speaking or express ideas.
b) It helps learners develop pronunciation skills very well.
c) This makes reading very enjoyable while the teacher uses reinforcement during reading.
d) Language learning is a type of imitation. When the teacher says something or when reading any text, learners try to imitate that text. Therefore, teachers must have creative ideas to make this activity truly effective.[36]

In other words, the use of reading aloud technique will help students a lot in reading, understanding and living the subject matter. Students will become more develop pronunciation skills very well, this helps students read, speak very well. It is believed

[36] M.F. Patel Praveen M. Jain. (2008). *English Language Teaching*. Jaipur: Sunrise Publishers and Distributors, Vaishali Nagar. p. 122

that learning language will help student intellectual development.

2) Disadvantages of Reading Aloud Technique

Disadvantages of the Reading Aloud Technique are:

a) Overcrowded classrooms are a huge problem. Teachers cannot provide enough opportunities for all students.

b) In the early stages, reading aloud is essential. If fully trained on Reading aloud is not provided at the elementary level, it will be difficult to read aloud in the secondary stage.

c) Only bright and intelligent students learn to read out loud, because they frequently have opportunities while the average student has almost no opportunities while reading. So, they become passive learners. Reading aloud takes longer so it takes longer. Not all students can read at the same time, making classroom management impossible.[37]

In other words, this technique requires more takes longer. Students cannot read at the same time, making classroom management impossible. Before learning begins, the teacher makes an agreement with the students not to be noisy when a student is reading. If they violate this, the noisy students will be punished by continuing to read to their friend who is reading loudly in front of the class. The teacher chooses students randomly and is given 2 minutes to read so that all students can read. When reading the teacher asks students to stand in their places and read aloud and asks other

[37] *Ibid*

students to be quiet and show their friends what they are reading so that all students can listen to the students reading.

B. Frame of Thinking

Reading is one of the skills that English learners need to master. Several experts give their opinion on reading the definition. When reading the text, the reader can know and understand what the writer is talking about. Reading is a process of gathering information from text. Understanding text is not easy, we need basic knowledge and logical thinking to understand it. By reading we can get a lot of information, knowledge and joy. When teaching reading, teachers must use appropriate techniques to encourage students to become more interested in the text and understand it.

The researcher believed that the correct technique of conveying learning material was helped students understand the text clearly. In reading skill there are many techniques to develop these skills. One of them is two stay two stray technique. Two Stay Two Stray is kind of technique that gives chance to each student in group to share the result and information with other students in group. It is also an interactive process which can be uses to build knowledge or summarize learning though sharing. Two Stay Two Stray is a technique for teaching reading. It is used in several groups until students can understand through discussion and provide information about our material to other students.

Additionally, using Two Stay Two Stray as a teaching technique can stimulate cooperative learning to help students master language skills, especially reading comprehension. This technique was created a fun learning atmosphere, especially reading. In other words, by implementing this Two Stay Two Stray, teachers can prepare their students to get used to group discussions, in which they will feel comfortable and happy when sharing. your feelings and thoughts.

Two stay two stray technique has advantage and disadvantage, the advantage that giving an opportunity to the

students to build their creativity and to communicate with their friends in group. One of the disadvantages of this technique is that takes a long time. Therefore, solving the problem by before doing two stay two stray technique, the teacher explains the mechanism of technique to the students so that after that the teacher invites the students to ask questions if they still do not understand.

Two stay two stray technique was used in an experimental class. The researcher was divided some groups and each group consists of four students. Students work together to solve a problem gives by the teacher. Two students from each group then join other group to present their worksheets and share them with other students. Two students' then return to the main group and explain their results to the other groups. Two stay two stray technique has advantage that

Based on the above statement, the researcher believes that the Two Stay Two Stray technique is effective in teaching reading because this technique can make students more active in class, students gather information from text not only from own knowledge of the text but also that of other students. Students not only read text to get information but also share opinions to get more information. In other words, how to retrieve information from text can be taught in an interesting way when students can practice reading.

C. Hypothesis

Based on theories and assumption above, the researcher formulates on the Hypothesis in this research was be:

H0: There is no effective of using two stay two stray technique on students' reading comprehension in descriptive text at the first semester of the eighth grade of SMP Muhammadiyah 1 Kotaagung in the academic year of 2023/2024

Ha: There is effective of using two stay two stray technique on students' reading comprehension in descriptive text at the first semester of the eighth grade of SMP Muhammadiyah 1 Kotaagung in the academic year of 2023/2024

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APPENDICES

Appendix 1

The Result of Interview for English Teacher SMP Muhammadiyah 1 Kotaagung In Preliminary Research

Interviewer : Yulandari Amanda
Interviewee : Erni Wanti, S.Pd
Place : SMP Muhammadiyah 1 Kotaagung

No	Question	Answer	Conclusion
1	How long you have been teaching English?	I have been teaching English for 2 years.	It means that the teacher has been teaching English in SMP Muhammadiyah 1 Kotaagung for 2 years.
2	What technique that you use to teach reading?	I used Reading Aloud Technique	The teacher used Reading Aloud technique
3	What is the technical procedure that you use?	The procedure, I provide the text after that I ask students to read a short text then correct the reading, then give examples of how to read the text correctly, and ask questions about the text they have read.	The teacher used Reading Aloud technique

4	What difficulties do students face in understanding reading texts?	Students lack of comprehending the text because students have minimal vocabulary, Students reading comprehension was low, Students were not interested in learning the reading comprehension process, especially in descriptive text	The difficulties faced by students in understanding reading texts are 1. Students lack of comprehending the text because students have minimal vocabulary 2. Students reading comprehension was low 3. Students were not interested in learning the reading comprehension process, especially in descriptive text
5	How is Students ability in Reading?	I think there are still many mistakes that I find when students read something, especially in descriptive text. In addition, they lose that English is a difficult subject.	The teacher think that students are still many mistakes when students read descriptive texts because students think English is a subject that is difficult to understand.

Appendix 2

The Result of Interview for Students SMP Muhammadiyah 1 Kotaagung in Preliminary Research

Interviewer : Yulandari Amanda
Interviewee : VIII Grade
Place : SMP Muhammadiyah 1 Kotaagung

No	Question	Result
1	Bagaimana cara guru kamu mengajar reading?	30 siswa menjawab cara guru mengajar dengan meminta siswa membaca teks pendek lalu mengoreksi bacaan, kemudian memberikan contoh cara membaca teks dengan benar, dan memberi pertayaan tentang teks yang telah dibaca
2	Dapatkah kamu memahami isi teks bacaan yang kamu baca?	24 siswa menjawab tidak dapat memahami isi teks bacaan 6 siswa menjawab dapat sedikit memahami isi teks bacaan Dapat disimpulkan bahwa sebagian besar siswa tidak dapat memahami isi teks bacaan
3	Selama ini apa yang membuat kamu sulit memahami isi teks yang kamu baca?	30 siswa menjawab tidak mengerti arti teks bahasa inggris sehingga mereka sulit memahami isi teks bacaannya

4	Kesulitan apa yang kamu hadapi saat mengerjakan soal reading?	17 siswa menjawan kesulitan menentukan aspek reading comprehension pada soal 13 siswa menjawab kesulitan memahami arti dari teks bacaan Dapat disimpulkan bahwa siswa mengalami kesulitan menentukan aspek reading comprehension pada soal dan memahami arti dari teks bacaan

Appendix 3

The Reading Score in Preliminary Research

Class VIII A

No	Name	Scoring
1	A1	60
2	A2	65
3	A3	72
4	A4	66
5	A5	80
6	A6	50
7	A7	55
8	A8	50
9	A9	60
10	A10	83
11	A11	60
12	A12	75
13	A13	66
14	A14	67
15	A15	65
16	A16	72
17	A17	80
18	A18	44
19	A19	58
20	A20	80
21	A21	63
22	A22	66
23	A23	78
24	A24	65
25	A25	67
26	A26	75
27	A27	60
28	A28	62
29	A29	60
30	A30	44
Total		1948
Mean		65

Class VIII B

No	Name	Scoring
1	B1	80
2	B2	67
3	B3	67
4	B4	66
5	B5	64
6	B6	65
7	B7	78
8	B8	65
9	B9	63
10	B10	78
11	B11	64
12	B12	80
13	B13	82
14	B14	78
15	B15	65
16	B16	82
17	B17	59
18	B18	85
19	B19	63
20	B20	80
21	B21	64
22	B22	65
23	B23	67
24	B24	67
25	B25	72
26	B26	60
27	B27	76
28	B28	65
29	B29	77
30	B30	66
Total		2110
Mean		70

Class VIII C

No	Name	Scoring
1	C1	60
2	C2	80
3	C3	87
4	C4	66
5	C5	80
6	C6	77
7	C7	65
8	C8	57
9	C9	65
10	C10	67
11	C11	64
12	C12	65
13	C13	82
14	C14	62
15	C15	75
16	C16	60
17	C17	82
18	C18	64
19	C19	85
20	C20	60
21	C21	83
22	C22	66
23	C23	83
24	C24	66
25	C25	67
26	C26	65
27	C27	84
28	C28	85
29	C29	70
30	C30	67
Total		2134
Mean		71

Appendix 4

SILABUS PEMBELAJARAN

Satuan Pendidikan	:	SMP MUHAMMADIYAH 1 KOTAAGUNG
Mata Pelajaran	:	BAHASA INGGRIS
Kelas/Semester	:	VIII / 1 (Ganjil)
Tahun Pelajaran	:	2023/2024

Standar Kompetensi (KI)

KI-1 dan KI-2	:	**Menghargai dan menghayati** ajaran agama yang dianutnya serta **Menghargai dan menghayati** perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
KI-3	:	Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
KI-4	:	Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Sumber Belajar	Penilaian
3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, sesuai dengan konteks	• Fungsi sosial Menyebutkan, mendeskripsikan, membuat inventaris, dan sebagainya. • Struktur teks - Memulai - Menanggapi (diharapkan/di luar dugaan) • Unsur Kebahasaan - Ungkapan dengan *There is/are* - Kata jumlah yang tidak	• Mengidentifikasi kalimat menanyakan dan menyebutkan keberadaan orang, benda, binatang di rumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar • Mengidentifikasi keberadaan orang, benda, binatang dan jumlahnya dari teks pendek tentang situasi suatu tempat	- Menyimak dan menirukan guru menanyakan dan menyebutkan keberadaan orang, benda, binatang di rumah, sekolah, dan sekitarnya, dengan tata bahasa, ucapan dan tekanan kata yang benar - Mencermati beberapa teks pendek tentang situasi suatu tempat dengan menyebutkan keberadaan orang, benda, binatang dan jumlahnya untuk kemudian membaca	❖ Buku Penunjang Kurikulum 2013 Mata Pelajaran Bahasa Inggris When English Rings The Bell,	• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Sumber Belajar	Penilaian
penggunaannya. (Perhatikan unsur kebahasaan there is/are)	tertentu: *little, few, some, many, much, a lot (of).* - Frasa kata depan: *in, on,*	• Mengidentifikasi ungkapan jumlah yang tepat pada kalimat-kalimat rumpang	dengan ucapan dan tekanan kata yang benar - Mengisikan dengan ungkapan jumlah yang tepat pada kalimat-	Kelas VIII, Kemendikbud, Revisi	

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Sumber Belajar	Penilaian
4.6 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, binatang, dengan memperhatikan fungsi sosial,	*under, in front of, below, above,* dan lain lain. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Keberadaan orang, binatang, benda, di kelas, sekolah, rumah, dan sekitarnya yang dapat menumbuhkan perilaku yang	• Mengisikan dengan ungkapan jumlah yang tepat pada kalimat-kalimat rumpang • Membuat teks pendek untuk mendeskripsikan rumah masing-masing dan sekitarnya dengan menyebutkan keberaan orang, benda, binatang dan jumlahnya, dengan ejaan dan tanda baca yang benar • Mempresentasikan	kalimat rumpang - Membuat teks pendek untuk mendeskripsikan rumah masing-masing dan sekitarnya dengan menyebutkan keberaan orang, benda, binatang dan jumlahnya, dengan ejaan dan tanda baca yang benar - Mempresentasikan di kelompok lain dan bertanya jawab tentang isi teks - Melakukan refleksi tentang proses dan hasil belajarnya	Tahun 2017 ❖ Kamus Bahasa Inggris ❖ Pengalaman peserta didik dan guru	• Lisan • Tertulis • Penugasan • Unjukkerja • Portofolio

Kompetensi Dasar	Materi Pembelajaran	Indikator	Kegiatan Pembelajaran	Sumber Belajar	Penilaian
struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks	termuat di KI	di kelompok lain dan bertanya jawab tentang isi teks			

Bandar Lampung, November 2023

Mengetahui,
Kepala Sekolah SMP Muhammadiyah 1 Kotaagung

Okto Biantoro, S.Pd.I
NBM. 1052682

Guru Mata Pelajaran

Erni Wanti, S.Pd
NBM. 1380536

Appendix 5
Lesson Plan for Experimental Class
First Meeting

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah : SMP Muhammadiyah 1 Kotaagung
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/1 (Satu)
Materi Pokok : Teks Deskriptif tentang Hewan
Alokasi Waktu : 1 x 2JP (2 x 40 Menit)

A. Kompetensi Inti (KI)

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.

KI 3: Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

KI 4: Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar (KD)

Kompetensi Dasar	Indikator
3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, hewan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan there is/are)	• Memahami struktur teks, unsur kebahasaan dan fungsi sosial deskriptive text • Mengidentifikasi aspek-aspek reading comprehension (Main Idea, phrase in context, inference, grammatical feature, detail excluding fact not written, supporting ideas, vocabulary in context)

C. Tujuan Pembelajaran

1. Siswa dapat memahami dan mengidentifikasi struktur teks, unsur kebahasaan dan fungsi sosial deskriptive 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).

D. Materi Pembelajaran

Tema : Teks Deskriptif

Pengertian : Teks Deskriptif adalah teks yang mengatakan apa seseorang atau sesuatu itu

Fungsi sosial : Untuk menggambarkan dan mengungkapkan orang, hewan, maupun tempat.

Struktur teks dari descriptive text ada 2, yaitu:

1. Identification : berisi hal-hal atau seseorang yang akan kita jelaskan
2. Description : berisi hal-hal yang lebih rinci dari identification

Unsur Kebahasaan:

1. Simple Present Tense: Kata kerja yang digunakan untuk mengungkapkan kegiatan, kebiasaan, atau kebenaran umum
   Examples: He uses them to catch
   My pet is a cat
   My cat's name is Woobie.
   Woobie isn't a friendly cat.
   He usually sleeps in his tiny house
2. Adjective adalah kata sifat yang menjelaskan kata benda
   Example: Smart: Pintar
3. Linking verb: jenis kata kerja penghubung yang menghubungkan subjek dengan complement (pelengkap) yang menerangkannya.
   Example: is, am, are

8 Kriteria dalam Reading Comprehension:

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

Contoh Teks Deskriptif (Hewan):

My Cat

Identification*: My pet is a cat. My cat's name is Woobie.*

Description*: He has soft brown and white fur. His eyes are brown. He has a round head and whiskers. His four legs have some sharp claws. He uses them to catch and kill rats in my house. But he doesn't eat the rats. He likes eating fish and special snacks for cats. He usually sleeps in his tiny house. Woobie is a friendly cat. When I call him by saying 'Wuuu', he comes immediataly and meows at me.*

Semetimes, he is like having a conversation with me.

E. Metode Pembelajaran

Metode yang digunakan : Two Stay Two Stray Technique

F. Media Pembelajaran

Media : Papan Tulis
Alat : Spidol
Bahan : Print out teks deskriptif yang menyatakan tentang hewan

G. Sumber Pembelajaran

1. Internet
2. Buku Bahasa Inggris Kelas VIII Kurikulum 2013

H. Langkah-langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	• Guru Memberi salam • Guru Menanyakan kepada siswa mengenai kesiapan dan kenyamanan untuk belajar • Guru Mempersilahkan salah satu siswa memimpin do'a • Guru Menanyakan kehadiran siswa • Guru menyampaikan prosedur pembelajaran menggunakan teknik two stay two stray kepada siswa dan siswa menyimak penjelasan guru	**10 Menit**
Inti	**Mengamati** • Guru membentuk siswa menjadi 7 kelompok, masing-masing kelompok berisi 4 orang • Guru menyampaikan informasi mengenai tujuan pembelajaran	**60 Menit**

	dan indikator yang akan dicapai • Guru mengamati siswa saat guru menjelaskan mengenai descriptive text about animal (struktur teks, unsur kebahasaan dan fungsi sosial) • Dengan bimbingan dan arahan guru, siswa mengidentifikasi descriptive text about animal (struktur teks, unsur kebahasaan dan fungsi sosial) • Guru mengontrol aktifitas siswa siswi dalam belajar **Mempertanyakan** • Guru bertanya kepada siswa tentang pemahaman siswa terhadap materi yang telah disampaikan • Guru menanyakan tentang kesulitan siswa dalam memahami materi yang diberikan **Mengeksplorasi** • Guru memberikan 1 lembar kertas berisi descriptive text about animals - Kelompok 1: descriptive text about dog - Kelompok 2: descriptive text about rabbit - Kelompok 3: descriptive text about panda - Kelompok 4: descriptive text about elephant - Kelompok 5: descriptive text about giraffe - Kelompok 6: descriptive text about fish - Kelompok 7: descriptive text about parrot • Setiap kelompok berdiskusi	

	untuk menganalisa descriptive text about animal (struktur teks, unsur kebahasaan dan fungsi sosial) • Guru membimbing setiap kelompok yang mengalami kesulitan. • Setelah berdiskusi dalam satu kelompoknya, Guru meminta 2 orang siswa dari tiap kelompok berkunjung ke kelompok lain untuk mendiskusikan hasil pembahasan dari kelompok lain dan 2 siswa anggota kelompok lainnya tetap berada di kelompoknya untuk menerima siswa yang bertamu di kelompoknya. • Siswa yang bertamu kembali ke kelompoknya masing-masing dan menyampaikan hasil kunjungannya kepada anggota kelompok lain. Hasil kunjungan dibahas bersama dan dicatat. • Guru meminta setiap kelompok maju kedepan untuk presentasi hasil pembahasannya **Mengasosiasi** • Guru meminta siswa menjawab pertanyaan tulisan yang berkaitan dengan descriptive text about animal **Mengkomunikasikan** • Siswa mengumpulkan lembar jawaban kepada guru • Guru akan mengecek hasil jawaban yang telah dikerjakan siswa untuk mengetahui hasil yang diperoleh	
Penutup	• Guru dan siswa melakukan	**10**

	refleksi terhadap kegiatan pembelajaran hari ini dan manfaat manfaatnya • Guru memberikan informasi tentang rencana pembelajaran untuk pertemuan berikutnya • Guru mengucapkan salam	**Menit**

I. Penilaian

Teknik : Meminta siswa untuk menjawab beberapa pertanyaan

Bentuk : Pertanyaan Tulisan

Instrumen : Jawab pertanyaan berdasarkan teks

My Lovely Pet

I want to tell you about my lovely pet. I call him Pompom because it is a Pomerania breed dog. It is a small dog, only 3 Kg. Pompom's fur color is brownish yellow. It has four legs. Its eyes are black. it has white shorts tail. it has cute paws. I got Pompom from a pet shop when he's one month old. Now he's 2 years old.

Pompom likes to eat sausage. We rarely give him dog's food. It also likes to drink milk. My pet is very cute. It always waiting for me at the front door when I come home. It will run and jump to me excitedly. We build him a house, but he likes to sleep on the chair instead. I love my pet very much. I always play with Pompom every day.

Answer the questions base on the text!

1. How old is the pom-pom?
2. What are the characteristics of Pompom?
3. Why is pompom rarely fed dog food?
4. Where do pompom usually sleep?
5. What is the suitable title for the description text above?

Pedoman Penilaian

Total item soal : 5

Setiap nomor, tiap jawaban benar skor : 20

Nilai Maksimal : 100

Nilai Siswa : Nilai perolehan x 100

Nilai maksimal

Bandar Lampung, November 2023

Guru Mata Pelajaran

Erni Wanti, S.Pd
NBM. 1380536

Peneliti

Yulandari Amanda
NPM. 1911040236

Mengetahui
Kepala SMP Muhammadiyah 1 Kotaagung

Okto Biantoro, S.Pd.I
NBM. 1052682

Appendix 6
Lesson Plan for Experimental Class
Second Meeting

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah : SMP Muhammadiyah 1 Kotaagung
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/1 (Satu)
Materi Pokok : Deskriptif Teks tentang Orang
Alokasi Waktu : 1 x 2JP (2 x 40 Menit)

A. Kompetensi Inti (KI)

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.

KI 3: Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

KI 4: Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar (KD)

Kompetensi Dasar	Indikator
3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, hewan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan there is/are)	• Memahami struktur teks, unsur kebahasaan dan fungsi sosial deskriptive text • Mengidentifikasi aspek-aspek reading comprehension (Main Idea, phrase in context, inference, grammatical feature, detail excluding fact not written, supporting ideas, vocabulary in context)

C. Tujuan Pembelajaran

1. Siswa dapat memahami dan mengidentifikasi struktur teks, unsur kebahasaan dan fungsi sosial deskriptive 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).

D. Materi Pembelajaran

Tema : Teks Deskriptif

Pengertian : Teks Deskriptif adalah teks yang mengatakan apa seseorang atau sesuatu itu

Fungsi sosial : Untuk menggambarkan dan mengungkapkan orang, hewan, maupun tempat.

Struktur teks dari descriptive text ada 2, yaitu:

1. Identification : berisi hal-hal atau seseorang yang akan kita jelaskan
2. Description : berisi hal-hal yang lebih rinci dari identification

Unsur Kebahasaan :

1. Simple Present Tense: Kata kerja yang digunakan untuk mengungkapkan kegiatan, kebiasaan, atau kebenaran umum
   Example: Justin Bieber is my favorite singer
   He make me happy
   He teach me that dreams do come true
2. Adjective adalah kata sifat yang menjelaskan kata benda
   Example: He is also cute
3. Linking verb: jenis kata kerja penghubung yang menghubungkan subjek dengan complement (pelengkap) yang menerangkannya.
   Example: Justin taught me to never say never
   He made me smile
   I started liking him

8 Kriteria dalam Reading Comprehension:

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

Contoh Teks Deskriptif (Orang) :

Justine Bieber

Identification: *Justin Bieber is my favorite singer. I love his music. He makes me happy when I hear him singing. When I am really down and sad. I will hear one of Justin's songs.*

Description*: He is also cute. I like the way he sings and when I first heard him sing 'Baby' and saw him do the video of the song and that's how I started liking him. He can also play any kind of instruments that I like, for example: guitar, and piano. I became a belieber since I listen to his music from the first time. His music gave me a awesome feeling, like he was there*

for me to comfort and help me. The most important thing is that Justin taught me to never say never. He taught me that dreams do come true, if you really want it. He made me smile, I can talk hours about what I love about Justin, his hair, his voice, his dougie, his eyes, his humour… but this is what I tell people first. This is the reason why I really love him.

E. Metode Pembelajaran

Metode yang digunakan : Two Stay Two Stray Technique

F. Media Pembelajaran

Media : Papan Tulis
Alat : Spidol
Bahan : Print out teks deskriptif yang menyatakan tentang orang

G. Sumber Pembelajaran

1. Internet
2. Buku Bahasa Inggris Kelas VIII Kurikulum 2013

H. Langkah-langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	• Guru Memberi salam • Guru Menanyakan kepada siswa mengenai kesiapan dan kenyamanan untuk belajar • Guru Mempersilahkan salah satu siswa memimpin do'a • Guru Menanyakan kehadiran siswa • Guru menyampaikan prosedur pembelajaran menggunakan teknik two stay two stray kepada siswa dan siswa menyimak penjelasan guru	**10 Menit**
Inti	**Mengamati** • Guru membentuk siswa menjadi 7 kelompok, masing-masing	**60 Menit**

	kelompok berisi 4 orang • Guru menyampaikan informasi mengenai tujuan pembelajaran dan indikator yang akan dicapai • Guru mengamati siswa saat guru menjelaskan mengenai descriptive text about people (struktur teks, unsur kebahasaan dan fungsi sosial) • Dengan bimbingan dan arahan guru, siswa mengidentifikasi descriptive text about people (struktur teks, unsur kebahasaan dan fungsi sosial) • Guru mengontrol aktifitas siswa siswi dalam belajar **Mempertanyakan** • Guru bertanya kepada siswa tentang pemahaman siswa terhadap materi yang telah disampaikan oleh guru • Guru menanyakan tentang kesulitan siswa dalam memahami materi yang diberikan **Mengeksplorasi** • Guru memberikan 1 lembar kertas berisi descriptive text about people - Kelompok 1: descriptive text about B.J. Habibie - Kelompok 2: descriptive text about Maudy Ayunda - Kelompok 3: descriptive text about R.A. Kartini - Kelompok 4: descriptive text about Gilang Dirga - Kelompok 5: descriptive text about Lionel Messi - Kelompok 6: descriptive text about Mark Zuckerberg - Kelompok 7: descriptive text about	

	Bill Gates • Setiap kelompok berdiskusi untuk menganalisa descriptive text about people (struktur teks, unsur kebahasaan dan fungsi sosial) • Guru membimbing setiap kelompok yang mengalami kesulitan. • Setelah berdiskusi dalam satu kelompoknya, Guru meminta 2 orang siswa dari tiap kelompok berkunjung ke kelompok lain untuk mendiskusikan hasil pembahasan dari kelompok lain, dan 2 siswa anggota kelompok lainnya tetap berada di kelompoknya untuk menerima siswa yang bertamu di kelompoknya. • Siswa yang bertamu kembali ke kelompoknya masing-masing dan menyampaikan hasil kunjungannya kepada anggota kelompok lain. Hasil kunjungan dibahas bersama dan dicatat. • Guru meminta setiap kelompok maju kedepan untuk presentasi hasil pembahasannya **Mengasosiasi** • Guru meminta siswa menjawab pertanyaan tulisan yang berkaitan dengan descriptive text about people **Mengkomunikasikan** • Siswa mengumpulkan lembar jawaban kepada guru • Guru akan mengecek hasil jawaban yang telah dikerjakan siswa untuk mengetahui hasil yang diperoleh	
Penutup	• Guru dan siswa melakukan refleksi	**10**

	terhadap kegiatan pembelajaran hari ini dan manfaat manfaatnya • Guru memberikan informasi tentang rencana pembelajaran untuk pertemuan berikutnya • Guru mengucapkan salam	**Menit**

I. Penilaian

Teknik : Meminta siswa untuk menjawab beberapa pertanyaan

Bentuk : Pertanyaan Tulisan

Instrumen : Jawab pertanyaan berdasarkan teks

Raffi Ahmad

His full name is Raffi Faridz Ahmad. People usually call him Raffi Ahmad or Raffi. He was born on 17 February 1987 in Bandung, West Java. He is a presenter and a famous actor in Indonesia.Raffi has 2 siblings. He is the first child of the family. His father's name is Munawar Ahmad and his mother is Amy Qanita.Raffi is a good looking guy. Many girls like him. Unfortunately, he is sort of heart-breaker. He easily gets in touch with girls and has a special relationship. Let's say for example Laudya Chintya Bella, Velove Vexia and Yuni Shara.

Raffi works as a presenter. He works with Olga Syahputra on some TV shows like Dahsyat and OMG. He also works as an actor. Some films he has ever played are Tunjuk Satu Bintang and Love is Cinta. Beside being a presenter and an actor, Raffi also works as a singer. He sings with his vocal group BBB. Raffi has many lifetime achievements during his career. Some of them are SCTV Award 2006 as the popular artist, Panasonic Gobel Award 2011 and 2012 as the best music presenter.

Answer the questions base on the text!

1. What is the text about?
2. What is the purpose of the text?
3. "He is a presenter and a famous actor in Indonesia" The antonym of the word "famous" is?

4. What are the achievements that Raffi Ahmad has achieved throughout his career?
5. What kind of work does Raffi Ahmad do?

Pedoman Penilaian

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

Bandar Lampung, November 2023

Guru Mata Pelajaran	Peneliti
Erni Wanti, S.Pd	**Yulandari Amanda**
NBM. 1380536	**NPM. 1911040236**

Mengetahui
Kepala SMP Muhammadiyah 1 Kotaagung

Okto Biantoro, S.Pd.I
NBM. 1052682

Appendix 7
Lesson Plan for Experimental Class
Third Meeting

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah : SMP Muhammadiyah 1 Kotaagung
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/1 (Satu)
Materi Pokok : Deskriptif Teks tentang Tempat
Alokasi Waktu : 1 x 2JP (2 x 40 Menit)

A. Kompetensi Inti (KI)

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.

KI 3: Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

KI 4: Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori

B. Kompetensi Dasar (KD)

Kompetensi Dasar	Indikator
3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, hewan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan there is/are)	• Memahami struktur teks, unsur kebahasaan dan fungsi sosial deskriptive text • Mengidentifikasi aspek-aspek reading comprehension (Main Idea, phrase in context, inference, grammatical feature, detail excluding fact not written, supporting ideas, vocabulary in context)

C. Tujuan Pembelajaran

1. Siswa dapat memahami dan mengidentifikasi struktur teks, unsur kebahasaan dan fungsi sosial deskriptive 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).

D. Materi Pembelajaran

Tema : Teks Deskriptif

Pengertian : Teks Deskriptif adalah teks yang mengatakan apa seseorang atau sesuatu itu

Fungsi sosial : Untuk menggambarkan dan mengungkapkan orang, hewan, maupun tempat.

Struktur teks dari descriptive text ada 2, yaitu:

1. Identification : berisi hal-hal atau seseorang yang akan kita jelaskan
2. Description : berisi hal-hal yang lebih rinci dari identification

Unsur Kebahasaan :

1. Simple Present Tense: Kata kerja yang digunakan untuk mengungkapkan kegiatan, kebiasaan, atau kebenaran umum
   Example: The bedroom is my favorite room
   It is one snug bed that faces the window
   I put my table for study
   The sun shines through my window
2. Adjective: Kata sifat yang menjelaskan kata benda
   Example: The wall color is **blue**
   My room is **tiny** and **straightforward**
3. Linking verb: Jenis kata kerja penghubung yang menghubungkan subjek dengan complement (pelengkap) yang menerangkannya.
   Example: My father **created** the wardrobe

8 Kriteria dalam Reading Comprehension:

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

Contoh Teks Deskriptif (Tempat):

The Bedroom

Identification: *The bedroom is my favorite room. The wall color is blue, which is my favorite color. it's one snug bed that faces the window. Every morning, the sun shines through my window and wakes me up.*

Description: *I put my table for study and do my prep at the corner. Beside that table, there is a massive wardrobe wherever I place all of my garments. My father created the wardrobe on behalf of me as my birthday present. On the left aspect of the table, there's a shelf wherever I place all of my favorite books. On the table, there's a lamp, laptop,*

stationery, and notebook. although my room is tiny and straightforward, I notice it is terribly cozy.

E. Metode Pembelajaran

Metode yang digunakan : Two Stay Two Stray Technique

F. Media Pembelajaran

Media : Papan Tulis
Alat : Spidol
Bahan : Print out teks deskriptif yang menyatakan tentang Tempat

G. Sumber Pembelajaran

1. Internet
2. Buku Bahasa Inggris Kelas VIII Kurikulum 2013

H. Langkah-langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	• Guru Memberi salam • Guru Menanyakan kepada siswa mengenai kesiapan dan kenyamanan untuk belajar • Guru Mempersilahkan salah satu siswa memimpin do'a • Guru Menanyakan kehadiran siswa • Guru menyampaikan prosedur pembelajaran menggunakan teknik two stay two stray kepada siswa dan siswa menyimak penjelasan guru	**10 Menit**
Inti	**Mengamati** • Guru membentuk siswa menjadi 7 kelompok, masing-masing kelompok berisi 4 orang • Guru menyampaikan informasi mengenai tujuan pembelajaran dan indikator yang akan dicapai	**60 Menit**

	• Guru mengamati siswa saat guru menjelaskan mengenai descriptive text about place (struktur teks, unsur kebahasaan dan fungsi sosial) • Dengan bimbingan dan arahan guru, siswa mengidentifikasi descriptive text about place (struktur teks, unsur kebahasaan dan fungsi sosial) • Guru mengontrol aktifitas siswa siswi dalam belajar **Mempertanyakan** • Guru bertanya kepada siswa tentang pemahaman siswa terhadap materi yang telah disampaikan oleh guru • Guru menanyakan tentang kesulitan siswa dalam memahami materi yang diberikan **Mengeksplorasi** • Guru memberikan 1 lembar kertas berisi descriptive text about place - Kelompok 1: descriptive text about Pantai Tanjung Taipa - Kelompok 2: descriptive text about Masjid Cheng Ho - Kelompok 3: descriptive text about Wisata Agro Turi - Kelompok 4: descriptive text about Pulau Pemagaran - Kelompok 5: descriptive text about Tanah Toraja - Kelompok 6: descriptive text about Pulau Komodo - Kelompok 7: descriptive text about Pulau Raja Ampat • Setiap kelompok berdiskusi untuk	

	menganalisa descriptive text about place (struktur teks, unsur kebahasaan dan fungsi sosial) • Guru membimbing setiap kelompok yang mengalami kesulitan. • Setelah berdiskusi dalam satu kelompoknya, Guru meminta 2 orang siswa dari tiap kelompok berkunjung ke kelompok lain untuk mendiskusikan hasil pembahasan dari kelompok lain, dan 2 siswa anggota kelompok lainnya tetap berada di kelompoknya untuk menerima siswa yang bertamu di kelompoknya. • Siswa yang bertamu kembali ke kelompoknya masing-masing dan menyampaikan hasil kunjungannya kepada anggota kelompok lain. Hasil kunjungan dibahas bersama dan dicatat. • Guru meminta setiap kelompok maju kedepan untuk presentasi hasil pembahasannya **Mengasosiasi** • Guru meminta siswa menjawab pertanyaan tulisan yang berkaitan dengan descriptive text about place **Mengkomunikasikan** • Siswa mengumpulkan lembar jawaban kepada guru • Guru akan mengecek hasil jawaban yang telah dikerjakan siswa untuk mengetahui hasil yang diperoleh	
Penutup	• Guru dan siswa melakukan refleksi terhadap kegiatan pembelajaran hari ini dan manfaat manfaatnya • Guru memberikan informasi	**10 Menit**

	tentang rencana pembelajaran untuk pertemuan berikutnya • Guru mengucapkan salam	

I. Penilaian

Teknik : Meminta siswa untuk menjawab beberapa pertanyaan
Bentuk : Pertanyaan Tulisan
Instrumen : Jawab pertanyaan berdasarkan teks

Sultan Suriansyah Mosque

Sultan Suriansyah mosque 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.

Answer the questions base on the text!

1. What is mainly discussed in thee text?
2. Why is the construction of the Sultan Suriansyah mosque unique?
3. It was.....in the reign of Sultan Suriansyah?
4. Word "it" in line 2 refers to?
5. From the text we know that?

Pedoman Penilaian

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

Bandar Lampung, November 2023

Guru Mata Pelajaran

Erni Wanti, S.Pd
NBM. 1380536

Peneliti

Yulandari Amanda
NPM. 1911040236

Mengetahui
Kepala SMP Muhammadiyah 1 Kotaagung

Okto Biantoro, S.Pd.I
NBM. 1052682

Appendix 8
Lesson Plan for Control Class
First Meeting

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah : SMP Muhammadiyah 1 Kotaagung
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/1 (Satu)
Materi Pokok : Deskriptif Teks tentang Hewan
Alokasi Waktu : 1 x 2JP (2 x 40 Menit)

A. Kompetensi Inti (KI)

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.

KI 3: Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

KI 4: Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar (KD)

Kompetensi Dasar	Indikator
3.6 Menerapkan fungsi	• Memahami struktur teks,

sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, hewan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan there is/are)	unsur kebahasaan dan fungsi sosial deskriptive text • Mengidentifikasi aspek-aspek reading comprehension (Main Idea, phrase in context, inference, grammatical feature, detail excluding fact not written, supporting ideas, vocabulary in context)

C. Tujuan Pembelajaran

1. Siswa dapat memahami dan mengidentifikasi struktur teks, unsur kebahasaan dan fungsi sosial deskriptive 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).

D. Materi Pembelajaran

Tema : Teks Deskriptif

Pengertian : Teks Deskriptif adalah teks yang mengatakan apa seseorang atau sesuatu itu

Fungsi sosial : Untuk menggambarkan dan mengungkapkan orang, hewan, maupun tempat.

Struktur teks dari descriptive text ada 2, yaitu:

1. Identification : berisi hal-hal atau seseorang yang akan kita jelaskan
2. Description : berisi hal-hal yang lebih rinci dari identification

Unsur Kebahasaan:

1. Simple Present Tense: Kata kerja yang digunakan untuk mengungkapkan kegiatan, kebiasaan, atau kebenaran umum
   Example: He uses them to catch
   My pet is a cat
   My cat's name is Woobie.
   Woobie isn't a friendly cat.
   He usually sleeps in his tiny house
2. Adjective adalah kata sifat yang menjelaskan kata benda
   Example: Smart: Pintar
3. Linking verb: jenis kata kerja penghubung yang menghubungkan subjek dengan complement (pelengkap) yang menerangkannya.
   Example: is, am, are

8 Kriteria dalam Reading Comprehension :

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

Contoh Teks Deskriptif (Hewan) :

My Cat

Identification*: My pet is a cat. My cat's name is Woobie.*

Description*: He has soft brown and white fur. His eyes are brown. He has a round head and whiskers. His four legs have some sharp claws. He uses them to catch and kill rats in my house. But he doesn't eat the rats. He likes eating fish and special snacks for cats. He usually sleeps in his tiny house. Woobie is a friendly cat. When I call him by saying 'Wuuu', he comes immediataly and meows at me. Sometimes, he is like having a conversation with me.*

E. Metode Pembelajaran

Metode yang digunakan : Reading Aloud Technique

F. Media Pembelajaran

Media : Papan Tulis
Alat : Spidol
Bahan : Print out teks deskriptif yang menyatakan tentang hewan

G. Sumber Pembelajaran

1. Internet
2. Buku Bahasa Inggris Kelas VIII Kurikulum 2013

H. Langkah-langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	• Guru Memberi salam • Guru Menanyakan kepada siswa mengenai kesiapan dan kenyamanan untuk belajar • Guru Mempersilahkan salah satu siswa memimpin do'a • Guru Menanyakan kehadiran siswa • Guru menyampaikan prosedur pembelajaran menggunakan teknik reading aloud kepada siswa dan siswa menyimak penjelasan guru	**10 Menit**
Inti	**Mengamati** • Guru menyampaikan informasi mengenai tujuan pembelajaran dan indikator yang akan dicapai • Guru mengamati siswa saat guru menjelaskan mengenai descriptive text about animal (struktur teks, unsur kebahasaan dan fungsi sosial) • Dengan bimbingan dan arahan	**60 Menit**

	guru, siswa mengidentifikasi descriptive text about animal (struktur teks, unsur kebahasaan dan fungsi sosial) • Guru mengontrol aktifitas siswa siswi dalam belajar **Mempertanyakan** • Guru bertanya kepada siswa tentang pemahaman siswa terhadap materi yang telah disampaikan • Guru menanyakan tentang kesulitan siswa dalam memahami materi yang diberikan **Mengeksplorasi** • Guru memberikan 1 lembar kertas berisi teks deskriptif (hewan gajah) • Guru mempraktekan cara membaca teks descriptive dan menyoroti kata-kata yang merupakan kata kunci untuk memahami bacaan • Siswa diberikan beberapa pertanyaan yang berkaitan dengan teks bacaan • Guru menunjuk siswa untuk membaca teks descriptive secara individual tanpa berhenti • Guru kembali memberikan contoh bagaimana cara membaca teks deskriptive yang telah diberikan • Guru memberikan pertanyaan yang berhubungan dengan teks deskriptif (fungsi sosial, struktur teks, dan unsur kebahasaan) - What is the topic of the text? - What are the characteristics of an elephant? - Is the elephant a herbivora?	

	• Siswa memperhatikan dan mejawab pertanyaan guru mengenai teks deskriptif (Hewan Gajah) **Mengasosiasi** • Guru meminta siswa menjawab pertanyaan tulisan yang berkaitan dengan descriptive text about animal **Mengkomunikasikan** • Siswa mengumpulkan lembar jawaban kepada guru • Guru akan mengecek hasil jawaban yang telah dikerjakan siswa untuk mengetahui hasil yang diperoleh	
Penutup	• Guru dan siswa melakukan refleksi terhadap kegiatan pembelajaran hari ini dan manfaat manfaatnya • Guru memberikan informasi tentang rencana pembelajaran untuk pertemuan berikutnya • Guru mengucapkan salam	**10 Menit**

I. Penilaian

Teknik : Meminta siswa untuk menjawab beberapa pertanyaan
Bentuk : Pertanyaan Tulisan
Instrumen : Jawab pertanyaan berdasarkan teks

My Lovely Pet

I want to tell you about my lovely pet. I call him Pompom because it is a Pomerania breed dog. It is a small dog, only 3 Kg. Pompom's fur color is brownish yellow. It has four legs. it eyes are black. it has white short tail. it has cute paws. I got Pompom from a pet shop when he's one month old. Now he's 2 years old.

Pompom likes to eat sausage. We rarely give him dog's food. It also likes to drink milk. My pet is very cute. It always wait for me at the front door when I come home. It will run and jump to me excitedly. We build him a house, but he likes to sleep on the chair instead. I love my pet very much. I always play with Pompom everyday.

Answer the questions base on the text!

1. How old is the pom-pom?
2. What are the characteristics of Pompom?
3. Why is pompom rarely fed dog food?
4. Where do pompom usually sleep?
5. What is the suitable title for the description text above?

Pedoman Penilaian

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

Bandar Lampung, November 2023

Guru Mata Pelajaran

Erni Wanti, S.Pd
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Peneliti

Yulandari Amanda
NPM. 1911040236

Mengetahui
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Appendix 9
Lesson Plan for Control Class
Second Meeting

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah : SMP Muhammadiyah 1 Kotaagung
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/1 (Satu)
Materi Pokok : Deskriptif Teks tentang Orang
Alokasi Waktu : 1 x 2JP (2 x 40 Menit)

A. Kompetensi Inti (KI)

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.

KI 3: Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

KI 4: Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

B. Kompetensi Dasar (KD)

Kompetensi Dasar	Indikator
3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, hewan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan there is/are)	• Memahami struktur teks, unsur kebahasaan dan fungsi sosial deskriptive text • Mengidentifikasi aspek-aspek reading comprehension (Main Idea, phrase in context, inference, grammatical feature, detail excluding fact not written, supporting ideas, vocabulary in context)

C. Tujuan Pembelajaran

1. Siswa dapat memahami dan mengidentifikasi struktur teks, unsur kebahasaan dan fungsi sosial deskriptive 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).

D. Materi Pembelajaran

Tema : Teks Deskriptif

Pengertian : Teks Deskriptif adalah teks yang mengatakan apa seseorang atau sesuatu itu

Fungsi sosial : Untuk menggambarkan dan mengungkapkan orang, hewan, maupun tempat.

Struktur teks dari descriptive text ada 2, yaitu:

1. Identification : berisi hal-hal atau seseorang yang akan kita jelaskan
2. Description : berisi hal-hal yang lebih rinci dari identification

Unsur Kebahasaan:

1. Simple Present Tense: Kata kerja yang digunakan untuk mengungkapkan kegiatan, kebiasaan, atau kebenaran umum

   Example:Justin Bieber is my favorite singer
   He make me happy
   He teach me that dreams do come true
2. Adjective adalah kata sifat yang menjelaskan kata benda

   Example: He is also cute
3. Linking verb: jenis kata kerja penghubung yang menghubungkan subjek dengan complement (pelengkap) yang menerangkannya.

   Example: Justin taught me to never say never
   He made me smile
   I started liking him

8 Kriteria dalam Reading Comprehension:

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

Contoh Teks Deskriptif (Orang) :

Justine Bieber

Identification: *Justin Bieber is my favorite singer. I love his music. He makes me happy when I hear him singing. When I am really down and sad. I will hear one of Justin's songs.*

Description*: He is also cute. I like the way he sings and when I first heard him sing 'Baby' and saw him do the video of the song and that's how I started liking him. He can also play any kind of instruments that I like, for example: guitar, and piano. I became a belieber since I listen to his music from the first time. His music gave me a awesome feeling, like he was there*

for me to comfort and help me. The most important thing is that Justin taught me to never say never. He taught me that dreams do come true, if you really want it. He made me smile, I can talk hours about what I love about Justin, his hair, his voice, his dougie, his eyes, his humour… but this is what I tell people first. This is the reason why I really love him

E. Metode Pembelajaran

Metode yang digunakan: Reading Aloud Technique

F. Media Pembelajaran

Media : Papan Tulis
Alat : Spidol
Bahan : Print out teks deskriptif yang menyatakan tentang orang

G. Sumber Pembelajaran

1. Internet
2. Buku Bahasa Inggris Kelas VIII Kurikulum 2013

H. Langkah-langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	• Guru Memberi salam • Guru Menanyakan kepada siswa mengenai kesiapan dan kenyamanan untuk belajar • Guru Mempersilahkan salah satu siswa memimpin do'a • Guru Menanyakan kehadiran siswa • Guru menyampaikan prosedur pembelajaran menggunakan teknik reading aloud kepada siswa dan siswa menyimak penjelasan guru	**10 Menit**
Inti	**Mengamati** • Guru menyampaikan informasi	**60 Menit**

	mengenai tujuan pembelajaran dan indikator yang akan dicapai • Guru mengamati siswa saat guru menjelaskan mengenai descriptive text about people (struktur teks, unsur kebahasaan dan fungsi sosial) • Dengan bimbingan dan arahan guru, siswa mengidentifikasi descriptive text about people (struktur teks, unsur kebahasaan dan fungsi sosial) • Guru mengontrol aktifitas siswa siswi dalam belajar **Mempertanyakan** • Guru bertanya kepada siswa tentang pemahaman siswa terhadap materi yang telah disampaikan • Guru menanyakan tentang kesulitan siswa dalam memahami materi yang diberikan **Mengeksplorasi (Reading Aloud Technique)** • Guru memberikan 1 lembar kertas berisi teks deskriptif tentang orang (B.J. Habibie) • Guru memperaktikan cara membaca teks descriptive dan menyoroti kata- kata yang merupakan kata kunci untuk memahami bacaan • Siswa diberikan beberapa pertanyaan yang berkaitan dengan teks bacaan • Guru menunjuk siswa untuk membaca teks descriptive secara individual tanpa berhenti • Guru kembali memberikan contoh bagaimana cara membaca teks	

	deskriptive yang telah diberikan • Guru memberikan pertanyaan yang berhubungan dengan teks deskriptif (fungsi sosial, struktur teks, dan unsur kebahasaan) - What is the topic of the text? - What are the characteristics of B.J. Habibie? • Siswa memperhatikan dan mejawab pertanyaan guru mengenai teks deskriptif orang (B.J. Habibie) **Mengasosiasi** • Guru meminta siswa menjawab pertanyaan tulisan yang berkaitan dengan descriptive text about people **Mengkomunikasikan** • Siswa mengumpulkan lembar jawaban kepada guru • Guru akan mengecek hasil jawaban yang telah dikerjakan siswa untuk mengetahui hasil yang diperoleh	
Penutup	• Guru dan siswa melakukan refleksi terhadap kegiatan pembelajaran hari ini dan manfaat manfaatnya • Guru memberikan informasi tentang rencana pembelajaran untuk pertemuan berikutnya • Guru mengucapkan salam	**10 Menit**

I. Penilaian

Teknik : Meminta siswa untuk menjawab beberapa pertanyaan

Bentuk : Pertanyaan Tulisan

Instrumen : Jawab pertanyaan berdasarkan teks

Raffi Ahmad

His full name is Raffi Faridz Ahmad. People usually call him Raffi Ahmad or Raffi. He was born on 17 February 1987 in Bandung, West Java. He is a presenter and a famous actor in Indonesia. Raffi has 2 siblings. He is the first child of the family. His father's name is Munawar Ahmad and his mother is Amy Qanita.Raffi is a goodlooking guy. Many girls like him. Unfortunately, he is sort of heart-breaker. He easily gets in touch with girls and has a special relationship. Let's say for example Laudya Chintya Bella, Velove Vexia and Yuni Shara.

Raffi works as a presenter. He works with Olga Syahputra on some TV shows like Dahsyat and OMG. He also works as an actor. Some films he has ever played are Tunjuk Satu Bintang and Love is Cinta. Beside being a presenter and an actor, Raffi also works as a singer. He sings with his vocal group BBB. Raffi has many lifetime achievements during his career. Some of them are SCTV Award 2006 as the popular artist, Panasonic Gobel Award 2011 and 2012 as the best music presenter.

Answer the questions base on the text!

1. What is the text about?
2. What is the purpose of the text?
3. "He is a presenter and a famous actors in Indonesia" The antonym of the word "famous" is?
4. What are the achievements that Raffi Ahmad has achieved throughout his career?
5. What kind of work does Raffi Ahmad do?

Pedoman Penilaian

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

Nilai maksimal

Bandar Lampung, November 2023

Guru Mata Pelajaran	Peneliti
Erni Wanti, S.Pd	**Yulandari Amanda**
NBM. 1380536	**NPM. 1911040236**

Mengetahui
Kepala SMP Muhammadiyah 1 Kotaagung

Okto Biantoro, S.Pd.I
NBM. 1052682

Appendix 10
Lesson Plan for Control Class
Third Meeting

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah : SMP Muhammadiyah 1 Kotaagung
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/1 (Satu)
Materi Pokok : Deskriptif Teks tentang Tempat
Alokasi Waktu : 1 x 2JP (2 x 40 Menit)

A. Kompetensi Inti (KI)

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.

KI 3: Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

KI 4: Menunjukkan keterampilan menalar, mengolah, dan menyaji secara kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori

B. Kompetensi Dasar (KD)

Kompetensi Dasar	Indikator
3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keberadaan orang, benda, hewan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan there is/are)	• Memahami struktur teks, unsur kebahasaan dan fungsi sosial deskriptive text • Mengidentifikasi aspek-aspek reading comprehension (Main Idea, phrase in context, inference, grammatical feature, detail excluding fact not written, supporting ideas, vocabulary in context)

C. Tujuan Pembelajaran

1. Siswa dapat memahami dan mengidentifikasi struktur teks, unsur kebahasaan dan fungsi sosial deskriptive 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).

D. Materi Pembelajaran

Tema : Teks Deskriptif

Pengertian : Teks Deskriptif adalah teks yang mengatakan apa seseorang atau sesuatu itu

Fungsi sosial : Untuk menggambarkan dan mengungkapkan orang, hewan, maupun tempat.

Struktur teks dari descriptive text ada 2, yaitu:

1. Identification : berisi hal-hal atau seseorang yang akan kita jelaskan
2. Description : berisi hal-hal yang lebih rinci dari identification

Unsur Kebahasaan :

1. Simple Present Tense : Kata kerja yang digunakan untuk mengungkapkan kegiatan, kebiasaan, atau kebenaran umum
   Example : The bedroom is my favorite room
   It is one snug bed that faces the window
   I put my table for study
   The sun shines through my window
2. Adjective : Kata sifat yang menjelaskan kata benda
   Example : The wall color is **blue**
   My room is **tiny** and **straightforward**
3. Linking verb : Jenis kata kerja penghubung yang menghubungkan subjek dengan complement (pelengkap) yang menerangkannya.
   Example : My father **created** the wardrobe

8 Kriteria dalam Reading Comprehension :

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

Contoh Teks Deskriptif (Hewan) :

The Bedroom

Identification: *The bedroom is my favorite room. The wall color is blue, which is my favorite color. it's one snug bed that faces the window. Every morning, the sun shines through my window and wakes me up.*

Description: *I put my table for study and do my prep at the corner. Beside that table, there is a massive wardrobe wherever I place all of my garments. My father created the wardrobe on behalf of me as my birthday present. On the left aspect of the table, there's a shelf wherever I place all of my favorite books. On the table, there's a lamp, laptop,*

stationery, and notebook. although my room is tiny and straightforward, I notice it is terribly cozy

E. Metode Pembelajaran

Metode yang digunakan : Reading Aloud Technique

F. Media Pembelajaran

Media : Papan Tulis
Alat : Spidol
Bahan : Print out teks deskriptif yang menyatakan tentang Tempat

G. Sumber Pembelajaran

1. Internet
2. Buku Bahasa Inggris Kelas VIII Kurikulum 2013

H. Langkah-langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	• Guru Memberi salam • Guru Menanyakan kepada siswa mengenai kesiapan dan kenyamanan untuk belajar • Guru Mempersilahkan salah satu siswa memimpin do'a • Guru Menanyakan kehadiran siswa • Guru menyampaikan prosedur pembelajaran menggunakan teknik reading aloud kepada siswa dan siswa menyimak penjelasan guru	**10 Menit**
Inti	**Mengamati** • Guru menyampaikan informasi mengenai tujuan pembelajaran dan indikator yang akan dicapai • Guru mengamati siswa saat guru menjelaskan mengenai descriptive text about place (struktur teks, unsur kebahasaan dan fungsi	**60 Menit**

	sosial) • Dengan bimbingan dan arahan guru, siswa mengidentifikasi descriptive text about place (struktur teks, unsur kebahasaan dan fungsi sosial) • Guru mengontrol aktifitas siswa siswi dalam belajar **Mempertanyakan** • Guru bertanya kepada siswa tentang pemahaman siswa terhadap materi yang telah disampaikan • Guru menanyakan tentang kesulitan siswa dalam memahami materi yang diberikan **Mengeksplorasi** • Guru memberikan 1 lembar kertas berisi teks deskriptif (Menara Eiffel) • Guru mempraktikan cara membaca teks descriptive dan menyoroti kata- kata yang merupakan kata kunci untuk memahami bacaan • Siswa diberikan beberapa pertanyaan yang berkaitan dengan teks bacaan • Guru menunjuk siswa untuk membaca teks descriptive secara individual tanpa berhenti • Guru kembali memberikan contoh bagaimana cara membaca teks deskriptive yang telah diberikan • Guru memberikan pertanyaan yang berhubungan dengan teks deskriptif (fungsi sosial, struktur teks, dan unsur kebahasaan) - What is the topic of the text? - What are the characteristics of	

	an Eiffel Tower? - Where is the location pf Eiffel Tower? • Siswa memperhatikan dan mejawab pertanyaan guru mengenai teks deskriptif (Menara Eiffel) **Mengasosiasi** • Guru meminta siswa menjawab pertanyaan tulisan yang berkaitan dengan descriptive text about place **Mengkomunikasikan** • Siswa mengumpulkan lembar jawaban kepada guru • Guru akan mengecek hasil jawaban yang telah dikerjakan siswa untuk mengetahui hasil yang diperoleh	
Penutup	• Guru dan siswa melakukan refleksi terhadap kegiatan pembelajaran hari ini dan manfaat manfaatnya • Guru memberikan informasi tentang rencana pembelajaran untuk pertemuan berikutnya • Guru mengucapkan salam	**10 Menit**

I. Penilaian

Teknik : Meminta siswa untuk menjawab beberapa pertanyaan

Bentuk : Pertanyaan Tulisan

Instrumen : Jawab pertanyaan berdasarkan teks

Sultan Suriansyah Mosque

Sultan Suriansyah mosque 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.

Answer the questions base on the text!

1. What is mainly discussed in the text?
2. Why is the construction of the Sultan Suriansyah mosque unique?
3. It was.....in the reign of Sultan Suriansyah?
4. Word "it" in line 2 refers to?
5. From the text we know that?

Pedoman Penilaian

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

Bandar Lampung, November 2023

Guru Mata Pelajaran | Peneliti

Erni Wanti, S.Pd
NBM. 1380536

Yulandari Amanda
NPM. 1911040236

Mengetahui
Kepala SMP Muhammadiyah 1 Kotaagung

Okto Biantoro, S.Pd.I
NBM. 1052682

Appendix 11

The Instrument for Pre-Test for Tryout

Reading Comprehension Test for Pre-test
Mata Pelajaran : Bahasa Inggris
Kelas : VIII
Waktu : 60 Menit

Choose the correct answer by crossing (x) a,b,c, or d based on the text!

Read the text to answer question for numbers 1 to 5

Boyolali regency is located north of Solo and east of Merapi and Merbabu Mountains. This regency has been known for its production of fresh milk for a long time. No wonder the cow statues adorn Boyolali town.

There are six main cow statues in Boyolali. They are displayed in different places. The statues are made of concrete. the color and shape are made in such a way as to resemble real cows. However, the size is made bigger to catch the eyes. Besides decorating the town, the statues also turn out of town to be helpful for people from out of town to find places they are seeking in Boyolali. By mentioning the position of the statue, people can find their way easily.

Taken from *: https://m.brilio.net/ragam/50-contoh-soal-descriptive-text-terlengkap-beserta-kunci-jawabannya-221013r/contoh-soal-descriptive-text-221013c.html*

1. The text mainly tells about?
   a. A town called Boyolali
   b. Cow statues in Boyolali
   c. The color of statues
   d. How to raise cows

2. "... they are seeking in Boyolali". (paragraph 2)
   What does the underlined word refer to…
   a. cow statues.
   b. real cows.

c. places in Boyolali.
d. people from out of town.

3. What district has long been famous for its fresh milk production….
a. Boyolali
b. Solo
c. Kotaagung
d. Kotabumi

4. How many cow statues are there in Boyolali?
a. 6 c. 5
b. 3 d. 8

5. The cow statue is made to resemble a real cow but with size….
a. Small c. big
b. Medium d. smaller

Read the text to answer question for numbers 6 to 10

I just got a new toy from my uncle. My uncle is a sailor. He bought me a robot when he sailed abroad. I love this robot. My robot is very nice. It is about twenty centimeters tall. The color of the robot is blue. The robot has a strong body. It has two big red eyes. It has two strong legs are covered with blade boots.

My robot can be moved with two medium sized batteries. After inserting the batteries at the back of the robot body, we can make it move when we push the button behind its neck. The robot will move its left dan right foot in turn. It will move its two arms in turn too. However, the robot could not bend its feet and it moves forward only.

Taken from : *https://blogdope.com/20-soal-descriptive-text-bahasa-inggris*

6. What are the color of the robot's eyes?
a. Yellow
b. Black
c. Red
d. White

7. what is his uncle's job?
   a. Sailor
   b. Teacher
   c. Doctor
   d. Nurse

8. “It has two big red eyes”. It refers to …
   a. the robot. c. the writer.
   b. the body. d. the battery.

9. What is the main idea of paragraph two?
   a. The batteries must be put to make the robot strong
   b. The robot can be moved without batteries
   c. The robot is difficult to move
   d. The writer’s robot can be move with two medium sizes batteries

10. How tall is the robot?
   a. 12 cm c. 20 cm
   b. 22 cm d. 25 cm

Read the text to answer question for numbers 11 to 15

Do you know Isyana Sarasvati? She is a very famous singer from Indonesia. She is pretty and very talented. Her full name is Isyana Sarasvati. She is usually called Isyana. This beautiful lady was born in Bandung, West Java, on May 2, 1993. Her parents are Sapta Dwi Kardana and Luana Marpanda. Isyana, the Taurus girl, is slim. She is only 50 kg and 165 tall. She has a long smooth beautiful hair. By glimpsing, she looks like a Korean star.

Talking about her personality, Isyana is kind of introvert girl. She seems very quiet. But actually she is friendly enough to people. Talking about her passion in music. Isyana likes jazz, RnB, pop, and soul. She also can play piano, saxophone, and violin. That’s fantastic. What do you know about her song? Isyana is being famous because of a very romantic song entitled “Keep Being You” and “Tetap dalam Jiwa.

Taken from : *https://blogdope.com/20-soal-descriptive-text-bahasa-inggris*

11. From the text above we know that….
    a. she is a famous and talented singer
    b. she dislikes jazz and RnB
    c. she can't play musical instruments
    d. Isyana is an extrovert girl

12. "She is a very famous singer from Indonesia". The underlined word means ….
    a. strange
    b. well-known
    c. unpopular
    d. clumsy

13. What is the title of the song that made Isyana Sarasvati famous?
    a. Photograph and Someone Like you
    b. Keep Being You and Tetap dalam Jiwa
    c. How You Like That and Ice cream
    d. Sial and Sang Dewi

11. Where was Isyana Sarasvati born….
    a. Kotabumi, North Lampung
    b. Kotaagung, Tanggamus
    c. Bandung, West Java
    d. Serawak, Malaysia

15. If seen Isyana Sarasvati looks like….
    a. soccer Player
    b. thief
    c. teacher
    d. Korean actress

Read the text to answer question for numbers 16 to 20

Orchard Road is a Boulevard which becomes business and entertainment center in Singapore. Orchard Road is surrounded by a lush tropical and flower gardens which are beautiful. At first, Orchard Road is just a suburban street lined with orchards, plantations nutmeg, and pepper farming. However, in the 1970s, it turned into a shopping

center in Singapore. In 1960 and 1970 entertainment industries began to enter this road. Shopping centers such as mall and Plaza was built in 1974.

Orchard Road runs along about 2.2 km. This road is one-way street flanked by a variety of shopping malls, hotels and restaurants. The shopping area which is nearly 800,000 square meters provides a wide range of Things, food, and entertainment. In this area there are many options that can satisfy visitors from all walks of life starting from the luxury branded things to the Popular branded, from exclusive restaurants to fast food. There are so many ways that can be accessed to get to Orchard road such as: by taxi, bus or drive your own car. For those who are driving to Orchard Road can be entered from the west through the Napier Road. Vehicles from Dunearn Road can turn to left at the intersection of the Marriott Hotel junction. Vehicles that come from Paterson can turn right onto Orchard Road. Orchard is always crowded so you have to be careful in order not to get lost.

Taken from *: https://m.brilio.net/ragam/50-contoh-soal-descriptive-text-terlengkap-beserta-kunci-jawabannya-221013r/contoh-soal-descriptive-text-221013c.html*

16. The text mainly focuses on?
    a. Singapore
    b. Orchard Plantation
    c. Plaza and Mall
    d. Orchard road as business and entertainment center
17. Which statement is TRUE….
    a. at first Orchard Road is a crowded settlement
    b. Orchard road became business and entertainment center since 1974
    c. Vehicles from Dunearn Road turn to the left at intersection of the Marriott Hotel junctions
    d. Orchard road is infamous place at Singapore

18. What year did the entertainment industry start to enter this road?
    a. 1995 and 2000
    b. 1950 and 1980
    c. 1960 and 1970
    d. 1920 and 1945

19. Words “it” in line 4 refers to….
    a. The plantation
    b. Suburban street
    c. The plaza
    d. Singapore

20. The word “satisfy” in line eighth has the closet meaning with….
    a. pleased
    b. free
    c. frighten
    d. threat

Read the text to answer question for numbers 21 to 23

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.

Taken from: https://www.mediainggris.com/2020/10/descriptive-texts-contoh-soal-bahasa.html?m=1

21. 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

22. How many parts does the backpack have?
    a. One part
    b. Two parts
    c. Four parts
    d. Three parts

23. Where does the writer put his water bottle? In the .... of the backpack.
    a. first
    b. third
    c. fourth
    d. second

Read the text to answer question for numbers 24 to 27

Let me tell you about my bedroom. There are many kinds of furniture in my bedroom. In the center of my room, there is my bed. The bed is made of wood. There is a nice bed cover and a warm blanket for my bed. On the right side of my bed, there is a wardrobe. I put my clothes in it. On the left side of my bed, there is a bookshelf. I put my books there.

There is a table and a chair next to the shelf. I usually sit there to study. On the table, there is a desk lamp. When I study in the evening, I always turn on the lamp. There is also an alarm clock on my table. I set the alarm in the evening before I go to bed. It wakes me up in the morning. I always clean my bedroom every day. I arrange things neatly to make my bedroom comfortable to live in.

Taken from:
https://www.mediainggris.com/2020/10/descriptive-texts-contoh-soal-bahasa.html?m=1

24. The text mainly tells us about?
    a. The furniture in the writer's bedroom
    b. The kinds of furniture in a bedroom
    c. The bed in the writer's bedroom
    d. The writer's bedroom

25. What is the bed like….
    a. a cozy wooden bedroom
    b. in the center of the room
    c. nice and large
    d. small but nice

26. Where is the location of the desk lamp?
    a. On the table
    b. Next to the bed
    c. Next to the table
    d. Behind the alarm clock

27. What is the function of the alarm clock?
    a. To give information about the weather
    b. To wake the writer up in the morning
    c. To make the writer sleep

d. To tell the time to sleep

Read the text to answer question for numbers 28 to 31

Milo is my pet. He is my lovely cat. He is not an expensive cat. I found him in front of my house. Though he is not a pricey cat, I love him so much. Milo has long whiskers and green eyes. He is orange with two gradations of colors.

He is not fat though he eats a lot because he is very active. He likes to play with balls, but his favorite toy is a ball of yarn. He likes to roll it and then chase it. Once he catches it, he throws it from one of his front paws to the other one. At night, he always sleeps with me.

Taken from: https://www.mediainggris.com/2020/10/descriptive-texts-contoh-soal-bahasa.html?m=1

28. "His front paws". The word "his" refers to….
    a. writer
    b. milo
    c. Bali
    d. yarn

29. What does Milo do it he catches the yam?
    a. He eats it
    b. He kicks it
    c. He throws it
    d. He gets on the yarn

30. What is the text about?
    a. Instructions to have a cat
    b. A description of cats in general
    c. A description of the writer's cat
    d. A story about a cat's adventure

31. What does the word "pricey" mean….
    a. cheap
    b. expensive
    c. reasonable
    d. economical

Read the text to answer question for numbers 32 to 35

I have a best friend. His name is Arkan. Arkan is my classmate. He is tall and a bit fat. He has curly hair. He wears a pair of

glasses. His hobby is reading and playing PlayStation. When we have spare time, we always play PS together. We usually play it in the afternoon from three to four.

Arkan is the same age as I am. He is thirteen years old. Most of my friends like Arkan because he is a nice boy. He is polite and helpful.

Taken from:
https://www.mediainggris.com/2020/10/descriptive-texts-contoh-soal-bahasa.html?m=1

32. What does Arkan look like?
    a. He is fat and wears a pair of glasses
    b. He is short with curly hair
    c. He is fat and short
    d. He is tall and thin

33. When does the writer usually play PlayStation….
    a. in the afternoon from 2 to 4
    b. after reading books
    c. in his spare time
    d. after studying

34. How old is the writer?
    a. 11 years old c. 13 years old
    b. 12 years old d. 14 years old

35. Which the statement is FALSE according to the text….
    a. Arkan is a polite boy
    b. The writer wears glasses
    c. The writer does not like playing PlayStation
    d. Arkan always plays Play Station in the evening

Read the text to answer question for numbers 36 to 39

Ayu Okvitawanli is one of the people recorded in MUR I (Museum Rekor Indonesia). Do you know why? Right! She is the youngest novelist in Indonesia. Her novel is entitled Siapa Pembunuh Mistenus Itu? This novel tells about mysterious murders.

Ayu enjoys studying and reading very much. Her favorite subjects are science math and English. Her favorite writers are N.H. Dini, J.K. Rowling and the queen of detective stories, Agatha Christie.

Taken from:
https://www.mediainggris.com/2020/10/descriptive-texts-contoh-soal-bahasa.html?m=1

36. Ayu is recorded in MURI because....
    a. she is the youngest novelist in Indonesia
    b. she is a fan of N.H. Dini
    c. she likes reading
    d. she likes science

37. What does Ayu's novel tell about?
    a. Science in murders
    b. Mysterious murders
    c. The youngest novelist
    d. The mystery of a novel

38. ”She is the youngest novelist in Indonesia”. The word “she” refers to ….
    a. Azizah Shalsa
    b. Agatha Christie
    c. N.H Dini
    d. Ayu Oktaviani

39. How many writers does Ayu like?
    a. One
    b. Two
    c. Four
    d. Three

Read the text to answer question for numbers 40 to 43

We have a new neighbor, the Yamamotos. They come from Japan. They moved to our city two weeks ago. Mr. Yamamoto works for a mining company in Riau, but his wife stays at home. The Yamamotos have one daughter. Her name is Ako. She is twelve years old. She goes to the same school as I do. In fact, she is my classmate.

I often visit Ako's house. I usually go there in the afternoon. Ako and I like to study together. Sometimes, I go to her house to have a nice chat. I teach her Indonesian. I also love to hear about Japan

from her. I dream about going there someday. Ako is a nice girl. She often shows me some photographs of her family.

Taken from:
https://www.mediainggris.com/2020/10/descriptive-texts-contoh-soal-bahasa.html?m=1

40. What does Mrs. Yamamoto do?
    a. She is a mining worker
    b. She is a housewife
    c. She is a teacher
    d. She is a student

41. Where does Mr. Yamamoto work….
    a. in a housing area in Riau
    b. in a mining company
    c. in Tokyo, Japan
    d. at home

42. "I teach her Indonesian". The underline word refers to….
    a. Mr. Yamamoto
    b. Mrs. Yamamoto
    c. Writer
    d. Ako

43. What does the writer dream of….
    a. working in a mining company
    b. having a nice friend like Ako
    c. visiting Japan someday
    d. going to Riau someday

Read the text to answer question for numbers 44 to 46

Sragen is one of the regencies in Central Java. The Sragen regency which is usually called "Tlatah Sukowati" is 941,55 km with the topographies as follows: in the middle of the area flows the longest river in Iava, Bengawan Solo; in the southern part of Sragen is a slope of Mount Lawu; in the northern part is the hillside of Kendeng Mountain; and in the western part is a famous region called "the Sangiran Dome"

One of the interesting tourist objects in Sragen is the Sangiran Museum which is built in the Sangiran Dome. The dome itself is situated in the depression of Solo in the north-west slope of mount Lawu. This area is about 56 km² which consists of three districts in the Sragen Regency (the Gemolong, Kalijambe, Plupuh district) and one in the Karang Anyar Regency (The Gondang Rejo District). Sangiran is the most important site for the development of various fields of knowledge: anthropology, archeology, biology, paleoanthropology.

Taken from: https://www.itapuih.com/2018/01/kumpulan-soal-descriptive-text-dan-pembahasan.html?m=1

44. What does the text tell us about….
    a. Bengawan Solo
    b. Sangiran
    c. Sragen
    d. Central Java

45. What passes through the middle of the Sragen Regency?
    a. The Bengawan Solo River
    b. The Sangiran Dome
    c. The Kendeng Mountain
    d. The Plupuh district

46. "This area is about 56 km² which consists …" (Par. 2)
    The underlined word refers to ….
    a. The Sangiran Museum
    b. The Sangiran Dome
    c. Mount Lawu
    d. The Depression of Solo

Read the text to answer question for numbers 47 to 50

Most people in the world have a pet. I also have it. My pet is a dog, named Miko. Its color is brown. It has brown eyes, too. I got this pet from my friend at the beginning of 2009. He bought it from a pet shop in this country. Once a week, my mother bathes him.

He is funny and smart. It often plays with my neighbor's dog. I love him very much because he can be my friend, too.

Taken from: https://www.itapuih.com/2018/01/kumpulan-soal-descriptive-text-dan-pembahasan.html?m=1

47. What the main idea of this paragraph?

a. Most people in the world have dog as a pet
b. Dogs have brown color is favorite pet
c. Most people in the world have a pet
d. I love my pet

48. The writer got the pet from ....
a. his neighbor c. his friend
b. a pet Shop d. his mother

49. What is the text about?
a. My lovely dog
b. My best friend
c. My pet Shop
d. His mother

50. When did he get her pet….
a. 2008 c. 2006
b. 2009 d. 2007

Answer Key for Tryout Test

1. B
2. D
3. A
4. A
5. C
6. C
7. A
8. A
9. D
10. C
11. A
12. B
13. B
14. C
15. D
16. D
17. C
18. C
19. B
20. A
21. C
22. D
23. B
24. D
25. C
26. A
27. B
28. B
29. C
30. C
31. B
32. A
33. C
34. C
35. B
36. A
37. B
38. D
39. D
40. A
41. B
42. C
43. C
44. C
45. A
46. B
47. C
48. C
49. A
50. B

Answer Sheet for Tryout Test

Name :
Student Number :

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
21	A	B	C	D
22	A	B	C	D
23	A	B	C	D
24	A	B	C	D
25	A	B	C	D

26	A	B	C	D
27	A	B	C	D
28	A	B	C	D
29	A	B	C	D
30	A	B	C	D
31	A	B	C	D
32	A	B	C	D
33	A	B	C	D
34	A	B	C	D
35	A	B	C	D
36	A	B	C	D
37	A	B	C	D
38	A	B	C	D
39	A	B	C	D
40	A	B	C	D
41	A	B	C	D
42	A	B	C	D
43	A	B	C	D
44	A	B	C	D
45	A	B	C	D
46	A	B	C	D
47	A	B	C	D
48	A	B	C	D
49	A	B	C	D
50	A	B	C	D

Appendix 12

The Instrument for Post-Test for Tryout

Reading Comprehension Test for Post-test
Mata Pelajaran : Bahasa Inggris
Kelas : VIII
Waktu : 60 Menit

Choose the correct answer by crossing (x) a,b,c, or d based on the text!

Read the text to answer question for numbers 1 to 5

Venice is a city in northern Italy. It has been known as the "Queen of the Adriatic", "City of Bridges", and "The City of Light". The city stretches across 117 small islands in the marshy Venetian Lagoon along the Adriatic Sea in northeast Italy.

Venice is world famous for its canals. It is built on an archipelago of 117 islands formed by about 150 canals in a shallow lagoon. The islands on which the city is built are connected by about 400 bridges. In the old center, the canals serve the function of roads, and every form of transport is on water or on foot. You can ride gondola there. It is the classical Venetian boat which nowadays is mostly used for tourists, or weddings, funerals, or other ceremonies. Now, most Venetians travel by motorized waterbuses which ply regular routes along the major canals and between the city's islands. The city has many private boats. The only gondolas still in common use by Venetians are the Traghetti, foot passenger ferries crossing the Grand Canal at certain points without bridges.

Taken from *: https://m.brilio.net/ragam/50-contoh-soal-descriptive-text-terlengkap-beserta-kunci-jawabannya-221013r/contoh-soal-descriptive-text-221013c.html*

1. What does the text tell you about?
   a. Gondola c. Vanice
   b. Traghetti d. Italy

2. What transport crosses the Grand Canal for foot passengers at certain points without bridges….

a. gondolas
b. traghetti
c. waterbuses
d. lagoon

3. From the text we can say that Venice belongs to a city of ….

a. water
b. ceremonies
c. buses
d. funerals

4. How many canals are in the shallow lagoon?

a. 150 canals
b. 117 canals
c. 155 canals
d. 160 canals

5. It is .... on an archipelago.

a. bike
b. bold
c. build
d. built

Read the text to answer question for numbers 6 to 10

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.

Taken from : *https://m.brilio.net/ragam/50-contoh-soal-descriptive-text-terlengkap-beserta-kunci-jawabannya-221013r/contoh-soal-descriptive-text-221013c.html*

6. What is the text purpose?
   a. To inform readers about tourism in Kebumen
   b. To entertain reader about Petruk Cave
   c. To explain the reader about floors in Petruk Cave
   d. To Introduce Local tourism in Kebumen

7. Why did Petruk cave named as one of character in Punokawan puppet ….
   a. because the cave belongs to Petruk
   b. because Petruk is the first explorer of the cave
   c. because Petruk is buried at the cave
   d. because the cave's length is as long as Petruk's nos

8. Which part of Petruk Cave which used for place to put foods for ancestor….
   a. in the basic cave
   b. in petruk cave
   c. in Hindu cave
   d. in front of the cave

9. 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

10. What is "lead" means in paragraph 2….
   a. guide
   b. take
   c. bring
   d. put

Read the text to answer question for numbers 11 to 15

Jennifer Lopez (J. Lo) is a highly successful actress, singer, and dancer. Her new albums usually go straight to the top. What's a typical working day for her is a hard work. She usually gets up at half past five in the morning and she's always on set at half past six. She never drinks coffee and she always have a light lunch of just green salad. She doesn't like working up late at nights. She is usually in bed half past ten. If she stays out late, she will be too tired in the next morning.

Adam Shankman, a director of one of her says J. Lo is actually a quiet person. She doesn't like going out all the time. She often stays at home on Saturday nights and watches video. If J. Lo isn't working or making a record, her life style is very different. When she has got time off, she's quite happy to go out. She loves New York restaurants. She loves dancing. She sometimes dances until three o'clock in the morning! J. Lo's family lives in New York. They were very close family. She sees her parents every weekend and she always phone them if she has a problem. She's got two older sisters and they get on very well together. They are not just her sisters; they are her best friends.

Taken from *: https://englishadmin.com/2021/03/contoh-soal-descriptive-text-tentang-orang-beserta-jawabannya.html*

11. What is the text about?
    a. A successful actress
    b. Jennifer Lopez
    c. Jennifer Lopez's sisters
    d. Jennifer Lopez's sisters

12. What does J. Lo do when she has a problem….
    a. sees her parents every weekend
    b. phones her parents
    c. meets her two sisters
    d. goes clubbing in New York

13. She usually .... up at half past five in the morning.
    a. bad

b. tide
c. gets
d. straight

14. “They get on very well together.” Who does the word “THEY” refers to…

a. Adam Shankman and J. Lo.
b. her parent and her sisters.
c. J. Lo and her sisters.
d. her parents and J. Lo.

15. What is Jenifer Lopes job?

a. Sailor
b. Doctor
c. Athlete
d. Actress

Read the text to answer question for numbers 16 to 20

My uncle is a zoo keeper. His job is to keep a polar bear named Kuma. Kuma is a kind of bear. It is a mammal. it is very big bear. It is weighing at 680 Kg and height at 2,5 m long. Kuma has a long neck, small head, short and round ears, short tails and sharp claws. It has 42 teeth. Like the other polar bear, Kuma has bubbler (layer of fat) under its skin to make it warm. It may look white but actually has black skin with transparent fur. They look white because of the reflection of light and it helps polar bear blends with the surrounding.

Kuma is a carnivore. It eats mainly seals. But sometimes other animals like fish or small mammals. Kuma is a great swimmer. It can swim fast and stay long in a water. Kuma also has good sense of smell. It can smell up to 16 Km away. Most polar bear also has such ability. It helps them to trace their preys. We can find polar bears in Arctic, in Canada, Alaska, Greenland, Norway and Russia. Kuma origin is from Russia. Kuma moves to zoo when it's 4 months old after its mom was killed by a hunter. Now, Kuma lives safely and happily in a zoo. The sad news about polar bears is it is almost endangered. Climate change and hunters threats their live.

Taken from :
https://www.dimensibahasainggris.com/2020/02/soal-descriptive-text-describing-animals.html?m=1

16. Which one is the physical description of Kuma….
    a. it lives in the Arctic
    b. it is a carnivore
    c. it has long neck, small head, short and round ears and short tail
    d. it is a mammal

17. What is the function of bubbler under polar bears' skin….
    a. to help them blend with surrounding
    b. to help them hunt the prey
    c. to make them fat
    d. to make them warm

18. "Kuma is a carnivore." (paragraph 2) it means, it eats….
    a. meat c. plant
    b. fruit d. everything

19. What is the real color of polar bears' skin….
    a. white c. transparent
    b. black d. brown

20. Where is the habitat of Polar bears….
    a. arctic
    b. antarctic
    c. aacific
    d. atlantic

Read the text to answer question for numbers 21 to 23

Picasso was one of the most outstanding and important artists of the 1900's. He was best known for his paintings. Almost every style in modern art was represented in Picasso's works.

Picasso was born in 1881 in Malaga, Spain, as the son of an art teacher. He studied painting with his father and also in Madrid.

From 1895 to 1901, he painted realistic works in a traditional style. Then he entered what was called the Blue period. During this time, he only used shades of blue in his paintings to show poverty in Barcelona. After 1907, he entered the style of cubism. Among his well-known cubist paintings are "The Three Musician" and "The man with a guitar" which depicted the destruction of Spanish town. Picasso died in France in 1973.

Taken from: https://www.itapuih.com/2018/01/kumpulan-soal-descriptive-text-dan-pembahasan.html?m=1

21. Picasso used shades of blue in his painting during the Blue Period, because ….

a. he was sad to live in a traditional Barcelona
b. the blue was to show poverty in Barcelona
c. the blue represented modern art of this paintings
d. blue was Picasso's favorite color in his paintings

22. "… which depicted the destruction of Spanish town." (Paragraph 2).

The underlined word has the same meaning as ….

a. pulled
b. described
c. painted
d. presented

23. From the text, we know that?

a. Picasso used his paintings to describe his environment
b. Picasso loved listening to the music and playing guitar
c. Picasso was born, raised, and died in Malaga, Spain
d. Picasso only used blue paint in all his paintings

Read the text to answer question for numbers 24 to 27

One of the most interesting places to visit is the Bird Park. It is located in the industrial area in Singapore, called Jurong. The bird park is about twelve kilometers from the center of the city, and it's easy to get there by bus or by taxi. It is one of the largest bird parks in the world.

The birds are kept in large cages, and there are hundreds of beautiful birds from many different parts of the world, including

penguins, parrots, eagles, and ostriches. There is a large lake in the park with a restaurant beside it. There is also a very large cage which you can walk in to get a closer look at the birds. It takes about two hours to see all the birds. You can walk around the park or ride on a bus. The best time to visit the park is in the early morning or late afternoon, when it is cooler.

Taken from: https://www.itapuih.com/2018/01/kumpulan-soal-descriptive-text-dan-pembahasan.html?m=1

24. How far is the park from the city….
    a. 2 km
    b. 10 km
    c. 12 km
    d. 100 km

25. Why do many people like to visit the bird park late in the afternoon….
    a. They are busy working in the morning
    b. The weather is not hot in the afternoon
    c. The birds in the park are caged in the morning
    d. They live in many different parts of the world

26. What is the main idea of the second paragraph….
    a. The most interesting place in Singapore is the bird park
    b. There is a restaurant next to a large lake in the park
    c. There are hundreds of very beautiful birds in the cages
    d. Singapore Bird Park is the largest bird park in the world

27. "It is <u>located</u> in the industrial area in Singapore." (paragraph 1)
    What does the underlined word mean?
    a. situated
    b. held
    c. conducted
    d. performed

Read the text to answer question for numbers 28 to 31

I have a pet. It is a dog and I call it Snowy. Snowy is a Chinese breed. It is small, fluffy and cute. It has thick white fur. When I cuddle it, the fur feels soft, Snowy does not like bones. Every day it eats soft food like steamed rice, fish or bread. Every morning I give

her milk and bread. When I am at school, Snowy plays with my cat. They get along well and never fight; maybe because Snowy does not bark a lot. It treats the other animals in our house gently, and it never bites shoes.

We always spend time together at home. We do many activities: playing balls, hide and seek, or racing in the backyard. In the afternoon, I usually take him for a walk. People love to see Snowy. Snowy is really a sweet and friendly pet.

Taken from: https://www.itapuih.com/2018/01/kumpulan-soal-descriptive-text-dan-pembahasan.html?m=1

28. What is the topic of the story?
    a. A friendship between a cat and a dog
    b. Spending time with a pet inside and outside the house
    c. A friendly and sweet dog
    d. A friendship between a pet and its owner

29. The main topic of paragraph two is?
    a. The writer's activities with his/her pet
    b. Everybody loves to walk with Snowy
    c. Snowy is a cute and friendly dog
    d. Snowy always plays with the cat

30. Where does the writer usually spend the time with his pet….
    a. in the neighborhood
    b. on the street
    c. at school
    d. at home

31. What activity does the writer do after school with his pet….
    a. cuddle it softly
    b. take it for a walk
    c. give it milk
    d. let it play with the cat

Read the text to answer question for numbers 32 to 35

Mr. Tucker is my math teacher at school. He teaches us at class IX. He is a smart teacher. He can teach us very well. He is a strict teacher. He doesn't like his students came late at class. He will be very angry. Besides that, he doesn't like us cheating in the test. He always tells us to be honest. His students must pay attention to his explanation.

Besides that, Mr. Tucker always does the same thing every day. Entering the classroom, he will wash his hands in the basin in the corner the class. After that he will walk over to his desk. Sitting in her desk, he will look at and greet us formally. Then he will put on her glasses, open his textbook and ask us what lesson we discussed the previous meeting. And then he starts teaching. I was really amazed by his habit.

Taken from: https://www.itapuih.com/2018/01/kumpulan-soal-descriptive-text-dan-pembahasan.html?m=1

32. What is the writer's purpose to write the text?
    a. To show his dislike of his teacher
    b. To get attention of his teacher
    c. To make the readers know the character of his teacher
    d. To make the readers impressed by his teacher

33. The writer describes Mr. Tucker as a ....
    a. serious ma
    b. humorous man
    c. easy going man
    d. friendly than

34. The writer can tell Mr. Tucker habit precisely because ....
    a. he always come to school early
    b. he admires Mr. Tucker character
    c. he sees Mr. Tucker does the same thing everyday
    d. he pays attention to Mr. Tucker's explanation

35. "I was really amazed by his habit." The underlined word is closest in meaning to ….
    a. scared

b. surprised
c. ashamed
d. nervous

Read the text to answer question for numbers 36 to 39

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 Sharp is second tallest freestanding 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 Trafalgar Squares. 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.

Taken from: https://www.itapuih.com/2018/01/kumpulan-soal-descriptive-text-dan-pembahasan.html?m=1

36. What is the text about?
a. The architect Renzo Piano
b. The Shard glass panels
c. The Shard, building in London
d. The tallest building in London

37. In Europe, the Shard gains popularity on its ....
a. location c. height
b. function d. age

38. What probably makes people interested to stay in the Shard….
a. it has multiple uses
b. it is the tallest building in UK
c. it was built by famous architect
d. it is located in the heart of London

39. ".... making it Western European's tallest building." What does the underlined word refers to ….
a. the Shard

b. the glass
c. London
d. skyscraper

Read the text to answer question for numbers 40 to 43

I have some pets. However, my favorite pet is Timmy. Timmy is a male tabby cat. He is very adorable with his soft stripes fur. He has innocent round eyes and feeble sweet voice. He always meows when I come home, he usually gives me a kiss.

Timmy is a nice playmate. I'm so happy to spend my time with him. Most of the time, he's a good cat. It's almost impossible for me to be angry at him. In the morning, he always wakes up early. When he wakes up earlier, he waits quality by my bedside until I wake up.

Taken from: http://englishadmin.com/2021/03/soal-pilihan-ganda-bahasa-inggris-tentang-animal-kelas-8-beserta-jawaban.html

40. When does Timmy usually give a kiss to the writer? When the writer ….
a. fells hungry
b. goes to sleep
c. comes home
d. wakes up

41. Why is the writer almost impossible to be angry at his cat? Because ….
a. it has innocent round eyes
b. most of the time, it is a good cat
c. it gives the writer kiss
d. it always wakes up early

42. The second paragraph tell about?
a. Characteristic
b. Habitat
c. Food
d. Behavior

43. What is the purpose of the text about?
a. To entertain the reader
b. To describe something

c. To tell how to make something
d. To tell how to care for cats

Read the text to answer question for numbers 44 to 48

When I went to the Surabaya zoo, I saw an owl. This owl is unique and amazing bird. It is a heavy bird and has a large head and an oval face.

The owl has round eyes. Its eyes are large and are locked in the skull. It means the eyes cannot rotate independently. They are typically solitary. Though the owl is typically solitary, it also lives in a group. The owl hunts mostly small mammals, insects and other birds

Taken from: http://englishadmin.com/2021/03/soal-pilihan-ganda-bahasa-inggris-tentang-animal-kelas-8-beserta-jawaban.html

44. What is owl's food….
a. flower c. plant
b. insects d. big mammals

45. 'It' is a heavy bird and has large heads." The word 'IT' refers to …
a. bird c. eyes
b. owl d. head

46. Why do the eyes of owl cannot rotate independently….
a. the eyes are large
b. the eyes cannot see in the darkness
c. the eyes are locked in the skull
d. the eyes are too small

47. They are typically 'solitary'. The word 'Solitary' means ….
a. collective
b. variety
c. social
d. alone

48. According to the text, a group of owls is called ….
a. uncommon c. solitary
b. gang d. parliament

Read the text to answer question for numbers 49 to 50

I have a best friend. Her name is Mona. She is a very fat person. She eats everything in front of her. Her weight is 95 kilograms.

She has a round face with very chubby cheeks. Her eyes are round and blue. She has short curly blonde hair. She is very funny. Her family and friends like her very much.

Taken from:
http://www.kursusmudahbahasainggris.com/2021/02/latihan-soal-tentang-describing-people.html?m=1

49. What is Mona's hobby?
    a. Reading
    b. Drawing
    c. Eating
    d. Cycling

50. She has a very ....
    a. chubby cheeks
    b. long hair
    c. long chin
    d. big nose

Answer Key for Tryout Test

1. C	26. D
2. B	27. A
3. A	28. D
4. A	29. A
5. D	30. D
6. D	31. B
7. D	32. C
8. C	33. A
9. A	34. C
10. A	35. B
11. B	36. D
12. B	37. C
13. C	38. D
14. C	39. A
15. D	40. C
16. C	41. B
17. D	42. D
18. A	43. B
19. B	44. B
20. A	45. B
21. B	46. C
22. B	47. D
23. A	48. D
24. C	49. C
25. B	50. A

Answer Sheet for Tryout Test

Name :
Student Number :

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
21	A	B	C	D
22	A	B	C	D
23	A	B	C	D
24	A	B	C	D
25	A	B	C	D

26	A	B	C	D
27	A	B	C	D
28	A	B	C	D
29	A	B	C	D
30	A	B	C	D
31	A	B	C	D
32	A	B	C	D
33	A	B	C	D
34	A	B	C	D
35	A	B	C	D
36	A	B	C	D
37	A	B	C	D
38	A	B	C	D
39	A	B	C	D
40	A	B	C	D
41	A	B	C	D
42	A	B	C	D
43	A	B	C	D
44	A	B	C	D
45	A	B	C	D
46	A	B	C	D
47	A	B	C	D
48	A	B	C	D
49	A	B	C	D
50	A	B	C	D

Appendix 13

Validation Form Pre-Test for Reading Test

Direction: For each statement, please give your response by ticking (✓) a column representing your choice.

No	Questions	Yes	No	Comments
1	Apakah petunjuk pengerjaan soal sudah jelas?	✓		
2	Apakah alokasi waktu sudah cukup?	✓		
3	Apakah materi tes sudah sesuai dengan standar kompetensi dan indicator pada silabus kelas 8?	✓		
4	Apakah butir soal nomor 1, 9, 21, 24, 30, 44, & 47 sudah sesuai dengan aspek *main idea*?	✓		
5	Apakah butir soal nomor 2, 29, & 33 sudah sesuai dengan aspek *expression/idiom/phrase in context*?	✓		
6	Apakah butir soal nomor 11, 16, & 49 sudah sesuai dengan aspek *inference*?	✓		
7	Apakah butir soal nomor 8, 19, 28, 38, & 42 sudah sesuai dengan aspek *grammatical features*?	✓		
8	Apakah butir soal nomor 3, 6, 7, 10, 14, 15, 18, 22, 26, 32, 34, 37, 39, 40, 41, 48, & 50 sudah sesuai dengan aspek	✓		

	detail?			
9	Apakah butir soal nomor 5 & 35 sudah sesuai dengan aspek *exluding fact not written*?	✓		
10	Apakah butir soal nomor4, 13, 17, 23, 25, 27, 36, 43, 45, & 46 sudah sesuai dengan aspek *supporting ideas*?	✓		
11	Apakah butir soal nomor 12, 20, & 31 sudah sesuai dengan aspek *vocabulary in context*?	✓		

General comments:
Please give any general comment or suggestion you may have concerning this test development.

Kotaagung, 01 November 2023

Validator

Erni Wanti, S.Pd

Appendix 14

Validation Form Post-Test for Reading Test

Direction: For each statement, please give your response by ticking (✓) a column representing your choice.

No	Questions	Yes	No	Comments
1	Apakah petunjuk pengerjaan soal sudah jelas?	✓		
2	Apakah alokasi waktu sudah cukup?	✓		
3	Apakah materi tes sudah sesuai dengan standar kompetensi dan indicator pada silabus kelas 8?	✓		
4	Apakah butir soal nomor 1, 11, 26, 29, 36, & 42 sudah sesuai dengan aspek *main idea*?	✓		
5	Apakah butir soal nomor 18, 25, 41, & 48 sudah sesuai dengan aspek *expression /idiom/phrase in context*?	✓		
6	Apakah butir soal nomor 6, 23, 28, 32, & 43 sudah sesuai dengan aspek *inference*?	✓		
7	Apakah butir soal nomor 5, 14, 39, & 45 sudah sesuai dengan aspek *grammatical features*?	✓		
8	Apakah butir soal nomor 2, 4, 8, 15, 19, 20, 24, 30,	✓		

	31, 37, 38, 40, 44, 49, & 50 sudah sesuai dengan aspek *detail*?			
9	Apakah butir soal nomor 3, 33, & 34 sudah sesuai dengan aspek *exluding fact not written*?	✓		
10	Apakah butir soal nomor 2, 7, 9, 12, 16, 17, & 46 sudah sesuai dengan aspek *supporting idea*?	✓		
11	Apakah butir soal nomor 10, 13, 22, 27, 35, & 47 sudah sesuai dengan aspek *vocabulary in context*?	✓		

General comments:

Please give any general comment or suggestion you may have concerning this test development.

Kotaagung, 01 November 2023

Validator

Erni Wanti, S.Pd

Appendix 15

Anates of Pre-Test Validity

REKAP ANALISIS BUTIR
==========

Rata2= 41.43
Simpang Baku= 5.61
KorelasiXY= 0.76
Reliabilitas Tes= 0.86
Butir Soal= 50
Jumlah Subyek= 30

Btr Baru	Btr Asli	D.Pembeda(%)	T. Kesukaran	Korelasi		Sign. Korelasi
1	1	0.00	Sangat Mudah	NAN	NAN	
2	2	50.00	Sedang	0.448		Sangat Signifikan
3	3	62.50	Sedang	0.440		Sangat Signifikan
4	4	0.00	Sangat Mudah	NAN	NAN	
5	5	50.00	Sedang	0.398		Sangat Signifikan
6	6	0.00	Sangat Mudah	-0.120	-	
7	7	62.50	Mudah	0.525		Sangat Signifikan
8	8	50.00	Sedang	0.398		Sangat Signifikan
9	9	-12.50	Sedang	0.017		-
10	10	75.00	Sedang	0.618		Sangat Signifikan
11	11	0.00	Sangat Mudah	NAN	NAN	
12	12	62.50	Sedang	0.568		Sangat Signifikan
13	13	62.50	Sedang	0.376		Sangat Signifikan
14	14	0.00	Sangat Mudah	NAN	NAN	
15	15	0.00	Sangat Mudah	NAN	NAN	
16	16	62.50	Sedang	0.594		Sangat Signifikan
17	17	0.00	Sangat Mudah	NAN	NAN	
18	18	0.00	Sangat Mudah	NAN	NAN	
19	19	50.00	Sedang	0.389		Sangat Signifikan
20	20	37.50	Mudah	0.400		Sangat Signifikan
21	21	0.00	Sangat Mudah	NAN	NAN	
22	22	0.00	Sangat Mudah	NAN	NAN	
23	23	0.00	Sangat Mudah	NAN	NAN	
24	24	75.00	Sedang	0.619		Sangat Signifikan

25	25	62.50	Sedang	0.478		Sangat Signifikan
26	26	50.00	Sedang	0.440		Sangat Signifikan
27	27	12.50	Sedang	0.276		Signifikan
28	28	0.00	Sangat Mudah	NAN	NAN	
29	29	0.00	Sangat Mudah	NAN	NAN	
30	30	0.00	Sangat Mudah	NAN	NAN	
31	31	37.50	Sedang	0.312		Signifikan
32	32	0.00	Sangat Mudah	NAN	NAN	
33	33	62.50	Sedang	0.414		Sangat Signifikan
34	34	0.00	Sangat Mudah	NAN	NAN	
35	35	62.50	Sedang	0.440		Sangat Signifikan
36	36	62.50	Sedang	0.440		Sangat Signifikan
37	37	0.00	Sangat Mudah	NAN	NAN	
38	38	87.50	Sedang	0.762		Sangat Signifikan
39	39	0.00	Sangat Mudah	NAN	NAN	
40	40	0.00	Sangat Mudah	NAN	NAN	
41	41	87.50	Sedang	0.760		Sangat Signifikan
42	42	0.00	Sangat Mudah	NAN	NAN	
43	43	0.00	Sangat Mudah	NAN	NAN	
44	44	37.50	Sedang	0.500		Sangat Signifikan
45	45	0.00	Sangat Mudah	NAN	NAN	
46	46	-12.50	Sangat Mudah	-0.255		-
47	47	37.50	Sedang	0.500		Sangat Signifikan
48	48	50.00	Sedang	0.350		Signifikan
49	49	50.00	Sedang	0.466		Sangat Signifikan
50	50	0.00	Sangat Mudah	NAN	NAN	

Appendix 16

Anates of Post-Test Validity

REKAP ANALISIS BUTIR
==========

Rata2= 40.70
Simpang Baku= 5.94
KorelasiXY= 0.87
Reliabilitas Tes= 0.93
Butir Soal= 50
Jumlah Subyek= 30

Btr Baru	Btr Asli	D.Pembeda (%)	T. Kesukaran	Korelasi	Sign. Korelasi	
1	1	62.50	Sedang	0.364		Sangat Signifikan
2	2	0.00	Sangat Mudah	NAN	NAN	
3	3	75.00	Sedang	0.575		Sangat Signifikan
4	4	75.00	Sedang	0.575		Sangat Signifikan
5	5	0.00	Sangat Mudah	NAN	NAN	
6	6	62.50	Sedang	0.520		Sangat Signifikan
7	7	0.00	Sangat Mudah	NAN	NAN	
8	8	0.00	Sangat Mudah	NAN	NAN	
9	9	0.00	Sangat Mudah	NAN	NAN	
10	10	-25.00	Sangat Mudah	-0.288	-	
11	11	87.50	Sedang	0.636		Sangat Signifikan
12	12	87.50	Sedang	0.636		Sangat Signifikan
13	13	0.00	Sangat Mudah	NAN	NAN	
14	14	62.50	Sedang	0.436		Sangat Signifikan
15	15	62.50	Sedang	0.436		Sangat Signifikan
16	16	12.50	Sangat Mudah	0.118		-
17	17	62.50	Sedang	0.533		Sangat Signifikan
18	18	62.50	Sedang	0.533		Sangat Signifikan
19	19	0.00	Sangat Mudah	NAN	NAN	
20	20	0.00	Sangat Mudah	NAN	NAN	
21	21	0.00	Sangat Mudah	NAN	NAN	
22	22	37.50	Sedang	0.436		Sangat Signifikan
23	23	37.50	Sedang	0.435		Sangat Signifikan
24	24	0.00	Sangat Mudah	NAN	NAN	
25	25	50.00	Sedang	0.521		Sangat Signifikan
26	26	0.00	Sangat Mudah	-0.036	-	

27	27	0.00	Sangat Mudah	NAN	NAN	
28	28	-12.50	Sangat Mudah	-0.232	-	
29	29	25.00	Sedang	0.073		-
30	30	62.50	Sedang	0.518		Sangat Signifikan
31	31	0.00	Sangat Mudah	NAN	NAN	
32	32	0.00	Sangat Mudah	NAN	NAN	
33	33	0.00	Sangat Mudah	NAN	NAN	
34	34	75.00	Sedang	0.577		Sangat Signifikan
35	35	75.00	Sedang	0.581		Sangat Signifikan
36	36	12.50	Sangat Mudah	0.372		Sangat Signifikan
37	37	37.50	Sedang	0.388		Sangat Signifikan
38	38	0.00	Sangat Mudah	0.054		-
39	39	37.50	Mudah	0.550		Sangat Signifikan
40	40	37.50	Mudah	0.550		Sangat Signifikan
41	41	0.00	Sangat Mudah	NAN	NAN	
42	42	50.00	Sedang	0.339		Signifikan
43	43	-12.50	Sangat Mudah	-0.150	-	
44	44	0.00	Sangat Mudah	NAN	NAN	
45	45	62.50	Mudah	0.666		Sangat Signifikan
46	46	62.50	Mudah	0.666		Sangat Signifikan
47	47	50.00	Sedang	0.388		Sangat Signifikan
48	48	0.00	Sangat Mudah	NAN	NAN	
49	49	0.00	Sangat Mudah	NAN	NAN	
50	50	62.50	Mudah	0.666		Sangat Signifikan

Appendix 17

Test Item for Pre-Test after Validity

Reading Comprehension Test for Pre-test
Mata Pelajaran : Bahasa Inggris
Kelas : VIII
Waktu : 60 Menit

Choose the correct answer by crossing (x) a,b,c, or d based on the text!

Read the text to answer question for numbers 1 to 3.

Boyolali regency is located north of Solo and east of Merapi and Merbabu Mountains. This regency has been known for its production of fresh milk for a long time. No wonder the cow statues adorn Boyolalitown.

There are six main cow statues in Boyolali. They are displayed in different places. The statues are made of concrete. the color and shape are made in such a way as to resemble real cows. However, the size is made bigger to catch the eyes. Besides decorating the town, the statues also turn out of town to be helpful for people from out of town to find places they are seeking in Boyolali. By mentioning the position of the statue, people can find their way easily.

1. "... they are seeking in Boyolali". (paragraph 2)
   What does the underlined word refers to…
   a. cow statues.
   b. real cows.
   c. places in Boyolali.
   d. people from out of town.

2. What district has long been famous for its fresh milk production….
   a. Boyolali
   b. Solo
   c. Kotaagung
   d. Kotabumi

3. The cow statue is made to resemble a real cow but with size….
   a. small c. big
   b. medium d. smaller

Read the text to answer question for numbers 4 to 7

I just got a new toy from my uncle. My uncle is a sailor. He bought me a robot when he sailedabroad. I love this robot. My robot is very nice. It is about twenty centimeters tall. The color of the robot is blue. The robot has a strong body. It has two big red eyes. It has two strong legs are covered with bladeboots.

My robot can be moved with two medium sized batteries. After inserting the batteries at the back of the robot body, we can make it move when we push the button behind its neck. The robot will move itsleft dan right foot in turn. It will move its two arms in turn too. However, the robot could not bend its feet and it moves forward only.

4. what is his uncle's job?
   a. Sailor
   b. Teacher
   c. Doctor
   d. Nurse

5. “It has two big red eyes”. It refers to …
   a. the robot.
   b. the body.
   c. the writer.
   d. the battery.

6. What is the main idea of paragraph two?
   a. The batteries must be put to make the robot strong
   b. The robot can be moved without batteries
   c. The robot is difficult to move
   d. The writer’s robot can be move with two medium sizes batteries

7. How tall is the robot?
   a. 12 cm
   b. 22 cm
   c. 20 cm
   d. 25 cm

Read the text to answer question for numbers 8 to 9

Do you know Isyana Sarasvati? She is a very famous singer from Indonesia. She is pretty and very talented. Her full name is Isyana Sarasvati. She is usually called Isyana. This beautiful lady was born in Bandung, West Java, on May 2, 1993. Her parents are Sapta Dwi Kardana and Luana Marpanda. Isyana, the Taurus girl, is slim. She is only 50 kg and 165 tall. She has a long smooth beautiful hair. By glimpsing,she looks like a Korean star.

Talking about her personality, Isyana is kind of introvert girl. She seems very quiet. But actually she isfriendly enough to people. Talking about her passion in music. Isyana likes jazz, RnB, pop, and soul. She also can play piano, saxophone, and violin. That's fantastic. What do you know about her song? Isyana is being famous because of a very romantic song entitled "Keep Being You" and "Tetap dalam Jiwa.

8. "She is a very famous singer from Indonesia". The underlined word means ….
   a. strange
   b. well-known
   c. unpopular
   d. clumsy
9. What is the title of the song that made Isyana Sarasvati famous?
   a. Photograph and Someone Like you
   b. Keep Being You and Tetap dalam Jiwa
   c. How You Like That and Ice cream
   d. Sial and Sang Dewi

Read the text to answer question for numbers 10 to 12

Orchard Road is a Boulevard which becomes business and entertainment center in Singapore. OrchardRoad is surrounded by a lush tropical and flower gardens which are beautiful. At first, Orchard Road is just a suburban street lined with orchards, plantations nutmeg, and pepper farming. However, in the 1970s, it turned into a shopping center in Singapore. In 1960 and 1970

entertainment industries began to enter this road. Shopping centers such as mall and Plaza was built in 1974.

Orchard Road runs along about 2.2 km. This road is one-way street flanked by a variety of shopping malls, hotels and restaurants. The shopping area which is nearly 800,000 square meters provides a wide range of Things, food, and entertainment. In this area there are many options that can satisfy visitors fromall walks of life starting from the luxury branded things to the Popular branded, from exclusive restaurantsto fast food. There are so many ways that can be accessed to get to Orchard road such as: by taxi, bus or drive your own car. For those who are driving to Orchard Road can be entered from the west through the Napier Road. Vehicles from Dunearn Road can turn to left at the intersection of the Marriott Hotel junction. Vehicles that come from Paterson can turn right onto Orchard Road. Orchard is always crowded so you have to be carefulin order not to get lost.

10. The text mainly focuses on?
    a. Singapore
    b. Orchard Plantation
    c. Plaza and Mall
    d. Orchard road as business and entertainment center

11. Words “it” in line 3 refers to….
    a. The plantation
    b. Suburban street
    c. The plaza
    d. Singapore

12. The word “satisfy” in line eighth has the closet meaning with….
    a. pleased
    b. free
    c. frighten
    d. threat

Read the text to answer question for numbers 13 to 15

Let me tell you about my bedroom. There are many kinds of furniture in my bedroom. In the centerof my room, there is my bed. The bed is made of wood. There is a nice bed cover and a warm blanket for my bed. On the right side of my bed, there is a wardrobe. I put my clothes in it. On the left side of my bed,there is a bookshelf. I put my books there.

There is a table and a chair next to the shelf. I usually sit there to study. On the table, there is a desk lamp. When I study in the evening, I always turn on the lamp. Thereis also an alarm clock on my table. I set the alarm in the evening before I go to bed. It wakes me up in the morning. I always clean my bedroom every day. I arrange things neatly to make my bedroom comfortable to live in.

13. The text mainly tells us about?
    a. The furniture in the writer's bedroom
    b. The kinds of furniture in a bedroom
    c. The writer's bedroom
    d. The bed in the writer's bedroom

14. Where is the location of the desk lamp?
    a. On the table
    b. Next to the bed
    c. Next to the table
    d. Behind the alarm clock

15. What is the function of the alarm clock?
    a. To give information about the weather
    b. To wake the writer up in the morning
    c. To make the writer sleep
    d. To tell the time to sleep

Read the text to answer question for numbers 16 to 18

I have a best friend. His name is Arkan. Arkan is my classmate. He is tall and a bit fat. He has curlyhair. He wears a pair of glasses. His hobby is reading and playing PlayStation. When we

have spare time, we always play PS together. We usually play it in the afternoon from three to four.

Arkan is the same age as I am. He is thirteen years old. Most of my friends like Arkan because he is a nice boy. He is polite and helpful.

16. When does the writer usually play Play Station….
    a. in the afternoon from 2 to 4
    b. after reading books
    c. in his spare time
    d. after studying

17. How old is the writer?
    a. 14 years old
    b. 13 years old
    c. 12 years old
    d. 11 years old

18. Which the statement is FALSE according to the text….
    a. Arkan is a polite boy
    b. The writer wears glasses
    c. The writer does not like playing PlayStation
    d. Arkan always plays Play Station in the evening

Read the text to answer question for numbers 19 to 20

Ayu Oktaviani is one of the people recorded in MURI (Museum Rekor Indonesia). Do you know why? Right! She is the youngest novelist in Indonesia. Her novel is entitled Siapa Pembunuh Mistenus Itu?This novel tells about mysterious murders.

Ayu enjoys studying and reading very much. Her favorite subjects are science math and English. Her favorite writers are N.H. Dini, J.K. Rowling and the queen of detective stories, Agatha Christie.

19. Ayu is recorded in MURI because....
    a. she is the youngest novelist in Indonesia
    b. she is a fan of N.H. Dini

c. she likes reading
d. she likes science

20. “She is the youngest novelist in Indonesia”. The word “she” refers to ….

a. Azizah Shalsa
b. Agatha Christie
c. N.H Dini
d. Ayu Oktaviani

Read the text to answer question for numbers 21 to 22

We have a new neighbor, the Yamamotos. They come from Japan. They moved to our city two weeks ago. Mr. Yamamoto works for a mining company in Riau, but his wife stays at home. The Yamamotos have one daughter. Her name is Ako. She is twelve years old. She goes to the same school as I do. In fact, she is my classmate.

I often visit Ako's house. I usually go there in the afternoon. Ako and I like to study together. Sometimes, I go to her house to have a nice chat. I teach her Indonesian. I also love to hear about Japan from her. I dream about going there someday. Ako is a nice girl. She often shows me some photographs ofher family.

21. What does Mrs. Yamamoto do?
    a. She is a teacher
    b. She is a housewife
    c. She is a mining worker
    d. She is a student

22. Where does Mr. Yamamoto work….
    a. in a housing area in Riau
    b. in a mining company
    c. in Tokyo, Japan
    d. at home

Read the text to answer question for numbers 23 to 25

Most people in the world have a pet. I also have it. My pet is a dog, named Miko. Its color is brown.It has brown eyes, too. I got

this pet from my friend at the beginning of 2009. He bought it from a pet shopin this country. Once a week, my mother bathes him.

He is funny and smart. It often plays with my neighbor's dog. I love him very much because he can be my friend, too.

23. What the main idea of this paragraph?
    a. Most people in the world have dog as a pet
    b. Dogs have brown color is favorite pet
    c. Most people in the world have a pet
    d. I love my pet

24. The writer got the pet from ....
    a. his neighbor
    b. a pet Shop
    c. his friend
    d. his mother

25. What is the text about?
    a. My lovely dog
    b. My best friend
    c. My pet Shop
    d. His mother

Answer Sheet for Pre-test

Name :
Student Number :

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
21	A	B	C	D
22	A	B	C	D
23	A	B	C	D
24	A	B	C	D
25	A	B	C	D

Appendix 18

Test Item for Post-Test after Validity

Reading Comprehension Test for Post-test
Mata Pelajaran : Bahasa Inggris
Kelas : VIII
Waktu : 60 Menit

Choose the correct answer by crossing (x) a,b,c, or d based on the text!

Read the text to answer question for numbers 1 to 4

Venice is a city in northern Italy. It has been known as the "Queen of the Adriatic", "City of Bridges", and "The City of Light". The city stretches across 117 small islands in the marshy Venetian Lagoon alongthe Adriatic Sea in northeast Italy.

Venice is world famous for its canals. It is built on an archipelago of 117 islands formed by about150 canals in a shallow lagoon. The islands on which the city is built are connected by about 400 bridges.In the old center, the canals serve the function of roads, and every form of transport is on water or on foot. You can ride gondola there. It is the classical Venetian boat which nowadays is mostly used for tourists, or weddings, funerals, or other ceremonies. Now, most Venetians travel by motorized waterbuses which ply regular routes along the major canals and between the city's islands. The city has many privateboats. The only gondolas still in common use by Venetians are the Traghetti, foot passenger ferries crossing the Grand Canal at certain points without bridges.

1. What does the text tell you about?
   a. Gondola c. Vanice
   b. Traghetti d. Italy

2. From the text we can say that Venice belongs to a city of ….
   a. water c. buses
   b. ceremonies d. funerals

3. How many canals are in the shallow lagoon?
   a. 150 canals c. 155 canals

b. 117 canals d. 160 canals

Read the text to answer question for number 4

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 basecave 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.

4. What is the text purpose?
   a. To inform readers about tourism in Kebumen
   b. To entertain reader about Petruk Cave
   c. To explain the reader about floors in Petruk Cave
   d. To Introduce Local tourism in Kebumen

Read the text to answer question for numbers 5 to 8

Jennifer Lopez (J. Lo) is a highly successful actress, singer, and dancer. Her new albums usually gostraight to the top. What's a typical working day for her is a hard work. She usually gets up at half past fivein the morning and she's always on set at half past six. She never drinks coffee and she always have a light lunch of just green salad. She doesn't like working up late at nights. She is usually in bed half past ten. If she stays out late, she will be too tired in the next morning.

Adam Shankman, a director of one of her says J. Lo is

actually a quiet person. She doesn't like goingout all the time. She often stays at home on Saturday nights and watches video. If J. Lo isn't working or making a record, her life style is very different. When she has got time off, she's quite happy to go out. She loves New York restaurants. She loves dancing. She sometimes dances until three o'clock in the morning! J. Lo's family lives in New York. They were very close family. She sees her parents every weekend and she always phone them if she has a problem. She's got two older sisters and they get on very well together. They are not just her sisters; they are her best friends.

5. What is the text about?
   a. A successful actress
   b. Jennifer Lopez
   c. Jennifer Lopez's sisters
   d. Jennifer Lopez's sisters

6. What does J. Lo do when she has a problem….
   a. sees her parents every weekend
   b. phones her parents
   c. meets her two sisters
   d. goes clubbing in New York

7. "They get on very well together." Who does the word "THEY" refers to…
   a. Adam Shankman and J. Lo.
   b. her parent and her sisters.
   c. J. Lo and her sisters.
   d. her parents and J. Lo.

8. What is Jenifer Lopes job?
   a. Sailor
   b. Doctor
   c. Athlete
   d. Actress

Read the text to answer question for numbers 9 to 10

My uncle is a zoo keeper. His job is to keep a polar bear named Kuma. Kuma is a kind of bear. It is a mammal. it is very big bear. It is weighing at 680 Kg and height at 2,5 m long. Kuma has a long neck,small head, short and round ears, short tails and sharp claws. It has 42 teeth. Like the other polar bear, Kuma has bubbler (layer of fat) under its skin to make it warm. It may look white but actually has black skin with transparent fur. They look white because of the reflection of light and it helps polar bear blends with the surrounding.

Kuma is a carnivore. It eats mainly seals. But sometimes other animals like fish or small mammals.Kuma is a great swimmer. It can swim fast and stay long in a water. Kuma also has good sense of smell. Itcan smell up to 16 Km away. Most polar bear also has such ability. It helps them to trace their preys. We can find polar bears in Arctic, in Canada, Alaska, Greenland, Norway and Russia. Kuma originis from Russia. Kuma moves to zoo when it's 4 months old after its mom was killed by a hunter. Now, Kuma lives safely and happily in a zoo. The sad news about polar bears is it is almost endangered. Climatechange and hunters threats their live.

9. What is the function of bubbler under polar bears' skin….
   a. to help them blend with surrounding
   b. to help them hunt the prey
   c. to make them fat
   d. to make them warm

10. "Kuma is a carnivore." (paragraph 2) it means, it eats….
   a. meat
   b. fruit
   c. plant
   d. Everything

Read the text to answer question for numbers 11 to 12

Picasso was one of the most outstanding and important artists of the 1900's. He was best known for his paintings. Almost every style in modern art was represented in Picasso's works.

Picasso was born in 1881 in Malaga, Spain, as the son of an art teacher. He studied painting with his father and also in Madrid.

From 1895 to 1901, he painted realistic works in a traditional style. Then he entered what was called the Blue period. During this time, he only used shades of blue in his paintings to show poverty in Barcelona. After 1907, he entered the style of cubism. Among his well-known cubist paintings are "The Three Musician" and "The man with a guitar" which depicted the destruction of Spanish town. Picasso died in France in 1973.

11."… which depicted the destruction of Spanish town." (Paragraph 2).The underlined word has the same meaning as ….

a. pulled
b. described
c. painted
d. presented

12. From the text, we know that?

a. Picasso used his paintings to describe his environment
b. Picasso loved listening to the music and playing guitar
c. Picasso was born, raised, and died in Malaga, Spain
d. Picasso only used blue paint in all his paintings

Read the text to answer question for number 13

One of the most interesting places to visit is the Bird Park. It is located in the industrial area in Singapore, called Jurong. The bird park is about twelve kilometers from the center of the city, and it's easyto get there by bus or by taxi. It is one of the largest bird parks in the world.

The birds are kept in large cages, and there are hundreds of beautiful birds from many different parts of the world, including penguins, parrots, eagles, andostriches. There is a large lake in the park with a restaurant beside it. There is also a very large cage which you can walk in to get a closer look at the birds. It takes about two hours to see all the birds. You can walk around the park or ride on a bus. The best time to visit the park is in the early morning or late afternoon, when it is cooler.

13. Why do many people like to visit the bird park late in the afternoon….
    a. They are busy working in the morning
    b. The weather is not hot in the afternoon
    c. The birds in the park are caged in the morning
    d. They live in many different parts of the world

Read the text to answer question for numbers 14 to 15

I have a pet. It is a dog and I call it Snowy. Snowy is a Chinese breed. It is small, fluffy and cute. It has thick white fur. When I cuddle it, the fur feels soft, Snowy does not like bones. Every day it eats soft food like steamed rice, fish or bread. Every morning I give her milk and bread. When I am at school, Snowy plays with my cat. They get along well and never fight; maybe because Snowy does not bark a lot. It treatsthe other animals in our house gently, and it never bites shoes.

We always spend time together at home. We do many activities: playing balls, hide and seek, or racing in the backyard. In the afternoon, I usually take him for a walk. People love to see Snowy. Snowy isreally a sweet and friendly pet.

14. The main topic of paragraph two is?
    a. The writer's activities with his/her pet
    b. Everybody loves to walk with Snowy
    c. Snowy is a cute and friendly dog
    d. Snowy always plays with the cat

15. Where does the writer usually spend the time with his pet….
    a. in the neighborhood
    b. on the street
    c. at school
    d. at home

Read the text to answer question for numbers 16 to 17

Mr. Tucker is my math teacher at school. He teaches us at class IX. He is a smart teacher. He can teach us very well. He is a strict teacher. He doesn't like his students came late at class. He

will be very angry. Besides that, he doesn't like us cheating in the test. He always tells us to be honest. His students mustpay attention to his explanation.

Besides that, Mr. Tucker always does the same thing every day. Entering the classroom, he will wash his hands in the basin in the corner the class. After that he will walk over to his desk. Sitting in her desk, he will look at and greet us formally. Then he will put on her glasses, open his textbook and ask us what lesson we discussed the previous meeting. And then he starts teaching. I was really amazed by his habit.

16. The writer can tell Mr. Tucker habit precisely because ....
    a. he always come to school early
    b. he admires Mr. Tucker character
    c. he sees Mr. Tucker does the same thing everyday
    d. he pays attention to Mr. Tucker's explanation

17. "I was really amazed by his habit." The underlined word is closest in meaning to ....
    a. scared
    b. surprised
    c. ashamed
    d. nervous

Read the text to answer question for numbers 18 to 19

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 Sharp is second tallest freestanding 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 Trafalgar Squares. 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.

18. In Europe, the Shard gains popularity on its ....
    a. location
    b. function
    c. height
    d. age

19. ".... making it Western European's tallest building." What does the underlined word refers to….
    a. the Shard
    b. the glass
    c. London
    d. skyscraper

Read the text to answer question for numbers 20 to 21

I have some pets. However, my favorite pet is Timmy. Timmy is a male tabby cat. He is very adorable with his soft stripes fur. He has innocent round eyes and feeble sweet voice. He always meows when I come home, he usually gives me a kiss.

Timmy is a nice playmate. I'm so happy to spend my time with him. Most of the time, he's a goodcat. It's almost impossible for me to be angry at him. In the morning, he always wakes up early. When he wakes up earlier, he waits quality by my bedside until I wake up.

20. When does Timmy usually give a kiss to the writer? When the writer ….
    a. fells hungry
    b. goes to sleep
    c. comes home
    d. wakes up

21. The second paragraph tell about?
    a. Characteristic
    b. Habitat
    c. Food
    d. Behavior

Read the text to answer question for numbers 22 to 24

When I went to the Surabaya zoo, I saw an owl. This owl is unique and amazing bird. It is a heavybird and has a large head and an oval face.

The owl has round eyes. Its eyes are large and are locked in the skull. It means the eyes cannot rotate independently. They are typically solitary. Though the owl is typicallysolitary, it also lives in a group. The owl hunts mostly small mammals, insects and other birds.

22. 'It' is a heavy bird and has large heads." The word 'It' refers to …
    a. bird
    b. owl
    c. eyes
    d. head

23. Why do the eyes of owl cannot rotate independently….
    a. the eyes are large
    b. the eyes cannot see in the darkness
    c. the eyes are locked in the skull
    d. the eyes are too small

24. They are typically 'solitary'. The word 'Solitary' means ….
    a. collective
    b. variety
    c. social
    d. alone

Read the text to answer question for number 25

I have a best friend. Her name is Mona. She is a very fat person. She eats everything in front of her. Her weight is 95 kilograms.

She has a round face with very chubby cheeks. Her eyes are round and blue. She has short curly blonde hair. She is very funny. Her family and friends like her very much.

25. She has a very ....
    a. big nose
    b. long hair
    c. long chin
    d. chubby cheeks

Answer Sheet for Post-Test

Name :
Student Number :

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
21	A	B	C	D
22	A	B	C	D
23	A	B	C	D
24	A	B	C	D
25	A	B	C	D

Appendix 19

Answer Key Pre-test and Post-Test

1. D	1. C
2. A	2. A
3. C	3. A
4. A	4. D
5. A	5. B
6. D	6. B
7. C	7. C
8. B	8. D
9. B	9. D
10. D	10. A
11. B	11. B
12. A	12. A
13. C	13. B
14. A	14. A
15. B	15. D
16. B	16. C
17. C	17. B
18. B	18. C
19. A	19. A
20. D	20. C
21. B	21. D
22. C	22. B
23. C	23. B
24. C	24. C
25. A	25. D

Appendix 20

Students Score of Pre-Test and Post-Test in Experimental Class and Control Class

VIII B (Experimental Class)

No	Name	Score		Gain
		Pre test	Post test	
1	Student B-1	64	96	32
2	Student B-2	64	84	20
3	Student B-3	48	72	24
4	Student B-4	36	72	36
5	Student B-5	32	72	40
6	Student B-6	20	68	48
7	Student B-7	36	48	12
8	Student B-8	28	84	56
9	Student B-9	36	60	24
10	Student B-10	76	92	16
11	Student B-11	60	84	24
12	Student B-12	60	92	32
13	Student B-13	36	84	48
14	Student B-14	48	72	24
15	Student B-15	68	92	24
16	Student B-16	48	84	36
17	Student B-17	48	80	32
18	Student B-18	64	96	32
19	Student B-19	68	96	28
20	Student B-20	88	60	-28

VIII A (Control Class)

No	Name	Score		Gain
		Pre test	Post test	
1	Student A-1	28	36	8
2	Student A-2	36	60	24
3	Student A-3	76	48	-28
4	Student A-4	36	68	32
5	Student A-5	36	72	36
6	Student A-6	20	76	56
7	Student A-7	64	28	-36
8	Student A-8	28	88	60
9	Student A-9	52	36	-16
10	Student A-10	36	60	24
11	Student A-11	60	56	-4
12	Student A-12	48	60	12
13	Student A-13	68	64	-4
14	Student A-14	52	76	24
15	Student A-15	20	68	48
16	Student A-16	72	52	-20
17	Student A-17	64	76	12
18	Student A-18	48	84	36
19	Student A-19	72	52	-20
20	Student A-20	88	52	-36

21	Student B-21	28	60	32
22	Student B-22	36	68	32
23	Student B-23	68	96	28
24	Student B-24	20	68	48
25	Student B-25	28	76	48
26	Student B-26	44	88	44
27	Student B-27	28	80	52
28	Student B-28	48	88	40
29	Student B-29	64	76	12
30	Student B-30	48	72	24

21	Student A-21	28	56	28
22	Student A-22	36	52	16
23	Student A-23	44	64	20
24	Student A-24	68	44	-24
25	Student A-25	64	88	24
26	Student A-26	72	52	-20
27	Student A-27	28	88	60
28	Student A-28	76	36	-40
29	Student A-29	64	36	-28
30	Student A-30	48	88	40

Appendix 21

The Result of Pre-test and Post-test in Experimental Class and Control Class

	Kelas			Statistic	Std. Error
Reading Comprehension	Pre-test Control Class	Mean		51.07	3.477
		95% Confidence Interval for Mean	Lower Bound	43.96	
			Upper Bound	58.18	
		5% Trimmed Mean		50.96	
		Median		50.00	
		Variance		362.685	
		Std. Deviation		19.044	
		Minimum		20	
		Maximum		88	
		Range		68	
		Interquartile Range		32	
		Skewness		.007	.427
		Kurtosis		-1.161	.833
	Post-test Control Class	Mean		60.53	3.190
		95% Confidence Interval for Mean	Lower Bound	54.01	

			Upper Bound	67.06	
		5% Trimmed Mean		60.67	
		Median		60.00	
		Variance		305.361	
		Std. Deviation		17.475	
		Minimum		28	
		Maximum		88	
		Range		60	
		Interquartile Range		25	
		Skewness		.042	.427
		Kurtosis		-.848	.833

	Pre-test Experimental Class	Mean		48.00	3.226
		95% Confidence Interval for Mean	Lower Bound	41.40	
			Upper Bound	54.60	
		5% Trimmed Mean		47.56	
		Median		48.00	
		Variance		312.276	
		Std. Deviation		17.671	
		Minimum		20	
		Maximum		88	
		Range		68	
		Interquartile Range		29	

		Skewness		.275	.427
		Kurtosis		-.729	.833
	Post-test Experimental Class	Mean		78.67	2.304
		95% Confidence Interval for Mean	Lower Bound	73.95	
			Upper Bound	83.38	
		5% Trimmed Mean		79.19	
		Median		80.00	
		Variance		159.264	
		Std. Deviation		12.620	
		Minimum		48	
		Maximum		96	
		Range		48	
		Interquartile Range		18	
		Skewness		-.426	.427
		Kurtosis		-.373	.833

Appendix 22

The Result of Normality Test of the Control Class and Experimental Class

Test of Normality

	Kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Result of Student' Reading Comprehension	Pre-test Control Class	.152	30	.074	.946	30	.131
	Post-test Control Class	.087	30	.200*	.952	30	.193
	Pre-test Experimental Class	.151	30	.077	.951	30	.183
	Post-test ExperimentalClass	.130	30	.200*	.949	30	.156

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

a. Lilliefors Significance Correction

Appendix 23

The Result of Homogeneity Test of the Control Class and Experimental Class

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Result of Students' Reading Compre Hension	Based on Mean	2.248	3	116	.086
	Based on Median	2.266	3	116	.085
	Based on Median and with adjusted df	2.266	3	109.534	.085
	Based on trimmed mean	2.294	3	116	.082

Appendix 24

The Result of Independent Samples Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Reading Comprehension	Equal variances assumed	2.915	.093	-4.608	58	.000	-18.133	3.935	-26.011	-10.256
	Equal variances not assumed			-4.608	52.781	.000	-18.133	3.935	-26.028	-10.239

Appendix 25

Documentation of the Research

This is a picture of Control Class (VIII A). The students are doing Pre-Test of Reading Comprehension Test

This is a picture of Experimental Class (VIII B). The students are doing Pre-Test of Reading Comprehension Test

This is a picture of Control Class (VIII A). In this class, the students are learning Reading Comprehension in Descriptive Text using Reading Aloud Technique

This is a picture of Experimental Class (VIII B). In this class, the students are discussing with their group regarding Reading Comprehension in Descriptive Text using Two Stay Two Stray Technique

This is a picture of Experimental Class (VIII B). In this class, the students are presenting with their group regarding Reading

Comprehension in Descriptive Text using Two Stay Two Stray Technique

This is a picture of Control Class (VIII A). The students are doing Post-Test of Reading Comprehension Test

This is a picture of Experimental Class (VIII B). The students are doing Pre-Test of Reading Comprehension Test

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