THE INFLUENCE OF USING PAIRED READING TOWARDS STUDENTS’ READING COMPREHENSION IN DESCRIPTIVE TEXT OF THE FIRST SEMESTER AT THE TENTH GRADE OF SMAN 2 CERINGIN ASRI PESAWARAN IN THE ACADEMIC YEAR OF 2017/2018

A Thesis

Submitted as Partial Fulfillment of the Requirements for S1-Degree

By:

DEVI LUFITA
NPM. 1311040196

Study Program : English Education
Advisor : Meisuri, M.Pd
Co-Advisor : Satria Adi Pradana, M.Pd

TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2017/2018
ABSTRACT

The Influence of Using Paired Reading Towards Students’ Reading Comprehension on Descriptive Text at The Tenth Grade of The First Semester at SMAN 2 Ceringin Asri Pesawaran in the Academic Year of 2017/2018

By : Devi Lufita

In learning English, there are four skills needed to master by students, they are listening, speaking, reading and writing. Reading is one of language skills that should be mastered by the students. In reading the text we can find knowledge, information that we never knew before. The students’ reading comprehension at SMAN 2 Ceringin Asri Pesawaran is still low especially in reading descriptive text. To solve this problem, the writer applied paired reading. Paired reading is one of strategies that can be implemented by the students as individual or in group. The objective of this research is to know whether there is a significant influence of using paired reading towards students’ reading comprehension on descriptive text at the tenth grade of the first semester at SMAN 2 Ceringin Asri Pesawaran.

In this research, the writer used quantitative research. The writer used quasi experimental design with pre-test and post-test. The sample was taken from two classes, X IPA 1 and X IPA 2 which consisted of 53 students. The treatments were held in 3 meetings, 1 x 45 minute for each. The population of this research was the tenth grade students at SMAN 2 Ceringin Asri Pesawaran. In collecting the data, the writer used instrument in the form of multiple choice test. After conducting the treatments, the instrument were used for the pre-test and post-test. After giving the pre-test and post-test, the writer analyzed the data by using SPSS to compute independent sample t-test.

After testing the hypothesis, the result was that there is a significant influence of using paired reading towards students’ reading comprehension on descriptive text at the tenth grade of the first semester at SMAN 2 Ceringin Asri Pesawaran. From the data analysis computed by using SPSS, it was obtained that Sig = 0.00 and α = 0.05. It means Ha is accepted because Sig < α = 0.05. In other words, from this research, it was known that paired reading influence the students’ reading comprehension on descriptive text. So, there was influence of using paired reading reading towards students’ reading comprehension on descriptive text at the tenth grade of the first semester at SMAN 2 Ceringin Asri Pesawaran.

Key words: paired reading, reading comprehension, quantitative research
Title: THE INFLUENCE OF USING PAIRED READING TOWARDS STUDENTS’ READING COMPREHENSION ON DESCRIPTIVE TEXT AT THE TENTH GRADE OF THE FIRST SEMESTER AT SMAN 2 CERINGIN ASRI PESAWARAN IN ACADEMIC YEAR OF 2017/2018

Student’s Name: Devi Lufita
Student’s Number: 1311040196
Study Program: English Education
Faculty: Tarbiyah and Teacher Training

To be tested and defended in the examination session at Tarbiyah and Teacher Training Faculty, State Institute of Islamic Studies, Raden Intan Lampung

Advisor

Co-Advisor

The Chairperson, of English Education Study Program
ADMISSION


by: DEVI LUFITA, NPM: 1311040196, Study Program: English Education, was tested and defended in the examination session held on: May 8th, 2018

Board of Examiners:

The Chairperson : Bambang Irfani, M.Pd

The Secretary : Dian Reftya, M.Pd

The First Examiner : Agus Hidayat, M.Pd

The Second Examiner : Meisuri, M.Pd

Advisor : Satria Adi Pradana, M.Pd

The Dean, Tanbih and Teacher Training Faculty

Dr. H. Chairul Anwar, M.Pd
DECLARATION

Hereby, I state this thesis entitled “The influence of using paired reading towards students’ reading comprehension on descriptive text at the tenth grade of the first semester at SMAN 2 Ceringin Asri Pesawaran in academic year of 2017/2018” is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged text.

Bandar Lampung, January 2018
Declared by,

Devi Lufita
NPM. 1311040196
DEDICATION

This thesis is dedicated to:

1. My beloved parents, Mr. Safrizal and Mrs. Erma Suryani who always love me and wish for my success. Thanks for all the motivation and prayer.

2. My beloved sister and brother, Dessy Delviana and Ryan Pranata who always pray, support, and motivate me to succeed.

3. My beloved uncle, aunty, who have motivated and prayed for me.

4. My beloved almamater UIN Raden Intan Lampung and all lectures in English Department which contribute a lot in my thesis.
MOTTO

آَقِرًا بِآَسَمَرَّ رَبِّكَ الَّذِي خَلَقَ ١ خَلَقَ آَلِ الْإِنْسَٰنَ مِنكَ عِلْقٍ ٢ وَرَبُّكَ الَّذِي عَلَّمَ بِالْقَلِمِ ٣ آَلِ الْإِنْسَٰنَ مَا لَمْ يَعْلَمُ ٤ آَقِرًا وَرَبِّكَ الَّذِي خَلَقَ ٥ آَلِ الْإِنْسَٰنَ هَٰلَعَلَقٍ

“Read in the name of your Lord Who created. He created man from a clot. Read and your Lord is Most Honorable. Who taught (to write) with the pen. Taught man what he knew not.” ¹

CURRICULUM VITAE

The writer’s name is Devi Lufita. She was born in Pesawaran, on November 11th, 1994. She is the second child of Mr. Safrizal and Mrs. Erma Suryani. She has one sister named Dessy Delviana and she has one brother named Ryan Pranata. She lives in Pesawaran.

The writer began her formal education at Kindergarten Tut Wuri Handayani Pesawaran and finished in 2010 and then she continued her school at Elementary School 2 Padang Cermin and finished in 2007. After that she continued her school in Junior High School 2 Padang Cermin and finished in 2009. Then she also continued her school in Senior High School Perintis 1 Bandar Lampung and finished in 2012. Then she continued her study at Raden Intan State Islamic University (UIN) in English Education Study Program of Teacher Training Faculty.
ACKNOWLEDGEMENT

First of all, praise be to Allah, the most Merciful, the most Beneficent, for His blessing and mercy given to me during my study and in completing this final project. Then, the best wishes and salutations be upon to the great messenger prophet Muhammad S.A.W, his family and followers. This thesis entitled “The Influence of Using Paired Reading Towards Students’ Reading Comprehension on Descriptive Text at The Tenth Grade of The First Semester at SMAN 2 Ceringin Asri Pesawaran in Academic Year of 2017/2018” is submitted as a compulsory fulfillment of the requirements for S1-degree of English Education study program at Tarbiyah and Teacher Training Faculty, Raden Intan State Islamic University. When finishing this thesis, the writer has obtained so much help, assistance, aid support and many valuable things from various sides. Therefore, the writer would sincerely thank:

1. Prof. Dr. H. Chairul Anwar, M.Pd, the dean of Tarbiyah and Teacher Training faculty of UIN Raden Intan Lampung.

2. Meisuri, M.Pd, the chairwoman of English Education Study Program of UIN Raden Intan Lampung and the first advisor for her guidance and help to finish this thesis.

3. Satria Adi Pradana, M.Pd, the second advisor who has spent countless hours to correct this thesis for its betterment.

4. The English Department Lecturers in UIN Raden Intan Lampung.
5. Tamzir, S.Pd, the principal of SMAN 2 Ceringin Asri Pesawaran, Arina, S.Pd, the English teacher for giving the contribution while the writer was conducting the research at the school, all the teachers and staffs who have helped the researcher in collecting the data.


7. All friends of the English Department of UIN Raden Intan Lampung, especially beloved friends in class E.

Finally, the writer is fully aware that there is still a lot of weakness in this thesis. For this, the writer sincerely welcomes critiques and suggestions from readers to enchanee the quality of this thesis.

Bandar Lampung, January 2018

The writer,

Devi Lufita
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>COVER</td>
<td>i</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>ii</td>
</tr>
<tr>
<td>APPROVAL</td>
<td>iii</td>
</tr>
<tr>
<td>DECLARATION</td>
<td>iv</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>v</td>
</tr>
<tr>
<td>MOTTO</td>
<td>vi</td>
</tr>
<tr>
<td>CURRICULUM VITAE</td>
<td>vii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>viii</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>x</td>
</tr>
<tr>
<td>LIST OF TABLES</td>
<td>xiii</td>
</tr>
<tr>
<td>LIST OF FIGURE</td>
<td>xiv</td>
</tr>
<tr>
<td>LIST OF APPENDICES</td>
<td>xv</td>
</tr>
</tbody>
</table>

## CHAPTER I INTRODUCTION

A. Background of the Problem .................................................................. 1
B. Identification of the Problem .......................................................... 6
C. Limitation of the Problem .................................................................... 6
D. Formulation of the Problem .................................................................. 7
E. Objective of the Problem ...................................................................... 7
F. Use of the Research ........................................................................... 7
G. Scope of the Research ......................................................................... 8
   1. Subject of The Research ................................................................. 8
   2. Object of The Research ..................................................................... 8
   3. Place of The Research ...................................................................... 8
   4. Time of The Research ....................................................................... 8

## CHAPTER II FRAME OF THEORY

A. Concept of Reading ............................................................................. 9
B. Types of Reading ................................................................................ 11
C. Concept of Reading Comprehension .................................................... 12
D. Concept of Teaching Reading Comprehension ....................................... 15
E. Concept of Genre of Text .................................................................... 16
F. Concept of Descriptive Text ............................................................... 20
   1. Definition of Descriptive Text ......................................................... 20
   2. Generic Structure of Descriptive Text ............................................ 21
   3. The example generic structure of of Descriptive Text .................... 21
   4. Significant Lexicogrammatical Feature of Descriptive Text .......... 23
   5. Characteristics of Descriptive Text .............................................. 23
CHAPTER III RESEARCH METHODOLOGY

A. Research Design .................................................. 36
B. Variable of the Research ......................................... 37
C. Operational Definition of Variable .............................. 38
D. Population, Sample, and Sampling Technique ................ 39
   1. Population of The Research .................................. 39
   2. Sample of The Research ..................................... 40
   3. Sampling Technique ......................................... 40
E. Data Collecting Technique ....................................... 40
F. Research Instrument ............................................. 41
G. Research Procedure ............................................. 45
   1. Planning ..................................................... 45
   2. Application ................................................. 47
   3. Reporting .................................................. 48
H. Scoring System .................................................. 48
I. Try Out .................................................................. 49
J. Validity and Reliability of the Test ............................... 49
   1. Validity ...................................................... 49
   2. Reliability .................................................. 51
K. Data Analysis ..................................................... 53
   1. Fulfillment of the Assumption ............................... 53
      a. Normality Test .......................................... 53
      b. Homogenity Test ....................................... 54
   2. Hypothetical Test ............................................ 55

G. Concept of Reading Comprehension in Descriptive Text ........ 24
H. Concept of Paired Reading ....................................... 26
   1. Definition of Paired Reading ................................. 26
   2. Procedure of Paired Reading ................................. 27
   3. Advantages of Paired Reading ............................... 27
   4. Disadvantages of Paired Reading ............................ 28
   5. Teaching Reading Comprehension Using Paired Reading .... 29
I. Concept of Guided Reading ...................................... 30
   1. Definition of Guided Reading ............................... 30
   2. Procedure of Guided Reading ............................... 31
   3. Teaching Reading of Using Guided Reading ............... 32
   4. Advantages and Disadvantages of Guided Reading ....... 33
J. Frame of Thinking .................................................. 34
K. Hypothesis .......................................................... 35
CHAPTER IV RESULT AND DISCUSSION
A. Result of the Research................................................................. 56
   1. Result of the Pre-test in the Experimental Class ....................... 56
   2. Result of the Pre-test in the Control Class .............................. 57
   3. Result of the Post-test in the Experimental Class ................... 59
   4. Result of the Post-test in the Control Class ............................ 60
B. Result of Data Analysis.............................................................. 62
   1. Fulfillments of the Assumption .............................................. 62
      a. The Result of Normality Test ........................................... 62
      b. The Result of Homogeneity Test ....................................... 63
   2. The Result of Hypothetical Test ............................................ 64
C. Discussion ................................................................................... 65
   1. Description of the Treatments ............................................... 65

CHAPTER V CONCLUSION AND SUGGESTION
A. Conclusion ................................................................................... 69
B. Suggestion .................................................................................... 69
   1. For the Teacher ........................................................................ 69
   2. For the Students ........................................................................ 70
   3. For the School ........................................................................... 70

REFERENCES ...................................................................................... 71

APPENDICES ....................................................................................... 74
LIST OF TABLES

Table 1 The Students’ Reading Descriptive Text Score of the First Semester at the Tenth Grade of SMAN 2 Ceringin Asri Pesawaran .......................... 5
Table 2 Pretest and posttest design ................................................................. 37
Table 3 The population at tenth grade of SMAN 2 Ceringin Asri Pesawaran........ 39
Table 4 The Test Specification for Pretest and Posttest before Validity Test .......... 42
Table 5 The Test Specification for Pretest and Posttest after Validity Test .......... 44
Table 6 Reliability Statistics of Pretest ............................................................ 52
Table 7 Reliability Statistics of Posttest .......................................................... 52
Table 8 The Statistics of the Result of Pretest of X MIPA 2 ................................. 57
Table 9 The Statistics of the Result of Pretest of X MIPA 1 ................................. 58
Table 10 The Statistics of the Result of Posttest of X MIPA 2 ............................... 60
Table 11 The Statistics of the Result of Posttest of X MIPA 1 ............................... 62
Table 12 The result of Normality Test of Experimental and Control Class .......... 63
Table 13 The result of Homogeneity Test of Experimental and Control Class ....... 64
Table 14 The result of Independent Samples Test ............................................. 65
LIST OF FIGURES

<table>
<thead>
<tr>
<th>Figure</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Figure 1</td>
<td>Result of Pretest in Experimental Class</td>
<td>56</td>
</tr>
<tr>
<td>Figure 2</td>
<td>Result of Pretest in Control Class</td>
<td>58</td>
</tr>
<tr>
<td>Figure 3</td>
<td>Result of Posttest in Experimental Class</td>
<td>59</td>
</tr>
<tr>
<td>Figure 4</td>
<td>Result of Posttest in Control Class</td>
<td>61</td>
</tr>
</tbody>
</table>
LIST OF APPENDICES

Appendix 1 The result Interview with the Teacher of SMAN 2 Ceringin Asri Pesawaran .............................................................. 74
Appendix 2 The result Interview with the Students of SMAN 2 Ceringin Asri Pesawaran .............................................................. 76
Appendix 3 Validation Form for Reading Test for Pre-Test and Post-Test ................ 84
Appendix 4 The Answer Sheet of Pre-Test and Post-Test of SMAN 2 Ceringin Asri Pesawaran .............................................................. 87
Appendix 5 Test Instrument for Pre-Test ....................................................................... 88
Appendix 6 Test Instrument for Post-Test ..................................................................... 99
Appendix 7 Syllabus ........................................................................................................ 110
Appendix 8 Lesson Plan 1 (Experimental Class) ......................................................... 113
Appendix 9 Lesson Plan 2 (Experimental Class) ......................................................... 123
Appendix 10 Lesson Plan 3 (Experimental Class) ......................................................... 133
Appendix 11 Lesson Plan 1 (Control Class) ................................................................. 142
Appendix 12 Lesson Plan 2 (Control Class) ................................................................. 152
Appendix 13 Lesson Plan 3 (Control Class) ................................................................. 162
Appendix 14 List Sample of The Research ................................................................... 171
Appendix 15 Result of Validity Pretest ....................................................................... 172
Appendix 16 Result of Validity Posttest ...................................................................... 173
Appendix 17 Reliability Test of Pretest ....................................................................... 174
Appendix 18 Reliability Test of Posttest ..................................................................... 175
Appendix 19 The Score of Pretest and Posttest of Experimental Class ................. 176
Appendix 20 The Score of Pretest and Posttest of Control Class ............................ 177
Appendix 21 The Result of Normality Test in The Experimental and Control class ................................................................. 178
Appendix 22 The Result of Homogeneity Test ................................................................. 179
Appendix 23 The Result of Hypothetical Test ................................................................. 180
Appendix 24 Documentation of the Research ................................................................. 181
CHAPTER I

INTRODUCTION

A. Background of Problem

Everybody knows that language could not regardless from human life. People need language for communication with each other. By using language they will be easy to express their ideas, opinions, and feelings. There are many languages in the world, English is one of the languages use as international language. As an international language, many people want to be able to communicate well. In Indonesia, English as the foreign language and is taught formally from elementary school up to university level.

English as a subject in the school, there are four basic language skills; listening, speaking, reading and writing. It is based on the goal of teaching English. In every subject, students learning activities involve reading. According to Harmer reading is an incredibly active. To do it successfully, we have understand what the word mean.\(^1\) It means that reading is valuable activity to do. By reading, readers will get a lot of new knowledge and information.

Reading is an activity of readers to read a text and get information from what they read. According to Patel and Jain, reading is most useful and important skill for people.\(^2\) It means that reading is an important skill that should be mastered besides listening, writing, and speaking. By reading, the

---

\(^2\) M. F. Patel and Praveen M. Jain, *English Language Teaching* (Method Tools & Technique)(Vaishali Nagar : Sunrise, 2008), p.113
reader will be able to increase their knowledge, get information and also can get new knowledge.

Reading is useful for other purposes too: any exposure to English (provide students understand it more or less) is a good thing for language students.\(^3\) It means that reading is good thing in life because it is the most important activity in school. Through reading students get new ideas, get information, having motivation and broaden students interest. To achieve those purpose, students must have skills in understanding reading comprehension.

Klinger states that reading comprehension is the process of constructing meaning by coordinating a number of complex process that includes word reading and fluency.\(^4\) It can be concluded that reading comprehension is a construction process of understanding meaning from a text. After reading a text readers can know the content of the text and can get meaning of the text.

Students’ reading skill will be good if the teacher have a good way in teaching reading. In teaching reading, the teacher has responsibility to make his/her teaching successful so he/she should use a good strategy in teaching reading. Therefore, he/she have to know the goal of his/her strategy that used. According to Elizabeth that teacher must be aware about the progress that students are making and adjust instructions to the changing abilities of students. It is also important to remember that the goal of reading is to understand the

---

\(^3\) Ibid, p.68

text and to be able to learn from them.\textsuperscript{5} In addition, teacher have to choose a suitable way in teaching reading for the students who have different abilities, so the teacher has successful in his/her teaching reading process.

In fact, teaching students to read is not an easy thing. The observer found out that most of the students at the grade students still had low ability in reading. The students still confused and faced difficulty in decoding and comprehending the text. Sometime they had trouble to retention the text. Besides, the students had less vocabulary and their comprehension was still low. Then, they could not construct the meaning of the text. It means that students were still not able to response the text easily. Therefore, the students did not get the information and knowledge well.

In teaching English, sometime the teacher only invited some students to come forward and read the text which certainly they did not know the meaning of the text. Then the teacher invited the students to open their dictionaries to know the meaning of some difficult words. Then, the teacher, together with students, translated the text to comprehend the meaning.

In this case, English teacher needs to teach students effectively, especially the students’ reading skill, in order that the students have great motivation to read. The teacher can do some ways in improving students’ reading ability. One of them is applying paired reading.

\textsuperscript{5} Elizabeth. S. Pang, \textit{Teaching Reading}. Bellegarde, Sag. 1986. p.21
Paired Reading is one way to make students active participants in the reading experience. It helps students to develop their reading ability. Paired method provides students with the practice needed to build fluency and self-confidence. It helps them learn how to decode words, develop effective, improves sight vocabulary, and helps them learn how to pronounce words. So, Paired reading is a suitable strategy to develop the students’ reading ability.

Based on the statement above, this research was suggest to see to the following facts in SMAN 2 Ceringin Asri Pesawaran. Originally, the process of teaching learning reading comprehension in the class by English teacher and students in SMAN 2 Ceringin Asri Pesawaran.

Based on the pre survey done in SMAN 2 Ceringin Asri Pesawaran, English teacher in that school said that the ability of students in reading the text was apparently low, it was due to the fact that they were still lack of vocabulary. It can be seen in appendix 1. The writer asked some students concern teaching reading comprehension, they responded that reading was bored because the teacher just order them to read aloud of reading text without getting anything such as main idea and mean of vocabulary.

After an interview with English teacher namely Mrs. Arina, she reveals that students are not accustomed to make general idea out of the text. So, this research will use paired reading because in that school the English teacher never using this strategy. Writer felt this strategy is appropriate to use in teaching reading comprhension.
Table 1
The Students’ Reading Descriptive Text Score of the Second Semester at the Tenth Grade of SMAN 2 Ceringin Asri Pesawaran 2016/2017 Academic Year

<table>
<thead>
<tr>
<th>NO</th>
<th>CLASS</th>
<th>Score</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>&lt; 75</td>
<td>≥75</td>
</tr>
<tr>
<td>1</td>
<td>X IPA 1</td>
<td>15</td>
<td>9</td>
</tr>
<tr>
<td>2</td>
<td>X IPA 2</td>
<td>18</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>X IPA 3</td>
<td>17</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>X IPA 4</td>
<td>16</td>
<td>9</td>
</tr>
<tr>
<td>5</td>
<td>X IPS 1</td>
<td>18</td>
<td>11</td>
</tr>
<tr>
<td>6</td>
<td>X IPS 2</td>
<td>18</td>
<td>11</td>
</tr>
<tr>
<td>7</td>
<td>X IPS 3</td>
<td>22</td>
<td>8</td>
</tr>
<tr>
<td>8</td>
<td>X IPS 4</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>144</td>
<td>78</td>
</tr>
<tr>
<td></td>
<td>Percentage</td>
<td>65%</td>
<td>35%</td>
</tr>
</tbody>
</table>

Source: The data of SMAN 2 Ceringin Asri Pesawaran

From Table 1, it can be seen that there are only 78 students (33%) who got scores over the minimum learning mastery (KKM), which is 75. On the other hand there 144 students (65%) who got scores below the criteria of minimum mastery. In other words, the number of students who got scores below the criteria. Therefore, to solve those problem is needed, that is by using paired reading. It is a suitable strategy in teaching reading comprehension.

In previous research conducted by Ayuningtyas on the Effect of Paired Reading Technique on Teaching Reading Comprehension at The Second Grade of Mts Misbahu Subur, revealed there is a significant increase of the students’
score through paired reading. After teaching by using paired reading the score from the pre-test and the post-test both classes was different.

Therefore, the writer proposed of the use Paired Reading as an alternative strategy that can be used for teaching English especially in teaching reading comprehension. Finally, the titled this research: The influence of Paired Reading Towards Students’ Reading Comprehension At the first Semester of the Tenth Grade of SMA N 2 Ceringin Asri Pesawaran In 2017/2018.

B. Identification of Problems

Based on the background of the study mentioned above, the writer identifies the following problems:

1. The students’ reading comprehension still low.
2. The students had difficulties in comprehending text because of their lack of vocabulary.
3. The teacher’s strategy in teaching reading comprehension was bored.

C. Limitation of the Problem

Based on the identification of the problems above, this research focus on the teaching reading by using Paired reading at the first semester of the tenth grade of SMAN 2 Ceringin Asri Pesawaran in the academic year 2017/2018.

---

6 Amalia Ayuningtyas, Thesis S1 Degree, The Effect of Paired Reading Technique on Teaching Reading Comprehension, (Kendal: 2013), p. 11-14
D. **Formulation of the Problem**

Based on the limitation of the problem, in this research would like to formulate the problem in the research in the following questions: “Is there a significant influence of using Paired Reading in descriptive text at the first semester of the tenth grade at SMAN 2 Ceringin Asri Pesawaran in the academic year of 2017/2018?”.

E. **Objective of the Research**

The objective of this research to find out whether there is a significant influence of using Paired reading towards students’ reading comprehension in descriptive text at the first semester of the tenth grade at SMAN 2 Ceringin Asri Pesawaran in the academic year of 2017/2018.

F. **Use of the Research**

The uses of the research are as follows:

a. Theoretically

To give information for the English teacher of SMA N 2 Ceringin Asri Pesawaran about teaching reading comprehension by using Paired reading.

b. Practically

For practical contribution, the results of this research are expected to give motivation to the students in learning English especially in reading descriptive text. By learning to read in a way that is not bored one of them
with materials and strategies that make students interested in learning reading comprehension.

G. **Scope of the Research**

The writer determines the scope of the research as follows:

1. Subject of the research

   The subject of the research was the students in the tenth grade students of SMAN 2 Ceringin Asri Pesawaran.

2. Object of the research

   The object of the research was the process of teaching reading especially in applying Paired reading.

3. Place of the research

   The research was conducted at SMAN 2 Ceringin Asri Peswaran located on Jl. Raya Way Ratai, desa Ceringin Asri, Kec. Way Ratai Kab. Pesawaran.

4. Time of the research

   The research was conducted at the first semester in 2017/2018 academic Year.
CHAPTER II

FRAME OF THEORY

A. Concept of Reading

Reading is the process of deriving meaning from text. For the majority of the reader, this process involves decoding written text. Some individuals require adaptation such as Braille or authorization to support the decoding process. Understanding text is determined by the purposes for reading, the context, the nature of the text, and the readers’ strategies and knowledge.\(^1\) It means that the purpose of reading activity depends on the purpose of the reader in understanding the contents of the text.

Reading includes both decoding and making meaning, but meaning is at the heart of reading. Reading therefore is an active process in which students think, reason, and apply strategies to construct meaning.\(^2\) It means that the reader take their own perception from the written text that they read, there is an interaction between the reader and the printed text.

Fatel said that reading is an active process which consists of recognition and comprehension skill.\(^3\) It means that reading is process which done by the readers to comprehend and get the information printed text. Other than that by

---

\(^1\) Federick Cline, Cristopher John stone and Teresa King, Reading, (New York: Cambridge, 1998) p.56.

\(^2\) Teresa Walter, Teaching English Language Learners, The How to Hand Book, Longman, 2004, P.49

\(^3\) M. F. Patel and Praveen M. Jain, English Language Teaching Methods, tools and technique, (Sunrice: Jaipur, 2008), p. 3.
reading also the students can understand the writer means. According to Brown, reading is will be developed best in association with writing, listening, and speaking activities.\textsuperscript{4} It means that reading should be better if it is combined with another English skills. Reading process should be related to writing, listening and speaking activities. Reading is laborious process during which they analyze individual phrase and structures, look up new words in the dictionary, repeatedly read sentences and even memorize extended passage of text. In other words reading is mastery basic cognitive processes to the point where they are automatic so that attention is freed for the analysis of meaning.

Based on the those, the writer concludes that reading is readers activity in order to get information and comprehend from printed text using eyes and brain to understand what the writer thinks in his/her writing. It can be understand that reading is very important skill for students. It needs thoughts in the ability in making sense of the text that is being read. Reader’s background knowledge of the world will influence their achievement in reading comprehension.

B. Types of Reading

According to Nation, generally reading divide into two types, there are intensive reading and extensive reading. The definition of each type is defined as follows:

1) Intensive Reading

Intensive study of reading text can be meant of increasing learners’ knowledge of language features and their control of reading technique. The classic procedure for intensive reading is the grammar translation approach where the teacher works with the learners.\(^5\) It means that intensive reading is reading with accuracy to comprehend the text. It can be done with learners and teachers. Intensive reading usually involves translation and comprehension of the text. In other words, intensive reading uses translation to comprehend the text. Using translation to enactive that the learners understand about the text, it can make the process of comprehend easier. Intensive work on reading text can focus on aspects such as comprehension, regular and irregular sound-spelling relations, vocabulary, grammar, cohesion, information structure, genre features, and strategies.\(^6\) It means that intensive reading is work with the all aspects in reading comprehension.


\(^6\) *Ibid*, p. 27
2) Extensive reading

Extensive reading is a form of learning from meaning – focused input. During extensive reading learners should be interested in what they are reading. It means that extensive reading is learning process with accuracy. While reading the text, the learners should be engaged with the text and focus with the text which they read. The reader also should pay attention to get the meaning of the text. Day and Bamford state that characterize extensive reading ad involving large quantity of varied, self-selected, enjoyable reading at a reasonably fluent speed. Not all text for extensive reading need to be simplified texts as there are other ways of helping with the vocabulary loud of extensive reading such as glossing, computer-assisted reading, elaboration. It means that the readers must be know and focus with what they are read and understand with the vocabulary in the text.

C. Concept of Reading Comprehension

Reading comprehension is process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge and fluency. Based on that definition with comprehend

---

7 Ibid., p. 59
8 Ricard R. Day and Julian Bamford. Loc.cit
the text the readers can get information from the text and the readers can sharpen their ability in reading skill.

Reading comprehension is an important skill needed for all areas of school. Hence, we as a reader can comprehend what the writer means which written by print. Moreover, we carry out these in process to get meaning in learning reading skill. The students must be able to apply this process to comprehend the meaning.

The statement supported Mark A. Clarke and friend, reading comprehension is careful reading in order to understand the total meaning passage. At this level of comprehension the readers is able to summarize the author’s ideas but has not yet made a critical evaluation of those ideas.

Referring to definition above, reading comprehension in this research is defined as the process of getting message from the author through written text and students’ reading comprehension is complex intellectual process involving a number of abilities. Reading is not simply making sound of the text, but it is about comprehending the idea of the text.

---

10 Ibid, p. 3.
11 Mark A. Clarke at al, Reader’s Choice, the University of Michigan Press Ann Arbor, 1982, P.25
Then, Brown says that there are some aspects that commonly used in measuring students reading comprehension, they are:

a. Main idea/topic sentence
b. Expression/idioms/phrase in context
c. Inference (implied detail)
d. Grammatical Feature
e. Detail (scanning a specifically stated detail)
f. Excluding facts not written (unstated details)
g. Supporting idea
h. Vocabulary in context

Referring to the definition above, reading comprehension in this research is defined as the process of getting message from the author through a written text and students reading comprehension is complex intellectual process involving a number of abilities. So, the criteria commonly used in measuring reading comprehension ability are: main idea, inference, grammatical feature, detail, supporting idea and vocabulary in context. Reading comprehension must be include overall of the criteria start of the main idea to vocabulary.

---

D. Concept of Teaching Reading Comprehension

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning. It means that, teaching is a process for the learners to gain information from their learning activity. In teaching process, the teacher should facilitate and make the learning process more interesting to make the learners comfortable in the learning process.

Teaching reading is useful for other purposes. Any exposure to English (provided students understand it more or less) is a good things for English students. In other words, teaching reading can make the students understand the text. Teaching reading activity is important for the students. They can understand for what they read and how to read. During teaching reading process, we must pay attention about the principles of teaching reading. Teaching reading can provide students with many opportunities to study language, such as vocabulary, grammar, punctuation, and the way we construct sentences, paragraph and text.

Teacher has some principles in teaching reading. The principles can be standard to limit teachers when they teach reading. The principles of teaching reading are stated that:

---

14 Jeremy Harmer. How to Teach English (An Introduction to The Practice of English Language Teaching), (London: Longman, 2001), p.68
a. Reading is not passive skill
b. Students need to be engaged with what they are reading
c. Student should be encouraged to respond to the content of a reading text, not just to the language
d. Prediction is major factor in reading
e. Match the task to the topic
f. Good teacher exploit reading texts to the full.\textsuperscript{15}

Based on those explanations, it means that teaching reading is not passive activity. Students must enjoy during reading process. As we know the advantages of reading is to give the students knowledge that they never know before. Teaching reading needs more than only reading a text, we must pay attention how to teach reading text to our students. In teaching reading, students and teacher can be a partner to make the teaching process more effective.

E. Concept Genre of Text

In general, text is an article we often read. We know that human beings from other creatures. We live in a world of words. When these words are put together to communicate a meaning, a piece of text is created. They will think to express their expression. We can say that human need to express their own in many ways that can be understood by others. Human can use a text as one of the ways to express their own. “A text is any stretch of language which is held

\textsuperscript{15}Ibid p. 70
together cohesively through meaning”. It means that when we use language to write, we are creating and constructing a text. When we read, we are interpreting texts. Moreover, when we talk and listen, we are also creating and interpreting texts.

Hyland states that genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situation. For many people, it is intuitively attractive concept that helps to organize the common-sense labels we use to categorize texts and the situations in which they occur. According to Duke and Gates, genre is a form of text that uses a particular format and structure. It means that genre is a division or a group that has its own form and the structure.

Based on the explanation, we can know that genre is type or kind of text, defined in terms of its social purpose also the level of context dealing with social purpose. By using genre, we can construct appropriate texts that can be understood clearly by others.

Based on School –Base Curriculum, many text are taught in senior high school. They are procedure, descriptive, recount, narrative, report, new item, analytical exposition, hortatory exposition, discussion, review, and public

---

speaking. Each genre has specific language features. According to Gerrot and Wignel, there are kinds of genre:¹⁹

1) Spoof

Spoof is genre which has social function to retell an event with humorous twist.

2) Recount

Recount is genre which has social function to retell event for the purpose of informing or entertaining.

3) Report

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

4) Analytical Exposition

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

5) News Item

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

6) Anecdote

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

7) Narrative

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

8) Procedure

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

9) Descriptive

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

10) Hortatory Exposition

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

11) Explanation

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

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

13) Review

Review is a genre which has social function to critique an art work or event for a public audience.  

Based on the syllabus that has been given by English teacher of the tenth grade of SMAN 2 Ceringin Asri Pesawaran, the writer was focus on one text that is descriptive text. Descriptive text can be found every day. It can be from newspaper, magazine, or book. Descriptive is easy to find and it gives students information about something, person, or place. By using descriptive text, the students are hoped can comprehend the reading activity easily.

F. Concept of Descriptive Text

1. Definition of Descriptive Text

According to Wilbur, descriptive writing is to create picture or impression of person, place, or object.  

It means that descriptive is a text that creates about person, place or thing to give information. Gerot states that the social function of descriptive test is to describe a particular person, place or

---

20 Ibid, p. 192-217
thing\textsuperscript{22}. It means that descriptive text is a text that describes about particular person, place or thing specifically.

Descriptive text is a text, which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Descriptive text stretch out many information about certain people, things, and place clearly and detail. beside that descriptive text is a text which describes about person, thing, or place with a purpose to give information that needed clearly.

2. **Generic Structure of Descriptive Text**

Generic structure of descriptive text as follows:

a. **Identification**

   In this part introduces to the subject of the description.

b. **Description**

   In this part gives detail of the characteristic features of the subject. It may describe parts, qualities, characteristics, size, physical appearance, ability, habit daily life, etc.

3. **The example of generic structure of descriptive text:**

\textsuperscript{22} Linda Gerot. *Op.Cit.*p.192
DERAWAN ISLAND

Derawan is a tropical paradise that is so perfect. In Derawan, you will see a view of the white sand, sunshine, palm trees, and a nice beach. This is God’s amazing grace. The island has a life under the sea which is very beautiful. Inside it, you will find dolphins, stingrays, barracuda, giant turtles, and jellyfish. Shark is also the animals that live in the underwater park of Derawan. With such wealth, it does not surprise when this island nominated as one of the best dive destinations in the world.

Derawan Islands are in Berau, East Kalimantan. It consists of 31 islands. While, the most famous islands are Derawan, Kakaban, Charitable, and Maratua. All these regions are an important part of marine conservation in Indonesia and have at least 1.27 acres in wide. In Derawan sea, you can see the green turtles and hawksbill turtles which are quite rare. You can even swim in the sea along with the Turtles. Coral species in Derawan’s water life are very much at all, at least there are 46 species of corals and this is the second stage of Raja Ampat islands in Papua. Meanwhile, there are at least 870 species of fish ranging from seahorses to Pari Manta. Besides Derawan, there Kakaban. Here, you will find the largest and most diverse jellyfish lake’s in the world. Stingless jellyfish is a kind of the most rare and you will find those in this island.

Adapted from : (http://englishlollipop.blogspot.co.id/p/soal-soal-descriptive-text.html)
4. Significant Lexicogrammatical Feature of Descriptive Text
   a. Use attributive and identifying processes
   b. Focus on specific participants
   c. Frequent use of epithets and classifier in nominal group
   d. Use of simple present tense

5. The Characteristics of Descriptive Text
   A descriptive text serves only to describe an object. There are some characteristics about descriptive text. The following characteristics text such as:
   a. Using of figures of speech (see, hear, taste, smell, touch). In this way the description will appear alive and interesting. For example, “Lembah Pelangi Waterfall has two levels where the waterfall on the second level has two branches”.
   b. Using vivid pictures is to make the description clear and realistic. For example, descriptive text about Eifel Tower. It must using the picture of Eifel Tower, so the reader will be interested in reading the text.
   c. Using variety of words. It means that use of variety of adjectives, nouns, adverbs, phrases to suggest colors, movements, expressions and feeling. For example it can be seen in the sentence “The best enchantment of this waterfall is the rainbow which appears between the valley and the waterfall as the name suggests”. Word “rainbow” shows the color of the waterfall.
d. Using any details. If anyone want to describe an object. They should not
describe just its physical features but also its habit, its characteristics and
its relationship. For example, “I have a classmate. Her name is Ayu. She
has a slanting eyes, small body, flat nose, and white skin. She always uses
hijab to go to campus.”

e. Using the simple present tense. For example “I get up at 05.00” and “fish
lives in the water”. From these sentences, it shows an activity and the true
fact.

f. Using adjective to describe the feature of the subject. For example,
“Borobudur is the biggest Buddhist temple in the ninth century measuring
123 x 123 meters. Word “biggest” is an adjective that describe the
Borobudur temple.

G. Concept of Reading Comprehension in Descriptive Text

Reading comprehension is the process of making meaning from the text.
The goal, therefore, is to gain an overall understanding of what is described in
the text rather than to obtain meaning from isolated words or sentences. In
understanding read text information children development models, or
representation of meaning of the text ideas during the reading process.

---

23 Sofiana Zahara, The Effectiveness of Teaching Descriptive Text Using Picture Media on Students Ability (Thesis S1 Degree). Jakarta : Syarif Hidayatullah State Islamic University. 2014. p. 17

24 Woolley Gary, Reading Comprehension, http://www.springer.com/978-94-007-1173-0 (January, 5th 2017,12.08 am)
Descriptive text is to create picture or impression of person, place, or object. It means that descriptive text is a text, which says what a thing, animal or a person. Its purpose is to describe and reveal a particular thing, person or place.

Reading descriptive text will improve students reading comprehension. Students will improve their reading comprehension in understanding the identification of descriptive text. Based on Brown’s theory, especially in reading, there are some criteria are commonly used in measuring students’ reading comprehension ability, they are:

a. Main idea/topic sentence
b. Expression/idioms/phrase in context
c. Inference (implied detail)
d. Grammatical Feature
e. Detail (scanning a specifically stated detail)
f. Excluding facts not written (unstated details)
g. Supporting idea
h. Vocabulary in context.\textsuperscript{25}

\textsuperscript{25}Log.Cit
Based on those explanation, in this research would concluded that student’s reading comprehension in descriptive text is the ability to comprehend the reading material that give information to the readers, describing and reveal a particular person, place, or thing, by presenting the supporting arguments with good ability to deal with question related to main idea, expression, inference, grammatical feature, detail, excluding fact, supporting idea and vocabulary in context.

### H. Concept of Paired Reading

#### 1. Definition of Paired Reading

Paired reading is a strategy in which students take turns tutoring one another. The partnerships may be self-chosen or teacher selected. As a reading partner, you can help them gain better understanding of what they are reading asking question and talking about what you are reading. In this strategy, students read aloud to each other. Paired reading can be used with any book, taking turns reading by sentence, paragraph, page or chapter.\(^{26}\)

The Paired Reading strategy encourages peer teaching and learning. Students are devided into pairs and read along together or take turns reading aloud to each other. Pairs can have the same reading ability or include a more fluent reader with less fluent reader. Each students reads and provides feedback about their own and their partner’s reading behaviours. This strategy can be a

---

\(^{26}\) Topping, J, Keith.(2014). *Paired Reading and Related Methods for Improving Influcency*. University of Dundee, Schotland, UK.
useful, because the paired reading maximize the interactive basis cooperative learning. It builds interpersonal and interactive skills and also to make students active involved.

From the statement above, Paired reading in teaching reading skill is a kind of strategy in teaching reading that requires the learners to think and share information. By applying the strategy, each learner has unique or essential. In the Paired reading, readers can be pair with one section of the text each.

2. **Procedures of Teaching Reading by Using Paired Reading.**

1. The teacher divide the students into pairs.

2. Teacher will give the text, then the students read the text with their partner and both of them reading at same text.

3. One of the students read the text first.

4. If something goes wrong one of the students should be corrected

5. Students read aloud the text together.

6. Ask question and discuss what you are reading.

3. **The Advantages of Paired Reading**

The advantages of Paired reading are as follows:

1. It has ben shown to have a positive effect on students learning when compared to individual or competitive conditions.

2. It can be used with many types of reading material
3. Students may explain things better to another students than a teacher to a class. Students learn how to teach one another and explain material in their own words.

4. Interpersonal and collaboration skills can be learning activity.

5. Cooperative learning has the potential to meet more learning style needs more of the time than individualized direct instruction.

4. The Disadvantages of Paired Reading

1. A burden is making the students responsible for each others learning apart from themselves.

2. One study showed that in groups of mixed ability, low-achieving students become passive and do not focus on the task.

3. Depending on an individual's motivation and interest on a particular subject that will determine how well they would learn.

4. The goal of scaffolding is for students to become independent and able to think by themselves, without the help of others.

5. High stakes create increased chances for conflict and therefore need for conflict resolution skills.

6. Lower ability students may feel perpetually in need of help rather than experiencing the role of leader or expert relative to the others in their group.
5. **Teaching Reading Comprehension on Descriptive Text Using Paired Reading**

According to Anderson and Anderson that descriptive or description describes a particular person, place, or thing. Its purpose is to tell about the subject by describing its features without including personal options. It means that descriptive text is a kind of text that describes particular person, place, or thing to give information about the subject to the reader.

In teaching reading comprehension on descriptive text using paired reading, students will read a descriptive text about tourism place together. Before reading, teacher will make in pairs the students. Teacher will choose a sort text and read the text as a fluent reader. Then, the students join in and read the text together. Each group will read the text in pairs. The students read the same text at several times until students are able to read the text independently. The teacher will stop in particular sentence and give some question to the students. Students can also ask to the teacher if they found a difficulty word, meaning, or other.

Based on Brown’s theory, especially in reading, there are some criteria commonly used in measuring students’ reading comprehension, they are:

---

Based on those explanations, there are eight criteria that was used in reading comprehension. So, reading comprehension in this study is defined as the process of getting message from the author written text. The message can be an idea, expression/idiom/phrase, inference (implied detail), grammatical feature, detail, excluding fact not written, supporting idea, or vocabulary in context.

I. **Concept of Guided Reading**

1. **Definition of Guided Reading**

Guided reading is a teaching strategy can assist with developing students’ comprehension. They help students navigate reading material, especially difficult chapters or nonfiction reading. Students respond to a teacher-created written guide of prompts as they read an assigned text. Guided

---

reading help students to comprehend the main points of the reading and understand the organizational structure of a text. It means that guided reading is a strategy which helps students to know, understand, and comprehend the point of the material.

In other words, guided reading helps students navigate reading material and comprehend the text. Moreover, guided reading is small-group reading instruction designed to provide differentiated teaching that supports students in developing reading proficiency. Based on that definition, this strategy provides differentiated teaching that supports students in developing reading proficiency. Based on the explanation above, this research concluded that guided reading is a teaching strategy that can help students understand and comprehend the text. Moreover, this strategy also provides differentiated teaching that supports students in developing reading proficiency.

2. Procedure of Guided Reading

Some steps of guided reading in the classroom, they are:

a. The teacher selects a text that will be just right to support new learning.

b. The teacher introduce the text to scaffold the reading but leaves some problem.

---

29 Iskandar Syahputra, *Guided Reading strategy to improve Students’ Ability in Reading Comprehension*. Available at: (www.jurnal.unsyiah.ac.id), Accessed on September 23rd 2016

c. Students read the entire text softly and silently.

d. The teacher invites students to discuss the text, guiding to discussion and lifting the students’ comprehension.

e. The teacher makes explicit teaching point and grounded in the text.

f. The teacher provides explicit teaching to help students become flexible and efficient in solving words.31

3. Teaching Reading of Using Guided Reading

Procedure of teaching reading comprehension through Guided Reading on the classroom are as follow:

Pre-activities

1. The teacher greets the students.
2. The teacher checks the attendance list.
3. The teacher gives explanation to the students about the material to be learn.

Whilst-activities

1. The teacher selects a text that will be just right to support new learning.
2. The teacher introduces the text to scaffold the reading but leaves some problem.
3. Students read the entire text softly or silently.

4. The teacher invites students to discuss the text, guiding to discussion and lifting the students’ comprehension.

5. The teacher makes explicit teaching point and grounded in the text.

6. The teacher provides explicit teaching to help students become flexible and efficient in solving words.

Post-activities

1. The teacher concludes what she had taught and asks the students about their difficulties in learning reading comprehension.

4. Advantages and Disadvantages of using Guided Reading

The advantages and disadvantages of using guided reading:

a. The advantages of using guided reading

1. Guided reading helps the students to comprehend the text.

2. It helps guided students through what they are about to read, and helps students monitor their comprehension while reading.

b. The disadvantages of using guided reading

1. Time constrains can also have detrimental on guided reading

2. The students will feel bored when students have to do the work by themselves.\textsuperscript{32}

\textsuperscript{32}Ibid.
Based on the explanation above, the writer concluded that to solve disadvantages, the teacher should allocate sufficient time to ensure that all students have sufficient individual attention during the session. Another thing can be done by the teacher is making the convenient teaching learning process.

J. Frame of Thinking

Today, most of the students in many high schools who are not able to understand reading text. In other word, their reading comprehension is still low. In reading, to comprehend the text the readers should be able to manage every part of the text, because it is easy to gain the comprehension in reading when the readers are able to organize the text. By using paired reading, the students will be confident when the read a text together, active when they can understand the meaning of text and enjoyable when they read a fun story.

Concerning with the previous explanation, the writer assumes that the paired reading can help teacher and the students’ in teaching learning process. It can be an alternative strategy for teaching learning since it is expected to make the students interested and enjoyable in learning English particular in reading.
K. Hypothesis

Based on the theories and frame of thinking, the formulation of hypotheses as follows:

H<sub>a</sub>: There was a significant influence of using paired reading towards students’ reading comprehension on descriptive text at the first semester of the tenth grade of SMAN 2 Ceringin Asri Pesawaran in academic year of 2017/2018.

H<sub>0</sub>: There was no significant influence of using paired reading towards students’ reading comprehension on descriptive text at the first semester of the tenth grade of SMAN 2 Ceringin Asri Pesawaran in academic year of 2017/2018.
CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

This research used quantitative research. In the quantitative research, was applied quasi experimental design because it is a kind of experimental research design that suitable to this research. Quasi experimental design is a research design that includes assignment, but it not random assignment of participants to group. This is because the experimenter cannot artificially create groups for the experiment. Based on the explanation that we do not have the opportunity for random assignment of students to special groups in different conditions. Furthermore, Merten states that in quasi experimental design, these students could not be randomly assigned as individuals to treatments because of the students’ schedules. It means that we have to appropriate with the student’s schedules for make students as individuals to treatments.

Quasi experimental includes assignment, but not random assignment of participants to group, so, in this research was selected two classes, one is the experimental class and the other one is the control class. The research design can be presented in Table 2.

---
<table>
<thead>
<tr>
<th>Select Control Class</th>
<th>Pretest</th>
<th>Treatment by Guided Reading</th>
<th>Posttest</th>
</tr>
</thead>
<tbody>
<tr>
<td>Select Experimental Class</td>
<td>Pretest</td>
<td>Treatment by Paired Reading</td>
<td>Posttest</td>
</tr>
</tbody>
</table>

**Table 2**  
**Pre and Posttest Design**

B. **Variable of the Research**

Arikunto states “variable is the object of research or a central in the research”. Moreover, Kountur states “the variable is showing a meaning which differentiates among something from other”. Beside that the variable is a central point in the research that should be investigated to know the improving reading comprehension after giving treatment.

In this research, there are two variables that were investigated, they are:

1. Independent variable is Paired Reading (X)

   Independent variable is the major variable which investigated. The variable that is selected, manipulated and measured in the research. So, independent variable of this research is paired reading.

---

2. Dependent variable is Students’ Reading Comprehension (Y)

Dependent variable is a variable which is observed and measured to determine the effect of the independent variable. So, dependent variable of this research is students’ reading comprehension.

C. Operational Definition of Variable

The operational definition of variable is used to describe the variable that will be investigated in order to collect the data or information accurately. In this research, there are two variables, they are:

a. Independent Variable (X)

Paired Reading is a strategy for teaching reading comprehension, when the student reads a text with another student in order to develop his or her reading skills.

b. Dependent Variable (Y)

Students’ reading comprehension is students’ ability to get meaning and comprehend the descriptive text (tourism place) in order the student are able to answer and understand the reading question forms and the criteria commonly used to measure reading comprehension such as the main idea of the text, expression/idiom/phrase in context, inference (implied detail), grammatical features, detail (scanning for a specifically stated detail), excluding fact not written, supporting idea and vocabulary of the text.
D. Population, Sample, and the Sampling technique

1. Population of the Research

In this research, the population are students of SMAN 2 Ceringin Asri Pesawaran at the first semester of the tenth grade in 2017/2018. The numbers of population is 222 students of 8 classes.

Table 3
The Number of the Tenth Grade Students of SMAN 2 Ceringin Asri Pesawaran

<table>
<thead>
<tr>
<th>No.</th>
<th>Class</th>
<th>Gender</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Male</td>
<td>Female</td>
</tr>
<tr>
<td>1</td>
<td>X.IPA 1</td>
<td>11</td>
<td>13</td>
</tr>
<tr>
<td>2</td>
<td>X.IPA 2</td>
<td>12</td>
<td>16</td>
</tr>
<tr>
<td>3</td>
<td>X.IPA 3</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td>4</td>
<td>X.IPA 4</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>X.IPS 1</td>
<td>10</td>
<td>19</td>
</tr>
<tr>
<td>6</td>
<td>X.IPS 2</td>
<td>11</td>
<td>18</td>
</tr>
<tr>
<td>7</td>
<td>X.IPS 3</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>8</td>
<td>X.IPS 4</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>86</td>
<td>136</td>
</tr>
</tbody>
</table>

Source: the data of total students of the tenth grade at SMAN 2 Ceringin Asri
2. Sample of Research

Sample is part of amount and characteristic which have by population. It means that sample is a little of population. According to Fraenkel, a sample is any part of a population of individuals from whom information is obtained. It may, for a variety of reasons, be different from the sample originally selected. It can be concluded that sample is a part of population. The samples of this research are two classes of first semester at the tenth grade, one class as the experimental class while the other one as the control class.

3. Sampling Technique

Cluster random sampling technique was used because the population is already in a group homogenous. The name of each classes was written in a small piece of paper and then those papers was rolled and put into a box, after that the box was shaken and then the writer was took two pieces of the roll paper. Then, the first paper was the experimental class, and the second paper was control class.

E. Data Collecting Technique

In collecting the data, this research used pre-test and post-test to know the students’ reading comprehension on descriptive text for experimental class

---

and control class. Pre-test was given before treatment. It were done by reading comprehension the descriptive text based on the provided topics. The writer gave pretest to the students in control class and the experimental class to measure their reading comprehension descriptive text before treatment. In pretest the students were ask to answer reading comprehension test in form multiple choice questions about descriptive text based on the provided topics that consist of 25 items.

The post-test were done after the students in experimental and control class have been given the treatment. It was done to know the students’ reading comprehension on descriptive text after they are taught by using Paired Reading. In the post-test the students also were asked to answer reading comprehension test in form of multiple choice questions about descriptive text based on the provided topics that consist of 25 total item.

F. Instrument of the Research

According to Margono, “the research instrument is a device used by the writer in collecting data by which the work is easier as the data are complete and systematic”. In this research the test was used of multiple choice tests with one correct answer and three distracters. The instrument is a test of pre-test and post-test that each consists of 25 question of reading comprehension on descriptive text. To get a good result of the test reading

7 Margono, Metodologi Penelitian Pendidikan (Jakarta: Rineka Cipta, 2007), p.155
comprehension the writer consult it with the language assessment theory; especially in reading there are some criteria that commonly use measuring students reading comprehension ability. They are:

a. Main idea/topic sentence
b. Expression/idioms/phrase in context
c. Inference (implied detail)
d. Grammatical Feature
e. Detail (scanning a specifically stated detail)
f. Excluding facts not written (unstated details)
g. Supporting idea
h. Vocabulary in context

Table 4

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Indicators</th>
<th>Number of items</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-test</td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td>Even</td>
<td>Odd</td>
</tr>
<tr>
<td>Main idea</td>
<td>Students can find the main idea of the passage</td>
<td>22, 26, 30, 34</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1, 15, 41, 47</td>
</tr>
<tr>
<td></td>
<td>Post-test</td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Post-test</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Even</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Odd</td>
</tr>
<tr>
<td>Expression idioms/phrase in context</td>
<td>Students can find an expression/idiom/phrase in the passage</td>
<td>4, 38, 48</td>
</tr>
<tr>
<td></td>
<td></td>
<td>17, 27</td>
</tr>
<tr>
<td>Inference (implied detail)</td>
<td>Students can find what is inferred in the passage</td>
<td>12, 32, 46</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5, 21</td>
</tr>
<tr>
<td>Grammatical features (reference)</td>
<td>Students can match between the pronoun and what or who it stand for</td>
<td>6, 20, 40</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11, 29, 37</td>
</tr>
</tbody>
</table>

---

| Detail (scanning for a specifically stated detail) | Students can scan for a specifically stated detail | 10, 24, 13, 33 | 5 | 10, 24, 13, 33 | 5 |
| Excluding facts not written (unstated details) | Students can find unstated in passage | 2, 16, 42, 9, 23, 49 | 6 | 2, 16, 42, 9, 23, 49 | 6 |
| Supporting idea(s) | Students can find the supporting idea(s) to support the main idea | 8, 18, 50, 3, 25, 35, 43 | 7 | 8, 18, 3, 25, 35, 43 | 7 |
| Vocabulary in context | Students can guess the meaning of difficult vocabularies from context provided | 14, 28, 36, 7, 19, 31, 45 | 7 | 14, 28, 36, 7, 19, 31, 45 | 7 |
| Total | | | 50 | 50 |

Based on the Table 4, the main idea in pre-test and post-test consists of 8 numbers. They are number 1, 15, 22, 26, 30, 34, 41, 47. The expression/idiom/phrase consists of 5 numbers. They are number 4, 17, 27, 38, 48. The inference consists of 6 numbers. They are number 5, 12, 21, 32, 39, 46. The grammatical feature consists of 6 numbers. They are number 6, 11, 20, 29, 37, 40. The detail consists of 5 numbers. They are number 10, 13, 24, 33, 44. The excluding fact not written consists of 6 numbers. They are number 2, 9, 16, 23, 42, 49. The supporting idea consists of 6 numbers. They are number 3, 8, 18, 25, 35, 43, 50. The vocabulary content consists of 7 numbers. They are number 7, 14, 19, 28, 31, 36, 45. So, the total number is 50.
Table 5

The test specification of Pre-Test and Post Test Items after Validity

<table>
<thead>
<tr>
<th>Aspects</th>
<th>Indicators</th>
<th>Number of items</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pre-test</td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td>Even</td>
<td>Odd</td>
</tr>
<tr>
<td>Main idea</td>
<td>Students can find the main idea of the passage</td>
<td>14 11 17</td>
</tr>
<tr>
<td>Expression /idiom/phrase in context</td>
<td>Students can find an expression/idiom/phrase in the passage</td>
<td>4 8 -</td>
</tr>
<tr>
<td>Inference (implied detail)</td>
<td>Students can find what is inferred in the passage</td>
<td>18 -</td>
</tr>
<tr>
<td>Grammatical features(refer ence)</td>
<td>Students can match between the pronoun and what or who it stand for</td>
<td>10 16 3 5 21</td>
</tr>
<tr>
<td>Detail (scanning for a specifically)</td>
<td>Students can scan for a specifically stated detail</td>
<td>6 12 19</td>
</tr>
<tr>
<td>Excluding facts not written (unstated details)</td>
<td>Students can find unstead in passage</td>
<td>1 7 25</td>
</tr>
<tr>
<td>Supporting idea (s)</td>
<td>Students can find the supporting idea(s) to support the main idea</td>
<td>4 20 9 13 25</td>
</tr>
<tr>
<td>Vocabulary in context</td>
<td>Students can guess the meaning of difficult vocabularies from context provided</td>
<td>24 15</td>
</tr>
<tr>
<td>Total</td>
<td>14 11 25</td>
<td>12 13 25</td>
</tr>
</tbody>
</table>


Based on the Table 5, the main idea in pre-test and post-test after validity consists of 6 numbers. They are number 1, 9, 11, 14, 17, 24. The expression/idiom/phrase consists of 4 numbers. They are number 4, 8, 10, 19. The inference consists of 4 number. They are number 4, 13, 18, 20. The grammatical feature consists of 8 numbers. They are number 3, 5, 7, 10, 12, 16, 21, 22. The detail consists of 5 numbers. They are number 6, 8, 12, 19, 22. The excluding fact not written consists of 6 numbers. They are number 1, 2, 6, 7, 14, 25. The supporting idea consists of 8 numbers. They are number 3, 4, 9, 11, 13, 15, 20, 25. The vocabulary content consists of 5 numbers. They are number 5, 15, 18, 23, 24. So, the total number is 50 items consist of 25 pretest and 25 posttest.

G. Research Procedure

1) Planing
   a. Determining the subject

   The writer determined the subject. In this case the observer choose the tenth grade of SMAN 2 Ceringin Asri as the subjects of the research, one class as the experimental class and other one as control class.

   b. Selecting Materialt

   The writer determined the instruments that were taught to students, the instrument was a test of descriptive text. The students got the same instrument for both classes in the same topic.
c. Trying Out the test

Try out was conducted to identify how accurate and effective the test before it was used to collect the data of research and used to identify whether the test could be administrated or not. There are 100 items and each instrument there are 50 items.

d. Conducting the Pre-test

The writer prepared a kind of test (called pre-test) that was given to the students. The pre-test was given in order to find out the students’ ability before treatment. The writer used the test instrument which has been tried out before. The total number of the test items was 25 items.

e. Conducting the treatment

After giving the pre-test for the students, the writer conducted the treatment in the control class and experimental class. The treatment was conducted in three meetings, in control class the observer was taught the students by guided reading while in experimental class the writer conducted the treatment by using paired reading. The writer determined the material based on syllabus for Senior High School.

f. Administering the post-test

The writer conducted the post test after the treatment. By giving the post-test, the writer knew the students improve their reading comprehension or not. The test was multiple choice with 4 options a, b, c, and d. The total number of the test items was 25 items.
g. Analyzing the result of post test

In analyzing the result, the writer used to compare the result of post test between experimental class and control class to know whether the post-test score of experimental class was higher than the control class.

2) Application

After planning, the writer tried to apply the research procedure. There steps were as follows:

a. In the first step, the writer gave try out to the students out of sample. The writer asked the English teacher to determine the students that gave the try out. These items test are multiple choices that consist of 50 items with four options.

b. In the first meeting, the writer gave pre-test to the sample classes. The test is Multiple Choice test with 4 options. The total number of the test was 25 items.

c. In the second, third, and fourth meeting the writer gave the treatment. After gave the pre-test to the students, the writer conducted the treatment by using Paired Reading in the experimental class and using Guided Reading in the control class.
d. In the last meeting, the writer gave the post-test. The test is Multiple Choice Test with four options. The students will get the same instrument for both classes in several situations. The total number of the test was 25 questions.

3) Reporting

The last point in the research procedure is reporting. There are three steps in reporting. The steps are as follows:

a. Analyzed the data that were ready obtained from try-out

b. Analyzed the data that were ready obtained from pre-test and post-test

c. Made a report of findings

H. Scoring System

In scoring the students’ work, the writer used Arikunto’s formula. The ideal highest score was 100. The score of the pretest and the posttest calculated by using the following formula: \( S = \frac{R}{N} \times 100 \)

Note:

\[ S : \text{the score of the test} \]
\[ R : \text{the total of the right answer} \]
\[ N : \text{the total items}^9 \]

I. Try Out

\(^9\text{Ibid, p.271}\)
Try out of the test is used to identify the effectiveness of the test before they used to collect data of the research and to identify whether the test can be administered or not. The writer prepares 50 items in form of multiple choice questions. The administrating of try out used to know the validity and the reliability of the test.

J. Validity and Reliability of the Test

1. Validity of the Test

According to Arikunto, validity is a measurement which shows the levels of validity or the real of the instrument. A valid instrument has a high validity. On the other hand, the instrument which lacks validity has a low validity.\(^\text{10}\) Setiyadi says that generally validity is a measurement to show how far the measurement measures something that must be measured.\(^\text{11}\) To measure whether the test had good validity or not, the observer uses content validity and construct validity. They are:

a. Content Validity

According to Setiyadi, content validity associated with all the items contained in a measuring instrument.\(^\text{12}\) It means that, to get content validity the test adapted with an English teacher and the students’ book that the test appropriate with the material was taught to the students. To know whether the test has a good validity, the

\(^{10}\text{Ibid. p.211}\)
\(^{11}\text{Ibid. p.22}\)
\(^{12}\text{Ibid. p.23}\)
items of the test was discussed with the expert (the English teacher of SMAN 2 Ceringin Asri).

b. Construct Validity

Construct validity is the extent to which the data collection instrument provides scores that can be used to make inferences about a construct. It means construct validity concerned with whether the test is actually in line with the theory or not. Then the items should really show whether they have present perfect that has been taught or not, and should really measure the students’ present perfect mastery. To know whether the test have a good construct validity, the items of the test consulted to the English teacher of SMAN 2 Ceringin Asri.

c. Item Validity

Item validity is used to measure whether the items of the test are valid or not. In this research, the researcher used SPSS to calculate the data which was taken from the try out. The try out was conducted. It was done to find out the item validity of each items.

Based on the callculation by using SPSS, 25 items of the 50 try out items for pre test were valid. They were item number 2, 4, 6, 8,

---

11, 13, 16, 17, 18, 20, 22, 24, 25, 26, 28, 29, 30, 32, 33, 35, 37, 40, 42, 45, and 49. While for the items for post test, there were 25 items of the 50 try out items for post test were valid 1, 2, 3, 5, 7, 9, 11, 13, 15, 17, 18, 20, 21, 23, 25, 29, 34, 36, 38, 39, 42, 44, 45, 47, and 49. The result of pre test and pst test items validity can be seen on appendix 15 and 16.

2. Reliability of the Test

Reliability means that scores from an instrument were stable and consistent.\(^{14}\) A test is reliable if the test is able to give constant result even though the test is given repeatedly to the same individuals or sample. Reliability test consistent and dependable. The issue of reliability of a test may best be addressed by considering factors that may contribute to the unreliability of a test. Consider the following possibilities fluctuations in the students, in scoring, in test administration and the test itself.\(^{15}\) In this research, we used SPSS to calculate the reliability of the test.

Below are the criteria of reliability test:


0.800 – 1000 : Very high
0.600 – 0.800 : High
0.400 – 0.600 : Medium
0.200 – 0.400 : Low
0.00 – 0.200 : Very low\(^{16}\)

### Table 6
**Reliability Statistics of Pretest**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Correlation Between Forms</td>
<td>.534</td>
</tr>
<tr>
<td>Spearman-Brown Coefficient  Equal Length</td>
<td>.696</td>
</tr>
<tr>
<td></td>
<td>Unequal Length</td>
</tr>
<tr>
<td>Guttman Split-Half Coefficient</td>
<td>.659</td>
</tr>
</tbody>
</table>

### Table 7
**Reliability Statistics of Posttest**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Correlation Between Forms</td>
<td>.455</td>
</tr>
<tr>
<td>Spearman-Brown Coefficient  Equal Length</td>
<td>.625</td>
</tr>
<tr>
<td></td>
<td>Unequal Length</td>
</tr>
<tr>
<td>Guttman Split-Half Coefficient</td>
<td>.610</td>
</tr>
</tbody>
</table>

Based on the Table 6, it can be seen that the result of spearman-Brown test on pretest was 0.696. The result of reliability statistics of posttest based on table 7 was 0.625 and \( r = 0.361 \). It means that the reliability of pretest and posttest items were high.

**K. Data Analysis**

\(^{16}\)Ibid p.75
To analyze the data, the writer used parametric statistics, t-test. In parametric statistics, there are assumptions which must be fulfilled, they are normality test and homogeneity test.

1. **Fulfillment of the Assumptions**

   Parametric statistical significance tests, such as analysis of variance and least squares regression are widely used by writer in many disciplines, including, statistics parametric tests to produce accurate results, the assumptions underlying them such as normality test and homogeneity test must be satisfied.

2. **Normality Test**

   The normality test is used to measure whether the data have a normal distributed or not. When the data have been collected, the normality test were applied. In this research, the observer used statistical computation by using SPSS (Statistical Program for Social Science) for normality of test. The test of normality employed are Kolmogorov – Smirnov and Shapiro Wilk.

   The hypotheses for the normality test are formulated as follows:

   $$H_0 = \text{The data are normally distributed.}$$

---

\( H_a = \) The data are not normally distributed

The criteria are as follows:

\( H_0 \) is accepted if \( \text{sig.} > \alpha = 0.05 \)

\( H_a \) is accepted if \( \text{sig.} < \alpha = 0.05 \)

3. **Homogeneity Test**

After the normality test, the writer determined the homogeneity of the test. The test is intended to test whether the data obtained from the sample homogeneous or not. In this research, the writer used statistical computation by using SPSS (*Statistical Program for Social Science*) for homogeneity of the test. The test of homogeneity employed is Levenes statistic test.

The hypotheses for the homogeneity test are formulated as follows:

\( H_0 = \) The variances of the data are homogenous

\( H_a = \) The variances of the data are not homogenous

The criteria of acceptance or rejection of hypothesis for the homogeneity test are:

\( H_0 \) is accepted if \( \text{sig.} > \alpha = 0.05 \)

\( H_a \) is accepted if \( \text{sig.} < \alpha = 0.05 \)

4. **Hypothetical Test**
The data of this research is statistically analyzed. The writer used group pretest-posttest design where there were two groups (control and experimental), so the data of the research is statistically analyzed with independent sample test to compare the mean of two different data from different groups. In this case, the writer used statistical computation by using SPSS (*Statistical Program for Social Science*).

The hypotheses are:

**$H_a$:** There was a significant influence of using Paired Reading towards students’ Reading Comprehension at the first semester of the tenth grade of SMAN 2 Ceringin Asri Pesawaran in the academic year of 2017/2018.

**$H_0$:** There was no significant influence of Paired Reading towards students’ Reading Comprehension at the first semester of the tenth grade of SMAN 2 Ceringin Asri Pesawaran in the academic year of 2017/2018.

While the criteria acceptance or rejection of hypotheses are:

- $H_0$ is accepted if sig. > $\alpha = 0.05$
- $H_a$ is accepted if sig. < $\alpha = 0.05$
CHAPTER IV
RESULT AND DISCUSSION

A. Result of the Research

1. Result of the Pre-test in the Experimental Class

In this research was conducted pre-test in experimental class on November 11\textsuperscript{th}, 2017 in order to know students’ reading comprehension on descriptive text before the treatment. The scores of the students’ reading comprehension on descriptive text that were tested in pre-test can be seen in Figure 1:

![Score of Pre-test in the Experimental Class](image)

Figure 1
Score of Pre-test in the Experimental Class
Based on the Figure 1, it can be concluded that there was one student who got 32 score. There was three students who got 36 score, there were five students who got 40, there were five students who got 44. There were four students who got 48 score. There were three students who got 52 score. There was one student who got 56 score, there was one student who got 58 score. There was one student who got 60 score, there was one student who got 64 score. There was one students who got 72 score and only two student got 76 score. For the statistics of the result of pre-test in experimental class (X MIPA 2), it can be seen on Table 6:

<table>
<thead>
<tr>
<th>Statistics of the Result of the Pretest of X MIPA 2</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>48.93</td>
</tr>
<tr>
<td>Minimum</td>
<td>32</td>
</tr>
<tr>
<td>Maximum</td>
<td>76</td>
</tr>
<tr>
<td>Median</td>
<td>46</td>
</tr>
<tr>
<td>Mode</td>
<td>40</td>
</tr>
</tbody>
</table>

Based on Table 6, it showed that the mean of pretest score in X MIPA 2 as the experimental class was 48.93. The maximum score was 76 and the minimum score was 32. The median score was 46 and the mode score was 40.

2. **Result of the Pre-test in Control Class**

Pre-test in control class conducted on October 6th, 2017. The result of the pretest of X MIPA 1 as the control class can be seen on the Figure 2:
From figure 2, it can be concluded that only one student got 20 score. There was one student who got 24. There was one student who got 28 and three students who got 36 score. There were four students who got 40 score. There were six students who got 48 score and three student who got 52 score. There was one student who got 56 and one student who got 60 score. There were two students who got 64 and only one student who got 68 score. For the statistics of the result of pre-test in control class (X MIPA 1), it can be seen on Table 7:

<table>
<thead>
<tr>
<th>Statistics</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>45.67</td>
</tr>
<tr>
<td>Minimum</td>
<td>20</td>
</tr>
<tr>
<td>Maximum</td>
<td>68</td>
</tr>
<tr>
<td>Median</td>
<td>48</td>
</tr>
<tr>
<td>Mode</td>
<td>48</td>
</tr>
</tbody>
</table>
Based on Table 7, it showed that the mean of pretest score in X MIPA 1 as the control class was 45.67. The maximum score was 68 and the minimum score was 20. The median score was 48 and the mode score was 48.

3. Result of the Post-test in Experimental Class

The writer also conducted post-test in order to know students’ reading comprehension on descriptive text after the treatment. The scores of the students’ reading comprehension on descriptive text that were tested in post-test can be seen in Figure 3:

![Figure 3](image)

**Figure 3**
Result of Post-test in Experimental Class
Based on figure 3, it can be concluded that there was one student who got 48 score. There was one student who got 56 score, there was one student who got 60 score, and two students who got 64 score, there was one student who got 68 score, there were six students who got 72 score, there were five students who got 76 score, there were seven students who got 80 score. There were two students who got 84 score, and two students who got 88 score. The statistics of the result of posttest of X MIPA 2, it can be seen on Table 8:

<table>
<thead>
<tr>
<th>Statistics</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>74.14</td>
</tr>
<tr>
<td>Minimum</td>
<td>48</td>
</tr>
<tr>
<td>Maximum</td>
<td>88</td>
</tr>
<tr>
<td>Median</td>
<td>76</td>
</tr>
<tr>
<td>Mode</td>
<td>80</td>
</tr>
</tbody>
</table>

Based on Table 8, it showed that the mean of post test score in X MIPA 2 as the experimental class was 74.14. The maximum score was 88 and the minimum score was 48. The median score was 76 and the mode score was 80.

### 4. Result of the Post-test in Control Class

The result of the post test of X MIPA 1 as the control class can be seen on the Figure:4 :
Figure 4
Result of Post-test in Control Class

From Figure 4, it can be concluded that there were two students got 44 score, there is one student who got 48 score, there were three students who got 52 score, there is one student who got 56 score, there were four students who got 60 score. Then, there were two students who got 64 score, three students who got 68 score, and there is one student who got 70 score. There were two students who got 72, two students got 76, and three students got 80 score. The statistics of the result of posttest of X MIPA 2, it can be seen on Table 9:
From Table 9, it can be seen that the mean score was 63.58. The maximum score was 80. The minimum score was 44. The median score was 64. The mode score was 60. That is the statistics of the result of the post test of X MIPA 1.

B. Result of Data Analysis

1. Fulfillments of the Assumption

   a. The Result of Normality Test

   The writer did this normality test to know whether the data has normal distribution or not. The hypothesis for the normality test are formulated as follow:

   \[ H_0 : \text{the data are normally distributed} \]

   \[ H_a : \text{the data are not normally distributed} \]

   While the criteria for the normality test are as follow :

   \[ H_0 \text{ is accepted if } \text{Sig (p-value) } > \alpha = 0.05 \]

   \[ H_a \text{ is accepted if } \text{Sig (p-value) } < \alpha = 0.05 \]
Table 12

The Result of Normality Test of Experimental and Control Class

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Shapiro-Wilk Statistic</th>
<th>Df</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score</td>
<td>.932</td>
<td>28</td>
<td>.070</td>
</tr>
<tr>
<td>Control</td>
<td>.919</td>
<td>24</td>
<td>.057</td>
</tr>
</tbody>
</table>

a. Lilliefors Significance Correction

Based on the Table 10, it can be seen that Sig (p-value) for experimental class was 0.070 and Sig. (p-value) for control class was 0.057 and α = 0.05. It means that Sig (p-value) > α and H₀ is accepted. The conclusion is the data were in the normal distribution. It is calculated based on the gain of the experimental and control class.

b. The Result of Homogeneity Test

The writer did this homogeneity test to know whether the data is homogeneous or not. The hypotheses for the homogeneity test are formulated as follows:

H₀ = The variance of the data is homogenous
Hₐ = The variance of the data is not homogenous

While the criteria for the homogeneity test are as follows:

H₀ is accepted if Sig (p-value) > α = 0.05
Hₐ is accepted if Sig (p-value) < α = 0.05

The result of homogeneity test in the experimental and control class can be seen in Table 11:
Table 13  

The Result of Homogeneity Test in Experimental and Control Class

<table>
<thead>
<tr>
<th>Score</th>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1.925</td>
<td>1</td>
<td>50</td>
<td>.171</td>
</tr>
</tbody>
</table>

Based on the Table 11, it can be seen that Sig (p-value) based on mean was 0.171, and $\alpha = 0.05$. It means that Sig (p-value) > $\alpha$ and $H_0$ is accepted. The conclusion is that the data have same variance or homogenous. It is calculated based on the gain of the experimental and control class.

c. The Result of Hypothetical Test

After the writer knew that the data are normal and homogeneous, the data was analyzed by using independent sample test using SPSS in order to know the significance of the treatment effect. The hypotheses are:

$H_o =$ There is no significant influence of using paired reading towards students’ reading comprehension on descriptive text at the first semester of the tenth grade at SMAN 2 Ceringin Asri Pesawaran in academic year of 2017/2018.

$H_a =$ There is a significant influence using paired reading towards students’ reading comprehension on descriptive text at the first semester of the tenth grade at SMAN 2 Ceringin Asri Pesawaran in academic year of 2017/2018.
While the criteria for acceptance and rejection of the hypothesis are:

\( H_0 \) is accepted if \( \text{Sig. (p-value)} > \alpha = 0.05 \)

\( H_a \) is accepted if \( \text{Sig. (p-value)} < \alpha = 0.05 \)

**Table 14**

<table>
<thead>
<tr>
<th>T</th>
<th>Df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.394</td>
<td>50</td>
<td>.020</td>
</tr>
<tr>
<td>2.431</td>
<td>49.917</td>
<td>.019</td>
</tr>
</tbody>
</table>

Based on the results obtained in the table above, it’s clear that the value of significant generated \( \text{Sig. (p-value)} \) or \( \text{Sig. (2-tailed)} \) of the equal variance assumed = 0.020, and \( \alpha = 0.05 \). It means that \( \text{Sig. (p-value)} < \alpha = 0.05 \). So, \( H_0 \) is rejected and \( H_a \) is accepted. Based on the computation, it can be concluded that there was any influence of using choral reading towards students' reading comprehension on descriptive text at the first semester of the tenth grade at SMAN2 Ceringin Asri Pesawaran.

**C. Discussion**

1. **Description of the Treatments**

The research had been conducted since October of 2017. This research had been carried through six steps. They involved try out test, pre-test, three time treatments, and post-test. To find out the influence of using Paired reading, the writer
identified several results, they were: the score of students before treatment, the score of students after treatment, the differences between students’ score in pre-test and post-test and from the differences of students’ atmosphere between the students who are taught by using Paired Reading and those taught by Guided reading in teaching and learning process, they were in teaching reading comprehension, especially in SMAN 2 Ceringin Asri Pesawaran.

Before the test was used as an instrument to collect the data, it had been tried out to the students in tryout class. The writer prepared 100 items as the instrument of the test, 50 items for pre-test and 50 items for post-test. From 100 test items of tryout, some items were chosen as instrument of the test. The choosing of the instrument had been done by considering two categories, validity and reliability. After being tryout the writer used 25 questions for the pre-test. The test given before and after the students followed the learning process was provided by the writer. This test was given for control class and experimental class. Before the activities were conducted, the writer determined the materials and lesson plans. The experimental class learnt by using Paired Reading, while the control class used Guided Reading.

Based on the finding of the research, it was found that the students who were taught by paired reading have increased in their reading comprehension especially on descriptive text. The students who were taught using paired reading could understand how to read the text well, and comprehend the text well, because they have to know means of the text and were active in the class.
Paired reading is a strategy in which students take turns tutoring one another. The partnerships may be self-chosen or teacher selected. As a reading partner, you can help them gain better understanding of what they are reading asking question and talking about what you are reading. In this strategy, students read aloud to each other. Paired reading can be used with any book, taking turns reading by sentence, paragraph, page or chapter.\textsuperscript{1}

According to the result of data analysis by using SPSS, the result showed that the mean score of post-test between experimental class and control class were slightly different. The score of post-test in experimental class showed mean was 74 and the score of post-test in control class showed mean was 66. It means that the students’ score has increased after giving the treatment. Next, the writer analyzed the data of normality test score and it showed that the data were not normal and not homogeneous because there was an outlier datum. The outlier caused the standard error increased, the significance is inversely proportional to the standard error, so the larger the standard error is getting smaller opportunities to obtain significant results.

After looking at the normality and homogeneity test which the data were not normal and homogeneous, the writer tested the data by using Mann Whitney\textsubscript{u} Test. Mann Whitney\textsubscript{u} included nonparametric statistic which was used to test the data with the unnormal distribution data.
Based on the analysis of the data and the testing of hypothesis, the result of Mann Whitney Test was null hypothesis ($H_0$) is refused and alternative hypothesis ($H_a$) is accepted. It means that the treatments had influence of using paired reading towards students’ reading comprehension, so alternative hypothesis is accepted. The result of the data analysis showed that paired reading strategy in teaching reading comprehension can be implemented. The strategy encouraged the students to be more active and motivated in learning reading, especially in reading descriptive text. And also it could be used in teaching variety of language. The writer found difficulties in implementing paired reading in the first time. The students still confuse and do not understand their role and what they have to do. However, with clear explanation and example the students can understand their role clearly. Therefore, with brief explanation paired reading can be implemented in the class successfully.

In conclusion, the writer concluded that the paired reading was more helpful to be used for the students to help them built their reading comprehension than using guided reading. It was because paired reading is in group not individually, so the students will be more confident when they read and comprehend the text. So finally there is any influence of using paired reading towards students’ reading comprehension on descriptive text at the first semester of the tenth grade at SMAN 2 Ceringin Asri Pesawaran in the Academic Year of 2017/2018.
CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research that was carried out at SMAN 2 Ceringin Asri Pesawaran in the academic year of 2017/2018, the writer might draw conclusions as follows:

In the previous chapter the writer had analyzed the data statistically. Based on the statistically analysis, there is a significant influence of using paired reading towards students' reading comprehension at the first semester of the tenth grade of SMAN 2 Ceringin Asri Pesawaran in the Academic Year of 2017/2018. The significant influence can be seen from Sig. (2-tailed) of the equal variance assumed in the Independent Samples test table where the Sig. (2-tailed) is 0.009. It is lower than $\alpha = 0.05$ and it means that $H_0$ is rejected and $H_a$ is accepted.

B. Suggestion

Based on the result of this research, the proposed suggestions as follows:

1. For the Teacher

   a. Considering the strategy, the suggestions for the English teacher to apply paired reading as one of the ways in teaching reading especially on descriptive
text because it can help students be more confident, motivated, and active in learning process.

b. Considering the students problem in reading comprehension during treatments, the writer suggests the teacher to give students more text to be read and more exercises.

c. The teacher should explain the rules of the strategy clearly and repeat them several times to avoid the students misunderstanding the rules. It can make the strategy run well.

2. **For the Students**

   a. The students should learn and practice English material more in order to improve their reading comprehension especially on descriptive text.

   b. The students must create high motivation in themselves to be able to follow the learning process very well.

3. **For the School**

   The school should provide some English books as source in learning process and a facility to support the learning process. The facility can be a laboratory for language.
REFERENCES


Irene, C. Fountas and Gay Su Pinell. 1996. *Guided Reading: Good First Teaching for a Children*, (Portsmouth, NH: Heineman)

Syahputra, Iskandar. 2016. *Guided Reading strategy to improve Students’ Ability in Reading Comprehension*. Available at: (www.jurnal.unsyiah.ac.id)


Merten, Dona M. *Research and Evaluation Methods in Special Education* California: Corwin press.


Zahara, Sofiana. 2014. The Effectiveness of Teaching Descriptive Text Using Picture Media on Students Ability (Thesis S1 Degree) Jakarta : Syarif Hidayatullah State Islamic University.
**Appendix 1**

**THE RESULT OF INTERVIEW WITH THE TEACHER**

**IN THE PRELIMINARY RESEARCH**

<table>
<thead>
<tr>
<th>NO.</th>
<th>QUESTION</th>
<th>ANSWER</th>
<th>CONCLUSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Apa saja kesulitan yang anda hadapi ketika mengajar reading comprehension?</td>
<td>Kesulitan yang saya hadapi ketika mengajar reading yaitu, siswa masih ada yang belum bisa membedakan jenis-jenis text yang ada dan belum bisa menentukan inti text tersebut dan dalam pengucapan pronunciationnya belum benar.</td>
<td>Kesulitannya yaitu siswa belum bisa menentukan jenis-jenis text dan pronunciation yang belum benar.</td>
</tr>
</tbody>
</table>
dan memperhatikan pelajaran.

| 4. bagaimanakah hasil nilai siswa dalam skill reading? | Hasil nilai siswa dalam skill reading sebagian sesuai KKM tapi sebagian lagi kurang dari KKM. | Sebagian nilai siswa belum sesuai KKM. |
### Appendix 2

**THE RESULT OF INTERVIEW WITH THE STUDENTS IN THE PRELIMINARY RESEARCH**

<table>
<thead>
<tr>
<th>No.</th>
<th>NAME OF STUDENTS AND QUESTION</th>
<th>ANSWER</th>
<th>CONCLUSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><strong>ADE IRMA (X.1)</strong>&lt;br&gt;Apakah kalian menyukai pelajaran bahasa inggris? berikan alasannya!</td>
<td>Suka, karena ada beberapa hal yang mudah dimengerti.</td>
<td>Suka.</td>
</tr>
<tr>
<td></td>
<td>Apa pendapat anda tentang metode/cara yang digunakan guru kalian dalam mengajar bahasa inggris?</td>
<td>Cara yang digunakan guru saat belajar adalah materi yang tidak terlalu banyak dan bisa dimengerti.</td>
<td>Materi tidak terlalu banyak.</td>
</tr>
<tr>
<td></td>
<td>Didalam pelajaran bahasa inggris terdapat 4 skill yaitu writing, reading, speaking dan listening. Kemudian apa kesulitan kalian saat belajar reading skill?</td>
<td>Terkadang sulit untuk membacanya dan salah baca pada kata yang kurang dimengerti.</td>
<td>Sulit untuk membaca text.</td>
</tr>
<tr>
<td>2.</td>
<td><strong>MAYSAROH (X.1)</strong>&lt;br&gt;Apakah kalian menyukai pelajaran bahasa inggris? berikan alasannya!</td>
<td>Suka, karena dengan bisa bahasa inggris kita bisa pergi kemana pun, contohnya pergi keluar negeri dan bahasa inggris merupakan bahasa internasional.</td>
<td>Suka.</td>
</tr>
<tr>
<td></td>
<td>Apakah ada kesulitan ketika kalian belajar bahasa inggris?</td>
<td>Ada, ketika mengartikan kedalam bahasa inggris, karena bahasa inggris</td>
<td>Susah mengartikan kata kedalam bahasa indonesia.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>3. SETIA NINGSIH (X.2)</strong> Apakah kalian menyukai pelajaran bahasa inggris? berikan alasannya!</td>
<td>Suka, karena saya ingin sekali bisa bahasa inggris selain itu pelajarannya mudah dimengerti.</td>
<td>Suka.</td>
<td></td>
</tr>
<tr>
<td>Apakah ada kesulitan ketika kalian belajar bahasa inggris?</td>
<td>Ada, kesulitannya pada saat tidak mengerti apa yang dipelajari, selain itu juga tidak mengerti arti kata bahasa inggris.</td>
<td>Tidak mengerti materi yang dipelajari.</td>
<td></td>
</tr>
<tr>
<td>Apa pendapat anda tentang metode/cara yang digunakan guru kalian dalam mengajar bahasa inggris?</td>
<td>Sangat suka karena cara yang dipakai mudah dimengerti tidak bertele-tele dan sangat santai tapi mudah dipahami.</td>
<td>Mudah dimengerti.</td>
<td></td>
</tr>
<tr>
<td>Didalam pelajaran bahasa inggris terdapat 4 skill yaitu writing, reading, speaking dan listening. Kemudian apa kesulitan kalian saat belajar reading skill?</td>
<td>Kesulitannya pada saat membaca dan tidak tahu arti dan sering terlalu panjang ceritanya.</td>
<td>Text terlalu panjang dan sulit dipahami.</td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>Nama</td>
<td>Pertanyaan 1</td>
<td>Penjelasan 1</td>
</tr>
<tr>
<td>-----</td>
<td>------</td>
<td>--------------</td>
<td>--------------</td>
</tr>
<tr>
<td>4.</td>
<td>FANITI (X.2)</td>
<td>Apakah kalian menyukai pelajaran bahasa inggris? Berikan alasannya!</td>
<td>Iya, karena guru memberikan pelajaran yang mudah kami pahami dan bahasa inggris bagus jika kita hendak pergi atau bekerja keluar negeri.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Apa pendapat anda tentang metode/cara yang digunakan guru kalian dalam mengajar bahasa inggris?</td>
<td>Mudah dimengerti, karena setiap habis satu materi guru langsung memberi tugas untuk mengecek apakah siswanya sudah mengerti tentang materi yang sudah diajarkan oleh guru.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Didalam pelajaran bahasa inggris terdapat 4 skill yaitu writing, reading, speaking dan listening. Kemudian apa kesulitan kalian saat belajar reading skill?</td>
<td>Kesulitannya adalah saat mencari kata yang ada dalam teks dan memahami pengertianannya yang sedang dibaca itu, sedikit sulit bagi saya.</td>
</tr>
<tr>
<td>5.</td>
<td>LARAS SETIAWATI (X.3)</td>
<td>Apakah kalian menyukai pelajaran bahasa inggris? Berikan alasannya!</td>
<td>Tidak terlalu suka, karena bahasa inggris sedikit sulit dipahami.</td>
</tr>
<tr>
<td>Apakah ada kesulitan ketika kalian belajar bahasa inggris?</td>
<td>Saya mengalami kesulitan dalam bahasanya, karena saya kurang mengerti kosa kata dalam bahasa inggris dan saya kurang paham akan tenses nya.</td>
<td>Kurang menguasai kosa kata dalam bahasa inggris.</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Apa pendapat anda tentang metode/cara yang digunakan guru kalian dalam mengajar bahasa inggris?</td>
<td>Cara guru saya mengajar kurang menyenangkan, karena hanya sekedar membaca text.</td>
<td>Metode yang digunakan kurang menyenangkan.</td>
<td></td>
</tr>
<tr>
<td>Didalam pelajaran bahasa inggris terdapat 4 skill yaitu writing, reading, speaking dan listening. Kemudian apa kesulitan kalian saat belajar reading skill?</td>
<td>Kesulitannya yang saya alami adalah bahasanya karena terlalu panjang teksnya, saya hanya mengetahui sebagian saja didalam teks reading, karena saya hanya menguasai beberapa kosa kata dalam bahasa inggris.</td>
<td>Text yang digunakan terlalu panjang, dan tidak terlalu menguasai kosa kata dalam bahasa inggris.</td>
<td></td>
</tr>
<tr>
<td>6. WIWIK VERANANDA (X.3) Apakah kalian menyukai pelajaran bahasa inggris? berikan alasannya!</td>
<td>Iya suka, karena dipelajaran ini saya dapat memahami tentang jenis-jenis tenses cara mengucapkan kata demi kata dengan baik dan penulisan kata yang benar.</td>
<td>Suka, karena dapat memahami jenis-jenis text.</td>
<td></td>
</tr>
<tr>
<td>Apakah ada kesulitan ketika kalian belajar bahasa inggris?</td>
<td>Tidak sulit, karena guru bahasa inggris dikelas sangat sabar menjelaskan materi yang kurang dipahami muridnya sehingga muridnya dapat</td>
<td>Tidak sulit, guru sabar dalam proses KBM.</td>
<td></td>
</tr>
<tr>
<td>A.</td>
<td>Memahami materinya.</td>
<td>Apa pendapat anda tentang metode/cara yang digunakan guru kalian dalam mengajar bahasa inggris?</td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>---------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Menurut saya metode atau cara mengajarnya sangat mudah dipahami karena ketika sedang menerankan sangat sabar dan tidak pernah marah sehingga membuat siswa menjadi lebih mudah memahami.</td>
<td>Metode guru yang mudah dipahami.</td>
</tr>
</tbody>
</table>


| C. | Apakah kalian menyukai pelajaran bahasa inggris? berikan alasannya! | Iya, karena belajar bahasa inggris menyenangkan kita dapat mengenal tentang bahasa yang menjadi bahasa internasional. | Suka, karena bahasa inggris mata pelajaran yang menyenangkan. |


<p>| F. | Didalam pelajaran bahasa inggris terdapat 4 skill yaitu writing, reading, speaking dan listening. | Kesulitannya karena tidak seperti bahasa indonesia. Setiap kata yang tertulis biasanya | Kesulitan mengucah kalimat bahasa inggris. |</p>
<table>
<thead>
<tr>
<th>No.</th>
<th>Nama (Kelas)</th>
<th>Pertanyaan 1</th>
<th>Jawaban 1</th>
<th>Pertanyaan 2</th>
<th>Jawaban 2</th>
<th>Pertanyaan 3</th>
<th>Jawaban 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>Nama</td>
<td>Pelajaran Bahasa Inggris</td>
<td>Kesulitan</td>
<td>Pendapat</td>
<td>Alasan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----</td>
<td>------</td>
<td>--------------------------</td>
<td>-----------</td>
<td>----------</td>
<td>--------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>DINA SETIANI (X.5)</td>
<td>Apa pendapat anda tentang metode/cara yang digunakan guru kalian dalam mengajar bahasa inggris?</td>
<td>Cara belajarnya santai dan tidak membuat murid tegang.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>NUR ASIAH (X.6)</td>
<td></td>
<td></td>
<td></td>
<td>Kurang suka.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Apakah ada kesulitan ketika kalian belajar bahasa inggris?</strong></td>
<td><strong>Ada kesulitan, karena saya tidak suka pelajaran bahasa inggris.</strong></td>
<td><strong>Tidak suka pelajaran bahasa inggris.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Apa pendapat anda tentang metode/cara yang digunakan guru kalian dalam mengajar bahasa inggris?</strong></td>
<td><strong>Cara guru dalam mengajar sedikit membosankan, dan tidak dijelaskan secara detail.</strong></td>
<td><strong>Cara guru membosankan dalam mengajar.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Didalam pelajaran bahasa inggris terdapat 4 skill yaitu writing, reading, speaking dan listening. Kemudian apa kesulitan kalian saat belajar reading skill?</strong></td>
<td><strong>Kurang memahami karena pada saat membaca tidak sesuai dengan tulisannya.</strong></td>
<td><strong>Sulit saat mengucapkan kata bahasa inggris.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>12. DEA AGNESAA SEPTIANI (X.6)</strong></td>
<td><strong>Sedikit menyukai, karena rumit saat membacanya, sulit untuk menghafal.</strong></td>
<td><strong>Tidak terlalu suka.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Apakah kalian menyukai pelajaran bahasa inggris? berikan alasannya!</strong></td>
<td><strong>Iya ada kesulitan disetiap materi telapi tidak semuanya.</strong></td>
<td><strong>Beberapa materi sulit dipelajari.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Apakah ada kesulitan ketika kalian belajar bahasa inggris?</strong></td>
<td><strong>Cara yang digunakan guru dalam mengajar membosankan dan sering mengulang materi.</strong></td>
<td><strong>Metode guru membosankan.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Apa pendapat anda tentang metode/cara yang digunakan guru kalian dalam mengajar bahasa inggris?</strong></td>
<td><strong>Iya, kurang memahami cara membacanya karena rumit tidak sesuai dengan tulisannya.</strong></td>
<td><strong>Kesulitan saat mengucapkan kata bahasa inggris.</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Didalam pelajaran bahasa inggris terdapat 4 skill yaitu writing, reading, speaking dan listening. Kemudian apa kesulitan kalian saat belajar reading skill?</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 3

VALIDATION FORM FOR READING TEST
FOR PRE TEST AND POST TEST

Direction:
For each questions, please give your response by ticking (✔) a box representing your choice.

<table>
<thead>
<tr>
<th>NO</th>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Apakah petunjuk pengerjaan sudah jelas?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Apakah Alokasi waktu sudah cukup?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Apakah butir soal nomor 1, 15, 22, 26, 30, 34, 41, 47 di table specification try out pre-test and post-test sudah sesuai dengan aspek main idea?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Apakah butir soal nomor 4, 17, 21, 27, 38, 48 di table specification try out pre-test and post-test sudah sesuai dengan aspek expression/ idiom/ phrase in context?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Apakah butir soal nomor 5, 12, 32, 39, 46 di table specification try out pre-test and post-test sudah sesuai dengan aspek inference (implied detail)?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Apakah butir soal nomor 6, 11, 20, 29, 37, 40 di table specification try out pre-test and post-test sudah sesuai dengan aspek <em>grammatical features</em>?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Apakah butir soal nomor 10, 13, 24, 33, 44 di table specification try out pre-test and post-test sudah sesuai dengan aspek <em>stated detail</em>?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Apakah butir soal nomor 2, 9, 16, 23, 42, 49 di table specification try out pre-test and post-test sesuai dengan aspek <em>unstated detail</em>?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Apakah butir soal nomor 3, 8, 18, 25, 35, 43, 50 di table specification try out pre-test and post-test sesuai dengan aspek <em>supporting idea</em>?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Apakah butir soal nomor 7, 14, 19, 28, 31, 36, 45 di table specification try out pre-test and post-test sesuai dengan aspek <em>vocabulary in context</em>?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
General Comments:
Please give any general comment or suggestion you may have concerning this test development.

Date,  
Validator  

Agus Hidayat, M.Pd  
NIP.
Appendix 4

THE ANSWER SHEET OF PRE TEST AND POST TEST
OF SMAN 2 CERINGIN ASRI PESAWARAN
IN THE ACADEMIC YEAR OF 2017/2018

Nama : 

Kelas : 

NIS : 

Read the text carefully then answer the questions by giving a cross mark (X) on the correct option (A, B, C or D)!

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>2</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>3</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>4</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>5</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>6</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>7</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>8</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>9</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>10</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>11</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>12</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>13</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>14</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>15</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>16</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>17</td>
<td>A</td>
<td>B</td>
<td>C</td>
<td>D</td>
</tr>
</tbody>
</table>
Appendix 5
Reading Comprehension Test.

THE PRE-TEST INSTRUMENT FOR EXPERIMENTAL AND CONTROL CLASS

Mata Pelajaran: Bahasa Inggris
Kelas: X IPA/IPS
Waktu: 90 menit

Read the text carefully then answer the questions by giving a cross mark (X) on the correct option (a, b, c, or d)!

Passage 1

My Doll

My doll stands eleven inches in height and about six inches in width. She has no arms and two legs which are made of cotton. Her cotton arms and legs remind me of a pair of socks, folded tightly together.

The bottoms of her cotton legs are covered with little pink slippers that are tightly attached to where her feet should exist. The most precious details of my doll include her eyes, eyelids, eyelashes, and her nose. Her eyes seem blue, like the colour of the sky on a sunny day, as her eyelids flicker up and down whenever she lies down.

Adapted from: Siti Zakiyah, Improving Students’ Reading Comprehension of Descriptive Text Through Contextual Teaching and Learning (CTL). (Jakarta: unpublished, 2011)

1. Which statement is FALSE according to the text above?
   a. My doll stands eleven inches in height and about six inches in width.
   b. She has no arms and two legs which are made of plastic.
   c. Her eyes seem blue, like the colour of the sky on a sunny day.
   d. The most precious details of my doll include her eyes, eyelids, eyelashes, and her nose.

2. “What does the mean of phrase “……like the colour of the sky on a sunny day” (line 6)?
   a. The doll eyes bright
   b. The eyes like sky
   c. The doll eyes is beautiful
   d. The eyes is dark
Passage 2

Kediri is a name of a town. It is situated in a valley between the Kelud and Wilis mountains and inhabited by about 1.3 million people. In the center of the town there is a large hill which is called the Dathok mountain. Because of the topography of the region, Kediri is called a chily town by the locals. There is a big river called Brantas cutting off the center of the town.

Besides temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd. This highly nutritious food is a delicacy of Kediri and has a distinctive taste. The cigarette factory dominates the town’s economy and employs the majority of the women labor force. Kediri and the cigarette factory are inseparable and it is considered the biggest cigarette factory in Indonesia. Most of the local people work in this factory. Those who do not work here are farmers or traders.

Adapted From: [http://demiyurfina.blogspot.co.id/2014/02/contoh-soal-descriptive-text.html](http://demiyurfina.blogspot.co.id/2014/02/contoh-soal-descriptive-text.html)

3. What is kind of the text above?
   a. Recount Text
   b. Narrative Text
   c. News Items
   d. Descriptive Text

4. What is the text tells about?
   a. The history of Kediri.
   b. The famous products of Kediri.
   c. The description of Kediri.
   d. The people of Kediri.

Passage 3

Bandung is one of the largest cities in Indonesia and the capital of West Java Province. It is situated in the uplands of western Java at an elevation of 715 m (2,350 ft) in a scenic region. The city is a major industrial center which produces textiles. Cihampelas Street is one of the popular clothing store locations.

This cool temperature city is also the center of science and education. There are nearly 50 higher educational institutions in Bandung. Some of the best universities are Bandung Institute of Technology, University of Padjadjaran, and Parahyangan Catholic University. In the north of Bandung, Bosscha Observatory is
the only observatory in Indonesia. The observatory was included as a part of the departement of astronomy in Bandung Institute of Technology.

Bandung is noted for its *Angklung* bamboo orchestra and its tradition of classical Sundanese theater, dance, and *gamelan* music. Bandung, which has long been regarded as the Paris of Java because of its vibrant cultural life, now struggles with growing traffic, pollution, and other urban problems.

Adapted from: Rizki Amelia, *The Influence of Using KWL (Know, Want to Know, Learned) Technique Toward Students Reading Comprehension*, (Bandar Lampung: unpublished, 2015)

5. What is tense that used by writer?
   a. Simple Past Tense
   b. Simple Present Tense
   c. Simple Continuous Tense
   d. Simple Past Continuous Tense

Passage 4

Tiwah ceremony

Tiwah is a typical funeral ceremony of Dayak tribe in Central Kalimantan. The ceremony is also known as the biggest sacred ceremony. It is intended to deliver the soul or spirit of a dead man or also known as Salumpuk Liau toward heaven as his final resting place (Lewu Liau). It is also to discharge misfortunes for the family left behind and to untie the status of widow or widower of the wife or husband. According to Kaharingan, a traditional belief of Dayak tribe, the spirit of the deceased will remain on earth and will not get in heaven (Lewu Liau) without going through Tiwah ceremony.

Tiwah ceremony requires substantial funds to provide the offerings in the front of animals, such as cows, buffaloes, pigs, and chickens. The beheading tradition for the Tiwah ceremony was stopped in 1894, and was replaced by a cow's or a buffalo's head. Even so, the symbol of human head remains in the ceremony in the form of coconut'

For Dayak people, Tiwah ceremony should be performed to show honour to their ancestors despite the great need of funds. Because of the high expenses, people often hold the ceremony together with other people whose family members have also died. They cooperate in terms of the finance and the implementation of the ceremony.

Adapted from: https://yustiparaya.files.wordpress.com/2014/05/

6. Which of the following is TRUE in the passage?
   a. The ceremony requires a lot of money.
b. The beheading tradition is no longer used in the ceremony.
c. There is a special fund provided for this ceremony.
d. Coconut is an important symbol in the offering.

7. What is following statement is NOT TRUE?
   a. Tiwah is ceremony of dayak tribes in central Kalimantan
   b. Tiwah is the smallest scared ceremony
   c. Tiwah ceremony requires large fund
   d. Tiwah ceremony is done to show respect to the ancestors

8. In the sentence “It is also to discharge misfortunes for the family...”, which word is a phrase?
   a. It is also
   b. Also to discharge
   c. Discharge misfortunes
   d. Misfortunes for the family

Passage 5

Orchard Road is a Boulevard which becomes business and entertainment center in Singapore. It 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 Duneam 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.

Adapted from: (http://www.belajarbahasainggrisku.com/2015/01/contoh-soal-descriptive-text-untuk-sma.html)
9. What is Orchard Road?
   a. Orchard Road is a Boulevard which becomes business and entertainment center in Singapore
   b. Orchard Road is hotels and restaurant in Singapore.
   c. Orchard Road is a entertainment centre in Singapore
   d. Orchard Road is a shopping centre in Singapore

10. What is kind of the text and tense that used?
    a. Procedure Text and Simple Present Tense
    b. Recount Text and Simple Past Tense
    c. Narrative Text and Simple Past Tense
    d. Descriptive Text and Simple Present Tense

Passage 6

Fruits are a source of nourishing substances that keep us alive and healthy. For example, they contain many vitamins, especially vitamin A and C, and many minerals, such as calcium, potassium, and zinc. They also provide fiber for a healthy digestive system and carbohydrates that the body need to make energy. They do not have a lot of calories to make us fat.

People use fruits for many things. We make juices from them. We cook bread and pie with them. We make jams and jellies and sweets. We freeze them to eat later. But most of the time, we don’t do anything special with fruits. We eat them fresh, just as they are.

Adapted from: https://www.scribd.com/doc/134561981/contoh-soal-Descriptive-Text

11. What is the main idea of the passage?
    a. Fruits have a lot of calories to make us fat.
    b. Fruits are a source of nourishing substances that keep us alive and healthy.
    c. They contain many vitamins.
    d. Fruits provide fiber for a healthy digestive system and carbohydrates.
12. They also provide fiber for a healthy digestive system and carbohydrates that the body need to make energy.” (First paragraph)

What is the meaning of FIBER …

a. Vitamin  
b. Kalori  
c. Serat  
d. Karbohidrat

Passage 7

Bali Island

Bali is an island in the Indonesia archipelago. It is in the south of the equator and has warm weather all the year. The rainy season is November to April, but it can rain anytime. Bali is 120 kilometers wide from east to west and 80 kilometers from north to south, so everywhere is quite close to the sea. Bali is shaped like a diamond. Mount Agung, a volcano, is 3,142 meters high and is visible from far away. Most of the people are Hindus. There are many temples and many religious festivals.

Tourism is the most important industry. Many tourists visit Bali to see beautiful scenery and interesting festivals, to swim in the warm seas, to look at beautiful mountains and valleys, and to shop for inexpensive and beautiful clothes, paintings, and wood crafts.

Adapted from: *(Sumber: Revolusi belajar KODING B. Inggris IX SMP GO)*

13. Where is Bali located?
   a. It is along the equator  
b. In the south of equator  
c. 120 km from east to west  
d. Close to many temples and Mount Agung

14. What is the text tells about?
   a. The history of Bali  
b. The weather of Bali  
c. The description of Bali  
d. The people of Bali
15. “butit can rain anytime.”
   The underlined word refers to ….
   a. Bali Island.
   b. Indonesia archipelago
   c. The rainy season.
   d. Tourism

16. What is kind of the text above ?
   a. Recount Text.
   b. Narrative Text.
   c. Descriptive Text.
   d. News Item

**Passage 8**

A kangaroo is an animal found only in Australia, although is has a smaller relative, called a wallaby, which lives on the Australia island of Tasmania and also in New Guinea.

Kangaroos eat grass and plants. They have short front legs, and very strong back legs and tail. These they use for sitting up on and for jumping. Kangaroos have been known to make forward jumps of over eight meters, and leap across fences more than three meters high. They can also run at speeds of over 45 kilometers per hour.

The largest kangaroos are the great grey kangaroos and the red kangaroos. Adults grow to a length of 1.60 meters, and weight over 90 kilos.

Kangaroos are marsupials. This means that the female kangaroos has an external pouch on front of her body. A baby kangaroo is very tiny when it is born, and it crawls at once into pouch where it spends its first five months of life.

Adapted from : Rizki Amelia, *The Influence of Using KWL (Know, Want to Know, Learned) Technique Toward Students Reading Comprehension*, (Bandar Lampung: unpublished, 2015)

17. What is the main idea of the text above?
   a. A baby kangaroo
   b. A kangaroo
   c. A marsupial
   d. The female kangaroo
18. “Kangaroos are marsupials”
   The sentence implies that . . .
   a. The female kangaroo has an external pouch
   b. The kangaroos has short front legs
   c. The kangaroos eat grass and plants
   d. The baby kangaroos is very small

19. Which is of the following is TRUE about the text?
   a. The kangaroos has long front legs
   b. The begs legs of kangaroos use for running
   c. The kangaroos is vegetarian
   d. The colour of kangaroos is black

Passage 9

Losari Beach

Losari beach is a beautiful beach and located on the edge city of Makassar. It is located only about 3 km from the center of Makassar (Karebosi Park). The beach used to be the longest cafe in Asia, because many cafes stand in along the beach, but now the cafes are collected in a special place so it does not spread along the coast. Charm of the beach is mainly seen in the evening when the sunset stands out. This is a major attraction of people’s coming to the Losari beach.

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

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

In Losari there are also a few hotels. Some of them qualified as a tree stars hotel. The hotel is offering panoramic beauty of the sea with luxury service treats. There are Losari Beach Hotel, Losari Beach Inn, Makassar Golden Hotel, and Pantai Gapura Hotel. All of the hotels located in Jalan Penghibur.

Adapted from : (http://englishlollipop.blogspot.co.id/p/soal-soal-descriptive-text.html)

20. Where is Losari beach located?
   a. In the south of Makassar
   b. Located 4 km from the center of Makassar
   c. Located 3 km from the center of Makassar
   d. In the north of Makassar

21. What is kind of the text and tense that used?
   a. Procedure Text and Simple Present Tense
   b. Recount Text and Simple Past Tense
   c. Narrative Text and Simple Past Tense
   d. Descriptive Text and Simple Present Tense

Passage 10

Justin Bieber is my favorite singer. I love his music. He make me happy when I hear him singing. When I am really down and sad, I will hear one of Justin’s songs.

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 teach 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. Adapted from : http://bahasainggrismudah.com/3-contoh-descriptive-text-tentang-orang terkenal/

22. Which is the paragraph that show the identification of the text?
   a. Paragraph 1-2
b. Paragraph 2-3

c. Paragraph 1-3

d. Only paragraph 1

23. Which is following statement is NOT TRUE ?
   a. Justine Bieber is a singer
   b. Justin Bieber is an actor
   c. He is multitalent
   d. He is a cute boy

Passage 11

The Mini Rex rabbit looks like a miniature version of the larger Rex Rabbit. Sporting graceful proportions and that nice plush "Rex fur", this is a very good looking rabbit. It has become one of the most popular and readily available pet rabbits and is good with children.

The Mini Rex is an adorable medium sized rabbit that makes a wonderful companion. Generally friendly and moderately active, they will enjoy playing or just relaxing and being petted. Because of its relatively small size it is easy to handle, as well as easy to house and feed.

Adapted from: http://animal-world.com/encyclo/critters/rabbits/minirex.php

24. “It has become one of the most popular and. . .”(line 2)
   The word ‘it’ refers to . . .
   a. Rex Rabbit
   b. The Mini Rex rabbit
   c. Rex fur
   d. Large Rex rabbit

Passage 12

Suramadu Bridge

The Suramadu Bridge (Indonesian: Jembatan Suramadu), also known as the Surabaya–Madura Bridge, is a bridge with three cable-stayed sections constructed between Surabaya on the island of Java and the town of Bangkalan on the island of Madura in Indonesia. Opened on June 10, 2009, the 5.4-km bridge is the longest in Indonesia and the first bridge to cross the Madura Strait.

The cable-stayed portion has three spans with lengths 192 m, 434 m and 192 m. The bridge has two lanes in each direction plus an emergency lane and a dedicated
The first toll bridge in Indonesia, fares have been initially set at Rp. 30,000 (US$3 in 2009) for four-wheeled vehicles and Rp. 3,000 (US$0.30) for two-wheelers.

The bridge was built by a consortium of Indonesian companies PT Adhi Karya and PT Waskita Karya working with China Road and Bridge Corp. and China Harbor Engineering Co. Ltd. The total cost of the project, including connecting roads, has been estimated at 4.5 trillion rupiah (US$445 million).

Construction was started on August 20, 2003. In July 2004, a girder collapsed, killing one worker and injuring nine others. Work on the bridge halted at the end of 2004 due to lack of funds, but was restarted in November 2005. The main span of the bridge was connected on March 31, 2009, and the bridge was opened to the public in June 10, 2009. Within a week of the opening, it was discovered that nuts and bolts as well as maintenance lamps had been stolen and that there was evidence of vandalism of cables supporting the main span.

Adapted from: http://englishlollipop.blogspot.co.id/p/soal-soal-descriptive-text.html

25. According to the passage, which is of the following is NOT TRUE?
   a. Suramadu bridge in the Surabaya
   b. The total cost of the project has been estimated at 5.4 trillion rupiah (US$545 million).
   c. Construction was started on August 20, 2003
   d. the bridge was opened to the public in June 10, 2009

   **Answer Key**

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>C</td>
<td>12.</td>
</tr>
<tr>
<td>5.</td>
<td>B</td>
<td>15.</td>
</tr>
<tr>
<td>7.</td>
<td>B</td>
<td>17.</td>
</tr>
<tr>
<td>8.</td>
<td>C</td>
<td>18.</td>
</tr>
<tr>
<td>9.</td>
<td>A</td>
<td>19.</td>
</tr>
<tr>
<td>10.</td>
<td>D</td>
<td>20.</td>
</tr>
</tbody>
</table>
Passage 1

The Borobudur Temple

Borobudur is Hindu – Budhist temple. It was build in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia. Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46m high and consist of eight step like stone terrace. The first five terrace are square and surrounded by walls adorned with Budist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire adifice is crowned by a large stupa at the centre at the centre of the top circle. The way to the summit extends through some 4.8 km of passage and starways. The design of borobudur which symbolizes the structure of universe influences temples at Angkor, Cambodia. Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people.

Adapted from : http://kumpulansoalujianku.blogspot.com/2014/04/descriptive-text-about-place-bahasa.html

1. What is the main idea of the first paragraph?
   A. Borobudur is a Hindu-Budhis temple that located in Magelang, Central Java.
   B. Borobudur is the one and only temple in Indonesia.
   C. Borobudur temple is very awesome.
   D. Borobudur is not a Budhis temple.
2. Which one of the following statements is NOT TRUE according to the text?
   A. Borobudur is Hindu – Budhist temple
   B. The temple was build in era dynasti Demak
   C. The located of the temple at Central Java
   D. The constraction by Gupta architecture of India

3. Where is located of the temple?
   A. East java
   B. West java
   C. Central java
   D. South java

**Passage 2**

**Toba Lake**

Toba Lake is a lake and supervolcano. The lake is 100 kilometers long, 30 kilometers wide, and up to 505 meters (1,666 ft) deep. Located in the middle of the northern part of the Indonesian island of Sumatra with a surface elevation of about 900 meters (2,953 ft). It is the largest lake in Indonesia and the largest volcanic lake in the world. Toba Lake is the site of a massive supervolcanic eruption estimated at VEI 8 that occurred 69,000 to 77,000 years ago, representing a climate changing event.

It is the largest known explosive eruption on Earth in the last 25 million years. According to the Toba catastrophic theory, it had global consequences for human populations: it killed most humans living at that time and is believed to have created a population bottleneck in central east Africa and India, which affects the genetic make up of the human world-wide population to the present.

This hypothesis is not widely accepted because evidence is lacking for a decline or extinction of other animals, including species that are sensitive to changes in the environment. It has been accepted that the eruption of Toba led to a volcanic winter with a worldwide decrease in temperature between 3 to 5 °C (5.4 to 9.0 °F), and up to 15 °C (27 °F) in higher latitudes.

Adapted from :http://kumpulansoalujianku.blogspot.com/2014/04/descriptive-text-about-place-bahasa.html
4. “Toba Lake is the site of a massive supervolcanic eruption estimated Location...”
   The sentence implies that...
   A. Toba lake is the big lake in Sumatra
   B. The location of toba lake is about eruption
   C. The location of toba lake former volcanic eruption
   D. Toba lake is the largest lake

5. The word “not widely” in line 15 means ....
   A. Limited
   B. Extensive
   C. Large
   D. Big

Passage 3

   The island of Wingo is by the island of Singa. In the water around Wingo Island, there are hundreds of sharks. They are so many that the water bubbles like a whirlpool. People can only get to Wingo Island by boat. The boat has a rocket on it. The rocket takes people over the sharks and into the island.

   Wingo Island has no sand but it has green moss. At night the moss like stars. Tall stars called Fruji grow everywhere. The Fruji trees have purple leaves at the top and yellow fruit all over them. When a fruit falls off, another tree grows in a minute.

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

   There is no television on Wingo Island. So, there is the telephone and computer. It is place to listen to the leaves whispering. It is a place to lie on soft green moss and look at the clouds. It is really a place to dream.

Adapted from: detik-detik UN bahasa Inggris; 2005/2006 Intan Pariwara)

6. Which one of the following statements is NOT TRUE according to the text?
   A. Wingo island is a singa island
   B. For the wingo island visitors using boat
   C. There is clean white sand on wingo island
   D. The weather wingo island is very hot

7. The island of Wingo is by the island of Singa.”
   The sentence is part of ..... descriptive text.
   A. Title
   B. Identification
   C. Description
   D. Event
Raja Ampat Island

Raja Ampat or 'Four Kings', is the name given to some islands in West Papua and comes from a local myth. The four major islands are Waigeo, Misool (which is home to ancient rock painting), Salawati, and Batanta. Raja Ampat is located in the bird head of the island of Papua. Underwater enthusiasts flock to this region because it offers the world's best marine sight. In the Raja Ampat islands, divers can explore vertical underwater walls. The thrill of drift diving is another great challenge. The territory within the islands of the Four Kings is enormous, covering 9.8 million acres of land and sea, home to 540 types of corals, more than 1,000 types of coral fish and 700 types of mollusks. This makes it the most diverse living library for world's coral reef and underwater biota. According to a report developed by The Nature Conservancy and Conservation International, around 75% of the world's species live here.

When divers first arrive here their excitement is palpable. It's common to hear people praise God as they take in the remarkable scenery. Others prefer to remain in silence taking in the overwhelming sight of so many islands with crystal clear water that softly brushes over the white sandy beaches.

Adapted from (http://englishlollipop.blogspot.co.id/p/soal-soal-descriptive-text.html)

8. Which statement is TRUE according to the text ?
   A. There are five major in Raja Ampat
   B. Less than 1,000 coral types exist in Raja Ampat
   C. The beach at Raja Ampat isn’t good
   D. The underwater world in Raja Ampat is very beautiful

9. The text is about ... of Raja Ampat.
   A. size of the islands
   B. scenery on the islands
   C. underwater beauty
   D. amazing view

East Java Park

For people in East Java, East Java Park may have been heard many times because it is one of the famous tourist objects in East Java province. East Java Park offers a recreation pace as well as a study center. East Java Park is located at Jl. Kartika 2 Barn, East Java. The location is easy to reach because it is only 2.5 kilometers from Batu. This tourist object is about 22 hectares in width.
Visitors can enjoy more than 36 kinds of facilities that will entertain and educate them. After passing the gate, the visitor will find Galvy Nusantara, continue further we will step into Historical Park which display the miniature size of famous landmark in East Java like Sumberawan Temple, Custom House of Kyai Hasan Besari Ponorogo and Sumerawan Statue.

Another facility that can be enjoyed is Agro Park. This area has an array of rare crops, fruits and animal diorama which consist of unique animals that have been conserved. East Java Park is suitable for family and school recreation. The recreation area sites offer precious tour as an alternative media of study.

10. How far East Java Park from Batu?
   A. 2.5 Km
   B. 5 Km
   C. 2.2 Km
   D. 2.3 Km

11. What is kind of the text and tense that used?
   A. Procedure Text and Simple Present Tense
   B. Recount Text and Simple Past Tense
   C. Narrative Text and Simple Past Tense
   D. Descriptive Text and Simple Present Tense

Passage 6

The Yogya Kembali Monument is located in Yogyakarta. It is three kilometers north of the Yogya city centre in the Jongkang village of the Sleman Regency. The monument was inaugurated on June 29th, 1985 to commemorate the historic Indonesian struggle for independence. Yogya Kembali means Yogya Returns, as a reminder of the returning of the Indonesian Republic Government.

There are two sections of the Yogya Kembali Monument. The first section of the Cureng Aircraft is on the eastern gate, while the other section of Guntai Aircraft stands closer to the western entrance of the monument. The Monument has two wheeled-machine guns which can be seen from a podium towards the eastern and the western side. In the southern end of the yard, there is a wall engraved with 420 names of freedom fighters who lost their lives during a great struggle, from December 19th, 1948 to June 29th, 1949. A poem by Chairil Anwar, titled Karawang Bekasi, is written on one side of the wall dedicated to these unknown patriots.

The Yogya Kembali Monument is surrounded by fish ponds. It is divided into four alleys which lead to the main building. The main building consists of different
floors displaying a wide range of collections during and after the war times. It shows dioramas, carved reliefs or collection of clothes and weapons.
Adapted from : (http://www.nurdiono.com/contoh-soal-un-bahasa-inggris-descriptive-text.html)

12. “The monument was inaugurated on June......”
The sentence implies that ....
A. The monument was closed
B. The monument officially opened
C. The monument already built
D. The monument removed

13. Which is following statement is NOT TRUE about The Yogya Kembali Monument?
A. The Monument has two wheeled-machine guns which can be seen from a podium
B. There is a poem by Chairul Anwar.
C. Yogya Kembali Monument is a reminder of the returning of the Indonesian Republic Government.
D. There is more than 420 names of freedom fighters who lost their lives during a great struggle, from December 19th, 1948 to June 29th, 1949

14. Which is the identification of the text ?
A. First paragraph
B. Second paragraph
C. Third paragraph
D. Last paragraph

Passage 7

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 centre, 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 motorist 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 Traghetto, foot passenger ferries
crossing the Grand Canal at certain points without bridges.

Adapted from: http://demiyurfina.blogspot.co.id/2015/02/descriptive-text-soal-dan-pembahasan.html

15. What is tense that used by writer?
   A. Simple Past Tense
   B. Simple Present Tense
   C. Simple Continuous Tense
   D. Simple Past Continuous Tense

**Passage 8**

**Jakarta**

Jakarta is the capital city of Indonesia. It is centrally located within the country on the norwest coast of Java island at the mouth of Ciliwung River.

Jakarta dominates Indonesian’s administrative, economy, cultural activities, and is a major commercial and transportation hub within Asia with a population of about 9 million, Jakarta has more people than any other cities in Indonesia.

The climate is hot and humid year round. Rainfall occurs through out the year, although it is heaviest from November to May. To average annual precipitation in Jakarta is 1790 mm. The city lies on a flat, low plain and is prone to flooding during periods of heavy rainfall.

Kota tua is city’s oldest commercial area. It is located south of the old Sunda Kelapa harbour. Glodok, the south of Kota is a banking, retail and residential neighborhood with a large Chinese population. Merdeka Square with Monas (The National Monument) dominates the city’s central district. Surrounding the square are Istana Merdeka, the presidential place, the National Museum, and the Istiqlal Mosque.

Adapted from: (http://www.belajarbahasainggrisku.com/2015/01/contoh-soal-descriptive-text-untuk-sma.html)

16. Where is the city’s oldest commercial area located?
   A. The south of Kota Tua
   B. The south of Sunda Kelapa Harbour
   C. The north the National Monument
   D. The North of Merdeka Square
Passage 9

Mangkunegaran

Mangkunegaran is a small hereditary duchy located within region of Surakarta in Indonesia. It was established in 1757 by Raden Mas Said, when he submitted his army to pakubuwana III in February, and swore allegiance to the rulers os Surakarta, Yogyakarta, and the Dutch East Indies Company, and was given an appanage of 4000 households.

The Palace of the rulers of Mangkunegaran was established by Raden Mas Said who signed a treaty with the Dutch East Indi Company (VOC) in 1757. By henceforth known as Mangkunegara I. Known as Pura Makunegaran, the palace is located in the center of the city of solo.

From: [http://demiyurfina.blogspot.co.id/2014/02/contoh-soal-descriptive-text.html](http://demiyurfina.blogspot.co.id/2014/02/contoh-soal-descriptive-text.html)

17. The word “hereditary” in line 1 closed meaning to...
   A. Legacy
   B. Generation
   C. Position
   D. Kingdom

18. “It was established in 1757....”
   The underline word refers to...
   A. Hereditary
   B. Surakarta
   C. Mangkunegaran
   D. Indonesia

Passage 10

Tigers are wild animal. They are the biggest cat of their species. Male tiger can have weight at least 180 – 320 kilos and the female is 120 – 180. So the female is more thin than the male.

They live in jungle. They can run faster from a lion but they still slower than a cheetah. Tigers are carnivor. They usually hunt in daylight. Their targets are deers, hogs, antelope and also mouse deers. The different between tiger is with other cats is their signature fur. They have stripes in their body. This stripes in natural use as camouflage to hunt in the jungle. They also have same function as finger print in human body.
If you want to see a tiger, you have to go to the zoo because they are very dangerous in wild live.
Adapted from : Rizki Amelia, The Influence of Using KWL (Know, Want to Know, Learned) Technique Toward Students Reading Comprehension, (Bandar Lampung: unpublished, 2015)

19. The second paragraph is mostly talking about …
  A. The difference tiger with other animal  
  B. The same tiger with other animal  
  C. The comparison tiger with other animal  
  D. The influence tiger with other animal

20. Which of the following is NOT TRUE about Tiger?
    A. Female is more thin than the male  
    B. Male is more thin than female  
    C. Wildlife tiger in the wild  
    D. Tiger have stripes in their body

Passage 11

Taylor Alison Swift is an American singer and song writer. She is known for narrative songs about her personal life. Her songs are very popular, namely Shake it off, Blank Space and Bad Blood. Taylor swift has appeared as one of the most influential and powerful women in the world by Forbes and Time magazines

By 2017, Taylor Swift’s age is 28 years old. She was born on December 13, 1989 in Reading, Pennsylvania, United States. This beautiful girl has 178 centimeters tall and weight 54 kilograms. Her hair is blonde and her aye color is blue. Her lips are usually red as she likes red color very much.

Taylor Swift is a famous and wealthy women but her life was not always so sweet. She suffered bullying in the school especially in Junior High. She said that she got dumped by group of popular girls in the school. They thought that it was weird that she liked country music. This changed after she moved to Nashville and became a successful singer.
Adapted from : http://bahasainggrismudah.com/3-contoh-descriptive-text-tentang-orang-terkenal/

21. Which of the following is TRUE in the passage?
A. Taylor swift is a britain singer
B. Her songs is about her personal life
C. Taylor swift was born in Las Vegas
D. Her colors hair is black

22. Word “wealthy” in line 9 means ….
   A. Has money
   B. Less money
   C. A lot of money
   D. Lack of money

**Passage 12**

My favorite thing is my camera. It is a brand new digital camera. I really love my camera. My father gave this camera on my 16th birthday.

My digital camera is black. It is newest product of famous camera company. It is one of the large types of camera which is named DSLRs (Digital Single Lens Reflex) because we can see the image directly through the lens that will be used to take the image. When the shutter is pressed, a mirror flips up to expose the sensor to light. It also has the largest sensors, which in general will allow me to get the best quality pictures, especially in low-light conditions.

I love my digital camera. I usually bring it in every special moment in my life, such as birthday, wedding, and many other occasions. I hope that this camera will always accompany me and there will be many more special events captured by this camera.


23. What is main idea of the text?
   A. My camera
   B. My digital camera
   C. My favorite camera
   D. The camera DSLRs

24. What is following statement is NOT TRUE about the text?
   A. It his favorit camera
   B. His camera is the giving of his father
   C. His camera is an old version
   D. He always bring his camera

25. What is the name of the camera type?
   A. The Digital type
B. The DSLRs type
C. The Sensor type
D. The Lens reflex type

Answer Key

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6. C</td>
<td>16. B</td>
<td></td>
</tr>
<tr>
<td>7. B</td>
<td>17. B</td>
<td></td>
</tr>
<tr>
<td>8. D</td>
<td>18. C</td>
<td></td>
</tr>
<tr>
<td>9. D</td>
<td>19. A</td>
<td></td>
</tr>
<tr>
<td>10. A</td>
<td>20. A</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 7

SILABUS SMA/MA

Mata Pelajaran : BAHASA INGGRIS - WAJIB
Kelas : X
Kompetensi Inti :

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

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok</th>
<th>Pembelajaran</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam</td>
<td>Teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati</td>
<td>Mengamati • Siswa mendengarkan/membaca pemaparan jati diri dengan memperhatikan fungsi sosial, struktur teks, unsur kebahasaan, maupun format penyampaian/penulisannya. • Siswa mencoba menirukan pengucapan dan menuliskan</td>
<td>Kriteria penilaian: • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks memaparkan dan menanyakan jati diri</td>
<td>2 x 2 JP</td>
<td>• Audio CD/VCD/DVD  • SUARA GURU  • Koran/majalah berbahasa</td>
</tr>
<tr>
<td>Kompetensi Dasar</td>
<td>Materi Pokok</td>
<td>Pembelajaran</td>
<td>Penilaian</td>
<td>Alokasi Waktu</td>
<td>Sumber Belajar</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------</td>
<td>--------------</td>
<td>-----------</td>
<td>---------------</td>
<td>---------------</td>
</tr>
<tr>
<td>semangat belajar</td>
<td>Menjalin hubungan dengan guru, teman dan orang lain</td>
<td>pemaparan jati diri yang digunakan.</td>
<td>Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</td>
<td>Ingris</td>
<td><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></td>
</tr>
<tr>
<td>4.1. Menyusun teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri, dengan</td>
<td>(2) Kata kerja dalam simple present tense: be, have dalam simple present tense</td>
<td>Mengasosiasi</td>
<td>Pengamatan (observations): Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(3) Kata tanya What? Who?</td>
<td></td>
<td>Berperilaku jujur, disiplin, percaya diri, dan bertanggung</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Ungkapan:**
- My name is... I'm ...
- I live in ...
- I have ...
- I like ....

**Unsur kebahasaan:**
1. Kata terkait dengan hubungan kekeluargaan dan kekerabatan, profesi pekerjaan, hobi.
2. Kata kerja dalam simple present tense: be, have dalam simple present tense

**Mengeksplorasi:**
- Siswa mencari pemaparan jati diri dari berbagai sumber.
- Siswa berlatih memaparkan jati diri dengan teman melalui simulasi.
- Siswa berlatih memaparkan jati diri melalui tulisan

**Mengasosiasi:**
- Siswa menganalisis ungkapan pemaparan jati diri dengan mengelompokannya.
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok</th>
<th>Pembelajaran</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td>memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</td>
<td>Which?</td>
<td>berdasarkan penggunaan.</td>
<td>jawab dalam melaksanakan Komunikasi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(4) Ucapan, tekanan kata, intonasi, ejaan, tulisan tangan yang rapi</td>
<td></td>
<td>• Secara berkelompok siswa mendiskusikan ungkapan memaparkan jati diri yang mereka temukan dari sumber lain dan membandingkannya dengan yang digunakan guru</td>
<td>• Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(5) Rujukan kata</td>
<td></td>
<td>• Siswa memperoleh balikan (feedback) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang sampaikan dalam kerja kelompok.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topik</td>
<td></td>
<td>Mengkomunikasikan</td>
<td>Portofolio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keteladanan tentang perilaku terbuka, menghargai perbedaan, perdamaian.</td>
<td></td>
<td>• Siswa mendemonstrasikan penggunaan pemaparan jati diri secara lisan dan tertulis di kelas dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan yang benar dan sesuai dengan konteks</td>
<td>• Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar berupa rekaman penggunaan ungkapan dan skrip percakapan</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memaparkan jati diri dalam jurnal belajar (learning journal).</td>
<td>• Kumpulan hasil tes dan latihan.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Penilaian Diri dan Penilaian Sejawat</td>
<td>Bentuk: diary, jurnal,</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kompetensi Dasar</td>
<td>Materi Pokok</td>
<td>Pembelajaran</td>
<td>Penilaian</td>
<td>Alokasi Waktu</td>
<td>Sumber Belajar</td>
</tr>
<tr>
<td>------------------</td>
<td>-------------</td>
<td>--------------</td>
<td>-----------</td>
<td>---------------</td>
<td>---------------</td>
</tr>
</tbody>
</table>
| 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar. | Teks lisan dan tulis untuk memujibersayap *(extended)* serta responnya | Mengamati  
- Siswa mendengarkan/ menonton interaksi memuji bersayap.  
- Siswa mengikuti interaksi memuji bersayap.  
- Siswa menirukan model interaksi memuji bersayap.  
- Dengan bimbingan dan arahan guru, siswa mempelajari antara lain perbedaan antara berbagai ungkapan memuji bersayap dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. | KRITERIA PENILAIAN:  
- Pencapaian fungsi sosial  
- Kelengkapan dan keruntutan struktur teks memuji bersayap  
- Ketepatan unsur kebahasaan: tata bahasa, kosa kata, intonasi, ejaan, dan tulisan tangan  
- Kesesuaian format penulisan/ penyampaian  
CARA PENILAIAN:  
Unjuk kerja  
- Bermain peran *(role play)* dalam bentuk interaksi yang berisi pernyataan pujian dan responnya.  
- Ketepatan dan kesesuaian | 1 x 2 JP |  
- Audio CD/  
- SUARA GURU  
- Koran/ majalah ber  
- www.dailyenglish.com  
- http://americaenglish.state.gov/files/ae/resource_files  
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok</th>
<th>Pembelajaran</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td>penggunaannya.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.2. Menyusun teks lisan dan tulis untuk mengucapkan dan merespon pujian bersayap, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</td>
<td>Mengeksplorasi</td>
<td>Siswa memuji bersayap dengan bahasa Inggris dalam konteks <em>simulasi, role-play,</em> dan kegiatan lain yang terstruktur.</td>
<td>menggunakan struktur dan unsur kebahasaan dalam menyampaikan pujian serta responnya</td>
<td>1 x 2 JP</td>
<td>• Audio CD/ SUARA</td>
</tr>
</tbody>
</table>

**Mengasosiasi**
- Siswa membandingkan ungkapan memuji bersayap yang telah dipelajari dengan yang ada di berbagai sumber lain.
- Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa.

**Mengkomunikasikan**
- Siswa memuji dengan bahasa Inggris, di dalam dan di luar kelas.
- Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk memuji dalam jurnal belajar (*learning journal*).

**Pengamatan (observations):**
Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.

**Sasaran penilaian:**
- Upaya menggunakan bahasa Inggris untuk menyatakan pujian dan responnya ketika muncul kesempatan.
- Kesungguhan siswa dalam proses pembelajaran di setiap tahapan.
- Kesantunan dan kepedulian dalam melaksanakan Komunikasi.
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok</th>
<th>Pembelajaran</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
</table>
| mempelajari bahasa Inggris sebagai bahasa pengantar Komunikasi internasional yang diwujudkan dalam semangat belajar. | menunjukkan perhatian (care)  
*Fungsi sosial*  
Menjaga hubungan interpersonal dengan guru, teman dan orang lain.  
*Ungkapan*  
*Unsur kebahasaan:*  
Ucapan, tekanan kata, intonasi | interaksi menunjukkan perhatian.  
- Siswa mengikuti interaksi menunjukkan perhatian.  
- Siswa menirukan model interaksi menunjukkan perhatian.  
- Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menunjukkan perhatian. (fungsi sosial, struktur teks, dan unsur kebahasaan). | sosial  
- Kelengkapan dan keruntutan struktur teksmenunjukkan perhatian  
- Ketepatan unsur kebahasaan: tata bahasa, kosa kata, tekanan kata, intonasi, ejaan, dan tulisan tangan  
- Kesesuaian format penulisan/penyampaian | GURU  
- Koran/ majalah ber  
- www.dailyenglish.com  
- http://americaenglish.state.gov/files/ae/  
- resource_files  

2.1. Menunjukkan perilaku santun dan peduli dalam melaksanakan Komunikasi interpersonal dengan guru dan teman.  

3.3. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menunjukkan perhatian (care), serta responsnya, sesuai dengan konteks penggunaannya.  

4.3. Menyusun teks lisan dan tulis untuk Mempertanyakan (questioning)  
- Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antara berbagai ungkapan menunjukkan perhatian dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.  

Mengeksplorasi  
Siswa menunjukan
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok</th>
<th>Pembelajaran</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td>mengucapkan dan menerima ungkapan perhatian (care), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.</td>
<td>perhatian dengan bahasa Inggris dalam konteks simulasi, role-play, dan kegiatan lain yang terstruktur.</td>
<td>menyampaikan ungkapan untuk menunjukkan perhatian</td>
<td>Pengamatan (observations): Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</td>
<td>2 x 2 JP</td>
<td>Audio CD/ VCD/DVD</td>
</tr>
</tbody>
</table>

**Mengeksplorasi**
- Siswa membandingkan ungkapan menunjukkan perhatian yang telah dipelajari dengan yang ada di berbagai sumber lain.
- Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa.

**Mengkomunikasikan**
- Siswa menunjukkan perhatian dengan bahasa Inggris, di dalam dan di luar kelas.
- Siswa menulis permasalahan dalam menggunakan bahasa Inggris untuk menunjukkan perhatian dalam jurnal belajar (learning journal).

**Kriteria penilaian:**
- Pencapaian fungsi
- Pencapaian baku

**1.1. Menyukuri kesempatan dapat**

Teks lisan dan tulis pernyataan

Mengamati
- Siswa mendengarkan dan membaca banyak kalimat

Keterangan:
- Audio CD/ VCD/DVD
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok</th>
<th>Pembelajaran</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td>mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</td>
<td>dan pertanyaan tentang niat melakukan sesuatu</td>
<td>menyatakan dan menanyakantentang niat melakukan sesuatudalam berbagai konteks</td>
<td>sosial</td>
<td>• SUARA GURU</td>
<td>• SUARA GURU</td>
</tr>
<tr>
<td></td>
<td>Fungsi Sosial</td>
<td>• Siswa mengikuti interaksi tentang pemyataan dan pertanyaan tentang menyatakan dan menanyakantentang niat melakukan sesuatu dengan bimbingan guru</td>
<td></td>
<td>Koran/ majalah berbahasa Inggris</td>
<td>• Koran/ majalah berbahasa Inggris</td>
</tr>
<tr>
<td></td>
<td>Menyatakan rencana</td>
<td>• Siswa menirukan contoh-contoh kalimat yang menyatakan dan menanyakan tentang niat melakukan sesuatu</td>
<td></td>
<td><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></td>
<td>• <a href="http://www.dailyenglish.com">www.dailyenglish.com</a></td>
</tr>
<tr>
<td></td>
<td>Struktur Teks</td>
<td>• Dengan bimbingan dan arahan guru siswa mengidentifikasi ciri- kalimat yang menyatakan dan menanyakan tentang niat melakukan sesuatu</td>
<td></td>
<td><a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></td>
<td>• <a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></td>
</tr>
<tr>
<td></td>
<td>'I'd like to tell my name,' I will tell him about my job, I'm going to introduce my friend</td>
<td>• Mempertanyakan</td>
<td></td>
<td><a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></td>
<td>• <a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></td>
</tr>
<tr>
<td></td>
<td>Unsuk Kebahasaan</td>
<td>Cara Penilaian: Pengamatan (observasi)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kata kerja 'I'd like to .., I will .., I'm going to ...; tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.</td>
<td>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Upaya menggunakan Bahasa Inggris untuk menyatakan dan menanyakan tentang</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mempertanyakan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kompetensi Dasar</td>
<td>Materi Pokok</td>
<td>Pembelajaran</td>
<td>Penilaian</td>
<td>Alokasi Waktu</td>
<td>Sumber Belajar</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------</td>
<td>--------------</td>
<td>-----------</td>
<td>---------------</td>
<td>---------------</td>
</tr>
<tr>
<td>penggunaannya</td>
<td>dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain dsb.</td>
<td>niat melakukan sesuatu ketika muncul kesempatan.</td>
<td>Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.4. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang niat melakukan sesuatu, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks</td>
<td>Mengeksplorasi</td>
<td>• Siswa menyatakan dan menanyakan tentang niat melakukan sesuatu dalam konteks simulasi, role-play dan kegiatan lain yang terstruktur</td>
<td>Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Mengasosiasikan</td>
<td>• Siswa berusaha menyatakan dan bertanya tentang niat melakukan sesuatu</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Siswa membandingkan antara ungkapan niat melakukan sesuatu dalam bahasa Inggris yang telah dipelajari dengan yang ada dari berbagai sumber lain.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Siswa membandingkan ungkapan menyatakan dan menanyakan tentang niat melakukan sesuatu dalam bahasa Inggris dan dalam bahasa Indonesia</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kompetensi Dasar</td>
<td>Materi Pokok</td>
<td>Pembelajaran</td>
<td>Penilaian</td>
<td>Alokasi Waktu</td>
<td>Sumber Belajar</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------</td>
<td>--------------</td>
<td>-----------</td>
<td>---------------</td>
<td>---------------</td>
</tr>
<tr>
<td>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi fungsional</td>
<td>Fungsi Sosial</td>
<td>Mengamati</td>
<td>Pencapaian fungsi sosial, Kelengkapan dan keruntutan struktur teks ucapan selamat bersayap, Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan, Kesesuaian format penulisan/penyampaian</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Menjaga hubungan interpersonal dengan guru, teman, dan orang lain.</td>
<td>Struktur text</td>
<td>Cara Penilaian:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ungkapan baku dari sumber-sumber otentik.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Siswa memperhatikan beberapa pesan yang berisi ucapan selamat dari berbagai sumber (a.l. film, tape, surat kabar, majalah).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Siswa membaca contoh-contoh teks pesan berciri ucapan selamat tersebut dengan ucapan, intonasi, tekanan kata, dengan benar dan lancar.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri pesan yang berisi ucapan selamat (fungsi sosial, struktur teks, dan unsur kebahasaan).</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Siswa menulis permasalahan dalam jurnal belajar (learning journal)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok</th>
<th>Pembelajaran</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.5. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan ucapan selamat bersayap, sesuai dengan konteks penggunaannya.</td>
<td>Unsur kebahasaan</td>
<td>Mempertanyakannya(questioning)</td>
<td>Unjuk kerja</td>
<td></td>
<td>ncil.org/en/</td>
</tr>
<tr>
<td></td>
<td>(1) Kata dan tata bahasa baku</td>
<td>- Dengan bimbingan dan arahan guru, siswa mempertanyakannya antara lain perbedaan antar berbagai pesan yang berisi ucapan selamat dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.</td>
<td>Mengeksporasi</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Topik Keteladanan tentang perilaku peduli dan cinta damai.</td>
<td>Pengamatan (observations):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sasaran penilaian:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Perilaku tanggung jawab, peduli, kerjasama, dan cinta</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kompetensi Dasar</td>
<td>Materi Pokok</td>
<td>Pembelajaran</td>
<td>Penilaian</td>
<td>Alokasi Waktu</td>
<td>Sumber Belajar</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------</td>
<td>--------------</td>
<td>-----------</td>
<td>---------------</td>
<td>---------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Siswa membandingkan berbagai ucapan selamat terkait dengan tujuan, struktur teks, dan unsur kebahasaan, dilihat dari segi ketepatan, efisiensi, efektivitasnya.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Siswa memperoleh balikan (feedback) dari guru dan teman tentang hasil analisis yang disampaikan dalam kelompok.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Siswa berkreasi membuat teks-teks ucapan selamat dan menyampaikannya di depan guru dan teman untuk mendapat feedback.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Siswa membuat kartu ucapan selamat</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Siswa memperoleh feedback dari guru dan teman sejawat</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mengkomunikasikan</td>
<td>Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks berisi ucapan selamat</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Siswa berkreasi membuat teks-teks ucapan selamat dan menyampaikannya di depan guru dan teman untuk mendapat feedback.</td>
<td>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Siswa membuat kartu ucapan selamat</td>
<td>Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Siswa memperoleh feedback dari guru dan teman sejawat</td>
<td>Kumpulan karya siswa yang mendukung proses penulisan teks ucapan selamat berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kompetensi Dasar</td>
<td>Materi Pokok</td>
<td>Pembelajaran</td>
<td>Penilaian</td>
<td>Alokasi Waktu</td>
<td>Sumber Belajar</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------</td>
<td>--------------</td>
<td>-----------</td>
<td>---------------</td>
<td>---------------</td>
</tr>
<tr>
<td>1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.</td>
<td>Tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya (Past Simple dan Present Perfect Tense)</td>
<td>Mengamati</td>
<td>• Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</td>
<td>2 x 2 JP</td>
<td>• Audio CD/VCD/DVD</td>
</tr>
<tr>
<td>2.2. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</td>
<td>Fungsi sosial</td>
<td>Kriteria penilaian:</td>
<td></td>
<td></td>
<td>• SUARA GURU</td>
</tr>
<tr>
<td>3.6. Menganalisis fungsi sosial,</td>
<td>Menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya</td>
<td>Pengamatan (observations):</td>
<td>• Pencapaian fungsi sosial</td>
<td>• Koran/ majalah berbahasa Inggris</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cara Penilaian:</td>
<td>• Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, teks, intonasi, ejaan, dan tulisan tangan</td>
<td>• <a href="http://www.dailyenglish.com">www.dailyenglish.com</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</td>
<td>• Kelengkapan dan keruntutan struktur teks</td>
<td>• <a href="http://america">http://america</a> nenglish.state. gov/files/ae/re source_files</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(fungsi sosial, struktur teks, dan unsur kebahasaan).</td>
<td>• Kesesuaian format penulisan/ penyampaian</td>
<td>• <a href="http://learneng">http://learneng</a> lish.britishcoun cill.org/en/</td>
<td></td>
</tr>
<tr>
<td>Kompetensi Dasar</td>
<td>Materi Pokok</td>
<td>Pembelajaran</td>
<td>Penilaian</td>
<td>Alokasi Waktu</td>
<td>Sumber Belajar</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------</td>
<td>--------------</td>
<td>-----------</td>
<td>---------------</td>
<td>--------------</td>
</tr>
<tr>
<td>struktur teks, dan unsur kebahasaan pada pernyataan dan pertanyaan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, sesuai dengan konteks penggunaannya.</td>
<td>dengan yang merujuk pada kesudahannya</td>
<td>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai past simple dan present perfect yang ada dalam bahasa Inggris, dan perbedaan ungkapan dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.</td>
<td>Sasaran penilaian</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.6. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, dengan memperhatikan</td>
<td>Struktur teks</td>
<td>Mengeksplorasi</td>
<td>• Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi</td>
<td>• Perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi</td>
<td></td>
</tr>
<tr>
<td></td>
<td>I had plowed into a big green Buick. I hollered farewells to my friends and poured myself into the car</td>
<td></td>
<td>• Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks</td>
<td>• Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks</td>
<td></td>
</tr>
<tr>
<td></td>
<td>My friend has prepared everything before we left</td>
<td>Unsuk kebahasaan</td>
<td>• Kesungguhan siswa dalam proses pembelajaran di setiap tahapan</td>
<td>• Kesungguhan siswa dalam proses pembelajaran di setiap tahapan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(1) Past Simple, Present Perfect</td>
<td>(2) Tata bahasa, ucapan, tekanan kata, intonasi, ejaan, tanda baca, tulisan tangan dan cetak yang jelas dan rapi.</td>
<td>Mengeksplorasi</td>
<td>• Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar</td>
<td>Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar</td>
</tr>
<tr>
<td></td>
<td>Sasaran penilaian</td>
<td>Siswa menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa Inggris dalam konteks simulasi, role-play, dan kegiatan lain yang terstruktur.</td>
<td>• Kumpulan hasil tes dan latihan.</td>
<td>• Kumpulan hasil tes dan latihan.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Siswa berusaha menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa Inggris selama proses pembelajaran.</td>
<td>Portofolio</td>
<td>• Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</td>
<td>• Catatan penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</td>
<td></td>
</tr>
<tr>
<td>Kompetensi Dasar</td>
<td>Materi Pokok</td>
<td>Pembelajaran</td>
<td>Penilaian</td>
<td>Alokasi Waktu</td>
<td>Sumber Belajar</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------</td>
<td>--------------</td>
<td>-----------</td>
<td>---------------</td>
<td>---------------</td>
</tr>
</tbody>
</table>
| fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks. | **Topik** Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran, di dalam maupun di luar kelas. | **Mengasosiasi**  
- Siswa membandingkan kalimat *Past Simple* dan *Present Perfect tense* yang telah dipelajari dengan ungkapan-ungkapan lainnya.  
- Siswa membandingkan antara kalimat *Past Simple* dan *Present Perfect tense* dalam bahasa Inggris dengan kalimat tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dalam bahasa ibu atau bahasa Indonesia. | | | |
| | | **Mengkomunikasikan**  
- Siswa menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya dengan bahasa Inggris, di dalam dan di luar kelas.  
- Siswa menuliskan permasalahan dalam | | | |
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok</th>
<th>Pembelajaran</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</td>
<td>Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal</td>
<td>Mengamati</td>
<td>Kriteria penilaian:</td>
<td>9 x 2 JP</td>
<td>Audio CD/VCD/DVD</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Pencapaian fungsi sosial</td>
<td></td>
<td>SUARA GURU</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Kelengkapan dan keruntutan struktur teks deskriptif</td>
<td></td>
<td>Koran/majalah berbahasa Inggris</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</td>
<td></td>
<td><a href="http://www.dailyenglish.com">www.dailyenglish.com</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Kesesuaian format penulisan/penyampaian</td>
<td></td>
<td><a href="http://americaenglish.state.gov/files/ae/resource_files">http://americaenglish.state.gov/files/ae/resource_files</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Unjuk kerja</td>
<td></td>
<td><a href="http://learnenglish.britishcoun">http://learnenglish.britishcoun</a></td>
</tr>
<tr>
<td>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.7. Menganalisis fungsi sosial,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Mengamati
- Siswa memperhatikan menonton beberapa contoh teks/film tentang penggambaran orang, tempat wisata, dan bangunan bersejarah.
- Siswa menirukan contoh secara terbimbing.
- Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif.

Mempertanyakan (questioning)
- Dengan bimbingan dari arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa.
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok</th>
<th>Pembelajaran</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td>struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.</td>
<td>dan bangunan bersejarah terkenal dan nama bagian-bagianya yang dipilih untuk dideskripsikan</td>
<td>Inggris dengan yang ada dalam bahasa Indonesia</td>
<td>orang, tempat wisata, bangunan bersejarah terkenal didepan kelas / berpasangan</td>
<td></td>
<td>ncil.org/en/</td>
</tr>
<tr>
<td>Mengeksplorasi</td>
<td>Penyebutan</td>
<td>Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Penyebutan</td>
<td>Siswa secara kelompok membacaan teks deskriptif lain dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(2)</td>
<td>Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dan teks deskripsi yang dibaca dengannya.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(3)</td>
<td>Siswa menyunting teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>yang semuanya sesuai dengan fungsi sosial yang hendak dicapai.</td>
<td>Berkelompok, siswa menggambaran tempat wisata lain dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Unsur kebahasaan</td>
<td>Siswa menyunting teks deskripsi yang dibaca dengannya.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(1)</td>
<td>Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks deskriptif</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Kata benda</td>
<td>Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks deskriptif</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(2)</td>
<td>Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks deskriptif</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(3)</td>
<td>Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks deskriptif</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kompetensi Dasar</td>
<td>Materi Pokok</td>
<td>Pembelajaran</td>
<td>Penilaian</td>
<td>Alokasi Waktu</td>
<td>Sumber Belajar</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------</td>
<td>--------------</td>
<td>-----------</td>
<td>---------------</td>
<td>---------------</td>
</tr>
</tbody>
</table>
| 4.10. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks. | yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal (2) Kata sifat yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal (3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi (4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan. (5) Rujukan kata Topik Keteladanan tentang perilaku toleran, kewirausahaan, | **Mengasosiasi**  
- Dalam kerja kelompok terbimbing siswa menganalisis dengan membandingkan berbagai teks yang menggambarkan orang, tempat wisata, bangunan bersejarah terkenal dengan fokus pada struktur teks, dan unsur kebahasaan.  
- Siswa mengelompokkan teks deskripsi sesuai dengan fungsi sosialnya.  
- Siswa memperoleh balikan (feedback) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. | Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan  
Ketepatan dan kesesuaian menggunakan strategi dalam membaca | | |
| | | **Mengkomunikasikan**  
- Berkelompok, siswa menyusun teks deskripsi tentang orang/ tempat wisata/ bangunan bersejarah sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya | Portofolio  
- Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks deskriptif.  
- Kumpulan karya siswa yang mendukung proses penulisan teks deskriptif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi  
- Kumpulan hasil tes dan latihan.  
- Catatan atau rekaman penilaian diri dan penilaian sejawat, | | |
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok</th>
<th>Pembelajaran</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Siswa menyunting deskripsi yang dibuat teman.</td>
<td>Siswa menyampaikan deskripsi di depan guru dan teman dan mempublikasikannya di medan.</td>
<td>berupa komentar atau cara penilaian lainnya</td>
<td>2 x 2 JP</td>
<td>Audio CD/VCD/DVD</td>
<td></td>
</tr>
<tr>
<td>Siswa menyampaikan deskripsi tentang orang, tempat wisata atau bangunan bersejarah yang mereka sukai.</td>
<td>Siswa membuat kliping deskripsi tentang orang, tempat wisata atau bangunan bersejarah yang mereka sukai.</td>
<td>Penilaian Diri dan Penilaian Sejawat</td>
<td></td>
<td>SUARA GURU</td>
<td></td>
</tr>
<tr>
<td>Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam mengambar tempat wisata dan bangunan termasuk menyebutkan dukungan dan kendala yang dialami.</td>
<td>Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam mengambar tempat wisata dan bangunan termasuk menyebutkan dukungan dan kendala yang dialami.</td>
<td></td>
<td></td>
<td>Koran/majalah berbahasa</td>
<td></td>
</tr>
<tr>
<td>Siswadapat menggunakan ‘learning journal’</td>
<td>Siswadapat menggunakan ‘learning journal’</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kompetensi Dasar</td>
<td>Materi Pokok</td>
<td>Pembelajaran</td>
<td>Penilaian</td>
<td>Alokasi Waktu</td>
<td>Sumber Belajar</td>
</tr>
<tr>
<td>-----------------</td>
<td>-------------</td>
<td>--------------</td>
<td>-----------</td>
<td>---------------</td>
<td>---------------</td>
</tr>
<tr>
<td>diwujudkan dalam semangat belajar</td>
<td>atau tanpa perintah atau petunjuk yang harus diikuti, untuk memperlancar informasi antara guru, siswa, kepala sekolah, dan staf administrasi</td>
<td>penyampaian/penulisannya.</td>
<td>kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan</td>
<td>Inggris</td>
<td>• <a href="http://www.dailyenglish.com">www.dailyenglish.com</a></td>
</tr>
<tr>
<td>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional</td>
<td>Struktur Teks</td>
<td>• Siswa mencoba menirukan pengucapannya dan menuliskan teks yang digunakan.</td>
<td>• Kesesuaian format penulisan/ penyampaian</td>
<td>• <a href="http://americaenglish.state.gov/files/ae/resouce_files">http://americaenglish.state.gov/files/ae/resouce_files</a></td>
<td></td>
</tr>
<tr>
<td>4.11. Menangkap makna pemberitahuan (announcement).</td>
<td>Unsur kebahasaan</td>
<td>Mempertanyakan</td>
<td>Unjuk kerja</td>
<td>• Melakukan monolog dalam bentuk pemberitahuan (announcement)didepan kelas.</td>
<td></td>
</tr>
<tr>
<td>4.12. Menyusun teks tulis pemberitahuan (announcement),</td>
<td>Kosa kata, tata bahasa, ucapan, rujukan kata, tekanan kata, intonasi, ejaan, dan tanda baca yang tepat,</td>
<td>Mengeksplorasi</td>
<td>Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks pemberitahuan (announcement)</td>
<td>• Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks pemberitahuan (announcement)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mengeksplorasi</td>
<td>Pengamatan (observations):</td>
<td>Pengamatan (observations):</td>
<td>Bukan penilaian formal seperti tes, tetapi untuk</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kompetensi Dasar</td>
<td>Materi Pokok</td>
<td>Pembelajaran</td>
<td>Penilaian</td>
<td>Alokasi Waktu</td>
<td>Sumber Belajar</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------</td>
<td>--------------</td>
<td>-----------</td>
<td>---------------</td>
<td>---------------</td>
</tr>
<tr>
<td>sangat pendek dan sederhana, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</td>
<td>dengan pengucapan yang lancar dan penulisan dengan tulisan tangan atau cetak yang jelas dan rapi</td>
<td>• Siswa berlatih membaca teks <em>announcement</em> dengan strategi yang digunakan bersama teman</td>
<td>tujuan memberi balikan. Sasaran penilaian: - kesantunan saat melakukan tindakan komunikasi - perilaku tanggung jawab, peduli, kerjasama, dan cinta</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Multimedia:</em> Layout, dekorasi, yang membuat tampilan teks lebih menarik</td>
<td>• Siswa menganalisis teks <em>announcement</em> dengan memperhatikan format penulisannya melalui strategi yang digunakan. • Siswa membandingkan teks <em>announcement</em> yang didengar/dibaca dari guru dengan yang dipelajari dari berbagai sumber lain. • Secara berkelompok siswa mendiskusikan teks <em>announcement</em> yang mereka temukan dari sumber lain. • Siswa memperoleh balikan (<em>feedback</em>) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang sampai dalam kerja kelompok.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Mengkomunikasikan</strong> • Siswa membuat teks <em>announcement</em> dalam kerja</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Portofolio</strong> • Kumpulan catatan kemajuan belajar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kompetensi Dasar</td>
<td>Materi Pokok</td>
<td>Pembelajaran</td>
<td>Penilaian</td>
<td>Alokasi Waktu</td>
<td>Sumber Belajar</td>
</tr>
<tr>
<td>------------------</td>
<td>-------------</td>
<td>--------------</td>
<td>-----------</td>
<td>--------------</td>
<td>---------------</td>
</tr>
<tr>
<td>kelompok</td>
<td>Siswa menyampaikan pemberitahuan secara tertulis dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan yang benar dan sesuai dengan konteks</td>
<td>berupa catatan atau rekaman monolog teks pemberitahuan</td>
<td>7 x 2 JP</td>
<td>Audio CD/ VCD/DVD, SUARA GURU, Koran/ majalah berbahasa</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Membuat jurnal belajar (learning journal)</td>
<td>Kumpulan karya siswa yang mendukung proses penulisan teks pemberitahuan berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kumpulan hasil tes dan latihan.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Penilaian Diri dan Penilaian Sejawat</td>
<td>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang sederhana, tentang pengalaman/kegiatan/kejadian/peristiwa.

Mengamati
- Siswa menyimak berbagai contoh teks recount tentang pengalaman/kegiatan/kejadian/peristiwa yang diberikan/diperdengarkan guru

Kriteria penilaian:
- Pencapaian fungsi sosial
- Kelengkapan dan keruntutan struktur teks recount
- Ketepatan unsur kebahasaan: tata
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok</th>
<th>Pembelajaran</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td>diwujudkan dalam semangat belajar</td>
<td><strong>Fungsi sosial</strong>&lt;br&gt;Meneladani, membanggakan, bertindak teratur, teliti dan disiplin, melaporkan.&lt;br&gt;&lt;br&gt;<strong>Struktur</strong>&lt;br&gt;a. Menyebutkan tindakan/peristiwa/kejadian secara umum&lt;br&gt;b. Menyebutkan urutan tindakan/kejadian-peristiwa secara kronologis, dan runtut&lt;br&gt;c. Jika perlu, ada kesimpulan umum.&lt;br&gt;&lt;br&gt;<strong>Unsur kebahasaan</strong>&lt;br&gt;(1) Kata-kata terkait dengan perjuangan hidup, profesionalism</td>
<td>struktur dan unsur kebahasaannya&lt;br&gt;• Siswa belajar menentukan gagasan pokok, informasi rinci dan informasi tertentu dari teks recount&lt;br&gt;&lt;br&gt;<strong>Mempertanyakan (questioning)</strong>&lt;br&gt;• Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai teks tentang pengalaman/kejadian/peristiwa yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia,&lt;br&gt;• Siswa mempertanyakan mengenai gagasan pokok informasi rinci dan informasi tertentu dalam recount&lt;br&gt;&lt;br&gt;<strong>Mengeksplorasi</strong>&lt;br&gt;• Siswa mencari beberapa text recount dari berbagai sumber.&lt;br&gt;• Siswa berlatih menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan&lt;br&gt;• Kesesuaian format penulisan/penyampaian&lt;br&gt;&lt;br&gt;<strong>Cara Penilaian</strong>&lt;br&gt;&lt;br&gt;<strong>Unjuk kerja</strong>&lt;br&gt;• Melakukan monolog dalam bentuk recount dalam kelompok/berpasangan/didepan kelas&lt;br&gt;• Kalapatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam teks recount&lt;br&gt;&lt;br&gt;<strong>Pengamatan (observations):</strong>&lt;br&gt;Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:</td>
<td></td>
<td></td>
<td>Ingris&lt;br&gt;• <a href="http://www.dailyenglish.com">www.dailyenglish.com</a>&lt;br&gt;• <a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a>&lt;br&gt;• <a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></td>
</tr>
<tr>
<td>Kompetensi Dasar</td>
<td>Materi Pokok</td>
<td>Pembelajaran</td>
<td>Penilaian</td>
<td>Alokasi Waktu</td>
<td>Sumber Belajar</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------</td>
<td>--------------</td>
<td>-----------</td>
<td>---------------</td>
<td>--------------</td>
</tr>
<tr>
<td>tentang pengalaman/kegiatan/kejadian/peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks</td>
<td>e dalam bekerja, kegiatan/peristiwa yang sedang banyak dibicarakan. (2) Penyebutan kata benda (3) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi (4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan (5) Rujukan kata Topik Keteladanan tentang perilaku kewirausahaan, daya juang, percaya diri, tanggung jawab,</td>
<td>- Siswa membacakan teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat - Siswa berlatih menyusun kalimat-kalimat yang diberikan menjadi text recount. - Siswa secara berkelompok menyusun /menyalin teks recount lisan dan tulis, sederhana, tentang pengalaman/kegiatan/kejadian/peristiwa dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut.</td>
<td>- kesantunan saat melakukan tindakan - perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi - Kesungguhan siswa dalam proses pembelajaran di setiap tahapan - Ketepatan dan kesesuaian menggunakan strategi dalam membaca Portofolio</td>
<td>Kesungguhan siswa dalam proses pembelajaran di setiap tahapan - Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks recount. - Kumpulan karya siswa yang mendukung proses penulisan teks recount berupa: draft, revisi, editing sampai hasil terbaik untuk</td>
<td></td>
</tr>
<tr>
<td>Kompetensi Dasar</td>
<td>Materi Pokok</td>
<td>Pembelajaran</td>
<td>Penilaian</td>
<td>Alokasi Waktu</td>
<td>Sumber Belajar</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------</td>
<td>--------------</td>
<td>-----------</td>
<td>---------------</td>
<td>---------------</td>
</tr>
<tr>
<td>disiplin.</td>
<td>informasi tertentu dari teks.</td>
<td>dipublikasi</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Siswa memperoleh balikan (feedback) dari guru dan teman tentang hasil analisis yang disampaikan dalam kerja kelompok.</td>
<td>- Kumpulan hasil tes dan latihan.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Mengkomunikasikan</td>
<td>- Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Siswa membuat teks recount sederhana tentang keteladanan dengan memperhatikan fungsi sosial, struktur dan unsur kebahasaannya.</td>
<td>- Penilaian Diri dan Penilaian Sejawat</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Siswa mempresentasikannya di kelas</td>
<td>- Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Siswa membuat kliping teks recount dengan menyalin dari beberapa sumber.</td>
<td>- Siswa diberikan pelatihan sebelum dituntut untuk melaksanakannya.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Siswa membuat jurnal belajar (learning journal)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris

<table>
<thead>
<tr>
<th>Teks naratif lisan dan tulis berbentuk legenda</th>
<th>Mengamati</th>
<th>Kriteria penilaian:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Siswa menyimak berbagai contoh teks legenda yang</td>
<td>- Pencapaian fungsi sosial</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>6 x 2 JP</th>
<th>Audio CD/VCD/DVD</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>SUARA</td>
</tr>
<tr>
<td>Kompetensi Dasar</td>
<td>Materi Pokok</td>
<td>Pembelajaran</td>
</tr>
<tr>
<td>------------------</td>
<td>-------------</td>
<td>--------------</td>
</tr>
<tr>
<td>sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar</td>
<td>sederhana.</td>
<td>diberikan/ diperdengarkan guru</td>
</tr>
<tr>
<td>2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.</td>
<td>Fungsi sosial</td>
<td>• Siswa mengamati fungsi sosial, struktur dan unsur kebahasaannya</td>
</tr>
<tr>
<td>3.9. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks naratif sederhana bertentukan legenda rakyat, sesuai dengan konteks penggunannya.</td>
<td>Struktur</td>
<td>• Siswa mengamati keteladanan dari cerita legenda</td>
</tr>
<tr>
<td>4.15. Menangkap makna teks naratif lisan dan tulis berbentuk legenda,</td>
<td>Unsur kebahasaan</td>
<td>• Siswa belajar menemukan gagasan utama, informasi rinci dan informasi tertentu dari teks legenda</td>
</tr>
<tr>
<td></td>
<td>(3) Kata-kata terkait karakter, watak, dan setting dalam legenda</td>
<td>Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks naratif yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.</td>
</tr>
<tr>
<td></td>
<td>(4) Modal auxiliary verbs.</td>
<td>• Siswa mempertanyakan gagasan utama, informasi rinci dan informasi tertentu</td>
</tr>
<tr>
<td></td>
<td>(4) Ejaan dan</td>
<td>Mengeksplorasi</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Siswa membaca beberapa text legenda dari berbagai sumber.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kompetensi Dasar</td>
<td>Materi Pokok</td>
<td>Pembelajaran</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------</td>
<td>--------------</td>
</tr>
</tbody>
</table>
| sederhana | tulisan tangan dan c etak yang jelas dan rapi (5) Ucapan, tekanan kata, intonasi, ketika mempresentasi kan secara lisan | • Siswa berlatih menemukangagas utama, informasi rinci dan informasi tertentu  
• Siswa melengkapi rumpang dari beberapa teks legenda sederhana  
• Siswa secara berkelompok menulis/menyalin teks recount dengan memperhatikan fungsi sosial, struktur, dan unsur kebahasaan dengan runtut  
• Siswa membaca teks recount kepada teman dengan menggunakan unsur kebahasaan yang tepat  
Mengasosiasi  
• Secara berpasangan siswa menganalisis beberapa teks legenda dengan fokus pada fungsi sosial, struktur, dan unsur kebahasaan  
• Siswa memperoleh balikan (feedback) dari guru dan teman tentang hasil analisis yang | seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:  
• Berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melakukan Komunikasi  
• Ketepatan dan kesesuaian menggunakan strategi dalam membaca  
• Kesungguhan siswa dalam proses pembelajaran di setiap tahapan  
Portofolio  
• Kumpulan catatan kemajuan belajar berupa catatan atau rekaman monolog teks naratif | | |
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok</th>
<th>Pembelajaran</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar</td>
<td>Lagu sederhana Fungsi sosial Menghibur, mengungkapkan perasaan,</td>
<td>Pengamati (observations): Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Komunikasi**

- Siswa menyampaikan informasi fungsi social, struktur dan unsure kebahasaannya yang ditemukan setelah membaca teks legenda.
- Siswa menceritakan kembali teks legenda sederhana yang dibaca dengan memperhatikan fungsi sosial, struktur dan unsure kebahasaannya.
- Siswa membuat kliping teks legenda dengan menyalin dan beberapa sumber.
- Siswa membuat ‘learning journal’
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok</th>
<th>Pembelajaran</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
</table>
| Komunikasi internasional yang diwujudkan dalam semangat belajar | mengajarkan pesan moral | dengan menyanyikan sesuai dengan lagu yang didengar | Sasaran penilaian:  
- Perilaku tanggung jawab, peduli, kerjasama dan cinta damai dalam melaksanakan Komunikasi  
- Ketepatan dan kesesuaian dalam pengucapan dan penyalinan lirik lagu  
- Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan | GURU  
- Koran/ majalah berbahasa Inggris  
- www.dailyenglish.com  
- http://americanenglish.state.gov/files/ae/resource_files  
| 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional | **Unsur kebahasaan**  
(1) Kata, ungkapan, dan tata bahasa dalam karya seni berbentuk lagu.  
(2) Ejaan dan tulisan tangan dan cetak yang jelas dan rapi.  
(3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan | **Mempertanyakan**  
- Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan pesan yang ada dalam lagu bahasa Inggris, perbedaan lagu dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia.  
- Siswa memperoleh pengetahuan tambahan tentang kosa kata dan pesan dalam lagu | |
| 3.11. Menyebutkan fungsi sosial dan unsur kebahasaan dalam lagu. | Topik  
Keteladanan tentang perilaku yang | **Mengeksplorasi**  
- Siswa membaca lirik lagu yang disalin kepada teman sebangku  
- Siswa menyanyikan lagu yang disalin dengan pengucapan dan tekanan kata yang tepat  
- Siswa berdiskusi tentang pesan lagu yang didengar | |
| 4.16. Menangkap makna lagu sederhana. | | **Mengasosiasi**  
- Secara individu siswa membandingkan pesan yang | |

**Sumber Belajar**
- GURU
- Koran/ majalah berbahasa Inggris
- www.dailyenglish.com
- http://americanenglish.state.gov/files/ae/resource_files
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok</th>
<th>Pembelajaran</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>menginspirasi.</td>
<td>terdapat dalam beberapa lagu yang dibaca/didengar</td>
<td>berupa komentar atau cara penilaian lainnya</td>
<td>Penilaian Diri dan Penilaian Sejawat</td>
<td>Penilaian Diri dan Penilaian Sejawat</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Siswa membuat kumpulan lagu-lagu yang bertema perdamaian dengan menyalin</td>
<td></td>
<td>Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mengkomunikasikan</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Siswa melaporkan kumpulan lagu favorit mereka yang sudah dianalisis tentang pesan di dalam lagu-lagu tersebut</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Antar siswa melakukan penilaian terhadap kumpulan lagu yang dibuat.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 8

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMAN 2 Ceringin Asri
Kelas/Semester : X / Ganjil
Mata Pelajaran : Bahasa Inggris
Topik : Descriptive Text About Tourism Place
Alokasi Waktu : 2 X 45 Menit
Pertemuan ke : 1 (satu) (Experimental class)

A. Kompetensi Inti

KI1. Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI2. Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahuinya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kemanusiaan, kebangsaan, kenegaran, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan mintanya untuk memecahkan masalah.

KI4. Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarnya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.
B. Kompetensi Dasar dan Indikator

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman.

3.7 Menganalisis fungsi sosial, struktur teks, dan unsure kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.

Indikator:
3.7.1. Mengidentifikasi ciri-ciri *descriptive text* (fungsi sosial, struktur teks, dan unsur kebahasaan).

3.7.2. Menyebutkan nama tempat wisata dan nama bagian-bagiannya yang dipilih untuk dideskripsikan dalam bahasa inggris.

3.7.3. Membaca teks dengan benar sesuai dengan *pronoun* dalam Bahasa Inggris dan menjawab pertanyaan yang berkaitan tentang teks tersebut.

C. Tujuan Pembelajaran.

Pada saat dan setelah pembelajaran *Descriptive text* siswa mampu:

1. Mengidentifikasi ciri-ciri *Descriptive Text* (fungsi sosial, struktur teks, dan unsur kebahasaan).


3. Menyebutkan nama tempat wisata dan nama bagian-bagiannya yang dipilih untuk dideskripsikan dalam bahasa inggris.

4. Membaca teks dengan benar sesuai dengan *pronoun* dalam Bahasa Inggris dan menjawab pertanyaan yang berkaitan tentang teks tersebut.

5. Membuat siswa lebih termotifasi dalam membaca teks deskriptif bahasa inggris.
6. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
7. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman.

D. Materi Pembelajaran

Descriptive text is a text that describes a particular person, place, or things. Its purpose is to give information that needed about person, place, or things specifically.

Struktur teks

a. Identification: In this part introduces to the subject of the description.

b. Description: In this part gives detail of the characteristic features of the subject. It may describe parts, qualities, characteristics, size, physical appearance, ability, habit daily life, etc.

Examples:

Natural Bridge National Park

Natural Bridge National Park is luscious tropical rainforest. It is located 110 kilometers from south of Brisbane and is reached by following the Pacific Highway to Nerang and then by travelling through the Numinbah Valley. This scenic roadway lies in the shadow of Lamington National Park.

The phenomenon of the rock formed into a natural ‘arch’ and the cave through which a waterfall cascades is a short one-kilometer walk below a dense rainforest canopy from the main picnic area. Swimming is permitted in the rock pools. Night-time visitors to the cave will discover the unique feature of the glow worms. Picnic areas offers toilets, barbeque, shelter sheds, water and fireplaces; however, overnight camping is not permitted.
Some Criterias are commonly used in Reading Comprehension

1. Main idea (topic)
2. Expression/idiom/phrase in context
3. Inference (implied detail)
4. Grammatical feature
5. Detail (scanning for a specifically stated detail)
6. Excluding fact not written (unstate detail)
7. Supporting idea
8. Vocabulary in context

E. Metode Pembelajaran: *Paired Reading*

F. Kegiatan Pembelajaran

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pendahuluan</td>
<td>1. Siswa menjawab sapaan guru, berdoa, dan mengondisikan diri siap belajar.</td>
<td>10 menit</td>
</tr>
<tr>
<td></td>
<td>2. Siswa dan guru bertanya jawab berkaitan dengan teks deskriptif.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Siswa menyimak cakupan materi pembelajaran yang disampaikan dengan baik.</td>
<td></td>
</tr>
<tr>
<td>Inti mengorientasi peserta didik pada</td>
<td>Mengorientasi Siswa pada masalah 1. Dalam <em>Paired Reading</em> siswa membentuk kelompok secara berpasangan dengan</td>
<td>65 menit</td>
</tr>
</tbody>
</table>

Melakukan observasi, siswa:
1. Dengan cara berpasangan, Siswa mengidentifikasi ciri-ciri *descriptive text* (fungsi sosial, struktur teks, dan unsur kebahasaan).

Merumuskan masalah
Siswa merumuskan masalah:
1. Bagaimana ciri-ciri *descriptive text* (fungsi sosial, struktur teks, dan unsur kebahasaan) dengan saling menghargai pendapat teman dan bahasa yang santun.
2. Dengan bimbingan dan arahan guru, Siswa mempertanyakan antara lain perbedaan antar berbagai *Descriptive Text*

Mencoba
1. Dalam *Paired Reading* Siswa berpasangan untuk membaca contoh *descriptive text* tentang *tourism place* (tempat wisata).
2. Salah satu siswa membaca teks dan siswa lain menyimak dan memperhatikan bacaan
3. Jika salah siswa tidak benar dalam membaca teks maka siswa lain megkoreksi bacaan tersebut
4. Siswa membaca teks berpasangan bersama-sama setiap siswa dengan batasan satu siswa membaca satu paragraf
5. Siswa menganalisis *main idea* dan unsur lainnya yang berkaitan dengan teks dan menjawab pertanyaan guru sesuai dengan teks.

Menyimpulkan
1. Siswa berpasangan membaca teks tentang *tourism place* secara independen tanpa arahan guru dan menyimpulkan maksud dari teks tersebut.

Penutup
1. Siswa menyimpulkan materi yang telah dipelajari secara berpasangan
2. Siswa merefleksi penguasaan materi yang telah dipelajari dengan membuat catatan penguasaan materi.
3. Siswa melakukan evaluasi pembelajaran.
4. Siswa saling memberikan umpan balik hasil evaluasi pembelajaran yang telah dicapai.
5. Siswa menyepakati tugas yang harus dikerjakan berkaitan tentang teks deskriptif tentang *tourism place*.

G. **Alat, Sumber, dan Media Pembelajaran:**

**Alat:** Spidol, contoh teks deskriptif tentang *tourism place*, dan papan tulis

**Sumber:** Buku bahasa Inggris, Hilena I. R. Agustien, dkk. Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud. 2016, hal 46 dan internet

**Media:** a piece of text.

H. **Penilaian**

<table>
<thead>
<tr>
<th>No</th>
<th>Indikator pencapaian kompetensi</th>
<th>Teknik penilaian</th>
<th>Bentuk instrumen</th>
<th>Instrument/soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mengidentifikasi ciri-ciri teks deskriptif dan menjawab pertanyaan berdasarkan teks yang diberikan tentang <em>tourism place</em>.</td>
<td>Tes tulis</td>
<td>essay</td>
<td>Answer the questions based on the following text!</td>
</tr>
</tbody>
</table>
Kiluan Bay

Kiluan Bay is a tourist attraction which is located in Kiluan village, Kelumbayan sub district, Tanggamus district, South Lampung. Kiluan Bay is about 80 kilometers from Bandar Lampung city center or three to four hour if you go there by car. This is the place of migration for a bunch of mouth bottles dolphins.

This bay has stunning natural landscape and coast. The sand beach which is spreading out there is white and gentle. It is quite harmonious with the blue color of the sea. Besides swimming and snorkeling, in this bay you can also see the attractions from a group of dolphins. The attractions of a group of dolphins can usually be seen around 06:00 to 10:00 in the morning. However, to watch the attractions you must first rent a small boat or Jukung.

By using the small boat or Jukung, you will be brought into the middle of the sea where the dolphins gather. It takes around twenty five minutes from the coast. From close distance, you can see a group of dolphins which swim and even jump on the side of the coming boat as if they welcomed your coming.

Adapted from :http://www.indonesia-tourism.com/lampung/kiluan_bay.html

1. What is the text talking about?
2. Where is the location of Kiluan Bay?
3. What does the mean of ‘It is quite harmonious with the blue color of the sea’?
4. How we can see the attraction of dolphins in Kiluan Bay?
5. What is time an attraction of dolphins begin?
Answer key:

1. The text is talking about Kiluan Bay is a tourism place to see an attraction of a group of dolphins.

2. Kiluan Bay located in Kiluan village, Kelumbayan sub district, Tanggamus district, South Lampung, it is about 80 kilometers from Bandar Lampung city center or three to four hour if you go there by car.

3. Kiluan Bay has so beautiful view with the natural landscape and blue color of the sea.

4. First, we must rent a small boat or Jukung. You will be brought into the middle of the see where the dolphins gather. It takes around twenty five minutes from the coast. From close distance, you can see a group of dolphins which swim.

5. The attractions of a group of dolphins can usually be seen around 06:00 to 10:00 in the morning

a. Rubrik Penilaian:

<table>
<thead>
<tr>
<th>Uraian</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setiap item jawaban benar</td>
<td>20</td>
</tr>
<tr>
<td>Jawaban salah</td>
<td>10</td>
</tr>
<tr>
<td>Tidak menjawab</td>
<td>0</td>
</tr>
</tbody>
</table>

b. Pedoman penilaian:

Total item : 5
Setiap nomor, tiap jawaban benar skor : 20
Nilai maksimal : 100
Nilai siswa : \( \frac{\text{Nilai perolehan}}{\text{Nilai maksimal}} \times 100 \)
Mengetahui,
Guru Mata Pelajaran,

Arina, S.Pd

Menyetujui,
Kepala SMAN 2 Ceringin Asri

TAMZIR ZAMKA, S.Pd
NIP: 19590801 200502 1 005
RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMAN 2 Ceringin Asri
Kelas/Semester : X / Ganjil
Mata Pelajaran : Bahasa Inggris
Topik : Descriptive Text About Person
Alokasi Waktu : 2 X 45 Menit
Pertemuan ke : 2 (dua) (Experimental class)

A. Kompetensi Inti

KI1. Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI2. Menghayati dan mengamalkan prilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kemanusiaan, kebangsaan, kenegaran, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI4. Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarnya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.
B. Kompetensi Dasar dan Indikator

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman.

3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.

Indikator:

3.7.1. Mengidentifikasi ciri-ciri *descriptive text* (fungsi sosial, struktur teks, dan unsur kebahasaan).

3.7.2. Menyebutkan nama tempat wisata dan nama bagian-bagiannya yang dipilih untuk dideskripsikan dalam bahasa inggris.

3.7.3. Membaca teks dengan benar sesuai dengan *pronoun* dalam Bahasa Inggris dan menjawab pertanyaan yang berkaitan tentang teks tersebut.

C. Tujuan Pembelajaran.

Pada saat dan setelah pembelajaran *Descriptive Text* siswa mampu:

1. Mengidentifikasi ciri-ciri *Descriptive Text* (fungsi sosial, struktur teks, dan unsur kebahasaan).


3. Menyebutkan nama tempat wisata dan nama bagian-bagiannya yang dipilih untuk dideskripsikan dalam bahasa inggris.

4. Membaca teks dengan benar sesuai dengan *pronoun* dalam Bahasa Inggris dan menjawab pertanyaan yang berkaitan tentang teks tersebut.

5. Membuat siswa lebih termotifasi dalam membaca teks deskriptif bahasa inggris.
6. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
7. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman.

D. Materi Pemelajaran

Descriptive text is a text that describes a particular person, place, or things. Its purpose is to give information that needed about person, place, or things specifically.

Struktur teks
a. Identification: In this part introduces to the subject of the description.

b. Description: In this part gives detail of the characteristic features of the subject. It may describe parts, qualities, characteristics, size, physical appearance, ability, habit daily life, etc.

Examples:

My best friend

I have a special friend. She is my classmate and sits besides me. Her name is Rohmi. Rohmi is a quite girl and very simple on the look. However, I really adore her. She is not only kind but also tough.

Rohmi comes from a very simple family. Her father is a pedicab driver and her mother has passed away. She has a younger brother. His name is Rahmat. In order to help their father, Rohmi and her brother work part-time to earn some money. Rohmi sells food during our class break, while her brother sells newspapers and magazines after school.

One thing that I always admire about her is that she can manage her time well, and she always looks cheerful.

Adapted from: http://demiyrufina.blogspot.co.id/2014/02/contoh-soal-descriptive-text.html
Some Criterias are commonly used in Reading Comprehension

1. Main idea (topic)
2. Expression/idiom phrase in context
3. Inference (implied detail)
4. Grammatical feature
5. Detail (scanning for a specifically stated detail)
6. Excluding fact not written (unstate detail)
7. Supporting idea
8. Vocabulary in context

E. Metode Pembelajaran: *Paired Reading*

F. Kegiatan Pembelajaran

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
</table>
| Pendahuluan | 1. Siswa menjawab sapaan guru, berdoa, dan mengondisikan diri siap belajar.  
2. Siswa dan guru bertanya jawab berkaitan dengan teks deskriptif.  
4. Siswa menyimak cakupan materi pembelajaran yang disampaikan dengan baik. | 10 menit |
| Inti mengorientasi peserta didik pada masalah, mengorganisasi kegiatan pembelajaran, membimbing penyelidikan mandiri, mengembangkan dan menyajikan, analisis dan evaluasi | Mengorientasi Siswa pada masalah |
|---|---|---|
| 1. Dalam *Paired Reading* siswa membentuk kelompok secara berpasangan dengan teman sebangku atau dibagi oleh guru |
| 2. Guru memberikan text deskriptif, kedua siswa membaca teks yang sama |
| 3. Kemudian salah satu siswa membaca contoh teks deskriptif tentang tempat wisata dan siswa lain nya memperhatikan bacaan pasangan. |
| 4. Siswa pertama yang membaca teks terlebih dahulu |
| 5. Siswa kedua memperhatikan ,jika siswa pertama mendapat kesalahan dan tidak bisa mengkoreksi sendiri maka siswa kedua harus mengoreksi bacaan tersebut |
| 6. Kedua siswa membaca text secara bersamaan |
| 7. Siswa menjawab pertanyaan-pertanyaan yang berkaitan dan mendiskusikan teks dengan secara berpasangan |

Melakukan observasi, siswa:

1. Dengan cara berpasangan, Siswa mengidentifikasi ciri-ciri *descriptive text* (fungsi sosial, struktur teks, dan unsur kebahasaan).

Merumuskan masalah

Siswa merumuskan masalah:

61. Bagaimana ciri-ciri *descriptive text* (fungsi...
sosial, struktur teks, dan unsur kebahasaan) dengan saling menghargai pendapat teman dan bahasa yang santun.

2. Dengan bimbingan dan arahan guru, Siswa mempertanyakan antara lain perbedaan antar berbagai *Descriptive Text*

Mencoba

1. Dalam *Paired Reading* Siswa berpasangan untuk membaca contoh *descriptive text* tentang *describing person* (mendeskripsikan orang)

2. Salah satu siswa membaca teks dan siswa lain menyimak dan memperhatikan bacaan

3. Jika salah siswa tidak benar dalam membaca teks maka siswa lain mengoreksi bacaan tersebut


5. Siswa menganalisis *main idea* dan unsur lainnya yang berkaitan dengan teks dan menjawab pertanyaan guru sesuai dengan teks.

Menyimpulkan

1. Siswa berpasangan membaca teks tentang *describing person* secara independen tanpa arahan guru dan menyimpulkan maksud dari teks tersebut.
Penutup

1. Siswa menyimpulkan materi yang telah dipelajari secara berpasangan
2. Siswa merefleksi penguasaan materi yang telah dipelajari dengan membuat catatan penguasaan materi.
3. Siswa melakukan evaluasi pembelajaran.
4. Siswa saling memberikan umpan balik hasil evaluasi pembelajaran yang telah dicapai.
5. Siswa menyepakati tugas yang harus dikerjakan berkaitan tentang teks deskriptif tentang describing person.

G. Alat, Sumber, dan Media Pembelajaran:

Alat : Spidol, contoh teks deskriptif tentang describing person, dan papan tulis.

Sumber : Buku bahasa Inggris, Hleneal ;R Agustien ,dkk. Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud. 2016.hal 46 dan internet

Media : a piece of text.

H. Penilaian

<table>
<thead>
<tr>
<th>No</th>
<th>Indikator pencapaian kompetensi</th>
<th>Teknik penilaian</th>
<th>Bentuk instrumen</th>
<th>Instrument /soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mengidentifikasi ciri-ciri teks deskriptif dan menjawab pertanyaan berdasarkan teks yang diberikan tentang describing person.</td>
<td>Tulisan</td>
<td>Multiple choice</td>
<td>Answer the questions based on the</td>
</tr>
</tbody>
</table>
The Terrifying Headmaster

Mr. Tucker is the headmaster of my school. He does not wear glasses. His eyes always frighten me even when I refuse to face them. They are sharp, hard, and cold, and he uses them like a whip.

He always washes his hands in an enamel basin in the corner of the room. After he has washed them, he will walk over to his desk and stand behind it looking at the pupils while he dries his hands on a small, white towel. He dries each finger separately, beginning with the first finger. His fingers are long and white. He rubs them briskly without losing the effect of deliberation and as he rubs them, he looks at us with his eyes.

No one moves while he dries his hands, no one speaks. When he finishes, he will fold the towel and put it in the desk drawer. Then, he will awkwardly smile at us. He really terrifies me.

Adapted from: *I Can Jump Puddles* by Alan Marshall

1. What is the purpose of the text?
   a. to terrify the readers
   b. to describe the writer’s headmaster
   c. to promote the writer’s headmaster career
   d. to inform the readers about a terrifying school

2. Where does Mr. Tucker usually wash his hands?
   a. corner of the room
   b. in front of the room
   c. beside of the room
   d. behind of the room
3. What mr. Tucker doing after he wash his hand?
   a. Go to sleep
   b. He dries his finger
   c. Wiil walk over to his desk
   d. go to bath

4. “He dries each finger separately…”

   The underlined word has similar meaning to…
   a. wash
   b. fold
   c. divide
   d. corner

   a. Rubrik Penilaian:

<table>
<thead>
<tr>
<th>Uraian</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setiap item jawaban benar</td>
<td>25</td>
</tr>
<tr>
<td>Jawaban salah</td>
<td>10</td>
</tr>
<tr>
<td>Tidak menjawab</td>
<td>0</td>
</tr>
</tbody>
</table>

   b. Pedoman penilaian:

   Total item                  : 4
   Setiap nomor, tiap jawaban benar skor : 25
   Nilai maksimal              : 100
   Nilai siswa                 : \( \frac{\text{Nilai perolehan}}{\text{Nilai maksimal}} \times 100 \)
Mengetahui,
Guru Mata Pelajaran,

Arina, S.Pd

Mahasiswa Peneliti,

Devi Lufita
NPM: 1311040196

Menyetujui,
Kepala SMAN 2 Ceringin Asri

TAMZIR ZAMKA S.Pd
NIP: 19590801 200502 1 005
Appendix 10

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMAN 2 Ceringin Asri
Kelas/Semester : X / Ganjil
Mata Pelajaran : Bahasa Inggris
Topik : Descriptive Text About Thing
Alokasi Waktu : 2 X 45 Menit
Pertemuan ke : 3 (Tiga) (Experimental class)

A. Kompetensi Inti

KI1. Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI2. Menghayati dan mengamalkan prilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahu nya tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kemanusiaan, kebangsaan, kenegaran, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan mintanya untuk memecahkan masalah.

KI4. Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarnya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.
B. Kompetensi Dasar dan Indikator

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman.
3.7 Menganalisis fungsi sosial, struktur teks, dan unsure kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.

Indikator:
3.7.1. Mengidentifikasi ciri-ciri descriptie text (fungsi sosial, struktur teks, dan unsur kebahasaan).
3.7.2. Menyebutkan nama tempat wisata dan nama bagian-bagiannya yang dipilih untuk dideskripsikan dalam bahasa inggris.
3.7.3. Membaca teks dengan benar sesuai dengan pronoun dalam Bahasa Inggris dan menjawab pertanyaan yang berkaitan tentang teks tersebut.

C. Tujuan Pembelajaran.

Pada saat dan setelah pembelajaran Descriptive Text siswa mampu:
1. Mengidentifikasi ciri-ciri Descriptive Text (fungsi sosial, struktur teks, dan unsur kebahasaan).
3. Menyebutkan nama tempat wisata dan nama bagian-bagiannya yang dipilih untuk dideskripsikan dalam bahasa inggris.
4. Membaca teks dengan benar sesuai dengan pronoun dalam Bahasa Inggris dan menjawab pertanyaan yang berkaitan tentang teks tersebut.
5. Membuat siswa lebih termotivasi dalam membaca teks deskriptif bahasa inggris.
6. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

7. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman.

D. Materi Pembelajaran

Descriptive text is a text that describes a particular person, place, or things. Its purpose is to give information that needed about person, place, or things specificly.

*Struktur teks*

a. Identification: In this part introduces to the subject of the description.

b. Description: In this part gives detail of the characteristic features of the subject. It may describe parts, qualities, characteristics, size, physical apperance, ability, habit daily life, etc.

Some Criterias are commonly used in Reading Comprehension

1. Main idea (topic)
2. Expression/idiomphrase in context
3. Inference (implied detail)
4. Grammatical feature
5. Detail (scanning for a specifically stated detail)
6. Excluding fact not written (unstate detail)
7. Supporting idea
8. Vocabulary in context
E. Metode Pembelajaran : *Paired Reading*

F. Kegiatan Pembelajaran

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
</table>
| Pendahuluan      | 1. Siswa menjawab sapaan guru, berdoa, dan mengondisikan diri siap belajar.  
2. Siswa dan guru bertanya jawab berkaitan dengan teks deskriptif.  
4. Siswa menyimak cakupan materi pembelajaran yang disampaikan dengan baik. | 10 menit      |
| Inti             | Mengorientasi Siswa pada masalah  
1. Dalam *Paired Reading* siswa membentuk kelompok secara berpasangan dengan teman sebangku atau dibagi oleh guru  
2. Guru memberikan text deskriptif, kedua siswa membaca teks yang sama  
3. Kemudian salah satu siswa membaca contoh teks deskriptif tentang tempat wisata dan siswa lain nya memperhatikan bacaan pasangan.  
4. Siswa pertama yang membaca teks terlebih dahulu | 65 menit      |
<table>
<thead>
<tr>
<th>5. Siswa kedua memperhatikan, jika siswa pertama mendapat kesalahan dan tidak bisa mengoreksi sendiri maka siswa kedua harus mengoreksi bacaan tersebut</th>
</tr>
</thead>
<tbody>
<tr>
<td>6. Kedua siswa membaca text secara bersamaan</td>
</tr>
<tr>
<td>7. Siswa menjawab pertanyaan-pertanyaan yang berkaitan dan mendiskusikan teks dengan secara berpasangan</td>
</tr>
</tbody>
</table>

Melakukan observasi, siswa:

1. Dengan cara berpasangan, Siswa mengidentifikasi ciri-ciri *descriptive text* (fungsi sosial, struktur teks, dan unsur kebahasaan).

Merumuskan masalah

Siswa merumuskan masalah:

1. Bagaimana ciri-ciri *descriptive text* (fungsi sosial, struktur teks, dan unsur kebahasaan) dengan saling menghargai pendapat teman dan bahasa yang santun.
2. Dengan bimbingan dan arahan guru, Siswa mempertanyakan antara lain perbedaan antar berbagai *Descriptive Text*

Mencoba

1. Dalam *Paired Reading* Siswa berpasangan untuk membaca contoh *descriptive text* tentang *tourism place* (tempat wisata).
2. Salah satu siswa membaca teks dan siswa lain menyimak dan memperhatikan bacaan
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3. Jika salah siswa tidak benar dalam membaca teks maka siswa lain megkoreksi bacaan tersebut</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Siswa menganalisis main idea dan unsur lainnya yang berkaitan dengan teks dan menjawab pertanyaan guru sesuai dengan teks.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Menyimpulkan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8. Siswa berpasangan membaca teks tentang describing about thing secara independent tanpa arahan guru dan menyimpulkan maksud dari teks tersebut.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Siswa menyimpulkan materi yang telah dipelajari secara berpasangan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Siswa merefleksi penguasaan materi yang telah dipelajari dengan membuat catatan penguasaan materi.</td>
<td>15 menit</td>
</tr>
<tr>
<td></td>
<td>3. Siswa melakukan evaluasi pembelajaran.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Siswa saling memberikan umpan balik hasil evaluasi pembelajaran yang telah dicapai.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Siswa menyepakati tugas yang harus dikerjakan berkaitan tentang teks deskriptif tentang describing things.</td>
<td></td>
</tr>
</tbody>
</table>
**G. Alat, Sumber, dan Media Pembelajaran:**

Alat : Spidol, contoh teks deskriptif tentang *describing things*, dan papan tulis  
Media : a piece of text.

**H. Penilaian**

<table>
<thead>
<tr>
<th>No</th>
<th>Indikator pencapaian kompetensi</th>
<th>Teknik penilaian</th>
<th>Bentuk instrumen</th>
<th>Instrument /soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mengidentifikasi ciri-ciri teks deskriptif dan menjawab pertanyaan berdasarkan teks yang diberikan tentang <em>describing things</em>.</td>
<td>Tulisan</td>
<td>Fill in the blank</td>
<td>Choose the right word</td>
</tr>
</tbody>
</table>

**Choose the right word!**

**“Hotwheels-Monster Jam”**

Hotwheels is a brand of diecast. It is a...(1)... popular name in the world. I ...(2)... a lot of diecast by this brand. But this time, I will introduce by using the descriptive text of Monster Jam.

First, why is it...(3)... as Monster Jam? Monster means that it is...(4)... as like as a monster. But in this case. Monster means big vehicle. Jam is Jumping and destruction. So Monster Jam is a big car or ...(5)... which is jumping to destruction other cars.

Monster Jam has ...(6)... tires that are used to break the land in their own way. It is unstoppable with the giant gears which work together in a giant machine. My Monster Jam is 1/64 in scale. It is the smallest scale in Hotwheels diecast. The ...(7)...
are metal, plastic, and rubber. It is made in Thailand. My monster jam is great detail general shape in body, machine, tires and accessories. I play with this Monster Jam when I have in the mood because I do not like to... (8)... often as like as a kid but I just like to ...(9)... a photograph with this object by using my digital camera which is represented by the pictures. In my own opinion Diecast is more than a toy. It is a character of ...(10)... special.

Choose the right word!
- Called     - Play     - Huge
- Materials  - Something - Vehicle
- Very       - Have     -
- Scary      - Take     -

Answer:
1) Very   5) Scary   9) Take
2) Have    6) Vehicle 10) Something
3) Called  7) Materials
4) Huge    8) Play

a. Rubrik Penilaian:

<table>
<thead>
<tr>
<th>Uraian</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setiap item jawaban benar</td>
<td>10</td>
</tr>
<tr>
<td>Jawaban salah</td>
<td>0</td>
</tr>
<tr>
<td>Tidak menjawab</td>
<td>0</td>
</tr>
</tbody>
</table>

b. Pedoman penilaian:

Total item : 10
Setiap nomor, tiap jawaban benar skor : 10
Nilai maksimal : 100
Nilai siswa : Nilai perolehan x 100
Nilai maksimal
Mengetahui,
Guru Mata Pelajaran,

Arina, S.Pd

Menyetujui,
Kepala SMAN 2 Ceringin Asri

Tamzir Zamka, S.Pd
NIP: 19590801 200502 1 005
Appendix 11

RENCANA PEMBELAJARAN

Satuan Pendidikan : SMAN 2 Ceringin Asri
Kelas/Semester : X / Ganjil
Mata Pelajaran : Bahasa Inggris
Topik : Descriptive Text About Tourism Place
Alokasi Waktu : 2 x 45 Menit
Pertemuan ke : 1 (satu) (Control class)

A. Kompetensi Inti

KI1. Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI2. Menghayati dan mengamalkan prilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahuyear tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kekemanusiaan, kebangsaan, kenegaran, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan mintanya untuk memecahkan masalah.

KI4. Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarnya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.
B. Kompetensi Dasar dan Indikator

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman.

3.7 Menganalisis fungsi sosial, struktur teks, dan unsure kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.

Indikator:
3.7.1. Mengidentifikasi ciri-ciri descriptie text (fungsi sosial, struktur teks, dan unsur kebahasaan).

3.7.2. Menyebutkan nama tempat wisata dan nama bagian-bagiannya yang dipilih untuk dideskripsikan dalam bahasa inggris.

3.7.3. Membaca teks dengan benar sesuai dengan pronoun dalam Bahasa Inggris dan menjawab pertanyaan yang berkaitan tentang teks tersebut.

C. Tujuan Pembelajaran.

Pada saat dan setelah pembelajaran Descriptive text siswa mampu:

1. Mengidentifikasi ciri-ciri Descriptive Text (fungsi sosial, struktur teks, dan unsur kebahasaan).


3. Menyebutkan nama tempat wisata dan nama bagian-bagiannya yang dipilih untuk dideskripsikan dalam bahasa inggris.

4. Membaca teks dengan benar sesuai dengan pronoun dalam Bahasa Inggris dan menjawab pertanyaan yang berkaitan tentang teks tersebut.

5. Membuat siswa lebih termotivasi dalam membaca teks deskriptif bahasa inggris.
6. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
7. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman.

D. Materi Pembelajaran

Descriptive text is a text that describes a particular person, place, or things. Its purpose is to give information that needed about person, place, or things specifically.

**Struktur teks**

a. Identification : In this part introduces to the subject of the description.

b. Description : In this part gives detail of the characteristic features of the subject. It may describe parts, qualities, characteristics, size, physical appearance, ability, habit daily life, etc.

Examples :

**Natural Bridge National Park**

Natural Bridge National Park is luscious tropical rainforest. It is located 110 kilometers from south of Brisbane and is reached by following the Pacific Highway to Nerang and then by travelling through the Numinbah Valley. This scenic roadway lies in the shadow of Lamington National Park.

The phenomenon of the rock formed into a natural ‘arch’ and the cave through which a waterfall cascades is a short one-kilometer walk below a dense rainforest canopy from the main picnic area. Swimming is permitted in the rock pools. Night-time visitors to the cave will discover the unique feature of the glow worms. Picnic areas offers toilets, barbeque, shelter sheds, water and fireplaces; however, overnight camping is not permitted.
Some Criterias are commonly used in Reading Comprehension

1. Main idea (topic)
2. Expression idiomphrase in context
3. Inference (implied detail)
4. Grammatical feature
5. Detail (scanning for a specifically stated detail)
6. Excluding fact not written (unstate detail)
7. Supporting idea
8. Vocabulary in context

E. Metode Pembelajaran: Guided Reading

F. Kegiatan Pembelajaran

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
</table>
| Pendahuluan    | 1. Siswa menjawab sapaan guru, berdoa, dan mengondisikan diri siap belajar.  
2. Siswa dan guru bertanya jawab berkaitan dengan teks deskriptif.  
4. Siswa menyimak cakupan materi pembelajaran yang disampaikan dengan baik.  | 10 menit       |
| Inti mengorientasi peserta didik pada | Mengorientasi Siswa pada masalah  
1. Siswa diberikan teks deskriptif  
2. Siswa membaca contoh teks deskriptif                                      | 65 menit       |
masalah, mengorganisasikan kegiatan pembelajaran, membimbing penyelidikan mandiri, mengembangkan dan menyajikan, analisis dan evaluasi tentang tempat wisata.

3. Siswa membaca nama-nama bagian tempat wisata sesuai dengan Bahasa Inggris yang benar selama proses pembelajaran, dengan bimbingan guru.

4. Siswa menjawab pertanyaan-pertanyaan yang berkaitan dengan teks tersebut.

Melakukan observasi, siswa:

5. Dengan bimbingan dan arahan guru, Siswa mengidentifikasi ciri-ciri *descriptive text* (fungsi sosial, struktur teks, dan unsur kebahasaan).

Merumuskan masalah

Siswa merumuskan masalah:

6. Bagaimana ciri-ciri *descriptive text* (fungsi sosial, struktur teks, dan unsur kebahasaan) dengan saling menghargai pendapat teman dan bahasa yang santun.

7. Dengan bimbingan dan arahan guru, Siswa mempertanyakan bagian *Descriptive Text*

Mencoba

8. Siswa membaca contoh *descriptive text* tentang *tourism place* (tempat wisata).

9. Siswa menyimak arahan guru dalam membaca teks.

10. Siswa mencoba menirukan membaca teks sesuai arahan guru.

11. Siswa membaca teks bersama-sama setiap kelompok dengan batasan satu kelompok...
<table>
<thead>
<tr>
<th>Baris</th>
<th>Deskripsi</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.</td>
<td>Siswa mengevaluasi <em>main idea</em> dan unsur lainnya yang berkaitan dengan teks dan menjawab pertanyaan guru sesuai dengan teks.</td>
</tr>
<tr>
<td>13.</td>
<td>Siswa membaca teks tentang <em>tourism place</em> secara independen tanpa arahan guru dan menyimpulkan maksud dari teks tersebut.</td>
</tr>
<tr>
<td>1.</td>
<td>Siswa menyimpulkan materi yang telah dipelajari</td>
</tr>
<tr>
<td>2.</td>
<td>Siswa merefleksi penguasaan materi yang telah dipelajari dengan membuat catatan penguasaan materi.</td>
</tr>
<tr>
<td>3.</td>
<td>Siswa melakukan evaluasi pembelajaran.</td>
</tr>
<tr>
<td>4.</td>
<td>Siswa saling memberikan umpan balik hasil evaluasi pembelajaran yang telah dicapai.</td>
</tr>
<tr>
<td>5.</td>
<td>Siswa menyepakati tugas yang harus dikerjakan berkaitan tentang teks deskriptif tentang <em>tourism place</em>.</td>
</tr>
</tbody>
</table>
G. Alat, Sumber, dan Media Pembelajaran:

Alat : Spidol, contoh teks deskriptif tentang tourism place, dan papan tulis

Sumber : Buku bahasa Inggris, Hlennal R. Agustien, dkk. Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud. 2016. hal 46 dan internet

Media : a piece of text.

H. Penilaian

<table>
<thead>
<tr>
<th>No</th>
<th>Indikator pencapaian kompetensi</th>
<th>Teknik penilaian</th>
<th>Bentuk instrumen</th>
<th>Instrument/soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mengidentifikasi ciri-ciri teks deskriptif dan menjawab pertanyaan berdasarkan teks yang diberikan tentang tourism place.</td>
<td>Tes tulis essay</td>
<td>Answer the questions based on the following text!</td>
<td></td>
</tr>
</tbody>
</table>
Answer the questions based on the following text!

Kiluan Bay

Kiluan Bay is a tourist attraction which is located in Kiluan village, Kelumbayan sub district, Tanggamus district, South Lampung. Kiluan Bay is about 80 kilometers from Bandar Lampung city center or three to four hour if you go there by car. This is the place of migration for a bunch of mouth bottles dolphins.

This bay has stunning natural landscape and coast. The sand beach which is spreading out there is white and gentle. It is quite harmonious with the blue color of the sea. Besides swimming and snorkeling, in this bay you can also see the attractions from a group of dolphins. The attractions of a group of dolphins can usually be seen around 06:00 to 10:00 in the morning. However, to watch the attractions you must first rent a small boat or Jukung.

By using the small boat or Jukung, you will be brought into the middle of the see where the dolphins gather. It takes around twenty five minutes from the coast. From close distance, you can see a group of dolphins which swim and even jump on the side of the coming boat as if they welcomed your coming.

Adapted from :http://www.indonesia-tourism.com/lampung/kiluan_bay.html

1. What is the text talking about?
2. Where is the location of Kiluan Bay?
3. What does the mean of ‘It is quite harmonious with the blue color of the sea’?
4. How we can see the attraction of dolphins in Kiluan Bay?
5. What is time an attraction of dolphins begin?
Answer key:

1. The text is talking about Kiluan Bay is a tourism place to see an attraction of a group of dolphins.

2. Kiluan Bay located in Kiluan village, Kelumbayan sub district, Tanggamus district, South Lampung, it is about 80 kilometers from Bandar Lampung city center or three to four hour if you go there by car.

3. Kiluan Bay has so beautiful view with the natural landscape and blue color of the sea.

4. First, we must rent a small boat or Jukung. You will be brought into the middle of the see where the dolphins gather. It takes around twenty five minutes from the coast. From close distance, you can see a group of dolphins which swim.

5. The attractions of a group of dolphins can usually be seen around 06:00 to 10:00 in the morning.

a. Rubrik Penilaian:

<table>
<thead>
<tr>
<th>Uraian</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setiap item jawaban benar</td>
<td>20</td>
</tr>
<tr>
<td>Jawaban salah</td>
<td>10</td>
</tr>
<tr>
<td>Tidak menjawab</td>
<td>0</td>
</tr>
</tbody>
</table>

b. Pedoman penilaian:

Total item : 5
Setiap nomor, tiap jawaban benar skor : 20
Nilai maksimal : 100
Nilai siswa = \( \text{Nilai perolehan} \times 100 \) / Nilai maksimal
Mengetahui,
Guru Mata Pelajaran,

Arina, S.Pd

Menyetujui,
Mahasiswa Peneliti,

Devi Lufita
NPM: 1311040196

Menyetujui,
Kepala SMAN 2 Ceringin Asri

Tamzir Zamka, S.Pd
NIP: 19590801 200502 1 005
Appendix 12

RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMAN 2 Ceringin Asri
Kelas/Semester : X / Ganjil
Mata Pelajaran : Bahasa Inggris
Topik : Descriptive Text About Person
Alokasi Waktu : 2 X 45 Menit
Pertemuan ke : 2 (dua) (Control class)

A. Kompetensi Inti

KI1. Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI2. Menghayati dan mengamalkan prilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI3. Memahami, menerapkan, menganalisis pengetahuan fakultatif, konseptual, prosedural berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kemanusiaan, kebangsaan, kenegaran, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan mintanya untuk memecahkan masalah.

KI4. Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.
B. Kompetensi Dasar dan Indikator

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman.

3.7 Menganalisis fungsi sosial, struktur teks, dan unsure kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.

Indikator:
3.7.1. Mengidentifikasi ciri-ciri *descriptive text* (fungsi sosial, struktur teks, dan unsur kebahasaan).

3.7.2. Menyebutkan nama tempat wisata dan nama bagian-bagiannya yang dipilih untuk dideskripsikan dalam bahasa inggris.

3.7.3. Membaca teks dengan benar sesuai dengan *pronoun* dalam Bahasa Inggris dan menjawab pertanyaan yang berkaitan tentang teks tersebut.

C. Tujuan Pembelajaran.

Pada saat dan setelah pembelajaran *Descriptive text* siswa mampu:

1. Mengidentifikasi ciri-ciri *Descriptive Text* (fungsi sosial, struktur teks, dan unsur kebahasaan).


3. Menyebutkan nama tempat wisata dan nama bagian-bagiannya yang dipilih untuk dideskripsikan dalam bahasa inggris.

4. Membaca teks dengan benar sesuai dengan *pronoun* dalam Bahasa Inggris dan menjawab pertanyaan yang berkaitan tentang teks tersebut.

5. Membuat siswa lebih termotifasi dalam membaca teks deskriptif bahasa inggris.
6. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
7. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman.

D. Materi Pembelajaran

Descriptive text is a text that describes a particular person, place, or things. Its purpose is to give information that needed about person, place, or things specifically.

*Struktur teks*

a. Identification: In this part introduces to the subject of the description.

b. Description: In this part gives detail of the characteristic features of the subject. It may describe parts, qualities, characteristics, size, physical appearance, ability, habit daily life, etc.

Examples:

**My best friend**

I have a special friend. She is my classmate and sits besides me. Her name is Rohmi. Rohmi is a quite girl and very simple on the look. However, I really adore her. She is not only kind but also tough.

Rohmi comes from a very simple family. Her father is a pedicab driver and her mother has passed away. She has a younger brother. His name is Rahmat. In order to help their father, Rohmi and her brother work part-time to earn some money. Rohmi sells food during our class break, while her brother sells newspapers and magazines after school.

One thing that I always admire about her is that she can manage her time well, and she always looks cheerful.

Adapted from: http://demiyurfina.blogspot.co.id/2014/02/contoh-soal-descriptive-text.html

Some Criterias are commonly used in Reading Comprehension
1. Main idea (topic)
2. Expression/idiomphrase in context
3. Inference (implied detail)
4. Grammatical feature
5. Detail (scanning for a specifically stated detail)
6. Excluding fact not written (unstate detail)
7. Supporting idea
8. Vocabulary in context

E. Metode Pembelajaran: Guided Reading

F. Kegiatan Pembelajaran

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pendahuluan</td>
<td>1. Siswa menjawab sapaan guru, berdoa, dan mengondisikan diri siap belajar.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Siswa dan guru bertanya jawab berkaitan dengan teks deskriptif.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Siswa menyimak cakupan materi pembelajaran yang disampaikan dengan baik.</td>
<td></td>
</tr>
<tr>
<td>Inti</td>
<td>Mengorientasi Siswa pada masalah</td>
<td>65 menit</td>
</tr>
<tr>
<td>mengorientasi</td>
<td>1. Siswa diberikan teks descriptive</td>
<td></td>
</tr>
<tr>
<td>peserta didik pada</td>
<td>2. Siswa membaca contoh teks deskriptif tentang orang</td>
<td></td>
</tr>
<tr>
<td>masalah,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Mengorganisasi kegiatan pembelajaran, membimbing penyelidikan mandiri, mengembangkan dan menyajikan, analisis dan evaluasi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Siswa membaca ciri-ciri orang lain sesuai dengan Bahasa Inggris yang benar selama proses pembelajaran, dengan bimbingan guru.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Siswa menjawab pertanyaan-pertanyaan yang berkaitan dengan teks tersebut.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Melakukan observasi, siswa:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Dengan bimbingan dan arahan guru, Siswa mengidentifikasi ciri-ciri <em>descriptive text</em> (fungsi sosial, struktur teks, dan unsur kebahasaan).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Merumuskan masalah</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Siswa merumuskan masalah:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Bagaimana ciri-ciri <em>descriptive text</em> (fungsi sosial, struktur teks, dan unsur kebahasaan) dengan saling menghargai pendapat teman dan bahasa yang santun.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Dengan bimbingan dan arahan guru, Siswa mempertanyakan bagian <em>Descriptive Text</em> Mencoba</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Siswa membaca contoh <em>descriptive text</em> tentang <em>person</em> (orang).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Siswa menyimak arahan guru dalam membaca teks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Siswa mencoba menirukan membaca teks sesuai arahan guru.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 11. Siswa membaca teks bersama-sama setiap kelompok dengan batasan satu kelompok membaca satu paragraf.
12. Siswa menganalisis *main idea* dan unsur lainnya yang berkaitan dengan teks dan menjawab pertanyaan guru sesuai dengan teks.

Menyimpulkan

13. Siswa membaca teks tentang *person* secara independen tanpa arahan guru dan menyimpulkan maksud dari teks tersebut.

| Penutup | 1. Siswa menyimpulkan materi yang telah dipelajari  
2. Siswa merefleksi penguasaan materi yang telah dipelajari dengan membuat catatan penguasaan materi.  
3. Siswa melakukan evaluasi pembelajaran.  
4. Siswa saling memberikan umpan balik hasil evaluasi pembelajaran yang telah dicapai.  
5. Siswa menyepakati tugas yang harus dikerjakan berkaitan tentang teks deskriptif tentang *person*. | 15 menit |
G. Alat, Sumber, dan Media Pembelajaran:

Alat : Spidol, contoh teks deskriptif tentang *describing person*, dan papan tulis


Media : a piece of text.

H. Penilaian

<table>
<thead>
<tr>
<th>No</th>
<th>Indikator pencapaian kompetensi</th>
<th>Teknik penilaian</th>
<th>Bentuk instrumen</th>
<th>Instrument/soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mengidentifikasi ciri-ciri teks deskriptif dan menjawab pertanyaan berdasarkan teks yang diberikan tentang <em>describing person</em>.</td>
<td>Tulisan</td>
<td>Multiple choice</td>
<td>Answer the questions based on the following text!</td>
</tr>
</tbody>
</table>
The Terrifying Headmaster

Mr. Tucker is the headmaster of my school. He does not wear glasses. His eyes always frighten me even when I refuse to face them. They are sharp, hard, and cold, and he uses them like a whip.

He always washes his hands in an enamel basin in the corner of the room. After he has washed them, he will walk over to his desk and stand behind it looking at the pupils while he dries his hands on a small, white towel. He dries each finger separately, beginning with the first finger. His fingers are long and white. He rubs them briskly without losing the effect of deliberation and as he rubs them, he looks at us with his eyes.

No one moves while he dries his hands, no one speaks. When he finishes, he will fold the towel and put it in the desk drawer. Then, he will awkwardly smile at us. He really terrifies me.

Adapted from: I Can Jump Puddles by Alan Marshall)

1. What is the purpose of the text?
   a. to terrify the readers
   b. to describe the writer’s headmaster
   c. to promote the writer’s headmaster career
   d. to inform the readers about a terrifying school

2. Where does Mr. Tucker usually wash his hands?
   a. corner of the room
   b. in front of the room
   c. beside of the room
   d. behind of the room

3. What Mr. Tucker doing after he wash his hand?
   a. Go to sleep
   b. He dries his finger
   c. Will walk over to his desk
   d. go to bath
4. “He dries each finger **separately**...”

   The underlined word has similar meaning to…
   a. wash
   b. fold
   c. divide
   d. corner

a. Rubrik Penilaian:

<table>
<thead>
<tr>
<th>Uraian</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setiap item jawaban benar</td>
<td>25</td>
</tr>
<tr>
<td>Jawaban salah</td>
<td>10</td>
</tr>
<tr>
<td>Tidak menjawab</td>
<td>0</td>
</tr>
</tbody>
</table>

b. Pedoman penilaian:

   Total item : 4
   Setiap nomor, tiap jawaban benar skor : 25
   Nilai maksimal : 100
   Nilai siswa : \[\text{Nilai perolehan} \times 100\]
   \[\frac{\text{Nilai perolehan}}{\text{Nilai maksimal}}\]
Mengetahui,
Guru Mata Pelajaran,

Arina, S.Pd

Menyetujui,
Kepala SMAN 2 Ceringin Asri

Tanzir Zamka, S.Pd
NIP: 19590801 200502 1 005

Pesawaran, 2017
Mahasiswa Peneliti,

Devi Lufita
NPM: 1311040196
RENCANA PELAKSANAAN PEMBELAJARAN

Satuan Pendidikan : SMAN 2 Ceringin Asri
Kelas/Semester : X / Ganjil
Mata Pelajaran : Bahasa Inggris
Topik : *Descriptive Text About Thing*
Alokasi Waktu : 2 X 45 Menit
Pertemuan ke : 3 (Tiga) (*Control class*)

A. Kompetensi Inti

KI1. Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI2. Menghayati dan mengamalkan prilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI3. Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahuni tentang ilmu pengetahuan, teknologi, seni, budaya dan humaniora dengan wawasan kemanusiaan, kebangsaan, kemanusiaan, kebangsaan, kenegaran, dan peradaban terkait fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan mintanya untuk memecahkan masalah.

KI4. Mengolah, menalar dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.
B. Kompetensi Dasar dan Indikator

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman.

3.7 Menganalisis fungsi sosial, struktur teks, dan unsure kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.

Indikator:
3.7.1. Mengidentifikasi ciri-ciri descriptie text (fungsi sosial, struktur teks, dan unsur kebahasaan).

3.7.2. Menyebutkan nama tempat wisata dan nama bagian-bagiannya yang dipilih untuk dideskripsikan dalam bahasa inggris.

3.7.3. Membaca teks dengan benar sesuai dengan pronoun dalam Bahasa Inggris dan menjawab pertanyaan yang berkaitan tentang teks tersebut.

C. Tujuan Pembelajaran.

Pada saat dan setelah pembelajaran Descriptive text siswa mampu:

1. Mengidentifikasi ciri-ciri Descriptive Text (fungsi sosial, struktur teks, dan unsur kebahasaan).
3. Menyebutkan nama tempat wisata dan nama bagian-bagiannya yang dipilih untuk dideskripsikan dalam bahasa inggris.
4. Membaca teks dengan benar sesuai dengan pronoun dalam Bahasa Inggris dan menjawab pertanyaan yang berkaitan tentang teks tersebut.
5. Membuat siswa lebih termotifasi dalam membaca teks deskriptif bahasa inggris.
6. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
7. Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan Komunikasi transaksional dengan guru dan teman.

D. Materi Pembelajaran

Descriptive text is a text that describes a particular person, place, or things. Its purpose is to give information that needed about person, place, or things specifically.

Struktur teks

a. Identification : In this part introduces to the subject of the description.

b. Description : In this part gives detail of the characteristic features of the subject. It may describe parts, qualities, characteristics, size, physical appearance, ability, habit daily life, etc.

Some Criterias are commonly used in Reading Comprehension

1. Main idea (topic)
2. Expression/idiom phrase in context
3. Inference (implied detail)
4. Grammatical feature
5. Detail (scanning for a specifically stated detail)
6. Excluding fact not written (unstate detail)
7. Supporting idea
8. Vocabulary in context
E. Metode Pembelajaran: *Guided Reading*

F. Kegiatan Pembelajaran

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pendahuluan</td>
<td>1. Siswa menjawab sapaan guru, berdoa, dan mengondisikan diri siap belajar. 10 menit</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Siswa dan guru bertanya jawab berkaitan dengan teks deskriptif.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Siswa menyimak cakupan materi pembelajaran yang disampaikan dengan baik.</td>
<td></td>
</tr>
<tr>
<td>Inti</td>
<td>Mengorientasi Siswa pada masalah                                          65 menit</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. Siswa diberikan teks deskriptive</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2. Siswa membaca contoh teks deskriptif tentang <em>thing</em> (benda)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4. Siswa menjawab pertanyaan-pertanyaan yang berkaitan dengan teks tersebut.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Melakukan observasi, siswa:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Dengan bimbingan dan arahan guru, Siswa mengidentifikasi ciri-ciri <em>descriptive text</em></td>
<td></td>
</tr>
</tbody>
</table>
evaluasi (fungsi sosial, struktur teks, dan unsur kebahasaan).

Merumuskan masalah
Siswa merumuskan masalah:

6. Bagaimana ciri-ciri descriptive text (fungsi sosial, struktur teks, dan unsur kebahasaan) dengan saling menghargai pendapat teman dan bahasa yang santun.

7. Dengan bimbingan dan arahan guru, Siswa mempertanyakan bagian Descriptive Text

Mencoba

8. Siswa membaca contoh descriptive text tentang thing (benda)

9. Siswa menyimak arahan guru dalam membaca teks.

10. Siswa mencoba menirukan membaca teks sesuai arahan guru.

11. Siswa membaca teks bersama-sama setiap kelompok dengan batasan satu kelompok membaca satu paragraf.

12. Siswa menganalisisi main idea dan unsur lainnya yang berkaitan dengan teks dan menjawab pertanyaan guru sesuai dengan teks.

Menyimpulkan

13. Siswa membaca teks tentang thing secara independen tanpa arahan guru dan menyimpulkan maksud dari teks tersebut.
| Penutup       | 1. Siswa menyimpulkan materi yang telah dipelajari  
|              | 2. Siswa merefleksi penguasaan materi yang telah dipelajari dengan membuat catatan penguasaan materi.  
|              | 3. Siswa melakukan evaluasi pembelajaran.  
|              | 4. Siswa saling memberikan umpan balik hasil evaluasi pembelajaran yang telah dicapai.  
|              | 5. Siswa menyepakati tugas yang harus dikerjakan berkaitan tentang teks deskriptif tentang *thing* (benda) | 15 menit |

**G. Alat, Sumber, dan Media Pembelajaran:**

- **Alat**: Spidol, contoh teks deskriptif tentang *describing things*, dan papan tulis
- **Sumber**: Buku bahasa Inggris. IllenaI .R Agustien ,dkk. Pusat Kuriklum dan Perbukuan, Balitbang, Kemdikbud. 2016.hal 46 dan internet
- **Media**: a piece of text.
H. Penilaian

<table>
<thead>
<tr>
<th>No</th>
<th>Indikator pencapaian kompetensi</th>
<th>Teknik penilaian</th>
<th>Bentuk instrumen</th>
<th>Instrument /soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Mengidentifikasi ciri-ciri teks deskriptif dan menjawab pertanyaan berdasarkan teks yang diberikan tentang <em>describing things</em>.</td>
<td>Tulisan</td>
<td><em>Fill in the blank</em></td>
<td><em>Choose the right word</em></td>
</tr>
</tbody>
</table>

Choose the right word!

“Hotwheels-Monster Jam”

Hotwheels is a brand of diecast. It is a ...(1)... popular name in the world. I ...(2)... a lot of diecast by this brand. But this time, I will introduce by using the descriptive text of Monster Jam.

First, why is it ...(3)... as Monster Jam? Monster means that it is ...(4)... as like as a monster. But in this case, Monster means big vehicle. Jam is Jumping and destruction. So Monster Jam is a big car or ...(5)... which is jumping to destruction other cars.

Monster Jam has ...(6)... tires that are used to break the land in their own way. It is unstoppable with the giant gears which work together in a giant machine. My Monster Jam is 1/64 in scale. It is the smallest scale in Hotwheels diecast. The ...(7)... are metal, plastic, and rubber. It is made in Thailand. My monster jam is great detail general shape in body, machine, tires and accessories. I play with this Monster Jam when I have in the mood because I do not like to ...(8)... often as like as a kid but I just like to ...(9)... a photograph with this object by using my digital camera which is represented by the pictures. In my own opinion Diecast is more than a toy. It is a character of ...(10)... special.
Choose the right word!
- Called
- Materials
- Very
- Scary
- Play
- Something
- Have
- Take
- Huge
- Vehicle

Answer :
1) Very  
2) Have  
3) Called  
4) Huge  
5) Scary  
6) Vehicle  
7) Materials  
8) Play  
9) Take  
10) Something

a. Rubrik Penilaian :

<table>
<thead>
<tr>
<th>Uraian</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Setiap item jawaban benar</td>
<td>10</td>
</tr>
<tr>
<td>Jawaban salah</td>
<td>0</td>
</tr>
<tr>
<td>Tidak menjawab</td>
<td>0</td>
</tr>
</tbody>
</table>

b. Pedoman penilaian:

Total item : 10
Setiap nomor, tiap jawaban benar skor : 10
Nilai maksimal : 100
Nilai siswa : \( \text{Nilai perolehan} \times 100 \)
Nilai maksimal
Mengetahui,
Guru Mata Pelajaran,

Arina, S.Pd
NIP:

Pesawaran, 2017
Mahasiswa Peneliti,

Devi Lufita
NPM: 1311040196

Menyetujui,
Kepala SMAN 2 Ceringin Asri

Tamzir Zamka, S.Pd
NIP: 19590801 200502 1 005
### Appendix 14

**LIST SAMPLE OF THE RESEARCH**

<table>
<thead>
<tr>
<th>No</th>
<th>Students’ Name</th>
<th>Gender</th>
<th>Code</th>
<th>No</th>
<th>Students’ Name</th>
<th>Gender</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Abilia Faturokhan</td>
<td>L</td>
<td>E-1</td>
<td>1</td>
<td>Ani Saputri</td>
<td>P</td>
<td>C-1</td>
</tr>
<tr>
<td>2</td>
<td>Adi Kusnanto</td>
<td>L</td>
<td>E-2</td>
<td>2</td>
<td>Anisa Febriyanti</td>
<td>P</td>
<td>C-2</td>
</tr>
<tr>
<td>3</td>
<td>Aldi Eka Pratama</td>
<td>L</td>
<td>E-3</td>
<td>3</td>
<td>Dinar Ayu Prastiti</td>
<td>P</td>
<td>C-3</td>
</tr>
<tr>
<td>4</td>
<td>Ananda Diah P.</td>
<td>P</td>
<td>E-4</td>
<td>4</td>
<td>Feri Adi Sitinjak</td>
<td>L</td>
<td>C-4</td>
</tr>
<tr>
<td>5</td>
<td>Clara Ragil Saputri</td>
<td>P</td>
<td>E-5</td>
<td>5</td>
<td>Fitri Dwi Indra Sari</td>
<td>P</td>
<td>C-5</td>
</tr>
<tr>
<td>6</td>
<td>Dhea Fernanda</td>
<td>P</td>
<td>E-6</td>
<td>6</td>
<td>Haris Afriansyah</td>
<td>L</td>
<td>C-6</td>
</tr>
<tr>
<td>7</td>
<td>Diah Anggi Isnaini</td>
<td>P</td>
<td>E-7</td>
<td>7</td>
<td>Luky Arjuna</td>
<td>L</td>
<td>C-7</td>
</tr>
<tr>
<td>8</td>
<td>Dian Sanjaya</td>
<td>P</td>
<td>E-8</td>
<td>8</td>
<td>Lusiana Safira R.</td>
<td>P</td>
<td>C-8</td>
</tr>
<tr>
<td>9</td>
<td>Dicky Chandra H.</td>
<td>L</td>
<td>E-9</td>
<td>9</td>
<td>Melinda Agustin</td>
<td>P</td>
<td>C-9</td>
</tr>
<tr>
<td>10</td>
<td>Erika Dwi Yesinta</td>
<td>P</td>
<td>E-10</td>
<td>10</td>
<td>Neli Apriya Isnaini</td>
<td>P</td>
<td>C-10</td>
</tr>
<tr>
<td>11</td>
<td>Farid Safei</td>
<td>L</td>
<td>E-11</td>
<td>11</td>
<td>Nicho Chandra P.</td>
<td>L</td>
<td>C-11</td>
</tr>
<tr>
<td>12</td>
<td>Fenti Setiyani</td>
<td>P</td>
<td>E-12</td>
<td>12</td>
<td>Muhammad Basid S.</td>
<td>L</td>
<td>C-12</td>
</tr>
<tr>
<td>13</td>
<td>Feri Hidayanti</td>
<td>P</td>
<td>E-13</td>
<td>13</td>
<td>Pina Widiati</td>
<td>P</td>
<td>C-13</td>
</tr>
<tr>
<td>14</td>
<td>Gading Ari Pramudia</td>
<td>L</td>
<td>E-14</td>
<td>14</td>
<td>Puspa Widya Lesty G.</td>
<td>P</td>
<td>C-14</td>
</tr>
<tr>
<td>15</td>
<td>Govar Arwando</td>
<td>L</td>
<td>E-15</td>
<td>15</td>
<td>Rahmat Sholehan</td>
<td>L</td>
<td>C-15</td>
</tr>
<tr>
<td>16</td>
<td>Husnul Hotimah</td>
<td>P</td>
<td>E-16</td>
<td>16</td>
<td>Reni Nuraeni</td>
<td>P</td>
<td>C-16</td>
</tr>
<tr>
<td>17</td>
<td>Lestari Saraswati</td>
<td>P</td>
<td>E-17</td>
<td>17</td>
<td>Ridwan</td>
<td>L</td>
<td>C-17</td>
</tr>
<tr>
<td>18</td>
<td>Lilia Nurul Rahmawati</td>
<td>P</td>
<td>E-18</td>
<td>18</td>
<td>Ricky Nurcahya</td>
<td>L</td>
<td>C-18</td>
</tr>
<tr>
<td>19</td>
<td>Miratu Shalihah Zen</td>
<td>P</td>
<td>E-19</td>
<td>19</td>
<td>Sirad Rahayupa</td>
<td>L</td>
<td>C-19</td>
</tr>
<tr>
<td>20</td>
<td>Monica Tiara Sari</td>
<td>P</td>
<td>E-20</td>
<td>20</td>
<td>Soni Gunawan</td>
<td>L</td>
<td>C-20</td>
</tr>
<tr>
<td>21</td>
<td>Rafli Irawan</td>
<td>L</td>
<td>E-21</td>
<td>21</td>
<td>Tri Adi Setiyawan</td>
<td>L</td>
<td>C-21</td>
</tr>
<tr>
<td>22</td>
<td>Royhan Maulana</td>
<td>L</td>
<td>E-22</td>
<td>22</td>
<td>Trigustina Hidayati</td>
<td>P</td>
<td>C-22</td>
</tr>
<tr>
<td>23</td>
<td>Sekar Ayu Kinasih</td>
<td>P</td>
<td>E-23</td>
<td>23</td>
<td>Weldi Kurdiyanto</td>
<td>L</td>
<td>C-23</td>
</tr>
<tr>
<td>24</td>
<td>Selvi Sri Sundari</td>
<td>P</td>
<td>E-24</td>
<td>24</td>
<td>Yunita Sari</td>
<td>P</td>
<td>C-24</td>
</tr>
<tr>
<td>25</td>
<td>Sentia Febri Juwita</td>
<td>P</td>
<td>E-25</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Sri Pur Ayuningsih</td>
<td>P</td>
<td>E-26</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Vicky Pangestu</td>
<td>L</td>
<td>E-27</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Vita Handayani</td>
<td>P</td>
<td>E-28</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### RESULT OF VALIDITY PRETEST AND POSTTEST

#### PRETEST

<table>
<thead>
<tr>
<th>No.</th>
<th>r Hitung</th>
<th>Syarat</th>
<th>Keterangan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.210</td>
<td>&gt;0.361</td>
<td>Tidak valid</td>
</tr>
<tr>
<td>2</td>
<td>0.375</td>
<td>&gt;0.361</td>
<td>Valid</td>
</tr>
<tr>
<td>3</td>
<td>0.045</td>
<td>&gt;0.361</td>
<td>Tidak valid</td>
</tr>
<tr>
<td>4</td>
<td>0.482</td>
<td>&gt;0.361</td>
<td>Valid</td>
</tr>
<tr>
<td>5</td>
<td>0.354</td>
<td>&gt;0.361</td>
<td>Tidak valid</td>
</tr>
<tr>
<td>6</td>
<td>0.413</td>
<td>&gt;0.361</td>
<td>Valid</td>
</tr>
<tr>
<td>7</td>
<td>0.215</td>
<td>&gt;0.361</td>
<td>Tidak valid</td>
</tr>
<tr>
<td>8</td>
<td>0.445</td>
<td>&gt;0.361</td>
<td>Valid</td>
</tr>
<tr>
<td>9</td>
<td>0.132</td>
<td>&gt;0.361</td>
<td>Tidak valid</td>
</tr>
<tr>
<td>10</td>
<td>0.256</td>
<td>&gt;0.361</td>
<td>Tidak valid</td>
</tr>
<tr>
<td>11</td>
<td>0.790</td>
<td>&gt;0.361</td>
<td>Valid</td>
</tr>
<tr>
<td>12</td>
<td>0.045</td>
<td>&gt;0.361</td>
<td>Tidak valid</td>
</tr>
<tr>
<td>13</td>
<td>0.391</td>
<td>&gt;0.361</td>
<td>Valid</td>
</tr>
<tr>
<td>14</td>
<td>0.008</td>
<td>&gt;0.361</td>
<td>Tidak valid</td>
</tr>
<tr>
<td>15</td>
<td>0.072</td>
<td>&gt;0.361</td>
<td>Tidak valid</td>
</tr>
<tr>
<td>16</td>
<td>0.371</td>
<td>&gt;0.361</td>
<td>Valid</td>
</tr>
<tr>
<td>17</td>
<td>0.505</td>
<td>&gt;0.361</td>
<td>Valid</td>
</tr>
<tr>
<td>18</td>
<td>0.416</td>
<td>&gt;0.361</td>
<td>Valid</td>
</tr>
<tr>
<td>19</td>
<td>0.121</td>
<td>&gt;0.361</td>
<td>Tidak valid</td>
</tr>
<tr>
<td>20</td>
<td>0.141</td>
<td>&gt;0.361</td>
<td>Valid</td>
</tr>
<tr>
<td>21</td>
<td>0.347</td>
<td>&gt;0.361</td>
<td>Tidak valid</td>
</tr>
<tr>
<td>22</td>
<td>0.421</td>
<td>&gt;0.361</td>
<td>Valid</td>
</tr>
<tr>
<td>23</td>
<td>0.179</td>
<td>&gt;0.361</td>
<td>Tidak valid</td>
</tr>
<tr>
<td>24</td>
<td>0.470</td>
<td>&gt;0.361</td>
<td>Valid</td>
</tr>
<tr>
<td>25</td>
<td>0.498</td>
<td>&gt;0.361</td>
<td>Valid</td>
</tr>
<tr>
<td>26</td>
<td>0.461</td>
<td>&gt;0.361</td>
<td>Valid</td>
</tr>
<tr>
<td>27</td>
<td>0.066</td>
<td>&gt;0.361</td>
<td>Tidak Valid</td>
</tr>
<tr>
<td>28</td>
<td>0.579</td>
<td>&gt;0.361</td>
<td>Valid</td>
</tr>
<tr>
<td>29</td>
<td>0.442</td>
<td>&gt;0.361</td>
<td>Valid</td>
</tr>
<tr>
<td>30</td>
<td>0.410</td>
<td>&gt;0.361</td>
<td>Valid</td>
</tr>
<tr>
<td>31</td>
<td>0.139</td>
<td>&gt;0.361</td>
<td>Tidak Valid</td>
</tr>
<tr>
<td>32</td>
<td>0.537</td>
<td>&gt;0.361</td>
<td>Valid</td>
</tr>
<tr>
<td>33</td>
<td>0.398</td>
<td>&gt;0.361</td>
<td>Valid</td>
</tr>
<tr>
<td>34</td>
<td>0.039</td>
<td>&gt;0.361</td>
<td>Tidak Valid</td>
</tr>
<tr>
<td>35</td>
<td>0.457</td>
<td>&gt;0.361</td>
<td>Valid</td>
</tr>
<tr>
<td>36</td>
<td>0.320</td>
<td>&gt;0.361</td>
<td>Tidak Valid</td>
</tr>
<tr>
<td>37</td>
<td>0.617</td>
<td>&gt;0.361</td>
<td>Valid</td>
</tr>
<tr>
<td>38</td>
<td>0.265</td>
<td>&gt;0.361</td>
<td>Tidak Valid</td>
</tr>
<tr>
<td>39</td>
<td>0.013</td>
<td>&gt;0.361</td>
<td>Tidak Valid</td>
</tr>
<tr>
<td>40</td>
<td>0.416</td>
<td>&gt;0.361</td>
<td>Valid</td>
</tr>
<tr>
<td>41</td>
<td>0.122</td>
<td>&gt;0.361</td>
<td>Tidak Valid</td>
</tr>
<tr>
<td>42</td>
<td>0.385</td>
<td>&gt;0.361</td>
<td>Valid</td>
</tr>
<tr>
<td>43</td>
<td>0.116</td>
<td>&gt;0.361</td>
<td>Tidak Valid</td>
</tr>
<tr>
<td>44</td>
<td>0.060</td>
<td>&gt;0.361</td>
<td>Tidak Valid</td>
</tr>
<tr>
<td>45</td>
<td>0.401</td>
<td>&gt;0.361</td>
<td>Valid</td>
</tr>
<tr>
<td>46</td>
<td>0.179</td>
<td>&gt;0.361</td>
<td>Tidak Valid</td>
</tr>
<tr>
<td>47</td>
<td>0.061</td>
<td>&gt;0.361</td>
<td>Tidak Valid</td>
</tr>
<tr>
<td>48</td>
<td>0.009</td>
<td>&gt;0.361</td>
<td>Tidak Valid</td>
</tr>
<tr>
<td>49</td>
<td>0.498</td>
<td>&gt;0.361</td>
<td>Valid</td>
</tr>
<tr>
<td>50</td>
<td>0.179</td>
<td>&gt;0.361</td>
<td>Tidak Valid</td>
</tr>
</tbody>
</table>
### Appendix 16

**RESULT OF VALIDITY PRETEST AND POSTTEST**

**POSTTEST**

<table>
<thead>
<tr>
<th>No.</th>
<th>r Hitung</th>
<th>Syarat</th>
<th>Keterangan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0.367</td>
<td>&gt;0.361</td>
<td>Valid</td>
</tr>
<tr>
<td>2</td>
<td>0.375</td>
<td>&gt;0.361</td>
<td>Valid</td>
</tr>
<tr>
<td>3</td>
<td>0.380</td>
<td>&gt;0.361</td>
<td>Valid</td>
</tr>
<tr>
<td>4</td>
<td>0.114</td>
<td>&gt;0.361</td>
<td>Tidak Valid</td>
</tr>
<tr>
<td>5</td>
<td>0.454</td>
<td>&gt;0.361</td>
<td>Valid</td>
</tr>
<tr>
<td>6</td>
<td>0.102</td>
<td>&gt;0.361</td>
<td>Tidak Valid</td>
</tr>
<tr>
<td>7</td>
<td>0.381</td>
<td>&gt;0.361</td>
<td>Valid</td>
</tr>
<tr>
<td>8</td>
<td>0.264</td>
<td>&gt;0.361</td>
<td>Tidak valid</td>
</tr>
<tr>
<td>9</td>
<td>0.133</td>
<td>&gt;0.361</td>
<td>Tidak valid</td>
</tr>
<tr>
<td>10</td>
<td>0.421</td>
<td>&gt;0.361</td>
<td>Valid</td>
</tr>
<tr>
<td>11</td>
<td>0.290</td>
<td>&gt;0.361</td>
<td>Tidak valid</td>
</tr>
<tr>
<td>12</td>
<td>0.526</td>
<td>&gt;0.361</td>
<td>valid</td>
</tr>
<tr>
<td>13</td>
<td>0.266</td>
<td>&gt;0.361</td>
<td>Tidak Valid</td>
</tr>
<tr>
<td>14</td>
<td>0.403</td>
<td>&gt;0.361</td>
<td>Valid</td>
</tr>
<tr>
<td>15</td>
<td>0.216</td>
<td>&gt;0.361</td>
<td>Tidak valid</td>
</tr>
<tr>
<td>16</td>
<td>0.667</td>
<td>&gt;0.361</td>
<td>Valid</td>
</tr>
<tr>
<td>17</td>
<td>0.585</td>
<td>&gt;0.361</td>
<td>Valid</td>
</tr>
<tr>
<td>18</td>
<td>0.210</td>
<td>&gt;0.361</td>
<td>Tidak Valid</td>
</tr>
<tr>
<td>19</td>
<td>0.452</td>
<td>&gt;0.361</td>
<td>Valid</td>
</tr>
<tr>
<td>20</td>
<td>0.155</td>
<td>&gt;0.361</td>
<td>Tidak Valid</td>
</tr>
<tr>
<td>21</td>
<td>0.396</td>
<td>&gt;0.361</td>
<td>Valid</td>
</tr>
<tr>
<td>22</td>
<td>0.697</td>
<td>&gt;0.361</td>
<td>Valid</td>
</tr>
<tr>
<td>23</td>
<td>0.028</td>
<td>&gt;0.361</td>
<td>Tidak Valid</td>
</tr>
<tr>
<td>24</td>
<td>0.367</td>
<td>&gt;0.361</td>
<td>Valid</td>
</tr>
<tr>
<td>25</td>
<td>0.467</td>
<td>&gt;0.361</td>
<td>Valid</td>
</tr>
<tr>
<td>26</td>
<td>0.109</td>
<td>&gt;0.361</td>
<td>Tidak Valid</td>
</tr>
<tr>
<td>27</td>
<td>0.232</td>
<td>&gt;0.361</td>
<td>Tidak Valid</td>
</tr>
<tr>
<td>28</td>
<td>0.167</td>
<td>&gt;0.361</td>
<td>Tidak Valid</td>
</tr>
<tr>
<td>29</td>
<td>0.579</td>
<td>&gt;0.361</td>
<td>Tidak Valid</td>
</tr>
<tr>
<td>30</td>
<td>0.272</td>
<td>&gt;0.361</td>
<td>Tidak Valid</td>
</tr>
<tr>
<td>31</td>
<td>0.172</td>
<td>&gt;0.361</td>
<td>Tidak Valid</td>
</tr>
<tr>
<td>32</td>
<td>0.152</td>
<td>&gt;0.361</td>
<td>Tidak Valid</td>
</tr>
<tr>
<td>33</td>
<td>0.129</td>
<td>&gt;0.361</td>
<td>Tidak Valid</td>
</tr>
<tr>
<td>34</td>
<td>0.633</td>
<td>&gt;0.361</td>
<td>Valid</td>
</tr>
<tr>
<td>35</td>
<td>0.103</td>
<td>&gt;0.361</td>
<td>Tidak Valid</td>
</tr>
<tr>
<td>36</td>
<td>0.418</td>
<td>&gt;0.361</td>
<td>Valid</td>
</tr>
<tr>
<td>37</td>
<td>0.194</td>
<td>&gt;0.361</td>
<td>Tidak Valid</td>
</tr>
<tr>
<td>38</td>
<td>0.297</td>
<td>&gt;0.361</td>
<td>Valid</td>
</tr>
<tr>
<td>39</td>
<td>0.423</td>
<td>&gt;0.361</td>
<td>Valid</td>
</tr>
<tr>
<td>40</td>
<td>0.266</td>
<td>&gt;0.361</td>
<td>Tidak Valid</td>
</tr>
<tr>
<td>41</td>
<td>0.147</td>
<td>&gt;0.361</td>
<td>Tidak Valid</td>
</tr>
<tr>
<td>42</td>
<td>0.376</td>
<td>&gt;0.361</td>
<td>Valid</td>
</tr>
<tr>
<td>43</td>
<td>0.179</td>
<td>&gt;0.361</td>
<td>Tidak Valid</td>
</tr>
<tr>
<td>44</td>
<td>0.407</td>
<td>&gt;0.361</td>
<td>Valid</td>
</tr>
<tr>
<td>45</td>
<td>0.436</td>
<td>&gt;0.361</td>
<td>Valid</td>
</tr>
<tr>
<td>46</td>
<td>0.242</td>
<td>&gt;0.361</td>
<td>Tidak Valid</td>
</tr>
<tr>
<td>47</td>
<td>0.398</td>
<td>&gt;0.361</td>
<td>Valid</td>
</tr>
<tr>
<td>48</td>
<td>0.124</td>
<td>&gt;0.361</td>
<td>Tidak Valid</td>
</tr>
<tr>
<td>49</td>
<td>0.587</td>
<td>&gt;0.361</td>
<td>Valid</td>
</tr>
<tr>
<td>50</td>
<td>0.352</td>
<td>&gt;0.361</td>
<td>Tidak Valid</td>
</tr>
</tbody>
</table>
Appendix 17

Reliability Test of Pre-test

<table>
<thead>
<tr>
<th>Reliability Statistics</th>
<th>Value</th>
<th>N of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cronbach’s Alpha Part 1</td>
<td>Value</td>
<td>13(^a)</td>
</tr>
<tr>
<td>Part 2 Value</td>
<td>-.023(^b)</td>
<td>12(^c)</td>
</tr>
<tr>
<td>Total N of Items</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Correlation Between Forms</td>
<td>.534</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spearman-Brown Coefficient</th>
<th>Equal Length</th>
<th>Unequal Length</th>
<th>Guttman Split-Half</th>
<th>Coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>.696</td>
<td>.696</td>
<td>.696</td>
<td>.659</td>
</tr>
</tbody>
</table>
## Reliability Test of Post-test

<table>
<thead>
<tr>
<th>Reliability Statistics</th>
<th>Part 1</th>
<th>Part 2</th>
<th>Total N of Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cronbach's Alpha</td>
<td>Value</td>
<td>Value</td>
<td>25</td>
</tr>
<tr>
<td>N of Items</td>
<td>13^a</td>
<td>12^b</td>
<td></td>
</tr>
<tr>
<td>Correlation Between Forms</td>
<td></td>
<td></td>
<td>.455</td>
</tr>
<tr>
<td>Equal Length</td>
<td>.625</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unequal Length</td>
<td>.625</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Guttman Split-Half Coefficient</td>
<td>.610</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

^a N of Items 13 with equal length
^b N of Items 12 with unequal length
# Appendix 19

The Score of Pre-test and Post-test of Experimental Class

<table>
<thead>
<tr>
<th>NO</th>
<th>Nama</th>
<th>Gender</th>
<th>Code</th>
<th>Pretest Score</th>
<th>Posttest Score</th>
<th>Gain</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Abilia Faturokhman</td>
<td>M</td>
<td>E-1</td>
<td>36</td>
<td>80</td>
<td>40</td>
</tr>
<tr>
<td>2</td>
<td>Adi Kusnanto</td>
<td>M</td>
<td>E-2</td>
<td>32</td>
<td>48</td>
<td>16</td>
</tr>
<tr>
<td>3</td>
<td>Aldi Eka Pratama</td>
<td>M</td>
<td>E-3</td>
<td>44</td>
<td>56</td>
<td>12</td>
</tr>
<tr>
<td>4</td>
<td>Ananda Diah Pramudhita</td>
<td>F</td>
<td>E-4</td>
<td>56</td>
<td>68</td>
<td>12</td>
</tr>
<tr>
<td>5</td>
<td>Clara Ragil Saputri</td>
<td>F</td>
<td>E-5</td>
<td>44</td>
<td>80</td>
<td>44</td>
</tr>
<tr>
<td>6</td>
<td>Dhea Fernanda</td>
<td>F</td>
<td>E-6</td>
<td>60</td>
<td>76</td>
<td>16</td>
</tr>
<tr>
<td>7</td>
<td>Diah Anggi Isnaini</td>
<td>F</td>
<td>E-7</td>
<td>52</td>
<td>80</td>
<td>28</td>
</tr>
<tr>
<td>8</td>
<td>Dian Sanjaya</td>
<td>M</td>
<td>E-8</td>
<td>40</td>
<td>64</td>
<td>24</td>
</tr>
<tr>
<td>9</td>
<td>Dicky Chandra Hermawan</td>
<td>M</td>
<td>E-9</td>
<td>40</td>
<td>72</td>
<td>32</td>
</tr>
<tr>
<td>10</td>
<td>Erika Dwi Yesinta</td>
<td>F</td>
<td>E-10</td>
<td>40</td>
<td>64</td>
<td>24</td>
</tr>
<tr>
<td>11</td>
<td>Farid Safer</td>
<td>M</td>
<td>E-11</td>
<td>44</td>
<td>76</td>
<td>32</td>
</tr>
<tr>
<td>12</td>
<td>Fenti Setiani</td>
<td>F</td>
<td>E-12</td>
<td>48</td>
<td>88</td>
<td>40</td>
</tr>
<tr>
<td>13</td>
<td>Feri Hidayanti</td>
<td>F</td>
<td>E-13</td>
<td>76</td>
<td>84</td>
<td>8</td>
</tr>
<tr>
<td>14</td>
<td>Gading Ari Pramudia</td>
<td>M</td>
<td>E-14</td>
<td>52</td>
<td>76</td>
<td>24</td>
</tr>
<tr>
<td>15</td>
<td>Govar Arwando</td>
<td>M</td>
<td>E-15</td>
<td>28</td>
<td>64</td>
<td>36</td>
</tr>
<tr>
<td>16</td>
<td>Husnul Hotimah</td>
<td>F</td>
<td>E-16</td>
<td>76</td>
<td>84</td>
<td>8</td>
</tr>
<tr>
<td>17</td>
<td>Lestari Saraswati</td>
<td>F</td>
<td>E-17</td>
<td>48</td>
<td>60</td>
<td>12</td>
</tr>
<tr>
<td>18</td>
<td>Lilia Nurul Rahmawati</td>
<td>F</td>
<td>E-18</td>
<td>40</td>
<td>72</td>
<td>32</td>
</tr>
<tr>
<td>19</td>
<td>Miratu Shalihah Zen</td>
<td>F</td>
<td>E-19</td>
<td>64</td>
<td>88</td>
<td>24</td>
</tr>
<tr>
<td>20</td>
<td>Monica Tiara Sari</td>
<td>F</td>
<td>E-20</td>
<td>44</td>
<td>72</td>
<td>28</td>
</tr>
<tr>
<td>21</td>
<td>Rafli Irawan</td>
<td>M</td>
<td>E-21</td>
<td>48</td>
<td>72</td>
<td>24</td>
</tr>
<tr>
<td>22</td>
<td>Royhan Maulana</td>
<td>M</td>
<td>E-22</td>
<td>36</td>
<td>72</td>
<td>36</td>
</tr>
<tr>
<td>23</td>
<td>Sekar Ayu Kinasih</td>
<td>F</td>
<td>E-23</td>
<td>58</td>
<td>72</td>
<td>14</td>
</tr>
<tr>
<td>24</td>
<td>Selvi Sri Sundari</td>
<td>F</td>
<td>E-24</td>
<td>72</td>
<td>76</td>
<td>4</td>
</tr>
<tr>
<td>25</td>
<td>Sentia Febri Juwita</td>
<td>F</td>
<td>E-25</td>
<td>36</td>
<td>76</td>
<td>40</td>
</tr>
<tr>
<td>26</td>
<td>Sri Pur Ayuningsih</td>
<td>F</td>
<td>E-26</td>
<td>48</td>
<td>80</td>
<td>32</td>
</tr>
<tr>
<td>27</td>
<td>Vicky Pangestu</td>
<td>M</td>
<td>E-27</td>
<td>40</td>
<td>80</td>
<td>40</td>
</tr>
<tr>
<td>28</td>
<td>Vita Andayani</td>
<td>F</td>
<td>E-28</td>
<td>44</td>
<td>80</td>
<td>36</td>
</tr>
</tbody>
</table>
## Appendix 20

The Score of Pre-test and Post-test of Control Class

<table>
<thead>
<tr>
<th>NO</th>
<th>Nama</th>
<th>Gender</th>
<th>Code</th>
<th>Pretest Score</th>
<th>Posttest Score</th>
<th>Gain</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Ani Saputri</td>
<td>F</td>
<td>C-1</td>
<td>48</td>
<td>64</td>
<td>16</td>
</tr>
<tr>
<td>2</td>
<td>Anisa Febrianti</td>
<td>F</td>
<td>C-2</td>
<td>48</td>
<td>52</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>Dinar Ayu Prastiti</td>
<td>F</td>
<td>C-3</td>
<td>48</td>
<td>68</td>
<td>20</td>
</tr>
<tr>
<td>4</td>
<td>Feri Adi Sitinjak</td>
<td>M</td>
<td>C-4</td>
<td>40</td>
<td>44</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>Fitri Dwi Indra Sari</td>
<td>F</td>
<td>C-5</td>
<td>52</td>
<td>80</td>
<td>28</td>
</tr>
<tr>
<td>6</td>
<td>Haris Afriansyah</td>
<td>M</td>
<td>C-6</td>
<td>64</td>
<td>80</td>
<td>16</td>
</tr>
<tr>
<td>7</td>
<td>Luky Arjuna</td>
<td>M</td>
<td>C-7</td>
<td>48</td>
<td>52</td>
<td>4</td>
</tr>
<tr>
<td>8</td>
<td>Lusiana Safira Rahmawati</td>
<td>F</td>
<td>C-8</td>
<td>40</td>
<td>60</td>
<td>20</td>
</tr>
<tr>
<td>9</td>
<td>Melinda Agustin</td>
<td>F</td>
<td>C-9</td>
<td>60</td>
<td>76</td>
<td>16</td>
</tr>
<tr>
<td>10</td>
<td>Neli Apriya Isnaini</td>
<td>F</td>
<td>C-10</td>
<td>28</td>
<td>52</td>
<td>24</td>
</tr>
<tr>
<td>11</td>
<td>Nicho Chandra Pamungkas</td>
<td>M</td>
<td>C-11</td>
<td>68</td>
<td>76</td>
<td>8</td>
</tr>
<tr>
<td>12</td>
<td>Muhammad Basid Saputra</td>
<td>M</td>
<td>C-12</td>
<td>52</td>
<td>60</td>
<td>8</td>
</tr>
<tr>
<td>13</td>
<td>Pina Widiati</td>
<td>F</td>
<td>C-13</td>
<td>36</td>
<td>60</td>
<td>24</td>
</tr>
<tr>
<td>14</td>
<td>Puspa Widy Lesti Gunawan</td>
<td>F</td>
<td>C-14</td>
<td>36</td>
<td>72</td>
<td>36</td>
</tr>
<tr>
<td>15</td>
<td>Rahmat Sholehan</td>
<td>M</td>
<td>C-15</td>
<td>48</td>
<td>68</td>
<td>20</td>
</tr>
<tr>
<td>16</td>
<td>Reni Nuraeni</td>
<td>F</td>
<td>C-16</td>
<td>52</td>
<td>56</td>
<td>4</td>
</tr>
<tr>
<td>17</td>
<td>Ridwan</td>
<td>M</td>
<td>C-17</td>
<td>40</td>
<td>70</td>
<td>30</td>
</tr>
<tr>
<td>18</td>
<td>Rizky Nurcahya</td>
<td>M</td>
<td>C-18</td>
<td>24</td>
<td>48</td>
<td>24</td>
</tr>
<tr>
<td>19</td>
<td>Sirad Rahayupa</td>
<td>M</td>
<td>C-19</td>
<td>48</td>
<td>64</td>
<td>16</td>
</tr>
<tr>
<td>20</td>
<td>Soni Gunawan</td>
<td>M</td>
<td>C-20</td>
<td>64</td>
<td>68</td>
<td>4</td>
</tr>
<tr>
<td>21</td>
<td>Tri Adi Setiyawan</td>
<td>M</td>
<td>C-21</td>
<td>40</td>
<td>72</td>
<td>32</td>
</tr>
<tr>
<td>22</td>
<td>Trigustina Hidayati</td>
<td>F</td>
<td>C-22</td>
<td>36</td>
<td>60</td>
<td>24</td>
</tr>
<tr>
<td>23</td>
<td>Weldi Kurdiyanto</td>
<td>M</td>
<td>C-23</td>
<td>56</td>
<td>80</td>
<td>24</td>
</tr>
<tr>
<td>24</td>
<td>Yunita Sari</td>
<td>F</td>
<td>C-24</td>
<td>20</td>
<td>44</td>
<td>24</td>
</tr>
</tbody>
</table>
## Tests of Normality

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Kolmogorov-Smirnov&lt;sup&gt;a&lt;/sup&gt;</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic</td>
<td>df</td>
</tr>
<tr>
<td>score</td>
<td>Experiment</td>
<td>.144</td>
</tr>
<tr>
<td></td>
<td>Control</td>
<td>.150</td>
</tr>
</tbody>
</table>

<sup>a</sup> Lilliefors Significance Correction
Appendix 22

THE RESULT OF HOMOGENEITY TEST

Test of Homogeneity of Variances

<table>
<thead>
<tr>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.925</td>
<td>1</td>
<td>50</td>
<td>.171</td>
</tr>
</tbody>
</table>
## THE RESULT OF HYPOTHETICAL TEST

### The Result of Independent Samples Test

<table>
<thead>
<tr>
<th></th>
<th>Levene's Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig.</td>
<td>t</td>
</tr>
<tr>
<td>Gain</td>
<td>Equal variances assumed</td>
<td>1.925</td>
<td>.171</td>
</tr>
<tr>
<td></td>
<td>Equal variances not assumed</td>
<td>2.431</td>
<td>.019</td>
</tr>
</tbody>
</table>
Appendix 24

Documentation of the Research

This is a picture of experimental class (X MIPA 2). The students are doing pre-test of reading comprehension test.

This is a picture of experimental class (X MIPA 2). The students are doing post-test of reading comprehension test.
This is a picture of control class (X MIPA 1). The students are doing pre-test of reading comprehension test.

This is a picture of control class (X MIPA 1). The students are doing post-test of reading comprehension test.