

**THE INFLUENCE OF USING LISTEN-READ-DISCUSS (LRD) STRATEGY
TOWARDS STUDENTS' READING COMPREHENSION ON
DESCRIPTIVE TEXT AT THE SECOND SEMESTER
OF THE TENTH GRADES OF MA MATHLA'UL
ANWAR KEDONDONG IN 2018/2019
ACADEMIC YEAR**



A Thesis

Submitted in a Partial fulfillment of the Requirements for S1-Degree

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2019

ABSTRACT

THE INFLUENCE OF USING LISTEN-READ-DISCUSS (LRD) STRATEGY TOWARDS STUDENTS' READING COMPREHENSION ON DESCRIPTIVE TEXT AT THE SECOND SEMESTER OF THE TENTH GRADES OF MA MATHLA'UL ANWAR KEDONDONG IN 2018/2019 ACADEMIC YEAR

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This research was conducted based on the phenomena taking place in school. There were many students considered that reading were difficult and them also got difficulties in comprehending the text especially on descriptive text. Students' reading score were still low, because they found difficulties in finding the words meaning because they were lack of vocabularies and students reading motivation was still low. The objective of this research was to know whether there was a significant influence of using Listen-Read-Discuss (LRD) strategy towards students' reading comprehension on descriptive text.

The quasi-experimental design was used in this research. The population was the tenth grade of MA Mathla'ul anwar Kedondong. The samples of this research were two classes consisting of 32 students for both the experimental and control class. The LRD strategy was used for the treatments in the experimental class and the Guided Reading strategy was used for the control class. In collecting the data, the instrument which was in the form of multiple-choice questions which had been tried out was given to the students. Before the treatments were disposed, the pre-test for both classes were given. Then, after conducting the treatments, the post-test for both classes were given. The results of the pre-test and the post-test were analyzed using SPSS version 16 to compute the hypothetical testing.

From the data analysis computed by using SPSS version 16, it was obtained that the $Sig. = 0.002$ and the $\alpha = 0.05$. It mean that the H_a is accepted because of the $Sig. < \alpha = 0.002 < 0.05$. Therefore, there is a significant influence of using LRD strategy towards students' reading comprehension on descriptive text at the second semester of the tenth grades of Ma Mathla'ulanwar Kedondong.

Keywords: *Descriptive text, LRD strategy, reading comprehension*



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DECLARATION

I hereby certify that this thesis with the title : “The Influence of Using Listen-Read-Discuss Strategy towards Students’ Reading Comprehension on descriptive text at the Second semester of the Tenth grade of MA Mathla’ul Anwar Kedondong in the Academic Year of 2018/2019” 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 in the text.

Bandar Lampung, September 2019

Declared by,

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MOTTO

فَاقْرُءُوا مَا تَيَسَّرَ مِنَ الْقُرْءَانِ

Read, then, of the Qur'an that which is easy for you.¹

(Q.S. Al Muzzammil ayat 20)

¹ Abdullah Yusuf Ali, *The Meaning of the Holy Qur'an*, (Maryland: Amana Publications, 2001), p. 213

DEDICATION

This thesis is dedicated to:

1. The greatest inspiration in my life is my beloved father, Mr. Hipni Ihsan and my mother, Mrs. Rumaida, for their love, support, patience and guidance.
2. My beloved brothers, Heru Fasta Wijaya, S.Pd and Amirul Hakim who always prays, supports and gives motivation to me.
3. My beloved lecturers and almamater, UIN Raden Intan Lampung.

CURRICULUM VITAE

Wildan Maududi was born on August 08th, 1996 in Pasar Baru, Pesawaran. He lives in Pasar Baru, Pesawaran. He is the second child of Mr. Hipni and Mrs. Rumaida. He has two brothers. They are Heru Fasta Wijaya and Amirul Hakim. He entered elementary school at MIN 1 Pesawaran and graduated in 2007. Then, he continued his study to junior high school of MTSN 1 Pesawaran and graduated in 2010. Having graduated, he continued his study to senior high school of MA Mathla'ul Anwar Kedondong, Pesawaran and graduated in 2013. After finishing his study, he continued his education at UIN Raden Intan Lampung since 2013 then he decided to take S-1 in English Education program of Tarbiyah and Teacher Training Faculty of UIN Raden Intan Lampung.

ACKNOWLEDGEMENT

First of all, praise to Allah, the Almighty, the Most Merciful, and the Most Beneficent who always gives His blessing and mercy to the researcher during her study to complete this final project. Peace upon the great messenger Prophet Muhammad SAW, his families, companies, and followers until the end of life.

When finishing this thesis, so much help, assistance, aid, support and many valuable things from various sides have been obtained. Therefore, thanks to:

1. Prof. Dr. Hj. Nirva Diana, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty UIN Raden Intan Lampung.
2. Meisuri, M.Pd, the chairperson of English Education Study Program of UIN Raden Intan Lampung who have given the opportunity to conduct the research for this thesis.
3. Dr. Mohammad Muhassin, M.Hum, the advisor who has been patiently providing the guidance and direction until the completion of this thesis.
4. Satria Adi Pradana, M.Pd, the second advisor, who has been patiently providing the guidance and direction until the completion of this thesis.
5. All lecturers of English Education Study Program at UIN Raden Intan Lampung.
 1. Andi Alfurqan, S.KPm the Headmaster of MA Mathla'ul Anwar kedondong who has assisted and granted permission to conduct research at MA Mathla'ul Anwar kedondong.

6. Haidar, S.Pd, the English teacher at MA Mathla'ul Anwar kedondong who gave guidance and spirit to the researcher in conducting her research.
7. All students of the tenth grade of MA Mathla'ul Anwar kedondong in the academic year of 2018/2019, for giving nice participation during the process in conducting research.
8. My best friends Agus Mirian Saputra, Sri Astuti Handayani, Eva Rahma Mintia, Silva Devani, Sita Sari, Muhammad Zantoni, Diki Elnanda, Prima Dwi Saputra, Purnama Hanan Murod, Yudha Prasetyo and all my friends in English Education UIN Raden Intan Lampung 2013, especially all of my friends in C class for amazing four years together.
9. My Supporting People: Chaironi Emalda, M.Pd, Chintya Nova Lestari, Suci Novianti, Tita Sumarni, Melita Indriani, Indri Anggraini, Elmizar Muhammad Nur, thanks for pray, support, guidance, and also your love.
10. My Beloved Racana Raden Imba Kesuma Ratu-Putri Sinar Alam.

Finally, with fully aware, there are still many weaknesses in this thesis. Therefore, the criticisms, comments, corrections, and suggestions from the readers are expected to enhance the quality of this thesis.

Bandar Lampung, Juni 2019
The Researcher,

WILDAN MAUDUDI
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Language is used widely for communication between people who do not share the same first (or even second) language.¹ It means that language can be a primary necessity in human life. It has a big role for every people in making good relationship with others. Without language, people will never be able to communicate one to another. In other hand, we have different many languages in the world like, Indonesian language, English, Arabic etc.

As Qur'an says in surah Al-Hujurat,

يَأَيُّهَا النَّاسُ إِنَّا خَلَقْنَاكُم مِّن ذَكَرٍ وَأُثْرَى وَجَعَلْنَاكُمْ شُعُوبًا وَقَبَائِلَ لِتَعَارَفُوا إِنَّ أَكْرَمَكُمْ عِنْدَ اللَّهِ أَتَقْنَكُمْ إِنَّ اللَّهَ عَلَيْمٌ حَمِيرٌ

Meaning: "O mankind! We created you from a single pair of male and female, and made you into nations and tribes that you might get to know one another. Surely the noblest of you in the sight of Allah is he who the most righteous. Allah is All-knowledgeable, All-aware."

From the Surah above, it can be concluded that Allah SWT creates human with their differences. So, people must have a language to make them understand one another. Therefore, language plays a significant role in our life. English as the international language is needed in the world because English is a second

¹Jeremy Harmer, *The Practice of English Language Teaching*, (4th Ed), (New York:, Longman, 2007), p.13

language in some countries. In Indonesia, English is the first foreign language and must be taught in every school from kindergarten up to university.

There are some skills that must be achieved to have capability in using English well, such as listening, reading, writing and speaking. Reading is a productive capability which can combine many activities and achievements in language, it is also essential in education and occupation, because most of informations and references are written in English. Someone can be a good reader if he or she has motivation to read and know how to use the strategy in reading activity.

The students usually read the text carefully and try to translate all words in the text to understand reading materials, they waste their time and do not have enough time to answer the questions based on the text, especially when they are doing a test. Worse than that, they often misunderstand the text because they translate the words in the text one by one

Reading is an activity, it looks for clues to understand the author's meaning.² Reading is an active process consists of recognition and comprehension skill.³ It means that reading is a process done by the reader to get the information from printed text and then by reading also the reader can understand the writer means.

Reading would best be developed in association with writing, listening, and speaking activity. Even in the courses that may be labeled "reading". The goal

²Learning express LLC, *Reading Comprehension in 20 Minutes A Day*, (Broadway: 2005, p.17)

³M. F. Patel, Praveen M. Jain, *English Language Teaching*, (Sunrice: Jaipur, 2008), p.113

would be best achieved by capitalizing on the inter relationship of skill, especially the reading-writing connection.⁴ From these four skills, reading will greater portion in teaching learning process. It can be concluded that reading is still regarded as the most effective input to improve both students' competence and performance.

The receptive written language skill is called reading.⁵ The reading skill becomes very important in the education field, students need to be exercised and trained in order to have a good reading skill. Reading is the skill of a reader or group of reader to interpret information transferred by a writer⁶. It means that reading is very important for the reader because after reading we can get new information, get science and knowledge.

This research would focus on reading as one of important language skill. We could get much knowledge by reading. Reading activity encouraged the reader to be able to interpret the written text. In short, reading was an active process in which readers were active in organizing their purpose and using their brain and also their focus to comprehend the text in order to get both explicit and implicit information.

To achieve an essential part in Reading comprehension both bahasa and English were necessary to be mastered. There were no difficulties that was faced

⁴H. Douglas. Brown, *Teaching by PrinciplesAn Interactive Approach to Language Pedagogy*, (San Francisco: San Francisco University Press, 2001), p. 298

⁵Sanggam Siahaan, *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2008), p.3

⁶Ibid. p.7

by students to understanding bahasa, but that was contrary when they had to understand English. It was faced by students at MA Mathla'ul Anwar Kedondong.

The students also made so many mistakes of rules on their reading comprehension and their score was very low less than 70.⁷ According to Brown the criteria of reading score is still poor if the students writing score get 36-58.⁸ Based on the data obtained by reading test from the students of the tenth grade at MA Mathla'ul Anwar Kedondong, as from 133 students of tenth grade only 50 (37.54%) students got score above criteria and 83 (62.41%) students got under criteria.

Based on the result of interview with the English teacher and the students there were some matters faced by both teacher and students in the teaching and learning reading comprehension. First, in the teaching reading the teacher strategy in reading strategy was not interesting enough. The teacher only asked the students to read, translated into target language and then read the text in front of the class.

Second, in the reading process the students found difficulties in finding the words meaning because they were lack of vocabularies and students reading motivation was still low, they did not know how the strategy to understand the reading text and also got difficulties in comprehending the text especially on descriptive text.⁹ (See appendix 1&2) To minimize those problems, the teacher

⁸H. Douglas Brown, *Teaching by Principle: An interactive Approach to Language Pedagogy*, (New York: Addison Wesley Longman, 2001), p.341

⁹The result of interview with the English teacher (Khaidar, S.Pd) and students of MA Mathla'ul Anwar Kedondong, February 18, 2017.

should have an appropriate strategy that help the students when they were required to read long text containing a significant amount of new information to increase students' reading text comprehension.

There were many kinds of reading strategy that can be applied by teacher. One of the strategies was Listen-Read-Discuss. "It is one of the teaching strategies that can be used in teaching reading to develop the students' reading skill. Listen-read-discuss is a comprehension strategy that builds students' prior knowledge before they read a text. Making a LRD strategy group to solve the problems and to share the information they get when comprehending the reading materials."¹⁰

This research supported by previous research conducted by Rusy Rusyida Salman entitled *The Effect of Using Listen-Read-Discuss Strategy Toward Students' Reading Comprehension at Eleventh Grade in SMAN 1 V Koto Kampung Dalam*. The result of the research had been presented that LRD strategy had a good effect in teaching learning process. It could increase students' comprehension in reading descriptive text.¹¹

The other research conducted by Talitha Rahma about *The Impact of LRD (Listen-Read-Discuss) Strategy on the Reading Comprehension of Senior High School Students*. The result of the research had been presented that LRD was recommended in teaching reading and suggested to use by the teacher to increase students' reading comprehension, because LRD gave a significant impact in

¹⁰ Manzo and Casale, *Help For Struggling Readers: Strategies For Grades 3-8*, (New York: Guilford , 2002), p 94.

¹¹Rusy Rusyida Salman, "*The Effect of Using LRD Strategy Toward Students' Reading Comprehension at Eleventh Grade in SMAN 1 V Koto Kampung Dalam*", Journal, (STKIP PGRI Sumatera Barat), P.1

teaching reading.¹² The other research conducted by Dewi Sri Murni, Improving Students' Reading Comprehension Through Listen-Read-Discuss (LRD) Strategy at SMAN 1 Musuk. The result of the research had been presented that the students were more active and confident. The students were more enthusiasts in reading class.¹³

Based on those previous researches, all previous studies shown a good result by using LRD strategy for reading comprehension. By using LRD strategy, the students became more enthusiastic in reading process, more active and confidence. So, it could give good result in reading comprehension.

Based on the background of the problem above, the researcher would conduct an experiment of teaching reading comprehension by using Listen-Read-Discuss Strategy to increase students' reading comprehension on descriptive text in SMA level. Therefore the title of this research was "The Influence of Using Listen-Read-Discuss Strategy towards Students' Reading Comprehension on descriptive text at the Second semester of the Tenth grade of MA Mathla'ul Anwar Kedondong in the Academic Year of 2018/2019."

¹²TalithaRahma, *The Impact of LRD (Listen-Read-Discuss) Strategy On The Reading Comprehension of senior High School Students*, English Journal, (UN PGRI Kediri),P.1

¹³Dewi Sri Murni, *Improving Students' Reading Comprehension Through Listen-Read-Discuss (LRD) Strategy*, English Journal, (Universitas sebelas maret, 2015)p.1

B. Identification of Problem

There were some problems that faced from the background above, as follows:

1. The students had difficulties in reading comprehension the text, especially on descriptive text.
2. The students' reading motivation was still low.
3. The teacher strategy in reading strategy was not interesting enough.

C. Limitation of the Problem

This research focused on the influence of using Listen-Read-Discuss Strategy towards students' reading comprehension on descriptive text at the Second semester of The Tenth grade of MA Mathla'ul Anwar Kedondong.

D. Formulation of the Problem

Considering the limitation of the problem, the problem was formulated as followed: is there any significant influence of Using Listen-Read-Discuss Strategy towards students' reading comprehension?

E. The Objectives of Research

The objective of the research was to know a significant influence of using Listen-Read-Discuss Strategy toward students' reading comprehension on descriptive text.

F. Use of the Research

This research was hopefully expected to be used:

- a. Theoretically, to give information to the English teacher about the influence of using Listen-Read-Discuss Strategy towards students' reading comprehension on descriptive text.
- b. Practically, to motivate the students to learn English and increase their reading comprehension on descriptive text.

G. Scope of the Research

1. The Subject of the Research

The subject of the research was the Students of the Tenth grade and also the English Teacher of MA Mathla'ul Anwar Kedondong in the Academic Year of 2018/2019.

2. The Object of the Research

The object of the research was the use Listen-Read-Discuss (LRD) Strategy toward students' reading comprehension on descriptive text.

3. The Place of the research

The research was conducted at MA Mathla'ul Anwar Kedondong

4. The Time of the Research

The research was conducted at the second semester in the Academic Year of 2018/2019.

CHAPTER II

REVIEW OF LITERATURE

A. Concept of Teaching English as a Foreign Language

Teaching is an action to transfer knowledge from the teacher to the students. The aim in other to the students can understand the teacher's explanation. Teaching is systematic activity that have many components and all of them relate each others. For the reason, it is very important to have good management in teaching. It should be considered about teacher's skill, ability in managing the class and his or her professionalism so the teaching goal is achieved. Further, teaching is guiding and facilitating learning, permit the learners to learn and setting the condition for the learning. Our understanding about teaching can determine our strategy, method, technique, approach, teaching style and philosophy of education.

This language is taught in many schools. In addition, in Indonesia English is widely used as foreign language for education, government and commerce. This language has no official status but it is commonly used by educated person.

English as foreign language is generally taken to apply to students who are studying general English at schools and institutes in their own country or as transitory visitors in a target language country.¹ Hence, many students just use English for their communication in the school or institution. The teacher has to use effective way so the students use English in their daily communication. In

¹Jeremy Harmer, *How to Teach Writing*, (New England: Pearson Education Limited, 2004), p.39.

Indonesia, English is learned at schools and people do not speak the language in the society.²Consequently, In Indonesia, many people think that English is difficult because they are do not practice to use it in their daily life.

From those theories, the researcher concludes that teaching English as foreign language is an action to transfer English knowledge from the teacher to the students. Many students are not good in English because they just practice it in their school or institution. In this case, the teacher's ability in creating effective and good way in teaching English is very important to make the students more interested in learning English.

B. Concept of Reading

1. Definition of Reading

Reading is the process of reconstructing from the printed pattern on the ideas or information intended by the author.³Reading is an active process which consists of recognition and comprehension skill.⁴ It means that reading is process which is done by the reader to comprehend and get the information from printed text. By reading the students also can understand what the writers mean.

Reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean.⁵ It means that reading is an important activity in reading text. The readers also need to understand what they read, and what they

²Ag. Bambang Setiyadi, *Teaching English as a Foreign Language*, (Yogyakarta: Graha Ilmu, 2006), p.22.

³Jack C Richard and Theodore S. Rodgers, *Approach and Methods in Language Teaching*, (Second Edition) (Cambridge: Cambridge University press, 2001),p.41

⁴M.F Patel and Praveen M. Jain, *English Language Teaching (Methodes, Tools & Techniques)*(Vaishali Nagar : Sunrise, 2008) ,p.114

⁵Jeremy Harmer. *How to Teach English*, (London : Person Education Limited. 1998), p.54

word mean. It can make the readers easier to get main ideas from the text and their reading activity will be success.

Another definition stated that reading would best be developed in association with writing, listening, and speaking activity.⁶ 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.

Based on those theories, the researcher concludes that reading is the readers activity in order to get information and comprehend from printed text using eyes and brain to understand what the writer thinks in his or her writing. It can be understood 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.

2. Concept of Reading Comprehension

Comprehension is the center of reading.⁷ Comprehension is the ability to understand completely and be familiar with a situation and fact. Comprehension is not a single unitary process. It starts from the moving of words on the page to meaning in the mind, the recognizing of individuals words by using memory and knowledge of letter and sounds patterns, matching the resulting pronunciations to

⁶H. Douglas Brown. *Teaching by Principle, An Interactive Approach to Language Pedagogy*, (London: Pearson Education. 2001), p.298

⁷Karen Tankersley, *Threads of Reading : Strategy for Literacy Development*, (Beauregard: Library of Congress Cataloging in Publication Data, 2003), p.90

meaning, and finally connect these words into idea units.⁸ It means that comprehension is ability of someone to make sense of the context based on what he or she reads or hears. It is way in which someone interprets the text.

Reading comprehension is an extraordinary feat of balancing and coordinating many abilities in a very complex and rapid set of routines that makes comprehension a seemly effortless and enjoyable activity for fluent readers.⁹ Reading comprehension means that the reader gets new information and understands what they have not understood yet, after they read.

The comprehension skills categories are cumulative, in that one is built on the others. There are some criteria commonly used in measuring students' reading comprehension ability, they are :

1. Main idea (topic)
2. Phrases in content
3. Inference (implied detail)
4. Grammatical feature
5. Detail (scanning for a specifically stated detail)
6. Excluding fact not written (unstated details)
7. Supporting idea

⁸Joanne Schudt Caldwell,*Comprehension Assessment a Classroom Guide*,(New York: the Guildford press, 2008), p.5

⁹WilliamGrabe,*Reading in a second language*, (New York: Cambridge university press,2009), p. 17

8. Vocabulary content.¹⁰

Based on those descriptions, it concluded that reading comprehension is interaction process between the reader and the text for comprehending the words, to relate the words with the target language and understand the purpose of the text. Reading comprehension is the reader ability to take information or message from paragraph or reading text including the ability to deal with questions related to main idea, inference, grammatical features, detail, excluding facts not written, supporting idea, and vocabulary in context.

C. Concept of Teaching Reading

Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.¹¹ 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.¹² 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.

¹⁰H. Douglas Brown, *Language Assessment : Principles and Classroom Practices*, (New York : Pearson Education, 2004).p.206

¹¹H. DouglasBrown,*Principles of Language Learning and Teaching*, (San Francisco: Pearson Education, 2000), p.7

¹²Jeremy Harmer. *How to Teach English (An Introduction to The Practice of English Language Teaching)*, (London: Longman, 2001), p.68

During teaching reading process, we must pay attention about the principles of teaching reading.¹³ Teaching reading can provide students with many opportunities to study language, such as vocabulary, grammar, punctuation, and the way we construct sentences, paragraph and texts.

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:

- a. Reading is not passive skill
- b. Students need to be engaged with what they are reading
- c. Student should to 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.¹⁴

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 procces more effective.

¹³*Ibid.* p. 82

¹⁴*Ibid* p. 82

D. Concept Genre of Text

Text is when these words are put together to communicate a meaning, a piece a text is created. There are two main categories of texts- literary and factual.¹⁵ It means that text is arranging of words to be a sentence genre is a form of text that uses a particular format and structure. In the school, many form a texts are taught in senior high school. They are procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, discussion, review, and public speaking. These variations are known as genre.

The genre is divided into thirteen types. They are:

1. Spoof

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

2. Recount

Recount is a text to retell events for the purpose of informing or entertaining. In other word, recount is a text that retells past events, usually in the order in which they occurred. Its purpose is to provide the audience a description of what occurred and when it occurred.

3. Report

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

¹⁵Mark Anderson, Kathy anderson, *Text Types In English*, (Australia: Macmillan, 1997), p. 1

4. Analytical Exposition

Analytical exposition is a text to persuade the reader or listener that something in the case. In other word, analytical exposition is a piece of text that presents one side of an issue.

5. News Item

News item is a text to inform readers, listeners or viewers about events of the day which are considered newsworthy or important. In other word, news item is a text which informs readers about events of the day. The events are considered newsworthy or important.

6. Anecdote

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

7. Narrative

Narrative is a text to amuse, entertain and to deal with actual or vicarious experience in different ways. In other word narrative is to amuse, entertain and to deal with actual or vicarious experience in different ways, narratives deal with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.

8. Procedure

Procedure is a text to describe how something is accomplished through a sequence of actions or steps. In other word, procedure is a piece of a text that gives us instruction for doing something.

9. Description

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

In other word, descriptive text is describes particular person, place, or things.

10. Hortatory Exposition

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

11. Explanation

Explanation text is a text to explain the processes involved in the formation or workings of natural or socio cultural phenomena. In other word, explanation is often used to tell how and why thing (phenomena) occur in nature.

12. Discussion

Discussion text is a text to present (at least) two points of view about an issue. In other word, discussion is a text which presents a problematic discourse. This problem will be discussed from different viewpoint. Discussion is commonly found in philosophical, historic, and social text.

13. Reviews

Reviews is a text to critique an art work or event for a public audience.¹⁶

¹⁶Linda Gerot and Peter Wignell, *Making Sense of Functional Grammar*. (New south wales: Gerd Stabler, 1994), p.192

Based on that theory, it can be concluded that text is a unity of meaning that has relationships between words to one another. Form by words that are prepared in accordance with the position of the word, can change the meaning and purpose of the text.

E. Concept of Descriptive Text

1. Definition of Descriptive Text

Descriptive is one kind of genres of the text. According to Wardiman, descriptive text is a text that describe the features of something or a certain place.¹⁷ It means that descriptive is a text that describes the feature of place. Descriptive is a text containing two components, identification and description by which describe a place.¹⁸ It means that descriptive text has two components which describe about place.

Morover, Gerot says that descriptive is a kind of text with a purpose to give information. The context of this kind of text is the description of particular things, animal, person or other.¹⁹ It means that the purpose of descriptive text is a text which used to describr something, someone, or a place. Basically, the purpose of descriptive text is providing information. Thus, it helps the reader to imagine what the text is about.

¹⁷ Artono Wadiman, *English in Focus for Grade VIII Junior High school (SMP/MTs)*, Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional, 2008)

¹⁸ SanggamSiahaan and KisnoShinoda, *Generic Text Structure*, (Yogyakarta: Andi, 2007), p. 89

¹⁹ Linda Gerot and Peter Wignell, *Op.Cit*, p.193

2. Generic Structure of Descriptive Text

Generic structure is the part of explaining the descriptive text to identify the object. Descriptive text has two parts of generic structure, they are:

- a. Identification is a general opening statement in the first paragraph which identifies phenomenon to be described.
- b. Description is series of paragraph about the subject which describes parts, qualities, characteristics.²⁰

Based on the explanation above, the researcher concludes that descriptive text consist of two generic structures which are identification to introduce the object and description is to describe characteristics, parts and qualities. By identifying the general structure of the text, it can make the reader easier to understand of the text.

3. Grammatical Features of Descriptive text

There are three grammatical features in descriptive text. They are: verbs in the present tense, adjectives to describe the feature of the subject, topic sentence to begin text and organize the various aspects of description.²¹ Grammatical pattern which is used in descriptive text are focus on specific participant, using attributive and identify process, using epithets and classifiers in nominal groups and using present tense.²²

²⁰Ibid, p.208

²¹Mark Anderson and Kathy Anderson, *Text Types in English 3*, (Sellanor: Macmillan Education Australia PTY LTD, 1998), P.26

²²SanggamSiahaan, *Op.Cit.* p.89

Based on the statement above, concludes that descriptive text has the grammatical features which support the form a descriptive text they are:

- a. Use specific participant.
- b. Use of attributive and identifying process.
- c. Use relational process to describe characteristics of thing or people.
- d. Use of descriptive adjective to describe the feature of the object, topic sentences to begin text.
- e. Use simple present tense.

4. The Example of Descriptive Text

Tanjung Setia Beach

Identification: The beach is probably not popular because it is placed in an isolated district in Lampung , but the wave on the beach in TanjungSetia are referred as one of the highest waves in the world by international surfers. You should know that the wave on this beach is equal with the waves in Hawaii.

Description:If you want to visit, you should travel in about 273 km or at least 6 hours from the city of Bandar Lampung by bus. This beach is directly adjacent to the Indian Ocean so this incredible place has such a challenging wave. Nevertheless, despite this beach has waves with height up to 7 meters, but it is not as famous as some beaches in Bali and Lombok.

<http://brechonana.blogspot.com/2015/01/contoh-descriptive-text-bahasa-inggris.html>

F. Concept of Listen-Read-Discuss Strategy

Strategy in teaching and learning process is very helpful both for teacher and students. By applying a good strategy the teaching and learning process will run well, and the goal of teaching and learning process will be achieved easier. There are many of strategies that can be applied by the teacher, one of the strategies is Listen-Read-Discuss. LRD is a simple reading strategy. It is a good strategy to increase students' reading comprehension because in this strategy the

students have to listen-read-discuss about the information that she/he got from the reading material. Below is the details information of LRD.

1. Definition of Listen-Read-Discuss Strategy

LRD strategy is one of teaching strategies for the teacher and learning strategy for the students to be more active in comprehending material.²³ It means that listen-read-discuss can help the students to comprehend about text and students' can discuss make students exchange ideas to his friends in small group. In other word, LRD is a strategy to help students to comprehend the text before during reading in small groups discussion. LRD is the strategy that builds students' background knowledge in comprehending the text. Also, it helps build students prior knowledge and evokes discussion among students. Teacher can use this strategy before and during reading and within a small a group in a whole class setting.²⁴ It means that listen-read-discuss is strategy to help students share idea with presented orally or discussion about the materials. This strategy also can help the students to increase knowledge in reading the text.

Manzo stated LRD is a reading literacy strategy which helps students comprehending text. LRD is a powerful tool for engaging struggling readers in classroom discussion.²⁵ It means that LRD is strategy to increase the students comprehending in reading a text.

²³ Manzo in TalithaRahma, *The Impact of LRD (Listen-Read-Discuss) Strategy On The ReadingComprehension of Junior High School Students*, English Journal,(UN PGRI Kediri),P. 5

²⁴ Dewi Sri Murni, *Improving Students' Reading Comprehension Through Listen-Read-Discuss (LRD) Strategy*, English Journal, SMA Negeri 1 Musuk Boyolali In 2014/2015, p. 4

²⁵ *Ibid* p. 4.

Listen-Read-Discuss strategy has purpose such as, LRD to help students comprehend material presented orally and LRD to builds students prior knowledge before they read a text.²⁶ From those purpose, it can be concluded that steps to do this strategy is easy.

The benefits of this strategy is an excellent tools for engaging struggling readers in classroom discussion. Since the content is initially covered orally, students unable to read the entire text on their own are able to gain at least a surface level of understanding about the reading. Those students lacking prior knowledge about the content gain it during the listening stage, allowing them to more easily comprehend the text during the reading stage.²⁷ It means, LRD is one of strategy in teaching reading in which the students should discuss about a text to read. It makes students to have responsibility to teach each other. It means that students becomes for their teammates.

Based on those statements, the researcher concludes that Listen-Read-Discuss strategy. It can be concluded that Listen Read Discuss (LRD) is a strategy for teaching reading that helps student comprehend material presented orally. Also, it helps build students' prior knowledge and evokes discussion in students. A teacher can use this strategy before and during reading and within a small group or in a whole class setting.

²⁶Talitha Rahma, *Op.Cit.* P. 6

²⁷Reading, *Comprehension Strategies: Listen-Read-Discuss*, (On-Line) available on : <http://www.readwritethink.org> (5 Oktober 2017)

2. The Procedure of Listen-Read-Discuss Strategy

Listen-Read-Discuss is a strategy that helps student comprehends material presented orally. There were some steps of teaching reading using listen-read-discuss strategy, as follows:

1. Listen

Teacher presents information to students about the text they will be reading. This can be in the form of a short lecture on the topic. Presenting the information from the portion text in a well organized lecture while the students are listening the lecture of the content of their reading.

2. Read

In this stage, students read the text and compare what they learned during the lecture to their understanding or reading the text on their own. Students should read silently because silent reading increases comprehension and encourages students to practice study strategies independently.

3. Discuss

After reading, students discuss their understanding of the text with other students in their small group or large group. Teacher guides students in a review and reflect of the content. Discuss the material students now have heard and then read.²⁸

²⁸Debra J. Housel, *nonfiction strategies : grades 1-3*, (USA: Mary D. Smith, 2002), p. 36

By following steps in LRD strategy, the first the students listens the explanation about the material from the teachers. Second, the teacher asks the students to read the text to get their comprehension. Finally, the teacher guides the students to discuss to know the students' comprehension about the text.

3. The Advantages and Disadvantages of Listen-Read-Discuss Strategy

There are some advantages and disadvantages of listen-read-discuss strategy. The Advantages of Listen-Read-Discuss, as follows:

- a. It helps students to comprehend the material presented orally.
- b. It builds students' prior knowledge before they read a text.
- c. It engages struggling readers in classroom discussion.
- d. Effective with low – ability readers.
- e. LRD can be used for proficient or weak reader.
- f. It is easy to use and require little preparation.²⁹

It means that by using LRD to teach students in reading activity it can increase their comprehension and make them enjoy in the classroom. It builds students prior knowledge before read the text, and comparing the information during they read the text. In addition that is advantages of LRD.

There are also disadvantage of LRD strategy, they are:

- a. LRD is difficult to use on a daily basis because developing the lecturer and the students' prior knowledge is time intensive.

²⁹RusyRusyidah Salman, *The Effect of Using LRD STRATEGY Toward Students' Reading comprehension Senior High School Students*, English Journal, (STKIP PGRI Sumatera Barat), P. 3

- b. The teacher must be selective and choose specific text where the students lack prior knowledge about and need more support with LRD text.³⁰

Teacher interaction in the learning process is important because teachers are advisors and mentors in the lesson, the teacher will be impossible without the learning process running optimally. It means that you can see the disadvantages about LRD the students will be confusion and difficult in to daily basis.

4. Concept of Teaching Reading Comprehension in Descriptive Text by Using Listen-Read-Discuss Strategy

There were some procedures of teaching reading comprehension in descriptive text by using LRD strategy:

1. Listen – First, present a brief oral summary of the material about descriptive text. Before reading, students listened to a short lecture that was delivered by the researcher. A guide could be used to help students to follow the information.
2. Read – Allowing students to read the material, both with a partner or by themselves. The students then read a text about Tanjung Setia Beach. This explanation was compared with the information from the researcher. The passage from the textbook should cover the same information that was introduced by the researcher. The researcher should let the students knew

³⁰Ibid. P.4

that the purpose of reading is to explore another explanation of the topic and to compare it to the information they had just heard.

3. Discuss - After reading, the researcher divided students and make some group discussions that discussing about Tanjung Setia Beach. Then, students may ask to the researcher to develop the students' understanding about descriptive text.

G. Concept of Guided Reading Strategy

1. Definition of Guided Reading Strategy

Guided Reading is a teaching strategy can assist with developing students' comprehension. They help student 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.³¹ In other words, guided reading help 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.³² It means that, this strategy provides differentiated teaching that supports students in developing reading proficiency.

³¹Iskandar Syahputra, *Guided Reading Strategy to Improve Student's Ability in Reading Comprehension*, Available at: (www.jurnal.unsyiah.ac.id), Accesed on October 23rd 2017

³²Irene C. Fountas and Gay Su Pinnell, *Guide Reading: Good First Teaching for all Children*, (Portsmouth, NH:Heineman, 1996), p.1

Based on the explanation above, it concluded that guided reading is a teaching strategy that can help the students to understand and comprehend the text. Moreover, this strategy also provides differentiated teaching that supports student in developing reading proficiency.

2. Procedure of Guided Reading Strategy

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

- a. The teacher selects a text that will be just right to support new learning.
- b. The teacher introduces the text to scaffold the reading but leaves some problem.
- c. Students read the entire text softly or silently.
- d. The teacher invites student to discuss the text, guiding the 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.³³

3. Advantages and Disadvantages of Using Guided Reading

The advantage and disadvantage of using guided reading, they are as follows:

- a. The Advantages of using Guided Reading Strategy
 - 1) Guided reading helps the students to comprehend the text.

³³IskandarSyahputra, *Op.Cit*,p.5

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

Based on the explanation above, guided reading makes the students easier to comprehend and helps students monitor their comprehension while reading.

b. The Disadvantages of using Guided Reading Strategy

- 1) Time constraints can also have detrimental on guided reading.
- 2) The students will feel bored when students have to do the work by themselves.³⁴

Based on the explanation above, it 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.

H. The Frame of Thinking

Reading is one of English skills that is mastered by the students. Reading is a tool of communication between text and reader, while comprehension is an important in reading because without comprehension in reading, the reader cannot get the structure and point from reading text.

³⁴*Ibid.*

To comprehend the reading text is not easy, moreover reading comprehension of English text. Many students find difficulties in comprehending text because of their lack of vocabulary. To solve this problem the teacher should use the suitable strategy in teaching reading and learning process.

Listen-Read-Discuss (LRD) strategy is a good strategy in reading teaching and learning process. This strategy can help the students comprehending a text they read. By using Listen-Read-Discuss (LRD) strategy students will be engage in their learning, understand a lot of material quickly, share information with other group, and then the student be individually accountable in their learning. Listen-Read-Discuss (LRD) also can the students basic knowledge and understand what they have read and discuss before. It is also improve the students reading comprehension in long text.

Based on those explanations, the writer concluded that Listen-Read-Discuss (LRD) towards reading comprehension will increase students' motivation to learn, help the students to understand the information from the text, students knowledge to learn, and expected to make students interested and enjoyable in learning English especially in reading. And also the students will be easier to comprehend the content.

I. Hypothesis

Based on those the theoretical assumptions, the researcher formulated the hypotheses as follows :

H_a : There is a significant the influence of Using Listen-Read-Discuss (LRD) towards Students' Reading Comprehension at the Second semester of the Tenth Grade at MA Mathla'ul Anwar Kedondong in the Academic Year of 2018/2019

H_o : There is no significant the influence of Using Listen-Read-Discuss (LRD) towards Students' Reading Comprehension at the Second semester of the Tenth Grade at MA Mathla'ul Anwar Kedondong in the Academic Year of 2018/2019

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research was quantitative research. Quantitative research may be further classified as either experimental or non experimental.¹ Experimental quantitative research involves a study of the effect of the systematic manipulation of one variable (s) on another variable. The manipulated variable is called the experimental treatment or the independent variable. The observed and measured variable is called the dependent variable.² It means that experimental design is a research design that controls or manipulates how groups of participants are treated and then measures how the treatment affects each group. In non experimental quantitative research, the researcher identifies variables and may look for relationships among them but does not manipulate the variables.³ It means that non experimental quantitative research only identifies variables and may look for relationships among them but does not manipulate the variables. The experimental research will use in this research because the purpose of this research is to know the influence of one variable to another.

Experimental designs may also be classified according to how well they provide control of the threats to internal validity: pre-experimental, true-experimental and quasi-experimental designs.⁴ The Quasi-experimental research

¹ Donald Ary, Lucy Cheser Jacobs, and Chris sorensen, *Introduction to Research in Education*, (8th Edition), (Belmont: Wadsworth Cengage Learning, 2010), p.26

² *Ibid.*

³ *Ibid.*

⁴ *Ibid.* p.302

design will use in this research. According to Creswell, quasi-experimental is a research design that includes assignment, but not a random assignment of participants to groups. This is because the experimenter cannot artificially create groups for the experiment.⁵ It means that we do not have the opportunity for random assignment of students to special groups in different conditions, because it will disrupt the classroom learning. The research design can be presented in Table 1:

Table 1
Quasi-Experimental Research Design

Select Control Group	Pretest	No Treatment by using LRD	Posttest
Select Experimental Group	Pretest	Experimental Treatment	Posttest

The pre-test and post-test were conducted for control and experimental class. The pre-test was given to the students in order to know their reading comprehension on the descriptive text before treatment and the post-test was given after the treatment by using LRD strategy in the experimental class.

B. The Variable of the research

According to Creswell, a variable is a characteristic or attribute of an individual or an organization that a researcher can measure or observe and varies among individuals or organizations studied.⁶ There were two variables in this research namely: independent variable and dependent variable. An independent variable is presumed to effect (at least partly cause) or somehow influence at least

⁵ John W. Creswell, *Educational Research: Planning and Conducting Quantitative and Qualitative Research* (Boston: Pearson edutation, Inc, 2012), p. 309

⁶ *Ibid.* p. 112.

one other variable. The dependent variable “depends on” what the independent variable does to it, how it affects it.⁷ The independent variable of this research is Listen-Read-Discuss strategy (X), and the dependent variable is students’ reading comprehension on descriptive text (Y).

C. Operational Definition of Variable

1. Independent Variable (X)

Listen-Read-Discuss strategy is a strategy for teaching. Researcher would use LRD in teaching English, especially in reading comprehension of descriptive text. LRD simple and good reading strategy for students, with strategy the students would be more active because in this strategy the students build their prior knowledge before reading by themselves then this strategy also use discuss, so the students can share their idea to other friends in small group.

2. Dependent Variable (Y)

Students’ reading comprehension of descriptive text is the ability to comprehend and understand reading material that give information to the readers, by presenting the supporting arguments with good ability to deal with questions related to main idea, expression/idiom/phrases in context, inference, grammatical features, detail, excluding facts not written, supporting idea and vocabulary in context.

⁷Jack R, Fraenkel and Norman R. Wallen, *How to Design and Evaluate Research in Education* (8th ed) (New York: McGraw-Hill Companies, Inc,2009), p.42

D. The Population, Sample and Sampling Technique of the Research

1. The Population

According to Creswell, a population is a group of individuals who have the same characteristic, and then a target population is a group of individuals or a group of organization with the same common defining characteristics.⁸ The population of this research was the students of the second semester of the tenth grade at MA Mathla'ul Anwar Kedondong 2018/2019.

Table 2
**The Students population of the Tenth grade at the second semester of
MA Mathla'ul Anwar Kedondong in 2018/2019**

No.	Class	Gender		Total
		Male	Female	
1	X MIPA	14	21	35
2	X IPS 1	10	22	32
3	X IPS 2	12	22	34
4	X IPS 3	11	21	32
Total		47	86	133

Source: Document of the students at the Tenth grade of MA Mathla'ul Anwar Kedondong.

2. Sample of the Research

According to Fraenkel and Wallen, a sample is any part of a population of individuals on whom information is obtained. It may, for a variety of reasons, be different from the sample originally selected.⁹ The sample in this research was two classes, the first class as the experimental class, and the second class as the control class.

⁸John W. Creswell, *Op.Cit.* p.142.

⁹*Ibid.* p.105

3. Sampling Technique

Cluster random sampling technique was used in this research, because in this research the sample were taken from MA Mthla'ul Anwar Kedondong.

According to Fraenkel and Wallen, the selection of groups, or clusters, of subjects rather than individual is known as cluster random sampling.¹⁰ The steps in determining the experimental and control class are as follows:

- a. First, the names of each class were written on the piece of paper. Then the papers were rolled and put them into a glass.
- b. Second, the glass was shaken and after that one piece of the paper was taken. The first rolled paper came out was X IPS1 as the experimental class.
- c. Third, the glass was shaken and after that one piece of the paper was taken.

The second rolled paper came out was X IPS3 as the control class.

E. The Data Collecting Technique

In collecting data, it would be used the following technique:

1. Pre-test

The pretest would be given before the treatment. The researcher would give pretest to the students in control class and the experimental class to measure their reading comprehension on descriptive text before treatment. In the pretest, the students would be asked to answer reading comprehension test in form of multiple choice questions about descriptive text that was consisted of 20 items after validation.

¹⁰Jack R, Fraenkel and Norman R. Wallen, *How to Design and Evaluate Research in Education* (8th ed) (New York: McGraw-Hill Companies, Inc,2009), p.95

2. Post-test

The post-test was delivered after the students of experimental and control class was given the treatment. The purpose of this post-test was to know the students' reading comprehension on descriptive text after they were taught by using LRD strategy. In the post-test the students also would be asked to answer reading comprehension test in form of multiple choice questions about descriptive text that was consisted of 20 items.

F. Instrument of Research

This research uses multiple choices question (MCQ) as a tool for testing in order to know students' reading comprehension in descriptive text with four alternative options. The test is aim to measure students' reading comprehension in descriptive text. In measuring the students' reading comprehension, the test used language assessment theory.

According to Sugiyono, the number of test instruments is the least amount but sufficient to measure the variables of the research.¹¹ It means that the numbers of instrument that was used to collect the data should not be much but already includes all the criteria needed to measure the variable of the research in this case that was reading comprehension. There were some specifications commonly used in measuring reading comprehension introduced by Brown: the main idea (topic), expression/idiom/ phrases in content, inference (implied detail), grammatical feature, detail (scanning for a specifically stated detail), excluding fact not written,

¹¹ Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif dan R&D* (Bandung: Alfabeta, 2012), P.160

supporting idea, vocabulary in content.¹² The specification for the try-out test can be seen in Table 3:

Table 3
The Specification of Test for Pre-test and Post-test before Validity Test

No	Aspect	Item Number		Number of Items	
		Pre-test	Post-test	Pre-test	Post-test
1	Main idea (Topic)	1, 9, 18, 25, 36	14, 17, 24, 28, 37	5	5
2	Expression/Idiom / Phrase In context	2, 7, 29, 32, 35	6, 11, 23, 36, 37	5	5
3	Inference (Implied detail)	8, 11, 15, 16, 26	5, 10, 19, 32, 39	5	5
4	Grammatical features(reference)	3, 10, 17, 22, 30	1, 12, 18, 25, 31	5	5
5	Detail (scanning for a specifically stated detail)	19, 23, 24, 28, 31	2, 13, 21, 4, 30	5	5
6	Excluding facts not written	14, 20, 27, 37, 40	9, 20, 35, 38, 40	5	5
7	Supporting idea(s)	5, 6, 18, 33, 38	16, 26, 27, 33, 34	5	5
8	Vocabulary in context.	4, 12, 21, 34, 39	3, 7, 8, 22, 29	5	5
Total				40	40

¹² H. Douglas Brown, *Language Assessment Principle And Classroom Practices*, (New York: Person Education. 2004), p.206

G. Research Procedure

There were three steps that would be done in conducting this research, as follows:

1. Planning

Before applying the research procedure, the researcher made some planning to run the application well. There were some steps that should be planned. The procedure of making planning of this research can be seen as follow:

- a. Determining the subject of the research

The subject of the research was the students at the second semester of the tenth grade student of MA Mathla'ul Anwar Kedondong.

- b. Preparing the try-out

The try-out test was prepared and given to the students at tenth grade out of sample class. The total number of test was 40 items with four options, a, b, c, or d.

- c. Preparing the pre-test

The pre-test was given based on the items selected in the try-out. Based on the calculation using SPSS, 20 Items from 40 try-out items were valid.

- d. Determining the material to be taught

The materials were determined based on the syllabus. This research was focused on the reading comprehension of descriptive text.

- e. Preparing post-test

The post-test was given based on the items selected in the try-out. Based on the calculation using SPSS, 20 Items from 40 try-out item were valid.

2. Application

After making the planning, try to apply the procedure that was already planned. There were some steps in doing this research:

a. Pre-test

This test was in the form of multiple choice consist of 20 items with four options a, b, c or d.

b. Treatment

After giving the pre-test to the students, the treatments by using LRD strategy were given in the experimental class. The treatments were three meetings.

c. Post-Test

This test was in the form of multiple choice consist of 20 items with four options a, b, c or d.

3. Reporting

The last step in the research procedure was reporting. There were:

- a. Analyzing the data receive from try-out
- b. Analyzing the data receive from pre-test and post-test
- c. Making a report based on the findings.

H. Scoring Procedure

According to Frary in Tjalla and Fitriani, the formula for scoring multile choice question was as follows:¹³

$$FS = R - \frac{W}{C - 1}$$

Notes:

FS = "Corrected" or formula score

R = Number of items answered right

W = Number of items answered wrong

C = Number of choices per item (same for all items)

I. Validity of Test

Validity, on the other hand, focuses on ensuring that what the instrument “claims” to measure is truly what it is measuring. In other words, validity indicates the instrument’s accuracy.¹⁴ It means that validity test is conducted to check whether the test measures what is intended to be measured. To measure whether the test has good validity or not, the content validity, construct validity and item validity were used in this research.

¹³ Awaluddin Tjalla and Sari Fitriani, *The Effect of Multiple Choice Scoring Methods and Risk Taking Attitude toward Chemistry Learning Outcome*, Vol.1 2017 (2017), Article ID 496122(Jakarta State University : Jakarta, 2007), p.4

¹⁴ Marguerite G. Lodico, Dean T. Spaulding, Katherine H. Voegtle, *Methods In Educational Research From Theory To Practice*, (San Francisco: Jossey-Bass, 2006), p. 88

1. Content Validity

According to Best and Kahn, content validity refers to the degree to which the test actually measures or is specifically related to the traits for which it was designed, content, validity is based upon the careful examination of course textbooks, syllabus, objectives, and the judgments of subject matter specialists.¹⁵ In another word, content validity is the level validity of the instrument that can be taken from syllabus, objectives, and the judgments of subject matter specialists. To get content validity the test must be based on the learning material at the syllabus for the second semester of the tenth grade of senior high school which is about descriptive text. The instrument was consulted to the English teacher of MA Mathla'ul Anwar Mr.Haidar, S.Pd as a validator. He stated that the instrument of the research was suitable with the learning material and syllabus for tenth grade students.

2. Construct Validity

According to Best and Kahn, construct validity is the degree to which scores on a test can be accounted for by explanatory construct of sound theory.¹⁶ It means that construct validity is showing the measurement used contained correct operation definite, which was based on the theoretical concept. In this research the test that the scoring covered eight aspects of reading were administered, they were: main idea, Expression/idiom/phrase in context, inference, supporting idea, grammar, vocabulary, detail, excluding fact not

¹⁵ John W. Best and James V. Kahn, *Research in Education* (7th ed) (New Delhi, Prentice-Hall of India Private Limited, 1995), p.219

¹⁶ *Ibid*.p.219

written. The validity of the test was conducted at the beginning of the activity. To make sure, the instrument was consulted to English teacher of MA Mathla'ul Anwar Kedondong Mr. Haidar, S.Pd as a validator, for determining whether the test has obtained construct validity or not. After the instrument was consulted with the validator, the instrument was suitable for the eight aspects of reading comprehension. (See appendix 4)

3. Item Validity

The item validity was used to measure the validity of the test items. The try-out of the test to students from the different sample was given. The try-out was conducted in the X MIPA which consisted of 35 students. The try-out consisted of 40 items. The result of the test was analyzed using SPSS (*Statistical Package for Social Science*) version 16.0 to calculate the data obtained from the try-out to find the item validity of each it. The item validity was employed Pearson Product Moment.

The criteria for the item validity were:

If $r_{\text{observed}} > r_{\text{critical}}$ = Valid

If $r_{\text{observed}} < r_{\text{critical}}$ = Invalid

The result of the try-out showed that the N was 35 students so the $r_{\text{critical}} = 0.334$. Based on the calculation using SPSS, 20 items of 40 try-out for pre-test items were valid. They were the items number 1, 2, 5, 6, 11, 13, 15, 16, 17, 19, 20, 22, 26, 31, 32, 33, 35, 36, 37, 40. While the invalid items were 20 items. They were the items number 3, 4, 7, 8, 9, 10, 12, 14, 18, 21, 23, 24, 25, 27, 28, 29, 30, 34, 38, 39. In post-test items, there were 20 items were valid of 40 items. They were the items number 1, 3, 4, 8, 9, 10, 13, 15, 16, 18, 20, 22, 23, 25, 27, 29, 30,

36, 37, 40. While the invalid items were 20 items. They were the items number 2, 5, 6, 7, 11, 12, 14, 17, 19, 21, 24, 26, 28, 31, 32, 33, 34, 35, 38, 39. (See appendix 5)

J. Reliability of Test

According to Lodico, Spaulding, Voegtle, reliability refers to the consistency of scores, that is, an instrument's ability to produce "approximately" the same score for an individual over repeated testing or across different raters.¹⁷ It means if the test is reliable enough, the result would be consistent whether it is the first test or second test and the result will always be equal. This research would use SPSS (*Statistical Package for Social Science*) version 16.0 to know the reliability of the test. The criteria for reliability test were :

0.800 – 1.000 = Very high

0.600 – 0.800 = High

0.400 – 0.600 = Medium

0.200 – 0.400 = Low

0.00 – 0.200 = Very low.

K. Data Analysis

The data were analyzed by using independent sample t-test. The independent sample t-test was used in this research because there were two independent samples in this research they were the experimental class and the control class. The independent sample t-test was used to compare the mean of two groups of different subjects on one variable. There were two assumptions that were done before analyzed the data by using independent sample t-test.

¹⁷ Marguerite G. Lodico, Dean T. Spaulding, Katherine H. Voegtle, *Op Cit.* p.87

a. Normality Test

The normality test was used to know whether the data in the experimental class and control classes were normally distributed or not. In the research, the statistical computation by using SPSS (*Statistical Package for Social Science*) version 16.0 was used to know whether the data is normal or not. The normality test was employed Shapiro Wilk because the sample was above 50 students.

The criteria of acceptance of the hypotheses for normality test were:

H_o is accepted if $\text{Sig.} > \alpha = 0.05$

H_a is accepted if $\text{Sig.} < \alpha = 0.05$

The hypotheses for the normality test were:

H_o : The data are normally distributed.

H_a : The data are not normally distributed.

b. Homogeneity Test

After the normality test, homogeneity test was conducted in this research to determine whether the data obtained from the sample were homogeneous or not. In this research, the statistical computation by using SPSS (*Statistical Package for the Social Science*) version 16.0 was used for homogeneity of the test. The test of homogeneity employing Levene. The criteria for acceptance of the homogeneity test were:

H_o is accepted if $\text{Sig.} > \alpha = 0.05$

H_a is accepted if $\text{Sig.} < \alpha = 0.05$

The hypotheses for the homogeneity test were:

H_o = the variances of the data are homogenous

H_a = the variances of the data are not homogenous.

c. Hypothetical Test

The statistical computation by using *SPSS* (Statistical *Package* for Social Science) version 16.0 was used for hypothetical of the test in this research. The purpose of using SPSS, in this case, was to practicality and efficiency in the study. The independent sample t-test was used in this research. It was used in because there were two independent samples in this research they were the experimental class and the control class. The independent sample t-test was used to compare the mean of two groups of different subjects on one variable.

The criteria for acceptance of the hypothesis were:

H_a is accepted if $Sig. < \alpha = 0.05$

H_o is accepted if $Sig. > \alpha = 0.05$

The hypotheses are :

H_a : There is a significant difference of Listen-Read-Discuss Strategy to increase Students' Reading Comprehension at the Second semester of the Tenth grade at MA Mathla'ul Anwar Kedondong in the Academic Year of 2018/2019

H_o : There is no significant difference of using Listen-Read-Discuss Strategy to increase Students' Reading Comprehension at the

Second semester of the Tenth grade at MA Mathla'ul Anwar
Kedondong in the Academic Year of 2018/2019

CHAPTER IV **RESULT AND DISCUSSION**

A. Result of the Research

After doing the research, the result of pre-test and post-test was obtained.

The tests were conducted in two classes, the first was experimental class and the second was the control class.

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

The Pre-test was conducted in order to know students' ability before the treatment. The pre-test was administrated on January 12th, 2019 for the experimental class. After the data were analyzed, the result showed that the mean of pre-test in experimental class was 57.50. The results of the pre-test in the experimental class were, as follows:

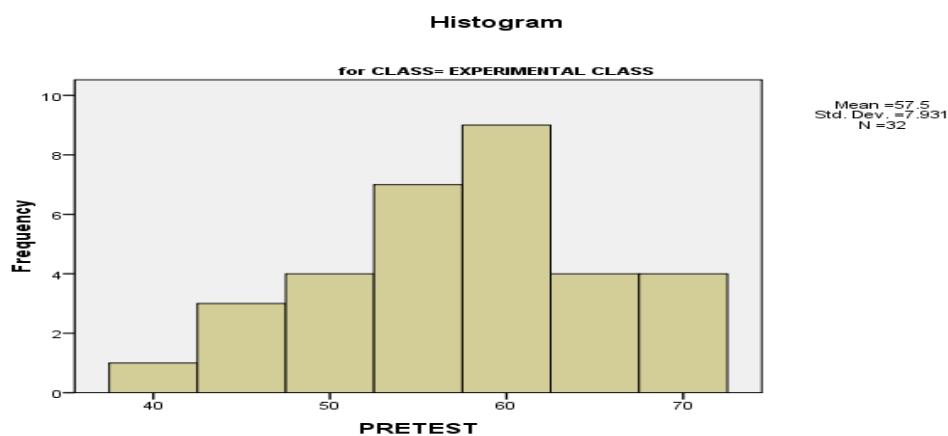


Figure 1
Chart of the Result of the Pre-test in the Experimental Class

Based on Figure 1, it could be seen that from 32 students, there were one student got score 40. 3 students got score 45. 4 students got score 50. 7 students

got score 55. 9 students got score 60. 4 students got score 65. 4 students got score 70.

Table 4
The Result of Pre-test in Experimental Class

N	32
Mean	57.50
Median	60.00
Mode	60
Variance	62.903
Std Deviation	7.931
Minimum	40
Maximum	70

Based on table 4, it could be seen that N of pre-test in the experimental class showed that the mean was 57.50, the median was 60.00, mode was 60, the variance was 62.903, the standard deviation was 7.931, the minimum score was 40, and the maximum score was 70. (See appendix 9)

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

The Pre-test was conducted in order to know students' ability before the treatment. The pre-test was administrated on January 12th, 2019 for the control class. After the data were analyzed, the result showed that the mean of pre-test in experimental class was 56.56. The results of the pre-test in the control class were, as follows:

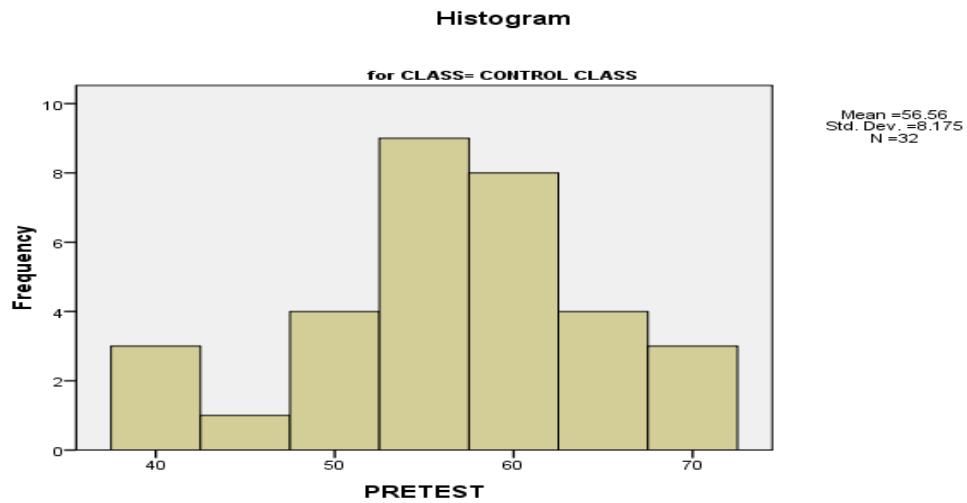


Figure 2
Chart of the Result of the Pre-test in the Control Class

Based on Figure 2, it could be seen that from 32 students, there were 3 students got score 40. 1 student got score 45. 4 students got score 50. 9 students got score 55. 8 students got score 60. 4 students got score 65. 3 students got score 70.

Table 5
The Result of Pre-test in Control Class

N	32
Mean	56.56
Median	55.00
Mode	55
Variance	66.835
Std Deviation	8.175
Minimum	40
Maximum	70

Based on table 5, it could be seen that N of pre-test in the control class showed that the mean was 56.56, the median was 55.00, the mode was 55, the

variance was 66.835, the standard deviation was 8.175, the minimum score was 40, and the maximum score was 70. (see appendix 9)

3. Result of the Post-test in the Experimental Class

The post-test was conducted in order to know students' ability after the treatment. The post-test was administrated on January 26th, 2019 for the experimental class. After the data were analyzed, the result showed that the mean of pre-test in experimental class was 72.66. The results of the post-test in the experimental class were, as follows:

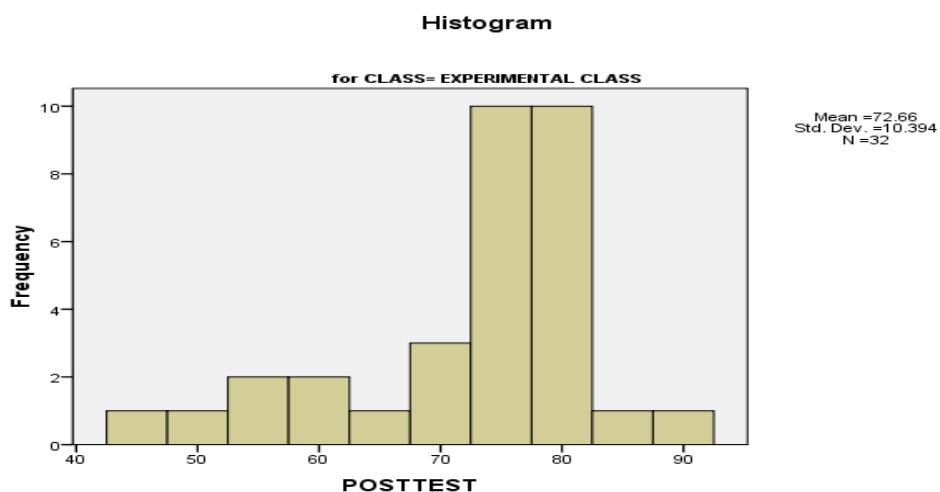


Figure 3
Chart of the Result of the Post-test in the Experimental Class

Based on Figure 3, it could be seen that from 32 students, there were 1 student got score 45. 1 students got score 50. 2 students got score 55. 2 students got score 60. 1 student got score 65. 3 students got score 70. 10 students got score 75. 10 students got score 80. 1 students got score 85. 1 students got score 90.

Table 6
The Result of Post-test in Experimental Class

N	32
Mean	72.66
Median	75.00
Mode	75
Variance	108.309
Std Deviation	10.394
Minimum	45
Maximum	90

Based on table 6, it could be seen that N of post-test in the experimental class showed that the mean was 72.66 the median was 75.00, the variance was 108.039, the standard deviation was 10.394, the minimum score was 45, and the maximum score was 90. (see appendix 10)

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

The post-test was conducted in order to know students' ability after the treatment. The post-test was administrated on January 26th, 2019 for the control class. After the data were analyzed, the result showed that the mean of pre-test in experimental class was 64.69. The results of the post-test in the control class were, as follows:

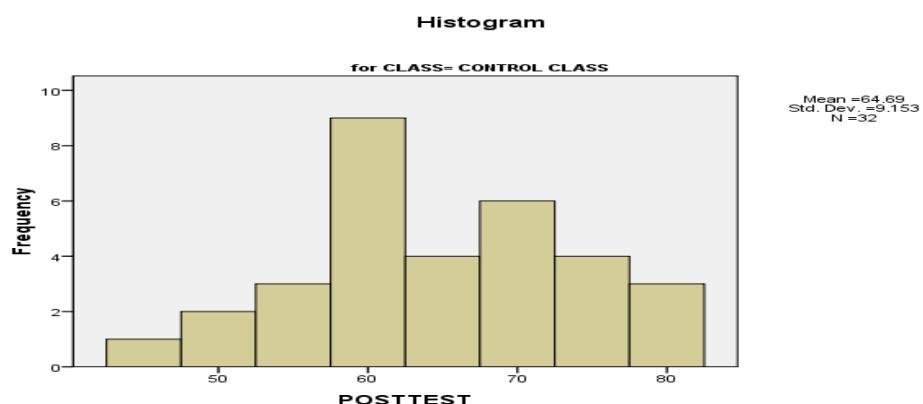


Figure 4

Chart of the Result of the Post-test in the Control Class.

Based on Figure 4, it could be seen that from 32 students, there were 1 students got score 45. 2 students got score 50. 3 students got score 55. 9 students got score 60. 4 students got score 65. 6 students got score 70. 4 students got score 75. 3 students got score 80.

Table 7
The Result of Post-test in Control Class

N	32
Mean	64.69
Median	65.00
Mode	60
Variance	83.770
Std Deviation	9.153
Minimum	45
Maximum	80

Based on table 7, it could be seen that N of post-test in the control class showed that the mean was 64.69, the median was 65.00, the variance was 83.770, the standard deviation was 9.153, the minimum score was 45, and the maximum score was 80. (see appendix 10)

B. Data Analysis

1. Fulfillment of the assumptions

After collecting the data, the data were analyzed by using independent sample t-test. The independent sample t-test was used in this research because there were two independent samples in this research they were the experimental

class and the control class. The independent sample t-test was used to compare the mean of two groups of different subjects on one variable. There were two assumptions that were done before analyzed the data by using independent sample t-test.

a. The Result of Normality Test

The normality test was used to measure whether the data in the experimental class and control class were normally distributed or not.

The hypotheses were:

H_o = the data have a normal distribution.

H_a = the data do not have a normal distribution.

The criteria of acceptance of the hypotheses for normality test were:

H_o is accepted if $Sig.(Pvalue) > \alpha = 0.05$

H_a is accepted if $Sig. (Pvalue) < \alpha = 0.05$

Table 8
The Result of the Normality Test
in the Experimental and the Control Class

CLASS	Shapiro-Wilk		
	Statistic	df	Sig.
EXPERIMENTAL	.862	32	.127
CONTROL	.955	32	.202

Based on Table 8, it can be seen that the Pvalue (Sig.) for the experimental class was 0.127 and the Pvalue (Sig.) for the control class was 0.202. Because of the Sig. (Pvalue) of the experimental class $> \alpha = 0.05$. So, H_0 is accepted and the Sig. (Pvalue) for the control class $> \alpha = 0.05$. So, H_a is rejected. It means that the data in the experimental class and control class had a normal distribution.

b. The Result of the Homogeneity Test

After knowing the normality of the data, the homogeneity test was done to know whether the data were homogeneous or not.

Table 9
The Result of the Homogeneity Test

		Levene Statistic	df1	df2	Sig.
Score	Based on Mean	.071	1	62	.791

Based on the results of the analysis of variances, it could be seen that the $Sig.(Pvalue) = 0.470 > \alpha = 0.05$. It demonstrated that the H_0 was accepted because of the $Sig.(Pvalue) > \alpha = 0.05$. It means that the variance of the data was homogeneous.

c. The Result of the Hypothetical Test

Based on the previous explanation that the normality and homogeneity test was satisfied. Therefore, the independent sample t-test using SPSS (*Statistical Program for Social Science*) was conducted.

The hypotheses were:

H_a : There is a significant influence of using LRD strategy towards students' reading comprehension on descriptive text at the secondsemester of the tenth grade of MA Mathla'ul Anwar Kedondong, in the academic year of 2018/2019.

H_o : There is no significant influence of using LRD strategy towards students' reading comprehension on descriptive text at the second semester of the tenth gradeof MA Mathla'ul Anwar Kedondong, in the academic year of 2018/2019.

The criteria for acceptance of the hypothesis for the hypothetical test were:

H_o was accepted if $Sig.(Pvalue) > \alpha = 0.05$

H_a was accepted if $Sig. (Pvalue) < \alpha = 0.05$

Table 10
The Result of the Hypothetical Test

T	Df	Sig. (2-tailed)
3.255	62	.002

Based on the results of the independent sample t-test in Table 9, that the value of significant generated the $Sig.(Pvalue) = 0.000 < \alpha = 0.05$. So, the H_a is accepted and the H_o is rejected. Based on the computation, it can be

concluded that there was a significant influence of using LRD strategy toward student reading comprehension of descriptive text at the second semester of the tenth grade of MA Mathla'ul Anwar Kedondong in the academic year of 2018/2019.

C. Discussion

At the beginning of the research, the pre-test was administered to know the students' achievement in reading the descriptive text before they were given the treatments. The result showed that the mean score of pre-test in the experimental class was 57.50 while in the control class was 56.56. It showed that the mean of both classes was low.

After the pre-test, the students were taught through LRD strategy in the experimental class and through guide reading strategy in the control class for three times. Before the treatments, the procedures of both strategies were explained to the students.

After the treatments were done, the post-test for the experimental and the control class was given. The post-test was given to measure the improvement of students' reading comprehension on the descriptive text after the treatments. The mean score of post-test in the experimental class was 72.66 while in the control class was 64.69.

Based on the finding of the research, it was found that there were significant differences between the students who were taught using LRD strategy and the students who were taught using translation technique. It could be seen from the mean of the post-test in the experimental class was 72.66 higher than and

the mean of post-test in the control class that was 64.69. It means that the most improvement was in the experimental class.

From the analysis, we knew that the students who got the treatments by LRD strategy got a better result than the students that taught without LRD strategy in teaching reading comprehension of descriptive text. It was proved by the increasing average score in the experimental class. LRD strategy could improve each aspect of students reading comprehension including main idea (topic), expression/idiom/ phrases in content, inference (implied detail), grammatical feature, detail (scanning for a specifically stated detail), excluding fact not written, supporting idea, vocabulary in content.

The using of LRD strategy could help the students to build students' prior knowledge before they read a text. In this strategy, the students were forced to discard less useful information so that they may focus on the significant importance only.

However, some problems were faced in this research. There were some students still difficult to work together, they still passive in the group and they still confuse with the strategy and the text. So an explanation and guide were given to the students to complete their task.

On the other hand, by using LRD strategy, the student could learn more active and it made the students easier to comprehend the materials that were given. It had been supported by the previous research conducted by Talitha Rahma, The Impact of LRD (Listen-Read-Discuss) Strategy On The ReadingComprehension of senior High School SMA N 1 Kediri. The result of the

research has been presented that LRD strategy has the good effect in the teaching-learning process. It could bring interest and motivation to the students in reading activity. After implementing the strategy, students' reading task showed good progress from the first task to the second one.

Based on the analysis of the data and the testing of hypothesis, the result of t-test null hypothesis (H_0) is refused and the alternative hypothesis (H_a) is accepted. It means that there was an influence of using LRD strategy towards students' reading comprehension of descriptive text. English teacher can help students increase their reading comprehension by using this strategy, although this strategy also have a weakness.

CHAPTER V **CONCLUSION AND SUGGESTION**

A. Conclusion

At the end of the research, the post-test was given to measure the influence of LRD strategy towards students' reading comprehension of descriptive text in both classes after treatments done. The mean score of post-test in experimental class was 72.66 and the mean score of post-test in control class was 64.69. It showed that the students' post-test score in experimental class was higher than students' post-test score in control class.

The result can be seen from sig. (2-tailed) of the equal variance assumed in the independent sample test table where the sig. (2-tailed) is 0.002. It is lower than $\alpha = 0.05$ and it means that H_0 is rejected and H_a is accepted.

Based on the result of data analysis, it can be concluded that there was a significant influence of LRD strategy towards students' reading comprehension of descriptive text at the second semester of the tenth grade of MA Mathla'ul Anwar Kedondong in the academic year of 2018/2019.

B. Suggestion

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

1. Suggestion for the teacher
 - a. Based on the result of the research, the treatments by LRD strategy got a better result than the students that taught without LRD strategy. It was proved by the average score in the experimental class higher than the

average score in the control class. LRD strategy can be used to develop and motivate the students' reading comprehension. Due to the finding, English teacher can help students increase their reading comprehension by using LRD strategy.

- b. However, this strategy also has some weakness. The problem usually happens when using this strategy is because not all the student discusses the material. To solve it the teacher must prepare the using LRD strategy well and the teacher must guide the student, motivate and support them to increase their attention.

2. Suggestion for the students

The students should study hard and more practice in reading English to improve their reading comprehension. They also should be active and creative in learning activity.

3. Suggestion to the further research

This research was focused on the influence of LRD strategy towards students' reading comprehension of descriptive text. Therefore, it is suggested for the next researcher to investigate the influence of other strategy towards other English skills such as writing or reading ability.

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Appendix 1

**THE RESULT OF INTERVIEW FOR THE ENGLISH
TEACHER
IN THE PRELIMINARY RESEARCH**

NO	Question	Answer
1	How long have you been teaching English?	I have been teaching English in this school since 2012
2	How about the students' reading comprehension?	The students' reading comprehension is still low and they have difficulties in comprehending reading text.
3	What strategy you use in teaching reading?	I usually use Guided Reading strategy to teach the students in the class.
4	Do you have difficulties in teaching reading? What are they?	Of course, the students' reading comprehension is still low and they have difficulty in understanding reading text, especially if the text is too long. Their vocabulary is still low and they do not carry dictionaries.
5	Have you ever use LRD strategy in teaching reading comprehension?	I've heard about this strategy that used in teaching reading comprehension but I never use it before. If it is appropriate in my reading class, i will try this strategy to be implemented.

Appendix 2

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

Student 1

NO	Question	Answer
1	Apakah kamu menyukai bahasa Inggris?	Tidak, saya tidak menyukai bahasa inggris karena kosa kata dalam bahasa inggris susah dimengerti dan diingat sehingga membuat saya kesulitan dalam menjawab soal
2	Bagaimana cara guru kamu mengajar <i>reading comprehension</i> ?	Guru meminta saya mengartikan teks dari bahasa inggris kedalam bahasa Indonesia, terkadang membuat saya bosan
3	Bagaimana anda belajar descriptive text didalam kelas dengan guru bahasa inggris anda sekarang?	Saya hanya memperhatikan guru. Guru saya memberikan beberapa penjelasan dengan contoh-contoh dan langsung memberikan tugas
4	Apa masalah yang kamu alami dalam memahami teks reading yang diberikan oleh guru?	Saya tidak mengerti teks tersebut

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

Student 2

NO	Question	Answer
1	Apakah kamu menyukai bahasa Inggris?	Tidak, saya tidak menyukai bahasa inggris karena sulit dipahami dan saya tidak memiliki banyak kosa kata dalam bahasa inggris
2	Bagaimana cara guru kamu mengajar <i>reading comprehension</i> ?	Guru meminta saya membaca teks kemudian menjawab soal
3	Bagaimana anda belajar descriptive text didalam kelas dengan guru bahasa inggris anda sekarang?	Terkadang saya tidak memahami karena guru hanya memberi sedikit penjelasan dan saya tidak memiliki pemahaman kosa kata yang banyak
4	Apa masalah yang kamu alami dalam memahami teks reading yang diberikan oleh guru?	Saya tidak mengerti arti teks

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

Student 3

NO	Question	Answer
1	Apakah kamu menyukai bahasa Inggris?	Tidak, saya tidak menyukai bahasa inggris karena saya kurang memahami kosa kata dalam bahasa inggris
2	Bagaimana cara guru kamu mengajar <i>reading comprehension</i> ?	Guru meminta saya mengartikan teks dari bahasa inggris kedalam bahasa Indonesia, kemudian guru meminta saya membaca teks didepan kelas
3	Bagaimana anda belajar descriptive text didalam kelas dengan guru bahasa inggris anda sekarang?	Saya merasa bingung
4	Apa masalah yang kamu alami dalam memahami teks reading yang diberikan oleh guru?	Saya merasa kesulitan karena teks terlalu panjang dan membosankan

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

Student 4

NO	Question	Answer
1	Apakah kamu menyukai bahasa Inggris?	Tidak, saya tidak menyukai bahasa inggris.
2	Bagaimana cara guru kamu mengajar <i>reading comprehension</i> ?	Guru meminta saya membaca teks satu persatu
3	Bagaimana anda belajar descriptive text didalam kelas dengan guru bahasa inggris anda sekarang?	Saya merasa bingung
4	Apa masalah yang kamu alami dalam memahami teks reading yang diberikan oleh guru?	Saya merasa kesulitan karena teks terlalu panjang dan saya tidak mengerti

Appendix 3

**STUDENTS' READING SCORE CLASS X
MA MATHLA'UL ANWAR KEDONDONG
IN 2018/2019 ACADEMIC YEAR**

X MIPA

NO	NAMES	SCORE
1.	Ahmad Muzakki	65
2.	Aldi Irawan	53
3.	Alfarizi	80
4.	Alif Solihin	80
5.	Arrum Suciayati	75
6.	Arya Alfauzan	65
7.	Azhara Mesha D.	75
8.	Bambang Setiawan	70
9.	Dadih Rohmahilah	85
10.	Defri Bumala	60
11.	Dina Nopiana	75
12.	Friska Rosma Y.	55
13.	Helda Avriyana	75
14.	Heni Nur Aziyani	60
15.	Khoirun Nisa	70
16.	Laila Nadia	65
17.	Laili Nadia	75
18.	Leni Triastuti	65
19.	Lilis Ulandari	60
20.	Lisa Ermala	65
21.	M.Fajar Ramadhan	60
22.	M. Fajriyullah	60
23.	M. Nurul Fajri	85
24.	Maylani Putri	55
25.	Meila Suri	80
26.	Novia Riyanti	75
27.	Putri Wulandari	60
28.	Rani Oktafiani	75
29.	Sapriudin	70
30.	Sarwandi	55
31.	Siti Aminah	65
32.	Siti Faridatul U.	65
33.	Tri Sasono	60
34.	Uswatun Hasanah	65
35.	Widia Sarah	65

X IPS 1

NO	NAMES	SCORE
1.	Adila Hardiyanti	75
2.	Afifah Ramadhani	55
3.	Afifi Ramadhani	65
4.	Alfin	70
5.	Amilatun Nazyiah	60
6.	Ana Marsela	80
7.	Anisah	65
8.	Annisa Kholipatu A.	80
9.	Anwar Dafiq	60
10.	Arif Fadilah	65
11.	Atmajaya	65
12.	Bagus Maulana	70
13.	Bela Oktavia	80
14.	Cahya Hartami F.	55
15.	Dede Lastari	75
16.	Eli Sepiana	60
17.	Hera	70
18.	Ilham Akbar	80
19.	Khoirul Anom	65
20.	Lia Anggun	80
21.	Lisa Ermila	65
22.	M. Ibnu Hidayat	60
23.	M. Sodri	60
24.	Mutoharoh	53
25.	Nadia Soleha	75
26.	P. Retno Muntia	60
27.	Purwanti	55
28.	Raudlatul Fatiha	70
29.	Repi Septiani	60
30.	Rita Nuraida	75
31.	Rodi Islahul Khoir	65
32.	Salsa Nufusiah F.	60

X IPS 2

NO	NAMES	SCORE
1.	Agus Apriyanto	65
2.	Aina Rido Safitri	55
3.	Alvin Delta M.	65
4.	Andriyanto	75
5.	Anwar Fatah	70
6.	Ayu Mitasari	60
7.	Dimas Jatmiko	80
8.	Fitriyani	60
9.	Herlando Agustiar	50
10.	Indah Rahma I.	75
11.	Ismi Fadilla	75
12.	Julita Sari	55
13.	M. Syaipulloh	60
14.	Nur Laili	60
15.	Nurholisna	70
16.	Nurlaila	75
17.	Nurmala Fauziah	65
18.	Puput Safita	50
19.	Reni Yunida	80
20.	Ridho Priatama	60
21.	Rosyanah	65
22.	Saidatuzzahroh	55
23.	Salahuddin Al A.	70
24.	Sapto Nur Fadillah	50
25.	Sarah	65
26.	Sirooz Candra D.	60
27.	Siti Aisyah	75
28.	Siti Amanah	50
29.	Siti Fatimah	70
30.	Siti Hapsoh	60
31.	Siti Nurafiah	65
32.	Sri Handayani	60
33.	Suwandi	70
34.	Tasya Maelani	60

X IPS 3

NO	NAMES	SCORE
1.	Ahmad Syafi'i	70
2.	Alfina D. Y	55
3.	Deni	60
4.	Desti Lestari	75
5.	Dina Safaria	53
6.	Endah Marlina	75
7.	Fira Handayani	65
8.	Hapis	60
9.	Heri Agus Setiawan	70
10.	Iis Supiyati	80
11.	Jakfar Umar Thalib	65
12.	Kartika Sari	70
13.	Laya Wijayanti	60
14.	Lilis Ariska	60
15.	Lutfiah	70
16.	M. Ghupron	75
17.	Maghfiroh M.	65
18.	Mahda Nur Fadilah	55
19.	Meri Surya Riski	50
20.	Munayati Ulumiyah	80
21.	Muzakky Rahmat	60
22.	Neng Tiah	65
23.	Nurmaidah	50
24.	Putri Sianli	65
25.	Reka Melani Tamara	75
26.	Rifa Azizah	55
27.	Rita	60
28.	Rizki Aprizal	60
29.	Rohmatullah	75
30.	Rohmawati	65
31.	Rustam Efendi	70
32.	Uswatun	60

Appendix 4

VALIDATION FORM FOR READING TEST FOR TRY OUT OF PRE-TEST

Direction:

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

NO	Question	Yes	No	Comments
1.	Apakah indikator-indikator sudah mencakup aspek yang ingin diukur?			
2.	Apakah petunjuk pengerajan sudah jelas ?			
3.	Apakah Alokasi waktu sudah cukup?			
4.	Apakah items number 1, 9, 17, 25, 33 di table specification sudah sesuai dengan aspek no 1?			
5.	Apakah items number 2, 10, 18, 26, 34 di table specification test sudah sesuai dengan aspek no 2?			
6.	Apakah items number 3, 11, 19, 27, 35 di table specification sudah sesuai dengan aspek no 3			
7.	Apakah items number 4, 12, 20, 28, 36 di table specification sudah sesuai dengan aspek no 4?			
8.	Apakah items number 5, 13, 21, 29, 37 di table specification sudah sesuai dengan aspek no 5?			
9	Apakah items number 6, 14, 22, 30, 38 di table specification sesuai dengan aspek no 6?			
10	Apakah items number 7, 15, 23, 31, 39 di table specification sudah sesuai dengan aspek no 7?			
11	Apakah items number 8, 16, 24, 32, 40 di table specification sudah sesuai dengan aspek no 8?			

General comments :

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

Date,
Validator

Haidar, S.Pd
NIP.

**VALIDATION FORM FOR READING TEST
FOR TRY OUT OF POST-TEST**

Direction:

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

NO	Question	Yes	No	Comments
1.	Apakah indikator-indikator sudah mencakup aspek yang ingin diukur?			
2.	Apakah petunjuk penggeraan sudah jelas ?			
3.	Apakah Alokasi waktu sudah cukup?			
4.	Apakah items number 1, 9, 17, 25, 33 di table specification sudah sesuai dengan aspek no 1?			
5.	Apakah items number 2, 10, 18, 26, 34 di table specification test sudah sesuai dengan aspek no 2?			
6.	Apakah items number 3, 11, 19, 27, 35 di table specification sudah sesuai dengan aspek no 3			
7.	Apakah items number 4, 12, 20, 28, 36 di table specification sudah sesuai dengan aspek no 4?			
8.	Apakah items number 5, 13, 21, 29, 37 di table specification sudah sesuai dengan aspek no 5?			
9	Apakah items number 6, 14, 22, 30, 38 di table specification sesuai dengan aspek no 6?			
10	Apakah items number 7, 15, 23, 31, 39 di table specification sudah sesuai dengan aspek no 7?			
11	Apakah items number 8, 16, 24, 32, 40 di table specification sudah sesuai dengan aspek no 8?			

General comments :

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

Date,
Validator

Haidar, S.Pd
NIP.

Appendix 5

Reading Comprehension Test for Try Out of Pre-test

Subject/Skill : English/Reading

Class : X (Ten)

Time Allocation : 120 Minutes

Choose the best answer a, b, c, or d by giving cross (X) on your worksheet.

Read the following text and answer question 1 to 8

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 centre 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 chilly town by the locals. There is a big river called Brantas cutting off the centre of the town.

Besides temple, 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://descriptive-text.blogspot.com>)

1. What does the passage mainly discuss?
 - a. The history of Kediri
 - b. The famous products of Kediri
 - c. The description of Kediri
 - d. The people of Kediri

2. What does the mean of phrase “. . . the women labor force” (line 10)?
 - a. The women who work in the factory
 - b. The women who has much money
 - c. The women who has not a job
 - d. The women who just stays at home

3. What can be inferred about products of Kediri?
 - a. A lot of women in Kediri work in a factory.
 - b. Many of Kediri people are jobless because of a factory built there.
 - c. Most of the local people can't enjoy their life because of the cigarette factory.
 - d. The cigarette factory is one of the factors for local people to become a jobless.
 - e.

4. The word “*those*” in line 10 refers to. . .
 - a. Factories
 - b. Farmers or traders
 - c. Local people
 - d. Local woman
5. The author mentions the cigarette factory in Kediri is. . .
 - a. The place for farmers or traders work.
 - b. The biggest cigarette factory in Indonesia.
 - c. One of the sources of nutrition food in Kediri.
 - d. A famous place in Kediri to visit.
6. Which of the following statement is **NOT TRUE**?
 - a. Most of local people work as a laborer in cigarette factory.
 - b. The farmers or traders are the ones who do not work as laborers.
 - c. A lot of women in Kediri stay at home.
 - d. Kediri is one place in Indonesia that has a cigarette factory.
7. What the supporting idea of the first paragraph?
 - a. Most of the local people work in the factory.
 - b. The town’s economy in Kediri is dominated by the cigarette factory.
 - c. The situated in a valley between the Kelud and Wilis mountains and inhabited by about 1.3 million people.
 - d. There is a big river called Ciliwung cutting off the centre of the town.
8. The word “force” in line 9 is closest meaning to. . .
 - a. Strength
 - b. Weakness
 - c. Scarce
 - d. Refrain

Read the following text and answer questions 9 to 16

Raja Ampat or ‘Four Kings’, is the name given to some island 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 enthusiast flock to this region because it offers the world’s best marine sight. In the Raja Ampat Island, divers can explore vertical underwater walls. The thrill of drift diving is another great challenge. The territory within the island 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://englishkam.blogspot.com>)

9. What the main idea of the first paragraph?
 - a. Raja Ampat is located in the bird head of the island of Papua.
 - b. Raja Ampat or "Four King" is the name given to some island in West Papua and comes from a local myth.
 - c. In the Raja Ampat Island, divers can explore vertical underwater walls.
 - d. The thrill of drift diving is another great challenge.

10. In the sentence "divers can explore vertical underwater walls", which word is a phrase?
 - a. Divers can explore
 - b. Explore vertical underwater
 - c. Vertical underwater walls
 - d. Divers can

11. Which of the following is **NOT STATED** in the passage?
 - a. Raja Ampat is a name that given by the local people in there.
 - b. Raja Ampat is a small island in Indonesia.
 - c. Raja Ampat is located in the west of Indonesia.
 - d. There are more than thousand types of coral in Raja Ampat.

12. What type of tense is used by the writer?
 - a. Simple perfect tense
 - b. Simple present tense
 - c. Simple present perfect tense
 - d. Simple past tense

13. According to the passage the territory within island covers. . .
 - a. 700 types of mollusk.
 - b. 9.8 million acre land of sea.
 - c. 1.000 types of coral fish.
 - d. 540 types of coral.

14. Which of the following is **TRUE** about Raja Ampat?
 - a. There are 75% of the world's species life in Raja Ampat according to the nature conservancy and conservational international.
 - b. Divers cannot dive in Raja Ampat because of underwater species.
 - c. Raja Ampat makes a lot of people disappointed for its scenery.
 - d. The water in Raja Ampat is dirty.

15. What the supporting idea of the first paragraph?
- Raja Ampat is a Four King in Indonesia.
 - Raja Ampat has many beautiful of its underwater scenery.
 - Divers can't explore vertical underwater walls.
 - Raja Ampat is located in the bird head of the island of Papua.
16. The word “enormous” in line 6 is closest in meaning to . . .
- Tiny.
 - Large.
 - Immense.
 - Wide.

Read the following text and answer questions 17 to 24

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 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 to 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 most bed, chairs and tables that are made of Fruji trees.

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.

(<http://descriptive-text.blogspot.com/2009/06/mycousin.html>)

17. What is the story about?
- A lake
 - A river
 - An island
 - An animal
18. “People can only get to Wingo Island by boat.” In line 2
What does mean?
- Near to other island
 - Close to another island
 - Near to another island
 - Far from other island

19. What can be concluded about Wingo Island?
- Wingo island is a place for hundreds of sharks.
 - Wingo island is one of tourism objects that can be visited.
 - People can't go there because a lot of sharks in it.
 - Wingo island hasn't electric.
20. “it is place to listen to the leaves whispering”. (Line 13)
The underlined word refers to....
- The telephone
 - The computer
 - An Island
 - Wingo island
21. When do windstorms happen in Wingo Island?
- When it's at twelve o'clock
 - When it's very hot
 - When it rains
 - When there are too many animals fly around at the same time
22. According to passage, which of the following is **NOT TRUE**?
- Wingo is an island.
 - Many sharks are in Wingo island.
 - The weather in Wingo Island is tropic all the time.
 - Rain always falls in Wingo Island.
23. What is the supporting idea of the first paragraph?
- There are hundreds of sharks in Wingo Island.
 - The boat has a rocket.
 - The island of Wingo is by the island of Singa.
 - The island can't be visited.
24. The word “*get to*” in line 3 is closest in meaning to....
- Achieve.
 - Take.
 - Reach.
 - Leave.

Read the following text and answer questions 25 to 32

Orchard Road is a Boulevard which becomes business and entertainment center in Singapore. Orchard Road is surrounded by a lush tropical and flower gardens which are beautiful. At first, Orchard Road is just a suburban street lined with orchards, plantations nutmeg, and pepper farming. However, in the 1970s, it turned into a shopping center in Singapore. In 1960 and 1970 entertainment industries began to center 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 restaurant. The shopping area which is nearly 800,000 square meters provides a wide range of things, food and entertainment. In this area there are many options that can satisfy visitors from all walks of life starting from the luxury branded things to the popular branded, from exclusive restaurants to fast food.

There are so many ways that can be accessed to get to Orchard road such as by taxi, bus or drive your own car. For those who are driving to Orchard road can be entered from the west through the Napier Road. Vehicles from Dunearn road can turn to left at the intersection of the Marriott Hotel junction. Vehicles that come from Paterson can turn right into Orchard Road. Orchard is always crowded so you have to be careful in order not to get lost.

(adapted from: <http://descriptive-text.blogspot.com>)

25. What is the main idea in the first paragraph?
 - a. Orchard road is a boulevard which becomes business and entertainment center in Singapore.
 - b. Orchard Road is surrounded by a lush tropical and flower gardens which are beautiful.
 - c. Orchard Road is just a suburban street lined with orchards, plantations nutmeg, and pepper farming.
 - d. Shopping centers such as mall and Plaza was built in 1974.

26. “Orchard Road runs along about 2.2 km”
The sentence implies that Orchard Road is. . .
 - a. A boulevard that runs along about 2.2 km.
 - b. A small place to become a shopping centre.
 - c. A big place just for a food centre.
 - d. A big place for parking area.

27. What can be inferred from the second paragraph?
 - a. The length of Orchard Road
 - b. A variety of places in Orchard Road
 - c. The size of shopping area
 - d. Luxury branded things in Orchard Road

28. What kind of text is this?
 - a. Narrative text
 - b. Report text
 - c. News item text
 - d. Descriptive text

29. What does the shopping area provide?
 - a. It provides a lot of food.
 - b. It provides expensive things.

- c. It provides vehicle show rooms.
 - d. It provides entertained places.
30. Which is statement is NOT TRUE?
- a. Vehicles from Dunrean road can turn to the left intersection of the Marriot Hotel junction.
 - b. Orchard road is located in Singapore.
 - c. Orchard road has a shopping centre and it was built in 1970.
 - d. Orchard road is a place of business and entertainment centre.
31. In the third paragraph the writer describes about. . . .
- a. The location of Orchard Road.
 - b. The direction to get to Orchard Road.
 - c. The thing that we can see at orchard road.
 - d. The history of Orchard Road.
32. The word “turned into” in line 4 is closest meaning to. . . .
- a. Put into.
 - b. Get into.
 - c. Enter.
 - d. Became.

Read the following text and answer questions 33 to 40

Borobudur is Hindu-Budhist temple. It was built 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 consists of eight steps like stone terrace. The five terraces 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 star ways. 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://descriptive-text.blogspot.com>)

33. What does the passage mainly discuss?
- a. The size of Borobudur
 - b. The location of Borobudur
 - c. The description of Borobudur
 - d. The history of Borobudur

34. “Borobudur is well known all over the world” in line 4 means that. . . .
- a. Borobudur has still good buildings since it was built.
 - b. Most of people know Borobudur.
 - c. Borobudur is a good place to take a vacation.
 - d. Many people like Borobudur.
35. What can be concluded about the five terraces in Borobudur?
- a. Square and surrounded by walls adorned with Budist sculpture in bas-relief.
 - b. The upper three are circular.
 - c. Each step has different shapes.
 - d. People can't step on the steps.
36. What type of tense is used by writer?
- a. Simple past tense
 - b. Simple present tense
 - c. Simple continuous tense
 - d. Simple perfect tense
37. How many steps are there in Borobudur?
- a. There are 5 steps like stone terraces.
 - b. There are 3 steps with a circle of bell shape.
 - c. There aren't steps in Borobudur.
 - d. There are 8 steps.
38. Which statement is TRUE according to the text?
- a. Borobudur is Hindu-Buddhist temple.
 - b. Borobudur is located in West Java.
 - c. Borobudur is build to remember of the Indonesian patriots.
 - d. Borobudur is rededicated as an Indonesian monument in 1973.
39. What is the supporting idea of the first paragraph?
- a. Borobudur is located in Magelang, Central Java.
 - b. Borobudur is the one and only temple in Indonesia.
 - c. Borobudur is well-known all over the world.
 - d. Borobudur is Hindu-Budhis temple.
40. Word “well-known” in line 4 is similar meaning to. . . .
- a. Friendly
 - b. Awesome
 - c. Fantastic
 - d. Famous

Answer Key

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

**THE ANSWER SHEET OF TRY OUT
OF MA MATHLA'UL ANWAR KEDONDONG
IN THE ACADEMIC YEAR OF 2018/2019**

Nama :

Kelas :

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

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

21	A	B	C	D
22	A	B	C	D
23	A	B	C	D
24	A	B	C	D
25	A	B	C	D
26	A	B	C	D
27	A	B	C	D
28	A	B	C	D
29	A	B	C	D
30	A	B	C	D
31	A	B	C	D
32	A	B	C	D
33	A	B	C	D
34	A	B	C	D
35	A	B	C	D
36	A	B	C	D
37	A	B	C	D
38	A	B	C	D
39	A	B	C	D
40	A	B	C	D

Appendix 6

Reading Comprehension Test for Try Out of Post-test

Subject/Skill : English/Reading

Class : X (Ten)

Time Allocation : 120 Minutes

Choose the best answer a, b, c, or d by giving cross (X) on your worksheet.

Read the following text and answer question 1 to 8

Yogyakarta is one of the foremost cultural centers of Java, the seat of the mighty Javanese empire of Mataram from which present day Yogyakarta has the best inherited of traditions. The city itself has a special charm, which seldom fails to captivate the visitor. Gamelan, classical and contemporary Javanese dances, leather puppet, theater and other expressions of traditional art will keep the visitor spellbound. Local craftsmen excel in arts such batiks, silver and leather works. Next to the traditional, contemporary art has found fertile soil in Yogyakarta's culture oriented society.

Yogyakarta is often called the main gateway to the Central Java as where it is geographically located. It stretches from Mount Merapi to the Indian Ocean. There is daily air service to Yogyakarta from Jakarta, Surabaya and Bali as well as regular train service and easy accessibility by road. Yogyakarta is commonly considered as the modern cultural center of Central Java. It is a very lively city and a shopper's delight. The main road, Malioboro Street, is always crowded and famous for its night street food-culture and street vendors. Many tourist shops and cheap hotels are concentrated along this street or in the adjoining tourist area such Sosrowijayan Street.

The key attraction of Yogyakarta is 'Kraton' (the Sultan's Palace), the centre of Yogyakarta's traditional life and despite the advance of modernity; it still emanates the spirit of refinement, which has been the hallmark of Yogyakarta's art for centuries. This vast complex of decaying buildings was built in the 18th century, and is actually a walled city within the city with luxurious pavilions and in which the current Sultan still resides. Yogyakarta is also the only major city, which still has traditional 'Becak' (rickshaw-style) transport.

(Adapted from: Ujian Nasional 2007 No 4)

1. What is the main idea of the second paragraph?
 - a. Yogyakarta is commonly considered as the modern cultural center of Central Java. It is a very lively city and a shopper's delight.
 - b. The many tourist shops and cheap hotels are concentrated along this street or in the adjoining tourist area such Sosrowijayan Street.
 - c. Yogyakarta is often called the main gateway to the Central Java as where it is geographically located

- d. The main road, Malioboro Street, is always crowded and famous for its night street food-culture and street vendors
2. "It is a very likely city and shopper's delight" What does it mean?
- a. Yogyakarta is a lovely place for tourists.
 - b. The shoppers are delighted when they can shop there.
 - c. Many people like shopping in it.
 - d. There are a lot of markets in it.
3. What can be inferred about Keraton?
- a. It is the Sultan's place in Yogyakarta.
 - b. It is the attraction for tourists to come to Yogyakarta.
 - c. It is the 18th century building.
 - d. It is a place in Yogyakarta.
4. What is the purpose of this text?
- a. To amuse the readers with Yogyakarta
 - b. To describe the location of Yogyakarta
 - c. To persuade the readers to go to Yogyakarta
 - d. To promote Yogyakarta as tourist destination
5. Which one that seldom fails to the captivate visitors?
- a. Becak
 - b. Classical and temporary Javanese dances
 - c. The people
 - d. The markets
6. Which of the following statements is TRUE?
- a. Yogyakarta is located in Sumatera.
 - b. Yogyakarta has a lot of inherited of traditions.
 - c. A lot of Yogyakarta people do not like Sultan's place.
 - d. No one can go through the place.
7. What is the supporting idea of the second paragraph?
- a. Local craftsmen excel in arts such batiks, silver and leather works.
 - b. Yogyakarta is one of the foremost cultural centers of Java
 - c. Yogyakarta is often called the main gateway to the Central Java
 - d. There are many convenient stores in the streets of Yogyakarta.
8. ". . . Spirit of refinement, which has been the hallmark of Yogya's art for centuries. (Line 16). The underlined word is closest meaning with
- a. Settlement
 - b. Development
 - c. Improvement
 - d. Involvement

Read the following text to answer questions number 9 to 16

Paris is the capital of a European nation, France. It is also one of the most beautiful and most famous cities in the world.

Paris is called the city of Light. It is also an international fashion center. What stylish women are wearing in Paris will be worn by women all over the world. Paris is also famous for its world center of education. For instance, it is the headquarters of UNESCO, the United Nations Educational, Scientific and Cultural Organization.

The Seine River divides the city into two parts. Thirty-two bridges cross this scenic river. The oldest and perhaps the most well-known is Pon Neuf, which was built in the sixteenth century. Sorbonne, a famous university, is located on the left bank (south side) of the river. The beautiful white church Sacre Coeur lies on the top of hill called Montmartre on the right bank (north side) of the Seine.

There are many other famous places in Paris, such as the famous museum the Louvre as well the cathedral of Notre Dame. However, the most famous landmark in this city must be the Eiffel Tower.

Paris is named after a group of people called the Parisii. They built a small village on an island in the middle of the Seine River about two thousand years ago. This island is called lie de la Cite. It is where Notre Dame located. Today around eight million people live in Paris area.

(Adapted from: <http://descriptivetext.blogspot.com/2009/06/myhometown.html>)

9. What is the passage about?
 - a. The museum in Paris
 - b. The description of Paris
 - c. The river in Paris
 - d. Eiffel tower

10. What does “Paris is called the city of light” mean? (line 3)
 - a. Paris is often caught on fire.
 - b. Paris is the biggest city that consumes electric.
 - c. Paris is one of knowledge sources city in the world.
 - d. Paris is an international center.

11. What can be inferred about Paris?
 - a. It has the most famous place.
 - b. It is the city of light with the famous places in the world.
 - c. It is a name of country.
 - d. It doesn’t have a lot of famous places.

12. What is the generic structure from the text?
- Orientation-Complication-Resolution
 - Classification-Description
 - Identification-Description
 - Orientation-Description
13. What are the oldest and the most well known part of the city?
- The Seine River
 - The Pont Neuf
 - The Sorbonne
 - The beautiful Sacre Coeur
14. Which of the following statement is **NOT TRUE**?
- Paris is the capital of a European nation, France.
 - Paris is famous for world center of science.
 - Paris is one of the most beautiful and most famous cities in the world.
 - What stylish women are wearing in Paris will be worn by women all over the world.
15. What is the supporting idea of the second paragraph?
- Paris is an international fashion center.
 - Paris is one of the most beautiful cities in the world.
 - Paris is called the city of light.
 - The location of Notre Dame.
16. What is similar word “scenic” in line 7?
- View
 - Scenery
 - Panoramic
 - Landscape

Read the following text to answer questions number 17 and 24

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 offer toilets, barbecue, shelter sheds, water and fireplaces; however, overnight camping is not permitted.

(Adapted from: <http://descriptive-text.blogspot.com/2009/06/myhometown.html>)

17. What is the text about?
- Natural Bridge National Park
 - It is about natural Bridge National Park
 - It is about a camping area in tropical rainforest
 - It is about a beauty of natural Bridge
18. What does the phrase “overnight camping is not permitted” mean?
- Visitors are not allowed to camp in the rainforest.
 - Visitors can camp in it freely.
 - Visitors can camp at night.
 - Visitor often camp at night in it.
19. What can be concluded about the cave in the rainforest?
- It has a long pet together.
 - It has the unique feature of the glow worms.
 - It has swimming pool in it.
 - Visitors can camp in the cave.
20. What type of tense is used by the writer?
- Simple perfect tense
 - Simple present perfect tense
 - Simple present tense
 - Simple past tense
21. Where is the natural bridge national park located?
- 110 kilometers from South of Brisbane
 - 110 kilometers from Pacific Highway
 - 110 kilometers from Numinbah Valley
 - 110 kilometers from Lamington National Park
22. What is not including in the picnic area?
- Toilets
 - Fire places
 - Shelter sheds
 - Overnight camping
23. What is the supporting idea of paragraph 1?
- Natural Bridge National Park located 110 kilometers from south of Brisbane
 - Natural Bridge National Park is luscious tropical rainforest.
 - Swimming is permitted in the rock pools.
 - Visitors can camping overnight.
24. The word ‘luscious’ in line 1 means....
- Succulent
 - Dense

- c. Dull
- d. Dry

Read the following text to answer questions number 25 and 32

Bali is an island in the Indonesian archipelago. It is in south of 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 everyone is quite close to the sea. Bali is shaped like 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 tourist visit Bali to see the beautiful scenery and interesting festivals, to swim in the warm seas, to look at the beautiful mountains and valleys, and to shop for inexpensive and beautiful clothes, paintings and wood crafts.

(Adapted from: Ujian Nasional 2007 No.4)

25. What the main idea in the first paragraph?
 - a. Bali is an island in the Indonesian archipelago.
 - b. Bali is 120 kilometers wide from east to west and 80 kilometers from north to south.
 - c. There are many temples and many religious festivals.
 - d. It is in south of the south of the equator and has warm weather all the year.

26. Bali is an island in the Indonesian archipelago.
 The underlined phrase has similar meaning to. . .
 - a. Bali is a place for tourist
 - b. Bali is a place for holiday
 - c. Bali is a province in Indonesia
 - d. Bali is a country in Indonesia

27. What can be concluded about the authors
 - a. It has wide size
 - b. It is one of tourism places for tourists to visit
 - c. Agung mountain is erupting
 - d. The weather in Bali is always rainy

28. It is in the south equator and has warm weather all the year (line 1).
 The underline word refers to. . .
 - a. Tourism.
 - b. Bali.
 - c. Rainy season.
 - d. Indonesian archipelago.

29. How long the wide of Bali from east to west?
- 80 kilometers
 - 40 kilometers
 - 60 kilometers
 - 120 kilometers
30. Which one of the following statements is NOT TRUE according to the text?
- Bali has four seasons.
 - Bali is beautiful and interesting.
 - Bali is surrounded by the sea.
 - Bali is one of the tourist destinations in Indonesia.
31. What is the supporting idea of the first paragraph?
- Bali is an island in the Indonesian archipelago.
 - Bali is 120 kilometers wide from east to west and 80 kilometers from north to south.
 - Tourist visit Bali to see the beautiful scenery.
 - Beautiful mountains in Bali.
32. The word "quite" in line 4 means . . .
- Quit.
 - Stop.
 - Enough.
 - Quite.

Read the following text to answer questions number 33 and 40

The ethnic groups in the mountain regions of southwest and central Sulawesi (Celebes) are known by the name of Toraja, which has come to mean "those who live upstream" or "those who live in the mountains". Their name is in fact derived from the word Raja, which in Sanskrit means "king". The society is hierarchically structured: the noblemen are called rengnge, the ordinary people to makaka, and the slaves to kaunan; birth determines which rank a person will occupy.

The distinctive features of the traditional houses (tongkonan) of the Toraja are the "buffalo horns", the roof design and the rich decoration on the walls. The buffalo is a symbol of status, courage, strength and fighting spirit. Designed as a representation on the universe, the tongkonan is constructed in three parts: the upper world (the roof), the world of humans (the middle of the building), and the underworld (the space under the floor). The highly distinctive roofs constructed by the Toraja given rise to various ingenious interpretations. Certainly the roof is something of deep significance for the Toraja, and even today they build "modern" (in other words houses built with cement) houses with such roofs.

(adapted from: <http://descriptive-text.blogspot.com>)

33. What is the text about?
- The culture of Toraja
 - The society of Toraja
 - The distinctive features of traditional houses
 - The description of a traditional houses of Toraja
34. What does the mean of “those who life upstream”? (line 2)
- The people who life in the mountains
 - The people who are kings
 - The people who are reach
 - The people who birth in mountain
35. What can be concluded about the traditional houses of Toraja?
- It doesn’t have a meaning it is just a house.
 - It must have buffalo horns.
 - It can be as a representation of the status.
 - The design of the house must have the meaning of fighting spirit.
36. “... and even today they build modern...” (line 14)
The underlined word refers to...
- Raja.
 - Reengage.
 - Society.
 - Toraja people.
37. What are the ordinary people commonly called?
- Tongkonan
 - Makaka
 - Celebes
 - Rengnge
38. Which of the following statement is NOT TRUE?
- Each of the houses in Toraja must have buffalo horns
 - The buffalo horn as a symbol of status courage strength and fighting spirit
 - The people who have buffalo horns are reach people
 - The local people do not use buffalo horns on their houses
39. What is the supporting idea of the second paragraph?
- Each of the houses in Toraja must have buffalo horns
 - The buffalo horn as a symbol of status courage strength and fighting spirit
 - The people who have buffalo horns are reach people
 - The local people do not use buffalo horns on their houses

40. The word “courage” in line 9 means. . . .

- a. Embarrassment
- b. Nerve
- c. Guts
- d. Fright

Answer Key

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

Appendix 7

Test Item for Pre-Test

Subject : English

Class : X

Duration : 90 Minutes

Choose the best answer a, b, c, or d by giving cross (X) on your worksheet.

Read the following text and answer question 1 to 8

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 centre 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 chilly town by the locals. There is a big river called Brantas cutting off the centre of the town.

Besides temple, 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://descriptive-text.blogspot.com>)

1. What does the passage mainly discuss?
 - a. The history of Kediri
 - b. The famous products of Kediri
 - c. The description of Kediri
 - d. The people of Kediri

2. What does the mean of phrase “. . . the women labor force” (line 10)?
 - a. The women who work in the factory
 - b. The women who has much money
 - c. The women who has not a job
 - d. The women who just stays at home

3. The author mentions the cigarette factory in Kediri is. . .
 - a. The place for farmers or traders work.
 - b. The biggest cigarette factory in Indonesia.
 - c. One of the sources of nutrition food in Kediri.
 - d. A famous place in Kediri to visit.

4. Which of the following statement is **NOT TRUE**?
- Most of local people work as a laborer in cigarette factory.
 - The farmers or traders are the ones who do not work as laborers.
 - A lot of women in Kediri stay at home.
 - Kediri is one place in Indonesia that has a cigarette factory.

Read the following text and answer questions 9 to 12

Raja Ampat or ‘Four Kings’, is the name given to some island 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 enthusiast flocks to this region because it offers the world’s best marine sight. In the Raja Ampat Island, divers can explore vertical underwater walls. The thrill of drift diving is another great challenge. The territory within the island 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://englishkam.blogspot.com>)

- Which of the following is **NOT STATED** in the passage?
 - Raja Ampat is a name that given by the local people in there.
 - Raja Ampat is a small island in Indonesia.
 - Raja Ampat is located in the west of Indonesia.
 - There are more than thousand types of coral in Raja Ampat.
- According to the passage the territory within island covers. . .
 - 700 types of mollusk.
 - 9.8 million acre 5 land of sea.
 - 1.000 types of coral fish.
 - 540 types of coral.
- What the supporting idea of the first paragraph?
 - Raja Ampat is a Four King in Indonesia.
 - Raja Ampat has many beautiful of its underwater scenery.
 - Divers can’t explore vertical underwater walls.
 - Raja Ampat is located in the bird head of the island of Papua.

8. The word “enormous” in line 6 is closest in meaning to. . . .
- Tiny.
 - Large.
 - Immense.
 - Wide.

Read the following text and answer questions 13 to 16

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 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 to 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 most bed, chairs and tables that are made of Fruji trees.

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.

(<http://descriptive-text.blogspot.com/2009/06/mycousin.html>)

- What is the story about?
 - A lake
 - A river
 - An island
 - An animal
- What can be concluded about Wingo Island?
 - Wingo island is a place for hundreds of sharks.
 - Wingo island is one of tourism objects that can be visited.
 - People can’t go there because a lot of sharks in it.
 - Wingo island hasn’t electric.
- “it is place to listen to the leaves whispering”. (Line 13)
The underlined word refers to. . . .
 - The telephone
 - The computer
 - An Island
 - Wingo island

12. According to passage, which of the following is **NOT TRUE?**
- Wingo is an island.
 - Many sharks are in Wingo island.
 - The weather in Wingo Island is tropic all the time.
 - Rain always falls in Wingo Island.

Read the following text and answer questions 17 to 20

Orchard Road is a Boulevard which becomes business and entertainment center in Singapore. Orchard Road is surrounded by a lush tropical and flower gardens which are beautiful. At first, Orchard Road is just a suburban street lined with orchards, plantations nutmeg, and pepper farming. However, in the 1970s, it turned into a shopping center in Singapore. In 1960 and 1970 entertainment industries began to center 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 restaurant. The shopping area which is nearly 800,000 square meters provides a wide range of things, food and entertainment. In this area there are many options that can satisfy visitors from all walks of life starting from the luxury branded things to the popular branded, from exclusive restaurants to fast food.

There are so many ways that can be accessed to get to Orchard road such as by taxi, bus or drive your own car. For those who are driving to Orchard road can be entered from the west through the Napier Road. Vehicles from Dunearn road can turn to left at the intersection of the Marriott Hotel junction. Vehicles that come from Paterson can turn right into Orchard Road. Orchard is always crowded so you have to be careful in order not to get lost.

(adapted from: <http://descriptive-text.blogspot.com>)

13. “Orchard Road runs along about 2.2 km”
 The sentence implies that Orchard Road is. . . .
 - A boulevard that runs along about 2.2 km.
 - A small place to become a shopping centre.
 - A big place just for a food centre.
 - A big place for parking area.

14. In the third paragraph the writer describes about. . . .

 - The location of Orchard Road.
 - The direction to get to Orchard Road.
 - The thing that we can see at orchard road.
 - The history of Orchard Road

15. The word “turned into” in line 4 is closest meaning to. . . .
- Put into.
 - Get into.
 - Enter.
 - Became.

Read the following text and answer questions 21 to 25

Borobudur is Hindu-Budhist temple. It was built 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 consists of eight steps like stone terrace. The five terraces 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 star ways. 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://descriptive-text.blogspot.com>)

16. What does the passage mainly discuss?
- The size of Borobudur
 - The location of Borobudur
 - The description of Borobudur
 - The history of Borobudur
17. What can be concluded about the five terraces in Borobudur?
- Square and surrounded by walls adorned with Budist sculpture in bas-relief.
 - The upper three are circular.
 - Each step has different shapes.
 - People can't step on the steps.
18. What type of tense is used by writer?
- Simple past tense
 - Simple present tense
 - Simple continuous tense
 - Simple perfect tense

19. How many steps are there in Borobudur?
- a. There are 5 steps like stone terraces.
 - b. There are 3 steps with a circle of bell shape.
 - c. There aren't steps in Borobudur.
 - d. There are 8 steps.
20. Word “well-known” in line 4 is similar meaning to. . . .
- a. Friendly
 - b. Awesome
 - c. Fantastic
 - d. Famous

Answer Key

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

THE ANSWER SHEET OF PRE TEST
OF MA MATHLA'UL ANWAR KEDONDONG
IN THE ACADEMIC YEAR OF 2018/2019

Nama : _____

Kelas : _____

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

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

11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

Appendix 8

Test Item for Post-Test

Subjek : English

Class : X

Duration : 90 Minutes

Choose the best answer a, b, c, or d by giving cross (X) on the following question.

Read the following text to answer questions number 1 to 8

Yogyakarta is one of the foremost cultural centers of Java, the seat of the mighty Javanese empire of Mataram from which present day Yogyakarta has the best inherited of traditions. The city itself has a special charm, which seldom fails to captivate the visitor. Gamelan, classical and contemporary Javanese dances, leather puppet, theater and other expressions of traditional art will keep the visitor spellbound. Local craftsmen excel in arts such batiks, silver and leather works. Next to the traditional, contemporary art has found fertile soil in Yogyakarta's culture oriented society.

Yogyakarta is often called the main gateway to the Central Java as where it is geographically located. It stretches from Mount Merapi to the Indian Ocean. There is daily air service to Yogyakarta from Jakarta, Surabaya and Bali as well as regular train service and easy accessibility by road. Yogyakarta is commonly considered as the modern cultural center of Central Java. It is a very lively city and a shopper's delight. The main road, Malioboro Street, is always crowded and famous for its night street food-culture and street vendors. Many tourist shops and cheap hotels are concentrated along this street or in the adjoining tourist area such Sosrowijayan Street.

The key attraction of Yogyakarta is 'Kraton' (the Sultan's Palace), the centre of Yogyakarta's traditional life and despite the advance of modernity; it still emanates the spirit of refinement, which has been the hallmark of Yogyakarta's art for centuries. This vast complex of decaying buildings was built in the 18th century, and is actually a walled city within the city with luxurious pavilions and in which the current Sultan still resides. Yogyakarta is also the only major city, which still has traditional 'Becak' (rickshaw-style) transport.

(Adapted from: Ujian Nasional 2007 No 4)

1. What is the main idea of the second paragraph?
 - a. Yogyakarta is commonly considered as the modern cultural center of Central Java. It is a very lively city and a shopper's delight.
 - b. The many tourist shops and cheap hotels are concentrated along this street or in the adjoining tourist area such Sosrowijayan Street.
 - c. Yogyakarta is often called the main gateway to the Central Java as where it is geographically located

- d. The main road, Malioboro Street, is always crowded and famous for its night street food-culture and street vendors
- 2. What can be inferred about Keraton?
 - a. It is the Sultan's place in Yogyakarta.
 - b. It is the attraction for tourists to come to Yogyakarta.
 - c. It is the 18th century building.
 - d. It is a place in Yogyakarta.
- 3. What is the purpose of this text?
 - a. To amuse the readers with Yogyakarta
 - b. To describe the location of Yogyakarta
 - c. To persuade the readers to go to Yogyakarta
 - d. To promote Yogyakarta as tourist destination
- 4. " . . . Spirit of refinement, which has been the hallmark of Yogya's art for centuries. (Line 16). The underlined word is closest meaning with . . .
 - a. Settlement
 - b. Development
 - c. Improvement
 - d. Involvement

Read the following text to answer questions number 9 to 12

Paris is the capital of a European nation, France. It is also one of the most beautiful and most famous cities in the world.

Paris is called the city of Light. It is also an international fashion center. What stylish women are wearing in Paris will be worn by women all over the world. Paris is also famous for its world center of education. For instance, it is the headquarters of UNESCO, the United Nations Educational, Scientific and Cultural Organization.

The Seine River divides the city into two parts. Thirty-two bridges cross this scenic river. The oldest and perhaps the most well-known is Pon Neuf, which was built in the sixteenth century. Sorbonne, a famous university, is located on the left bank (south side) of the river. The beautiful white church Sacre Coeur lies on the top of hill called Montmartre on the right bank (north side) of the Seine.

There are many other famous places in Paris, such as the famous museum the Louvre as well the cathedral of Notre Dame. However, the most famous landmark in this city must be the Eiffel Tower.

Paris is named after a group of people called the Parisii. They built a small village on an island in the middle of the Seine River about two thousand years

ago. This island is called lie de la Cite. It is where Notre Dame located. Today around eight million people live in Paris area.

(Adapted from: <http://descriptive-text.blogspot.com/2009/06/myhometown.html>)

5. What is the passage about?
 - a. The museum in Paris
 - b. The description of Paris
 - c. The river in Paris
 - d. Eiffel tower

6. What does “Paris is called the city of light” mean? (line 3)
 - a. Paris is often caught on fire.
 - b. Paris is the biggest city that consumes electric.
 - c. Paris is one of knowledge sources city in the world.
 - d. Paris is an international center.

7. What are the oldest and the most well known part of the city?
 - a. The Seine River
 - b. The Pont Neuf
 - c. The Sorbonne
 - d. The beautiful Sacre Coeur

8. What is the supporting idea of the second paragraph?
 - a. Paris is an international fashion center.
 - b. Paris is one of the most beautiful cities in the world.
 - c. Paris is called the city of light.
 - d. The location of Notre Dame.

9. What is similar word “scenic” in line 7?
 - a. View
 - b. Scenery
 - c. Panoramic
 - d. Landscape

Read the following text to answer questions number 13 to 16

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 offer toilets, barbeque, shelter sheds, water and fireplaces; however, overnight camping is not permitted.

(Adapted from: <http://descriptive-text.blogspot.com/2009/06/myhometown.html>)

10. What does the phrase “overnight camping is not permitted” mean?
 - a. Visitors are not allowed to camp in the rainforest.
 - b. Visitors can camp in it freely.
 - c. Visitors can camp at night.
 - d. Visitor often camp at night in it.

11. What type of tense is used by the writer?
 - a. Simple perfect tense
 - b. Simple present perfect tense
 - c. Simple present tense
 - d. Simple past tense

12. What is not including in the picnic area?
 - a. Toilets
 - b. Fire places
 - c. Shelter sheds
 - d. Overnight camping

13. What is the supporting idea of paragraph 1?
 - a. Natural Bridge National Park located 110 kilometers from south of Brisbane
 - b. Natural Bridge National Park is luscious tropical rainforest.
 - c. Swimming is permitted in the rock pools.
 - d. Visitors can camping overnight.

Read the following text to answer questions number 17 to 20

Bali is an island in the Indonesian archipelago. It is in south of 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 everyone is quite close to the sea. Bali is shaped like 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 tourist visit Bali to see the beautiful scenery and interesting festivals, to swim in the warm seas, to look at the beautiful mountains and valleys, and to shop for inexpensive and beautiful clothes, paintings and wood crafts.

(Adapted from: Ujian Nasional 2007 No.4)

14. What the main idea in the first paragraph?
- Bali is an island in the Indonesian archipelago.
 - Bali is 120 kilometers wide from east to west and 80 kilometers from north to south.
 - There are many temples and many religious festivals.
 - It is in south of the south of the equator and has warm weather all the year.
15. What can be concluded about the authors
- It has wide size
 - It is one of tourism places for tourists to visit
 - Agung mountain is erupting
 - The weather in Bali is always rainy
16. How long the wide of Bali from east to west?
- 80 kilometers
 - 40 kilometers
 - 60 kilometers
 - 120 kilometers
17. Which one of the following statements is NOT TRUE according to the text?
- Bali has four seasons.
 - Bali is beautiful and interesting.
 - Bali is surrounded by the sea.
 - Bali is one of the tourist destinations in Indonesia.

Read the following text to answer questions number 21 to 25

The ethnic groups in the mountain regions of southwest and central Sulawesi (Celebes) are known by the name of Toraja, which has come to mean "those who live upstream" or "those who live in the mountains". Their name is in fact derived from the word Raja, which in Sanskrit means "king". The society is hierarchically structured: the noblemen are called rengnge, the ordinary people to makaka, and the slaves to kaunan; birth determines which rank a person will occupy.

The distinctive features of the traditional houses (tongkonan) of the Toraja are the "buffalo horns", the roof design and the rich decoration on the walls. The buffalo is a symbol of status, courage, strength and fighting spirit.

Designed as a representation on the universe, the tongkonan is constructed in three parts: the upper world (the roof), the world of humans (the middle of the building), and the underworld (the space under the floor). The highly distinctive roofs constructed by the Toraja given rise to various ingenious interpretations. Certainly the roof is something of deep significance for the Toraja, and even today they build "modern" (in other words houses built with cement) houses with such roofs.

(adapted from: <http://descriptive-text.blogspot.com>)

18. "... and even today they build modern..." (line 14)

The underlined word refers to...

- a. Raja.
- b. Reengage.
- c. Society.
- d. Toraja people.

19. What are the ordinary people commonly called?

- a. Tongkonan
- b. Makaka
- c. Celebes
- d. Rengnge

20. The word "courage" in line 9 means. . .

- a. Embarrassment
- b. Nerve
- c. Guts
- d. Fright

Answer Key

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

**THE ANSWER SHEET OF POST-TEST
OF MA MATHLA'UL ANWAR KEDONDONG
IN THE ACADEMIC YEAR OF 2018/2019**

Nama : _____

Kelas : _____

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

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

11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D

Appendix 9**SILABUS PEMBELAJARAN**

Sekolah : MA MATHLA'UL ANWAR KEDONDONG

Kelas : X (Sepuluh)

Mata Pelajaran : BAHASA INGGRIS

Semester : 2 (Dua)

Standar Kompetensi : Membaca

11 Memahami makna teks fungsional pendek dan esei sederhana berbentuk *narrative, descriptive* dan *news item* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

Kompetensi Dasar	Materi Pembelajaran	Nilai Budaya & Karakter Bangsa	Kewirausahaan/ Ekonomi Kreatif	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian	Alokasi Waktu	Sumber Belajar	Kompetensi Dasar
Membaca 11 Memahami makna teks fungsional pendek dan esei sederhana berbentuk <i>narrative, descriptive</i> dan <i>news item</i> dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	11.1 Merespon makna dalam teks fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi secara akurat, lancar dan berterima yang menggunakan ragam bahasa tulis dalam konteks kehidupan sehari-hari	<i>Identify the structure of narrative texts;</i>	<ul style="list-style-type: none"> Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab 	<ul style="list-style-type: none"> Percaya diri (keteguhan hati, optimis). Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). Pengambil resiko (suka tantangan, mampu memimpin) Orientasi ke masa depan (punya perspektif untuk masa depan) 	<ul style="list-style-type: none"> Mengidentifikasi beberapa pengumuman tertulis di tempat umum secara berkelompok. Mendiskusikan isi dan bentuk bahasa yang digunakan secara berkelompok 	<ul style="list-style-type: none"> Membaca nyaring bermakna wacana ragam tulis yang dibahas dengan ucapan dan intonasi yang benar Mengidentifikasi topik dari teks yang dibaca Mengidentifikasi informasi tertentu 	Tugas Ulangan tertulis	1 x 45 2 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran

									berbahasa Inggris Majalah Internet
	11.2 Merespon makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk <i>narrative, descriptive, dan news item</i>	<i>identify meanings and information in narrative texts</i> <i>read and understand narrative texts.</i>	<ul style="list-style-type: none"> Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab 	<ul style="list-style-type: none"> Percaya diri (keteguhan hati, optimis). Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, enerjik). Pengambil resiko (suka tantangan, mampu memimpin) Orientasi ke masa depan (punya perspektif untuk masa depan) 	<ul style="list-style-type: none"> Membaca nyaring bermakna teks berita/deskripsi/naratif secara individu Mendiskusikan berbagai aspek dari teks seperti isi, struktur teks, secara berkelompok. Berlatih menggunakan kalimat <i>simple present</i> untuk menyatakan fakta dan kalimat pasif untuk menyatakan inti berita 	<ul style="list-style-type: none"> Mengidentifikasi makna kata dalam teks yang dibaca Mengidentifikasi makna kalimat dalam teks yang dibaca Mengidentifikasi komplikasi dalam sebuah cerita narasi Mengidentifikasi kejadian dalam teks yang dibaca Mengidentifikasi ciri-ciri dari benda/orang yang dideskripsikan Mengidentifikasi inti berita yang didengar Mengidentifikasi sumber berita yang didengar Mengidentifikasi langkah-langkah retorika dari teks Mengidentifikasi tujuan komunikasi teks dibaca 	Quiz Ulangan tertulis Tugas	2 x 45 2 x 45 2 x 45	Developing English Competencies for Grade X Senior High School (SMA/MA) Tape Kamus Kaset/CD Tape/CD Player OHP/LCD Foto/ Poster Gambar Koran berbahasa Inggris Majalah Internet

Guru Bahasa Inggris

Haidar, S.Pd
NIP.

Mahasiswa Peneliti

Kedondong,

2019

Wildan Maududi
NPM. 1311040123

Mengetahui
Kepala Sekolah

(Andi Alfurqon, S.KPm)
NIP.

Appendix 10

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) *(Experimental Class)*

Sekolah : MA Mathla'ul Anwar Kedondong
 MataPelajaran : BahasaInggris
 Kelas/ Semester : X/ 2
 Pertemuan Ke- : 1 (Experimental Class)
 Alokasi Waktu : 2 x 45 Menit
 TopikPembelajaran : Descriptive Text
 Skill : Reading

A. Standar Kompetensi

11 Memahami makna teks fungsional pendek dan esei sederhana berbentuk *narrative, descriptive* dan *news item* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

B. Kompetensi Dasar

11.2 Merespon makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative, descriptive*, dan *news item*

C. Indikator

- Siswa mampu mengidentifikasi makna kata dalam teks yang dibaca
- Siswa mampu memahami bacaan *teks descriptive* dengan benar
- Siswa mampu menjawab soal-soal yang diberikan

D. Tujuan Pembelajaran

- Siswa mampu mengidentifikasi teks yang sudah dibaca
- Siswa mampu memahami cirri kebahasaan *teks descriptive*
- Siswa mampu mengidentifikasi tujuan dalam teks yang dibaca

E. Materi

1. Definition of descriptive Text

Descriptive is a text that describe a particular person, animal, place and thing.

2. Purpose

To describe and reveal a particular person, place or thing.

3. The Generic Structures of descriptive Text

- a. Identification: general description about an object.
- b. Description: specific description about an object.

4. Language Features of descriptive Text

- a. Using simple present tense
- b. Using attribute verb (am, is are)
- c. Using adjective

Example of Descriptive` text

Tanjung Setia Beach

Identification: The beach is probably not popular because it is placed in an isolated district in Lampung , but the wave on the beach in Tanjung Setia are referred as one of the highest waves in the world by international surfers. You should know that the wave on this beach is equal with the waves in Hawaii.

Description: If you want to visit, you should travel in about 273 km or at least 6 hours from the city of Bandar Lampung by bus. This beach is directly adjacent to the Indian Ocean so this incredible place has such a challenging wave. Nevertheless, despite this beach has waves with height up to 7 meters, but it is not as famous as some beaches in Bali and Lombok.

<http://brechonana.blogspot.com/2015/01/contoh-descriptive-text-bahasa-inggris.html>

F. Metode Pembelajaran/Strategi

Listen-Read-Discuss (LRD) Strategy

G. Langkah-langkah Kegiatan Pembelajaran

1. Kegiatan Pendahuluan (10 Menit)

- a. Guru memberikan salam kepada murid.
- b. Guru mengajak berdoa bersama sebelum memulai pelajaran.
- c. Guru memeriksa kehadiran siswa.
- d. Guru menanyakan materi yang sudah dipelajari minggu lalu.
- e. Guru menyebutkan materi yang akan dipelajari.

2. Kegiatan Inti (75 Menit)

a. Eksplorasi

- 1) Guru memberikan penjelasan tentang *descriptive text* dan siswa mendengarkan.
- 2) Guru memberikan contoh *descriptive text* tentang *Tanjung Setia Beach* dan mengidentifikasi kosa kata, ciri kebahasaan, fungsi komunikatif dan langkah retorika kepada siswa.
- 3) Guru memberikan penjelasan tentang kriteria *reading comprehension*

b. Elaborasi

- 1) Guru membagi siswa menjadi beberapa kelompok
- 2) Guru memberikan teks tentang *Singapore*
- 3) Guru meminta siswa membaca teks tentang *Singapore* dengan pelan dan memahami isi teks tersebut
- 4) Guru meminta siswa untuk mengidentifikasi kosa kata, ciri kebahasaan, fungsi komunikatif dan langkah retorika dari teks tersebut dengan kelompoknya
- 5) Guru meminta siswa menjawab pertanyaan tentang teks tersebut.
- 6) Guru dan siswa mendiskusikan dan membahas hasil diskusi siswa secara bersama-sama

c. Konfirmasi

- 1) Siswa bertanya tentang hal yang belum diketahui siswa
- 2) Guru dan siswa memberikan ulasan tentang kosa kata, ciri kebahasaan, fungsi komunikatif dan langkah retorika terkait *descriptive text.*

3. Kegiatan Penutup (5 Menit)

- a. Guru menanyakan kesulitan siswa terhadap materi yang telah dibahas.
- b. Guru memberikan pekerjaan rumah untuk siswa
- c. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya
- d. Guru memberi salam kepada siswa.

H. Media dan Sumber

1. White board, marker, paper sheet dan dictionary.
2. Buku teks
3. Kumpulan contoh descriptive text: www.belajarbahasainggrisku.com

I. Penilaian

- a. Technique : Tes tertulis
- b. Bentuk instrument : Multiple Choice

J. Instrument

Read the following text and answer question 1 to 5

Singapore is a city state, it is a city but it is also a state. It is a republic. Along with Indonesia, Malaysia, Thailand, the Philippines and Brunei, it belongs to ASEAN, the Association of South East Asian nations.

Like Indonesia, Singapore is a country of “Bhinneka Tunggal Ika.” Chinese, Malay Indians and Eurasians make up its citizens. Other Asians, including Indonesians, Japanese, Philippines, Korea, Thailand’s, and Arabs also live on that tiny island. Singapore is sometimes called “Instant Asia” because you can see varieties of customs, cultures and foods of nearly all Asia in Singapore.

(UN 2007 Paket 45)

1. The text mainly talks about Singapore as ...
 - a. A nation
 - b. An island
 - c. A republic
 - d. A city state
2. The text above is in form of....
 - a. Recount
 - b. Narrative
 - c. Description
 - d. Report
3. Singapore's citizens consist of ...
 - a. Brunei, Indians
 - b. Chinese, Thais and Arab
 - c. Chinese, Malays, Indians, and Eurasians
 - d. Eurasians and Philippines

4. "... Koreans, Thais and Arabs live on that tiny island."

(Paragraph 2)

The underlined word may be replaced by "very ..."

- a. Cute
- b. Huge
- c. Small
- d. Broad

5. What is the function of paragraph 1?

- a. As an identification
- b. As an orientation
- c. As a thesis
- d. As a classification

Kunci Jawaban:

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

K. Scoring

Jawaban benar mendapatkan nilai 2 poin.

Perhitungan nilai akhir dalam skala 0 – 100 sebagai berikut :

Skor perolehan

Nilai akhir : ----- X 100

Skor maksimal

Kedondong, 2019

Guru Bahasa Inggris Mahasiswa Peneliti

Haidar, S.Pd

NIP.

Wildan Maududi

NPM. 1311040123

Mengetahui

Kepala Sekolah

(Andi Alfurqon, S.KPm)

NIP.

Appendix 11

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) *(Experimental Class)*

Sekolah : MA Mathla'ul Anwar Kedondong
 MataPelajaran : BahasaInggris
 Kelas/ Semester : X/ 2
 Pertemuan Ke- : 2 (Experimental Class)
 Alokasi Waktu : 2 x 45 Menit
 TopikPembelajaran : Descriptive Text
 Skill : Reading

A. Standar Kompetensi

- 11 Memahami makna teks fungsional pendek dan esei sederhana berbentuk *narrative, descriptive* dan *news item* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

B. Kompetensi Dasar

- 11.2 Merespon makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative, descriptive*, dan *news item*

C. Indikator

- Siswa mampu mengidentifikasi makna kata dalam teks yang dibaca
- Siswa mampu memahami bacaan *teks descriptive* dengan benar
- Siswa mampu menjawab soal-soal yang diberikan

D. Tujuan Pembelajaran

- Siswa mampu mengidentifikasi teks yang sudah dibaca
- Siswa mampu memahami cirri kebahasaan *teks descriptive*
- Siswa mampu mengidentifikasi tujuan dalam teks yang dibaca

E. Materi

1. Definition of descriptive Text

Descriptive is a text that describe a particular person, animal, place and thing.

2. Purpose

To describe and reveal a particular person, place or thing.

3. The Generic Structures of descriptive Text

- a. Identification: general description about an object.
- b. Description: specific description about an object.

4. Language Features of descriptive Text

- a. Using simple present tense
- b. Using attribute verb (am, is are)
- c. Using adjective

Example of Descriptive` text

My Home Bali

Identification: Bali is an island in the Indonesian archipelago. It is in south of 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 everyone is quite close to the sea. Bali is shaped like 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.

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

(adapted from: <http://descriptive-text.blogspot.com>)

F. Metode Pembelajaran/Strategi

Listen-Read-Discuss (LRD) Strategy

G. Langkah-langkah Kegiatan Pembelajaran

1. Kegiatan Pendahuluan (10 Menit)

- a. Guru memberikan salam kepada murid.
- b. Guru mengajak berdoa bersama sebelum memulai pelajaran.
- c. Guru memeriksa kehadiran siswa.
- d. Guru menanyakan materi yang sudah dipelajari minggu lalu.
- e. Guru menyebutkan materi yang akan dipelajari.

2. Kegiatan Inti (75 Menit)

a. Eksplorasi

- 1) Guru memberikan penjelasan tentang *descriptive text* dan siswa mendengarkan.
- 2) Guru memberikan contoh *descriptive text* tentang *Tanjung Setia Beach* dan mengidentifikasi kosa kata, ciri kebahasaan, fungsi komunikatif dan langkah retorika kepada siswa.
- 3) Guru memberikan penjelasan tentang kriteria *reading comprehension*

b. Elaborasi

- 1) Guru membagi siswa menjadi beberapa kelompok
- 2) Guru memberikan teks tentang *Toraja*
- 3) Guru meminta siswa membaca teks dengan pelan dan memahami isi teks tersebut
- 4) Guru meminta siswa untuk mengidentifikasi kosa kata, ciri kebahasaan, fungsi komunikatif dan langkah retorika dari teks tersebut dengan kelompoknya
- 5) Guru meminta siswa menjawab pertanyaan tentang teks tersebut.
- 6) Guru dan siswa mendiskusikan dan membahas hasil diskusi siswa secara bersama-sama

c. Konfirmasi

- 1) Siswa bertanya tentang hal yang belum diketahui siswa
- 2) Guru dan siswa memberikan ulasan tentang kosa kata, ciri kebahasaan, fungsi komunikatif dan langkah retorika terkait *descriptive text.*

3. Kegiatan Penutup (5 Menit)

- a. Guru menanyakan kesulitan siswa terhadap materi yang telah dibahas.
- b. Guru memberikan pekerjaan rumah untuk siswa
- c. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya
- d. Guru memberi salam kepada siswa.

H. Media dan Sumber

1. White board, marker, paper sheet dan dictionary.
2. Buku teks
3. Kumpulan contoh descriptive text: www.belajarbahasainggrisku.com

I. Penilaian

1. Technique : Tes tertulis
2. Bentuk instrument : Multiple Choice

J. Instrument

Read the following text and answer question 1 to 5

The ethnic groups in the mountain regions of southwest and central Sulawesi (Celebes) are known by the name of Toraja, which has come to mean "those who live upstream" or "those who live in the mountains". Their name is in fact derived from the word Raja, which in Sanskrit means "king". The society is hierarchically structured: the noblemen are called rengnge, the ordinary people to makaka, and the slaves to kaunan; birth determines which rank a person will occupy.

The distinctive features of the traditional houses (tongkonan) of the Toraja are the "buffalo horns", the roof design and the rich decoration on the walls. The buffalo is a symbol of status, courage, strength and fighting spirit.

Designed as a representation on the universe, the tongkonan is constructed in three parts: the upper world (the roof), the world of humans (the middle of the building), and the underworld (the space under the floor). The highly distinctive roofs constructed by the Toraja given rise to various ingenious interpretations. Certainly the roof is something of deep significance for the Toraja, and even today they build "modern" (in other words houses built with cement) houses with such roofs.

(adapted from: <http://descriptive-text.blogspot.com>)

1. What is the text about?
 - a. The culture of Toraja
 - b. The society of Toraja
 - c. The distinctive features of traditional houses
 - d. The description of a traditional houses of Toraja

2. What does the mean of "those who life upstream"? (line 2)
 - a. The people who life in the mountains
 - b. The people who are kings
 - c. The people who are reach
 - d. The people who birth in mountain

3. What can be concluded about the traditional houses of Toraja?
 - a. It doesn't have a meaning it is just a house.
 - b. It must have buffalo horns.
 - c. It can be as a representation of the status.
 - d. The design of the house must have the meaning of fighting spirit.

4. "... and even today they build modern..." (line 14)
The underlined word refers to...
 - a. Raja.
 - b. Reengage.
 - c. Society.
 - d. Toraja people.
5. What are the ordinary people commonly called?
 - a. Tongkonan
 - b. Makaka
 - c. Celebes
 - d. Rengnge
6. The word "courage" in line 9 means. . . .
 - a. Embarrassment
 - b. Nerve
 - c. Guts
 - d. Fright

Kunci Jawaban:

1. D 2. A 3. C 4. D 5. B 6.A

K. Scoring

Jawaban benar mendapatkan nilai 2 poin.

Perhitungan nilai akhir dalam skala 0 – 100 sebagai berikut :

Skor perolehan

Nilai akhir : ----- X 100

Skor maksimal

Kedondong, 2019

Guru Bahasa Inggris Mahasiswa Peneliti

Haidar, S.Pd

NIP.

Wildan Maududi

NPM. 1311040123

Mengetahui

Kepala Sekolah

(Andi Alfurqon, S.KPm)

NIP.

Appendix 12

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
(Experimental Class)

Sekolah : MA Mathla'ul Anwar Kedondong
MataPelajaran : BahasaInggris
Kelas/ Semester : X/ 2
Pertemuan Ke- : 3 (Experimental Class)
Alokasi Waktu : 2 x 45 Menit
TopikPembelajaran : Descriptive Text
Skill : Reading

A. Standar Kompetensi

11 Memahami makna teks fungsional pendek dan esei sederhana berbentuk *narrative, descriptive* dan *news item* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan

B. Kompetensi Dasar

11.2 Merespon makna dan langkah-langkah retorika dalam esei sederhana secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk *narrative, descriptive*, dan *news item*.

C. Indikator

- Siswa mampu mengidentifikasi makna kata dalam teks yang dibaca
- Siswa mampu memahami bacaan *teks descriptive* dengan benar
- Siswa mampu menjawab soal-soal yang diberikan

D. Tujuan Pembelajaran

- Siswa mampu mengidentifikasi teks yang sudah dibaca
- Siswa mampu memahami cirri kebahasaan *teks descriptive*
- Siswa mampu mengidentifikasi tujuan dalam teks yang dibaca

E. Materi

1. Definition of descriptive Text

Descriptive is a text that describe a particular person, animal, place and thing.

2. Purpose

To describe and reveal a particular person, place or thing.

3. The Generic Structures of descriptive Text

- a. Identification: general description about an object.
- b. Description: specific description about an object.

4. Language Features of descriptive Text

- a. Using simple present tense
- b. Using attribute verb (am, is are)
- c. Using adjective

Example of Descriptive` text

The Borobudur Temple

Borobudur is Hindu-Budhist temple. It was built 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 consists of eight steps like stone terrace. The first five terraces 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 star ways. 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.

<http://brechonana.blogspot.com/2015/01/contoh-descriptive-text-bahasa-inggris.html>

F. Metode Pembelajaran/Strategi

Listen-Read-Discuss (LRD) Strategy

G. Langkah-langkah Kegiatan Pembelajaran

1. Kegiatan Pendahuluan (10 Menit)

- a. Guru memberikan salam kepada murid.
- b. Guru mengajak berdoa bersama sebelum memulai pelajaran.
- c. Guru memeriksa kehadiran siswa.
- d. Guru menanyakan materi yang sudah dipelajari minggu lalu.
- e. Guru menyebutkan materi yang akan dipelajari.

2. Kegiatan Inti (75 Menit)

a. Eksplorasi

- 1) Guru memberikan penjelasan tentang *descriptive text* dan siswa mendengarkan.
- 2) Guru memberikan contoh *descriptive text* tentang *Tanjung Setia Beach* dan mengidentifikasi kosa kata, ciri kebahasaan, fungsi komunikatif dan langkah retorika kepada siswa.
- 3) Guru memberikan penjelasan tentang kriteria *reading comprehension*

b. Elaborasi

- 1) Guru membagi siswa menjadi beberapa kelompok
- 2) Guru memberikan teks tentang *Wingo Island*
- 3) Guru meminta siswa membaca teks dengan pelan dan memahami isi teks tersebut
- 4) Guru meminta siswa untuk mengidentifikasi kosa kata, ciri kebahasaan, fungsi komunikatif dan langkah retorika dari teks tersebut dengan kelompoknya
- 5) Guru meminta siswa menjawab pertanyaan tentang teks tersebut.
- 6) Guru dan siswa mendiskusikan dan membahas hasil diskusi siswa secara bersama-sama

c. Konfirmasi

- 1) Siswa bertanya tentang hal yang belum diketahui siswa
- 2) Guru dan siswa memberikan ulasan tentang kosa kata, ciri kebahasaan, fungsi komunikatif dan langkah retorika terkait *descriptive text.*

3. Kegiatan Penutup (5 Menit)

- a. Guru menanyakan kesulitan siswa terhadap materi yang telah dibahas.
- b. Guru memberikan pekerjaan rumah untuk siswa
- c. Guru menyampaikan rencana pembelajaran pada pertemuan berikutnya
- d. Guru memberi salam kepada siswa.

H. Media dan Sumber

1. White board, marker, paper sheet dan dictionary.
2. Buku teks
3. Kumpulan contoh descriptive text: www.belajarbahasainggrisku.com

I. Penilaian

1. Technique : Tes tertulis
2. Bentuk instrument : Multiple Choice

J. Instrument

Read the following text and answer question 1 to 5

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 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 looks 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 most bed, chairs and tables that are made of Fruji trees.

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

(<http://descriptive-text.blogspot.com/2009/06/mycousin.html>)

1. What is the story about?
 - a. A lake
 - b. A river
 - c. An island
 - d. An animal

2. What can be concluded about Wingo Island?
 - a. Wingo island is a place for hundreds of sharks.
 - b. Wingo island is one of tourism objects that can be visited.
 - c. People can't go there because a lot of sharks in it.
 - d. Wingo island hasn't electric.

3. “it is place to listen to the leaves whispering”. (Line 13)
The underlined word refers to . . .
- The telephone
 - The computer
 - An Island
 - Wingo island
4. According to passage, which of the following is **NOT TRUE?**
- Wingo is an island.
 - Many sharks are in Wingo island.
 - The weather in Wingo Island is tropic all the time.
 - Rain always falls in Wingo Island.
5. What types of the tense that used by writer?
- Simple perfect tense
 - Simple present tense
 - Simple present perfect tense
 - Simple past tense

Kunci jawaban:

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

I. Scoring

Jawaban benar mendapatkan nilai 2 poin

Perhitungan nilai akhir dalam skala 0 – 100 sebagai berikut :

Skor perolehan

Nilai akhir : ----- X 100

Skor maksimal

Kedondong, 2019

Guru Bahasa Inggris

Mahasiswa Peneliti

Haidar, S.Pd

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Wildan Maududi

NPM. 1311040123

Mengetahui

Kepala Sekolah

(Andi Alfurqon, S.KPm)

NIP.

Appendix 13

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

(Control Class)

Sekolah	: MA Mathla'ul Anwar Kedondong
MataPelajaran	: BahasaInggris
Kelas/ Semester	: X/ 2
Pertemuan Ke-	: 1 (Control Class)
Alokasi Waktu	: 2 x 45 Menit
TopikPembelajaran	: Descriptive Text
Skill	: Reading

A. Standar Kompetensi

1. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar

B. Kompetensi Dasar

- 1.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

C. Indikator

1. Siswa mampu mengidentifikasi gagasan dalam teks
2. Siswa mampu mengidentifikasi informasi dalam teks
3. Siswa mampu mengidentifikasi tujuan komunikatif teks

D. Tujuan Pembelajaran

- a. Siswa mampu mengidentifikasi topik dalam teks berbentuk *descriptive*
- b. Siswa mampu mengidentifikasi informasi teks berbentuk *descriptive*

E. Materi

1. Definition of descriptive Text

Descriptive is a text that describe a particular person, animal, place and thing.

2. Purpose

To describe and reveal a particular person, place or thing.

3. The Generic Structures of descriptive Text

- a. Identification: general description about an object.
- b. Description: specific description about an object.

4. Language Features of descriptive Text

The Language Features of descriptive text are as follows:

- a. Using simple present tense
- b. Using attribute verb (am, is are)
- c. Using adjective

Example of Descriptive` text

Bale Kambang

Bale Kambang is a small village in the Southern coast of East Java, seventy kilometers from Malang town and two hours' drive from South. It is well known for its long beautiful white sandy beach as well as the similarity of its temple to the one of Tanah Lot in Bali.

In Bale Kambang, there are three small rocky islands namely Ismaya Island,

Wisanggeni Island, and Anoman Island, those names are taken from "wayang" figures (Java traditional puppets). These islands are surrounded by Indonesian Ocean which huge waves frighten most overseas cruisers.

(Adapted from: <http://descriptive-text.blogspot.com>)

F. Strategy :

Guided Reading Strategy

G. Langkah-langkah Kegiatan Pembelajaran

1. Kegiatan Pendahuluan (10 Menit)

- a. Guru memberikan salam kepada murid.
- b. Guru mengajak berdoa bersama sebelum memulai pelajaran.
- c. Guru memeriksa kehadiran siswa.
- d. Guru menanyakan materi yang sudah dipelajari minggu lalu.
- e. Guru menyebutkan materi yang akan dipelajari.

2. Kegiatan Inti (60 Menit)

a. Eksplorasi

- 1) Guru menjelaskan materi tentang *descriptive text*.
- 2) Guru memberikan contoh tentang *descriptive text*.
- 3) Guru mempersilakan siswa untuk bertanya tentang materi yang telah disampaikan

b. Elaborasi

- 1) Guru memberikan sebuah teks yang tepat untuk mendukung pembelajaran
- 2) Guru memberikan beberapa soal mengenai teks tersebut.
- 3) Setiap siswa membaca teks tersebut secara perlahan

- 4) Guru memberikan penjelasan secara eksplisit untuk membantu siswa menjadi efisien dan fleksibel dalam permasalahan kata.

c. Konfirmasi

- 1) Guru mengajak siswa untuk berdiskusi tentang pemahaman mereka tentang *descriptive text*
- 2) Siswa dan guru bersama-sama membahas dan menyimpulkan materi

3. Kegiatan Penutup (10 Menit)

- a. Guru menanyakan kesulitan siswa terhadap materi yang telah dibahas
- b. Siswa dipandu oleh guru membuat kesimpulan tentang materi yang sudah dipelajari.
- c. Guru memberikan pekerjaan rumah untuk siswa
- d. Guru menutup pelajaran dengan berdoa bersama-sama.

H. Media dan Sumber

1. White board, marker, dan dictionary.
2. Buku teks

I. Penilaian

- a. Technique : Tes tertulis
- b. Bentuk instrument : Multiple choice

J. Instrument

Read the following text and answer question 1 to 5

Masjid Sultan Suriansyah

Masjid Sultan Suriansyah is a historical mosque. Built 300 years ago, this building is the oldest mosque in South Kalimantan. The mosque is located in the North Kuin Village of Banjarmasin. It was built in the reign of Sultan Suriansyah known as Pangeran Samudera. He was the first Banjarnese King who converted into Islam. This mosque was found on the bank of the Kuin River, near Kampung Kraton, which was destroyed by the Dutch colonial.

The construction of Masjid Sultan Suriansyah was unique. The roof is layered. It took the Banjar's past architecture before Islam came. Different from any other old mosques in Banjar, the mihrab has its own roof, separated from the main building.

(Adapted from: <http://descriptive-text.blogspot.com/2009/06/mygrandma.html>)

1. Masjid Sultan Suriansyah was constructed in the era of
 - a. Banjar people
 - b. Dutch colonial
 - c. Kalimantan King
 - d. Sultan Suriansyah

2. What is mainly discussed in the text?
 - a. A king reign
 - b. A palace complex
 - c. An Islamic location
 - d. A historical mosque

3. From the text we know that
 - a. Some construction of the mosque takes the local style
 - b. Banjar people burned down the mosque
 - c. There is nothing special from this mosque
 - d. The Dutch colonial built the mosque

4. What is the function of paragraph 2?
 - a. As an identification
 - b. As an orientation
 - c. As a thesis
 - d. As a classification

Kunci Jawaban:

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

K. Scoring

Jawaban benar mendapatkan nilai 2 poin.

Perhitungan nilai akhir dalam skala 0 – 100 sebagai berikut :

Skor perolehan

Nilai akhir : ----- X 100

Skor maksimal

Kedondong,

2019

Guru Bahasa Inggris

Mahasiswa Peneliti

Haidar, S.Pd

NIP.

Wildan Maududi

NPM. 1311040123

Mengetahui

Kepala Sekolah

(Andi Alfurqon, S.KPm)

NIP.

Appendix 14

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
(Control Class)

Sekolah	: MA Mathla'ul Anwar Kedondong
MataPelajaran	: BahasaInggris
Kelas/ Semester	: X/ 2
Pertemuan Ke-	: 2 (Control Class)
Alokasi Waktu	: 2 x 45 Menit
TopikPembelajaran	: Descriptive Text
Skill	: Reading

A. Standar Kompetensi

1. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar

B. Kompetensi Dasar

- 1.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

C. Indikator

1. Siswa mampu mengidentifikasi gagasan dalam teks
2. Siswa mampu mengidentifikasi informasi dalam teks
3. Siswa mampu mengidentifikasi tujuan komunikatif teks

D. Tujuan Pembelajaran

- a. Siswa mampu mengidentifikasi topik dalam teks berbentuk *descriptive*
- b. Siswa mampu mengidentifikasi informasi teks berbentuk *descriptive*

E. Materi

1. Definition of descriptive Text

Descriptive is a text that describe a particular person, animal, place and thing.

2. Purpose

To describe and reveal a particular person, place or thing.

3. The Generic Structures of descriptive Text

- a. Identification: general description about an object.
- b. Description: specific description about an object.

4. Language Features of descriptive Text

The Language Features of descriptive text are as follows:

- a. Using simple present tense
- b. Using attribute verb (am, is are)
- c. Using adjective

Example of Descriptive` text

My Home Bali

Bali is an island in the Indonesian archipelago. It is in south of 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 everyone is quite close to the sea. Bali is shaped like 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 tourist visit Bali to see the beautiful scenery and interesting festivals, to swim in the warm seas, to look at the beautiful mountains and valleys, and to shop for inexpensive and beautiful clothes, paintings and wood crafts.

source:www.belajarbahasainggrisku.com

F. Strategy :

Guided Reading Strategy

G. Langkah-langkah Kegiatan Pembelajaran

1. Kegiatan Pendahuluan (10 Menit)

- a. Guru memberikan salam kepada murid.
- b. Guru mengajak berdoa bersama sebelum memulai pelajaran.
- c. Guru memeriksa kehadiran siswa.
- d. Guru menanyakan materi yang sudah dipelajari minggu lalu.
- e. Guru menyebutkan materi yang akan dipelajari.

2. Kegiatan Inti (60 Menit)

a. Eksplorasi

- 1) Guru menjelaskan materi tentang *descriptive text*.
- 2) Guru memberikan contoh tentang *descriptive text*.
- 3) Guru mempersilakan siswa untuk bertanya tentang materi yang telah disampaikan

b. Elaborasi

- 1) Guru memberikan sebuah teks yang tepat untuk mendukung pembelajaran
- 2) Guru memberikan beberapa soal mengenai teks tersebut.
- 3) Setiap siswa membaca teks tersebut secara perlahan
- 4) Guru memberikan penjelasan secara eksplisit untuk membantu siswa menjadi efisien dan fleksibel dalam permasalahan kata.

c. Konfirmasi

- 1) Guru mengajak siswa untuk berdiskusi tentang pemahaman mereka tentang *descriptive text*
- 2) Siswa dan guru bersama-sama membahas dan menyimpulkan materi

3. Kegiatan Penutup (10 Menit)

- a. Guru menanyakan kesulitan siswa terhadap materi yang telah dibahas

- b. Siswa dipandu oleh guru membuat kesimpulan tentang materi yang sudah dipelajari.
- c. Guru memberikan pekerjaan rumah untuk siswa
- d. Guru menutup pelajaran dengan berdoa bersama-sama.

H. Media dan Sumber

- 1. White board, marker, dan dictionary.
- 2. Buku teks
- 3.

I. Penilaian

- a. Technique : Tes tertulis
- b. Bentuk instrument : Multiple choice

J. Instrument

Read the following text and answer question 1 to 5

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, barbecue, shelter sheds, water and fireplaces; however, overnight camping is not permitted.

(Adapted from: <http://namakuaziza.blogspot.com/2012/08/contoh-descriptive-text>)

1. What is the function of paragraph 1?
 - a. as an identification
 - b. as an orientation
 - c. as a thesis
 - d. as a classification
2. The text above is in form of....
 - a. hortatory exposition
 - b. Narrative
 - c. Description
 - d. Report
3. What is the communicative purpose of the text?
 - a. to present two points of views about natural bridge national park
 - b. to explain the bridge national park
 - c. to describe the bridge national park
 - d. to retell the bridge national park
4. Where is the natural bridge national park located?
 - a. 110 kilometers from South of Brisbane
 - b. 110 kilometers from Pacific Highway
 - c. 110 kilometers from Numinbah Valley
 - d. 110 kilometers from Lamington National Park
5. What the visitors will see in the night?
 - a. a common glow worm
 - b. the unique feature of the glow worms
 - c. a great dark cave
 - d. the unique rocks

Kunci Jawaban:

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

K. Scoring

Jawaban benar mendapatkan nilai 2 poin.

Perhitungan nilai akhir dalam skala 0 – 100 sebagai berikut :

Skor perolehan

Nilai akhir : ----- X 100

Skor maksimal

Kedondong, 2019

Guru Bahasa Inggris

Mahasiswa Peneliti

Haidar, S.Pd

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Wildan Maududi

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Mengetahui

Kepala Sekolah

(Andi Alfurqon, S.KPm)

NIP.

Appendix 15**RENCANA PELAKSANAAN PEMBELAJARAN (RPP)***(Control Class)*

Sekolah	: MTS Mathla'ul Anwar Kedondong
MataPelajaran	: BahasaInggris
Kelas/ Semester	: X/ 2
Pertemuan Ke-	: 3 (Control Class)
Alokasi Waktu	: 2 x 45 Menit
TopikPembelajaran	: Descriptive Text
Skill	: Reading

A. Standar Kompetensi

1. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar

B. Kompetensi Dasar

- 1.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

C. Indikator

1. Siswa mampu mengidentifikasi gagasan dalam teks
2. Siswa mampu mengidentifikasi informasi dalam teks
3. Siswa mampu mengidentifikasi tujuan komunikatif teks

D. Tujuan Pembelajaran

- a. Siswa mampu mengidentifikasi topik dalam teks berbentuk *descriptive*
- b. Siswa mampu mengidentifikasi informasi teks berbentuk *descriptive*

E. Materi

1. Definition of descriptive Text

Descriptive is a text that describe a particular person, animal, place and thing.

2. Purpose

To describe and reveal a particular person, place or thing.

3. The Generic Structures of descriptive Text

- a. Identification: general description about an object.
- b. Description: specific description about an object.

4. Language Features of descriptive Text

The Language Features of descriptive text are as follows:

- a. Using simple present tense
- b. Using attribute verb (am, is are)
- c. Using adjective

Example of Descriptive` text

Raja Ampat

Raja Ampat or ‘Four Kings’, is the name given to some island in West Papua and comes from a local myth. The four major islands are Waigeo, Miscool (which is home to ancient rock painting), Salawati, and Batanta. Raja Ampat is located in the bird head of the island of Papua. Underwater enthusiast flocks to this region because it offers the world’s best marine sight. In the Raja Ampat Island, divers can explore vertical underwater walls. The thrill of drift diving is another great challenge. The territory within the island 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://englishkam.blogspot.com>)

F. Strategy :

Guided Reading Strategy

G. Langkah-langkah Kegiatan Pembelajaran

1. Kegiatan Pendahuluan (10 Menit)

- a. Guru memberikan salam kepada murid.
- b. Guru mengajak berdoa bersama sebelum memulai pelajaran.
- c. Guru memeriksa kehadiran siswa.
- d. Guru menanyakan materi yang sudah dipelajari minggu lalu.
- e. Guru menyebutkan materi yang akan dipelajari.

2. Kegiatan Inti (60 Menit)

a. Eksplorasi

- 1) Guru menjelaskan materi tentang *descriptive text*.
- 2) Guru memberikan contoh tentang *descriptive text*.
- 3) Guru mempersilakan siswa untuk bertanya tentang materi yang telah disampaikan

b. Elaborasi

- 1) Guru memberikan sebuah teks yang tepat untuk mendukung pembelajaran
- 2) Guru memberikan beberapa soal mengenai teks tersebut.
- 3) Setiap siswa membaca teks tersebut secara perlahan
- 4) Guru memberikan penjelasan secara eksplisit untuk membantu siswa menjadi efisien dan fleksibel dalam permasalahan kata.

c. Konfirmasi

- 1) Guru mengajak siswa untuk berdiskusi tentang pemahaman mereka tentang *descriptive text*
- 2) Siswa dan guru bersama-sama membahas dan menyimpulkan materi

3. Kegiatan Penutup (10 Menit)

- a. Guru menanyakan kesulitan siswa terhadap materi yang telah dibahas
- b. Siswa dipandu oleh guru membuat kesimpulan tentang materi yang sudah dipelajari.

- c. Guru memberikan pekerjaan rumah untuk siswa
- d. Guru menutup pelajaran dengan berdoa bersama-sama.

H. Media dan Sumber

1. White board, marker, dan dictionary.
2. Buku teks
3. Kumpulan contoh descriptive text: www.belajarbahasainggrisku.com

I. Penilaian

- a. Technique : Tes tertulis
- b. Bentuk instrument : Multiple choice

J. Instrument

Read the following text and answer question 1 to 5

Wakatobi is the name of an archipelago and regency in Sulawesi Tenggara, Indonesia. The name Wakatobi is derived from the names of the main island of the archipelago: Wangiwangi, Kaledupa, Tomea, and Binongko. The group is part of a larger group called the Tukangbesi island.

The archipelago, located in the diverse hotspot known as Wallacea. It is part of the Wakatobi National Park. Wakatobi as one of the world's marine tourism object is now preparing it self and ready to welcome you and your family with hospitality and its particular culture. The Wakatobi is also home to Operation Wallacea, a UK based, non profit conservation group looking at sustainable development of fisheries and coral reef research. An independent non commercial website has been set up about a marine park. This website contains tourist and travel information in Wakatobi, including the biodiversity, conservation and local people.

Wakatobi is also situated geographically at the world's coral reef triangle center with

its 942 fish species and 750 coral reef species from a total of 850 world's collection comparing to the two world's famous diving center of the Caribbean Sea that owes only 50 species and other 300 species in the red sea.

(Source: <http://e-dukasi.net>)

1. What is the text about?
 - a. Wakatobi as a tourist spot.
 - b. Wakatobi as a research spot.
 - c. Wakatobi as a fishing center.
 - d. Wakatobi as a conservation center.

2. Wakatobi is located in a larger group of island called . . .
 - a. Wangiwangi.
 - b. Kaledupa.
 - c. Tukangbesi..
 - d. Binongko.

3. What is the operation of Wallacea?
 - a. Non-profit conservation group looking at sustainable development of fisheries and coral reef research.
 - b. The additional sources about the biodiversity, conservation and local people.
 - c. Tourist and travel information about the wakatobi.
 - d. It is part of the Wakatobi National Park.
 - e. The world's marine tourism objects.

Kunci jawaban:

1.A 2. C 3. A

K. Scoring

Perhitungan nilai akhir dalam skala 0 – 100 sebagai berikut :

Skor perolehan

Nilai akhir : ----- X 100

Skor maksimal

Kedondong,

2019

Guru Bahasa Inggris

Mahasiswa Peneliti

Haidar, S.Pd

NIP.

Wildan Maududi

NPM. 1311040123

Mengetahui

Kepala Sekolah

(Andi Alfurqon, S.KPm)

NIP.

Appendix 16**LIST SAMPLE OF THE RESEARCH****Experimental Class**

NO	NAME	Gender	Code
1	ADILA HARDIYANTI	F	E-1
2	AFIFAH RAMADHANI	F	E-2
3	AFIFI RAMADHANI	F	E-3
4	ALFIN	M	E-4
5	AMILATUN NAZIYAH	F	E-5
6	ANA MARSELA	F	E-6
7	ANISAH	F	E-7
8	ANNISA KHLIPATU A.	F	E-8
9	ANWAR DAFIQ	M	E-9
10	ARIF FADILAH	M	E-10
11	ATMAJA	M	E-11
12	BAGUS MAULANA	M	E-12
13	BELA OKTAVIA	F	E-13
14	CAHYA HARTAMI F.	F	E-14
15	DEDE LASTARI	F	E-15
16	ELI SEPIANA	F	E-16
17	HERA	F	E-17
18	ILHAM AKBAR	M	E-18
19	KHOIRUL ANOM	M	E-19
20	LIA ANGGUN	F	E-20
21	LISA ERMILA	F	E-21
22	M. IBNU HIDAYAT	M	E-22
23	M. SODRI	M	E-23
24	MUTOHAROH	F	E-24
25	NADIA SOLEHA	F	E-25
26	P. RETNO MUNTIA	F	E-26
27	PURWANTI	F	E-27
28	RAUDLATUL FATIHA	F	E-28
29	REPI SEPTIANI	F	E-29
30	RITA NURAIDA	F	E-30
31	RODI ISLAHUL KHOIR	M	E-31
32	SALSA NUFUSIAH F.	F	E-32

Control Class

NO	NAME	Gender	Code
1	AHMAD SYAFI'I	M	C-1
2	ALFINA D. Y	F	C-2
3	DENI	M	C-3
4	DESTI LESTARI	F	C-4
5	DINA SAFARIA	F	C-5
6	ENDAH MARLINA	F	C-6
7	FIRA HANDAYANI	F	C-7
8	HAPIS	M	C-8
9	HERI AGUS SETIAWAN	M	C-9
10	IIS SUPIYATI	F	C-10
11	JAKFAR UMAR THALIB	M	C-11
12	KARTIKA SARI	F	C-12
13	LAYA WIJAYANTI	F	C-13
14	LILIS ARISKA	F	C-14
15	LUTFIAH	F	C-15
16	M. GHUPRON	M	C-16
17	MAGHFIROH M.	F	C-17
18	MAHDA NUR FADILAH	M	C-18
19	MERI SURYA RISKI	F	C-19
20	MUNAYATI ULUMIYAH	F	C-20
21	MUZAKKY RAHMAT	M	C-21
22	NENG TIAH	F	C-22
23	NURMAIDAH	F	C-23
24	PUTRI SIANLI	F	C-24
25	REKA MELANI TAMARA	F	C-25
26	RIFA AZIZAH	F	C-26
27	RITA	F	C-27
28	RIZKI APRIZAL	M	C-28
29	ROHMATULLAH	M	C-29
30	ROHMAWATI	F	C-30
31	RUSTAM EFENDI	M	C-31
32	USWATUN	F	C-32

Appendix 17

The Result of the Items Validity for Pre-Test

Item number	r_{critical}	r_{observed}	Valid / Invalid
1	0.334	0.377	Valid
2	0.334	0.514	Valid
3	0.334	0.079	Invalid
4	0.334	0.075	Invalid
5	0.334	0.404	Valid
6	0.334	0.445	Valid
7	0.334	0.184	Invalid
8	0.334	0.005	Invalid
9	0.334	0.189	Invalid
10	0.334	0.175	Invalid
11	0.334	0.527	Valid
12	0.334	0.189	Invalid
13	0.334	0.347	Valid
14	0.334	0.261	Invalid
15	0.334	0.402	Valid
16	0.334	0.357	Valid
17	0.334	0.708	Valid
18	0.334	0.175	Invalid
19	0.334	0.561	Valid
20	0.334	0.450	Valid
21	0.334	0.039	Invalid
22	0.334	0.382	Valid
23	0.334	0.317	Invalid
24	0.334	0.191	Invalid
25	0.334	0.071	Invalid
26	0.334	0.351	Valid
27	0.334	0.125	Invalid

28	0.334	0.278	Invalid
29	0.334	0.317	Invalid
30	0.334	0.071	Invalid
31	0.334	0.561	Valid
32	0.334	0.395	Valid
33	0.334	0.502	Valid
34	0.334	0.259	Invalid
35	0.334	0.450	Valid
36	0.334	0.468	Valid
37	0.334	0.471	Valid
38	0.334	0.278	Invalid
39	0.334	0.312	Invalid
40	0.334	0.411	Valid

The Result of the Items Validity for Post-Test

Item number	r_{critical}	r_{observed}	Valid / Invalid
1	0.334	0.682	Valid
2	0.334	0.296	Invalid
3	0.334	0.389	Valid
4	0.334	0.567	Valid
5	0.334	0.150	Invalid
6	0.334	0.294	Invalid
7	0.334	0.184	Invalid
8	0.334	0.527	Valid
9	0.334	0.377	Valid
10	0.334	0.514	Valid
11	0.334	0.225	Invalid
12	0.334	0.307	Invalid
13	0.334	0.347	Valid
14	0.334	0.261	Invalid
15	0.334	0.708	Valid
16	0.334	0.607	Valid
17	0.334	0.330	Invalid
18	0.334	0.357	Valid
19	0.334	0.280	Invalid
20	0.334	0.450	Valid
21	0.334	0.039	Invalid
22	0.334	0.382	Valid
23	0.334	0.544	Valid
24	0.334	0.075	Invalid
25	0.334	0.561	Valid
26	0.334	0.075	Invalid
27	0.334	0.412	Valid
28	0.334	0.317	Invalid
29	0.334	0.351	Valid
30	0.334	0.368	Valid
31	0.334	0.191	Invalid
32	0.334	0.280	Invalid
33	0.334	0.071	Invalid

34	0.334	0.090	Invalid
35	0.334	0.259	Invalid
36	0.334	0.468	Valid
37	0.334	0.471	Valid
38	0.334	0.278	Invalid
39	0.334	0.301	Invalid
40	0.334	0.411	Valid

Appendix 18**The Score of Pre-test and Post-test in Experimental Class**

No	Nama Siswa	Nilai Siswa	
		Pre Test	Post Test
1.	ADILA HARDIYANTI	55	75
2.	AFIFAH RAMADHANI	60	60
3.	AFIFI RAMADHANI	45	45
4.	ALFIN	70	75
5.	AMILATUN NAZIYAH	50	55
6.	ANA MARSELLA	70	80
7.	ANISAH	70	75
8.	ANNISA KHOLIPATU A.	60	75
9.	ANWAR DAFIQ	60	75
10.	ARIF FADILAH	55	65
11.	ATMAJA	50	70
12.	BAGUS MAULANA	55	75
13.	BELA OKTAVIA	70	80
14.	CAHYA HARTAMI F.	45	60
15.	DEDE LASTARI	55	80
16.	ELI SEPIANA	60	75
17.	HERA	65	80
18.	ILHAM AKBAR	60	80
19.	KHOIRUL ANOM	50	70
20.	LIA ANGGUN	45	55
21.	LISA ERMILA	60	75
22.	M. IBNU HIDAYAT	60	80
23.	MUTOHAROH	65	75
24.	NADIA SOLEHA	60	80
25.	P. RETNO MUNTIA	55	80
26.	PURWANTI	65	80
27.	RAUDLATUL FATIHA	65	90
28.	REPI SEPTIANI	55	80
29.	RITA NURAIDA	40	50
30.	SARBANIAH	50	70
31.	SITI AFIFAH	60	75
32.	SITI MARYAM	55	85

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

No	Nama Siswa	Nilai Siswa	
		Pre Test	Post Test
1.	AHMAD SYAFI'I	65	60
2.	ALFINA D. Y	55	50
3.	DENI	65	55
4.	DESTI LESTARI	65	80
5.	DINA SAFARIA	60	60
6.	ENDAH MARLINA	55	60
7.	FIRA HANDAYANI	70	80
8.	HAPIS	55	60
9.	HERI AGUS SETIAWAN	55	60
10.	IIS SUPIYATI	70	75
11.	JAKFAR UMAR THALIB	60	70
12.	KARTIKA SARI	70	60
13.	LAYA WIJAYANTI	60	70
14.	LILIS ARISKA	55	60
15.	LUTFIAH	55	65
16.	M. GHUPRON	40	45
17.	MAGHFIROH M.	60	65
18.	MAHDA NUR FADILAH	50	50
19.	MERI SURYA RISKI	60	65
20.	MUNAYATI ULUMIYAH	40	55
21.	MUZAKKY RAHMAT	50	60
22.	NENG TIAH	50	65
23.	NURMAIDAH	55	55
24.	PUTRI SIANLI	60	70
25.	REKA MELANI TAMARA	45	70
26.	RIFA AZIZAH	60	70
27.	RITA	55	80
28.	RIZKI APRIZAL	60	75
29.	ROHMATULLAH	40	60
30.	ROHMAWATI	55	70
31.	RUSTAM EFENDI	65	75
32.	USWATUN	50	75

Appendix 19

Result of Pre-test in Experimental Class

Statistics

Score

N	Valid	32
	Missing	0
Mean		57.50
Std. Error of Mean		1.402
Median		60.00
Mode		60
Std. Deviation		7.931
Variance		62.903
Skewness		-.233
Std. Error of Skewness		.414
Kurtosis		-.438
Std. Error of Kurtosis		.809
Range		30
Minimum		40
Maximum		70
Sum		1840

Score

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	1	1.4	3.1	3.1
	45	3	4.3	9.4	12.5
	50	4	5.7	12.5	25.0
	55	7	10.0	21.9	46.9
	60	9	12.9	28.1	75.0
	65	4	5.7	12.5	87.5
	70	4	5.7	12.5	100.0
	Total	32	45.7	100.0	

Appendix 20

Result of Pre-test in Control Class

Statistics

Score

N	Valid	32
	Missing	0
Mean		56.56
Std. Error of Mean		1.445
Median		55.00
Mode		55
Std. Deviation		8.175
Variance		66.835
Skewness		-.399
Std. Error of Skewness		.414
Kurtosis		-.068
Std. Error of Kurtosis		.809
Range		30
Minimum		40
Maximum		70
Sum		1810

Score

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	3	4.3	9.4	9.4
	45	1	1.4	3.1	12.5
	50	4	5.7	12.5	25.0
	55	9	12.9	28.1	53.1
	60	8	11.4	25.0	78.1
	65	4	5.7	12.5	90.6
	70	3	4.3	9.4	100.0
	Total	32	45.7	100.0	

Appendix 21

Result of Post-test in Experimental Class

Statistics

Score

N	Valid	32
	Missing	0
Mean		72.66
Std. Error of Mean		1.837
Median		75.00
Mode		75 ^a
Std. Deviation		10.394
Variance		108.039
Skewness		-1.139
Std. Error of Skewness		.414
Kurtosis		.849
Std. Error of Kurtosis		.809
Range		45
Minimum		45
Maximum		90
Sum		2325

a. Multiple modes exist. The smallest value is shown

Score

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45	1	1.4	3.1	3.1
	50	1	1.4	3.1	6.2
	55	2	2.9	6.2	12.5
	60	2	2.9	6.2	18.8
	65	1	1.4	3.1	21.9
	70	3	4.3	9.4	31.2
	75	10	14.3	31.2	62.5
	80	10	14.3	31.2	93.8
	85	1	1.4	3.1	96.9
	90	1	1.4	3.1	100.0
	Total	32	45.7	100.0	

Appendix 22

Result of Post-test in Control Class

Statistics

POSTTEST

N	Valid	32
	Missing	38
Mean		64.69
Std. Error of Mean		1.618
Median		65.00
Mode		60
Std. Deviation		9.153
Variance		83.770
Skewness		-.070
Std. Error of Skewness		.414
Kurtosis		-.585
Std. Error of Kurtosis		.809
Range		35
Minimum		45
Maximum		80
Sum		2070

POSTTEST

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45	1	1.4	3.1	3.1
	50	2	2.9	6.2	9.4
	55	3	4.3	9.4	18.8
	60	9	12.9	28.1	46.9
	65	4	5.7	12.5	59.4
	70	6	8.6	18.8	78.1
	75	4	5.7	12.5	90.6
	80	3	4.3	9.4	100.0
	Total	32	45.7	100.0	

Appendix 23

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

Tests of Normality

CLASS	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
EXPERIMENTAL CLASS	.277	32	.060	.862	32	.127
CONTROL CLASS	.164	32	.080	.955	32	.202

a. Lilliefors Significance Correction

*Appendix 24***The Result Homogeneity Test****Test of Homogeneity of Variances**

	Levene Statistic	df1	df2	Sig.
Score Based on Mean	.071	1	62	.791

Appendix 25

The Result of Independent Sample Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Score									Lower	Upper
	Equal variances assumed	.071	.791	3.255	62	.002	7.969	2.448	3.075	12.863
	Equal variances not assumed			3.255	61.023	.002	7.969	2.448	3.073	12.864