

**THE INFLUENCE OF USING SUSTAINED SILENT READING STRATEGY  
TOWARDS STUDENTS' READING COMPREHENSION ON DESCRIPTIVE  
TEXT AT THE FIRST SEMESTER OF THE EIGHTH GRADE  
OF MTs MUHAMMADIYAH BANDAR LAMPUNG  
IN ACADEMIC YEAR 2019/2020**

**An Undergraduate Thesis**

**Submitted as a Partial Fulfillment of the Requirement for S1-Degree**

**By:**

**DEVITA VIRDANI**

**NPM.1511040222**

**Study Program : English Education**

**Advisor : Syofnidah Ifrianti, M.Pd**

**Co-Advisor : M. Sayid Wijaya, M.Pd**



**TARBIYAH AND TEACHER TRAINING FACULTY  
RADEN INTAN STATE ISLAMIC UNIVERSITY  
LAMPUNG  
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2019**

## ABSTRACT

Reading is one of language skills that should be mastered by students. In reading process the readers will find the knowledge and get information from printed text. The students' reading comprehension in MTs Muhammadiyah Bandar Lampung is still low especially in reading descriptive text. It can be seen from the students' reading score in preliminary research. There were 56% of the students who got the score under 73 as the criteria of minimum mastery. To solve the problem, the researcher applied Sustained Silent Reading strategy. Sustained Silent Reading is a very simple strategy that emphasize student to read with silent condition, this can make the students more concentrate and focused on identify the information contained in the text. The objective of this research is to know whether there is significant influence of using Sustained Silent Reading strategy towards students' reading comprehension on descriptive text at the first semester of the eighth grade of MTs Muhammadiyah Bandar Lampung in academic year 2019/2020.

The research methodology was quasi experimental design. In this research, the population was the eighth grade of MTs Muhammadiyah Bandar Lampung. The Sample of the research was two classes consisting 37 students for experimental class and 36 students for control class. In the experimental class, the researcher was used Sustained Silent Reading and in the control class the researcher used Reading aloud. The treatments were held in 3 meetings for each class. In collecting data, the researcher used instrument in the form multiple choice question which had been tried out before the treatment. The instrument was given in pre-test and post-test. Before giving the treatment, the researcher gave pre-test for both classes. Then, after conducting the treatment, the instrument was given in post-test. After giving pre-test and post-test, the researcher analyzed the data using SPSS to compute independent sample t-test.

From the data analysis computed by using SPSS, it was obtained that  $Sig. = 0.012$  and  $\alpha = 0.05$ . It means  $H_a$  is accepted because  $Sig. < 0.05$ . Therefore, there is a significant influence of using Sustained Silent Reading strategy towards students' reading comprehension on descriptive text at the first semester of the eighth grade of MTs Muhammadiyah Bandar Lampung.

**Key words:** Sustained Silent Reading, Reading Comprehension, Quasi Experimental Design

## DECLARATION

I hereby state that this thesis entitled “The Influence of Using Sustained Silent Reading Strategy towards Students’ Reading Comprehension on Descriptive Text at the First Semester of the Eighth Grade of MTs Muhammadiyah Bandar Lampung in Academic Year 2019/2020” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in this thesis.

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READING STRATEGY TOWARDS STUDENTS'  
READING COMPREHENSION ON DESCRIPTIVE  
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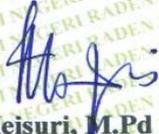
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ADMISSION

A thesis entitled: **“THE INFLUENCE OF USING SUSTAINED SILENT READING STRATEGY TOWARDS STUDENTS’ READING COMPREHENSION ON DESCRIPTIVE TEXT AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF MTs MUHAMMADIYAH BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2019/2020**, by: **DEVITA VIRDANI, NPM: 1511040222**, Study Program: **English Education**, was tested and defended in the examination session held on: **Thursday, November 07<sup>th</sup> 2019**.

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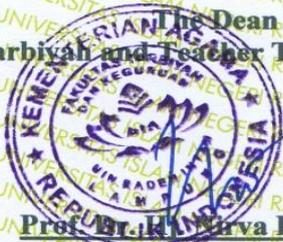
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## DECLARATION

I hereby state that this thesis entitled “The Influence of Using Sustained Silent Reading Strategy towards Students’ Reading Comprehension on Descriptive Text at the First Semester of the Eighth Grade of MTs Muhammadiyah Bandar Lampung in Academic Year 2019/2020” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledged in this thesis.



Bandar Lampung, August 2019  
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## MOTTO

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ۝١ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ ۝٢ اقْرَأْ وَرَبُّكَ  
الْأَكْرَمُ ۝٣ الَّذِي عَلَّمَ بِالْقَلَمِ ۝٤ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ ۝٥

“Read in the name of your Lord Who created. He created man from a clot.

Read and your Lord is Most Honorable. Who taught (to write) with the pen.

Taught man what he knew not”<sup>1</sup>



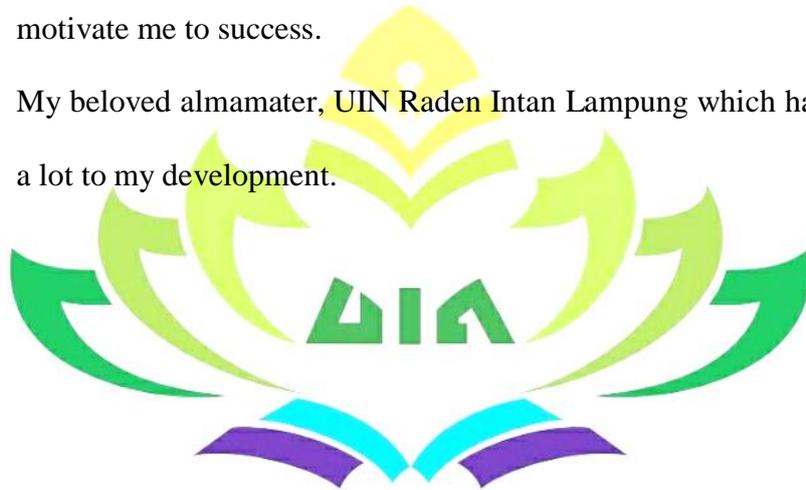
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<sup>1</sup> A. Yusuf Ali, *The Holy Qur'an Text, Translation and Commentary*, (Maryland: Amana Corp), p. 1162

## DEDICATION

This thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

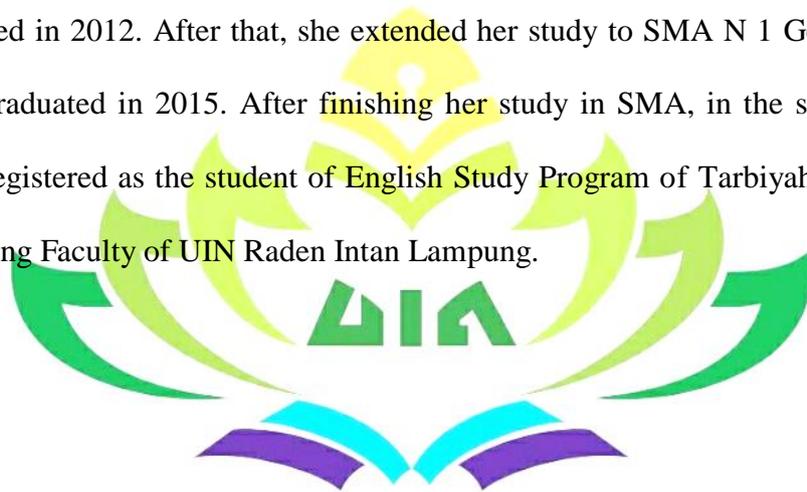
1. My beloved parents, Mr. Sutrisno, S.Kom and Mrs. Sri Iswati who always pray, support and guide me to be success in my study and in my life.
2. My beloved sisters, Fransiska Dian Afrida and Nadila Stevani who always motivate me to success.
3. My beloved almamater, UIN Raden Intan Lampung which has contributed a lot to my development.



## **CURRICULUM VITAE**

The name of the researcher is Devita Virdani. She was born in Gadingrejo on Desember, 18<sup>th</sup> 1997. She is the first child of Mr. Sutrisno, S.Kom and Mrs. Sri Iswati. She has two younger sisters, Fransiska Dian Afrida and Nadila Stevani.

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Finally, the researcher is fully aware that there are still a lot of weaknesses in this undergraduate thesis. For this, the researcher truthfully expects criticizes and suggestion from the reader to enhance the quality of the thesis.

Bandar Lampung,  
The researcher,

2019



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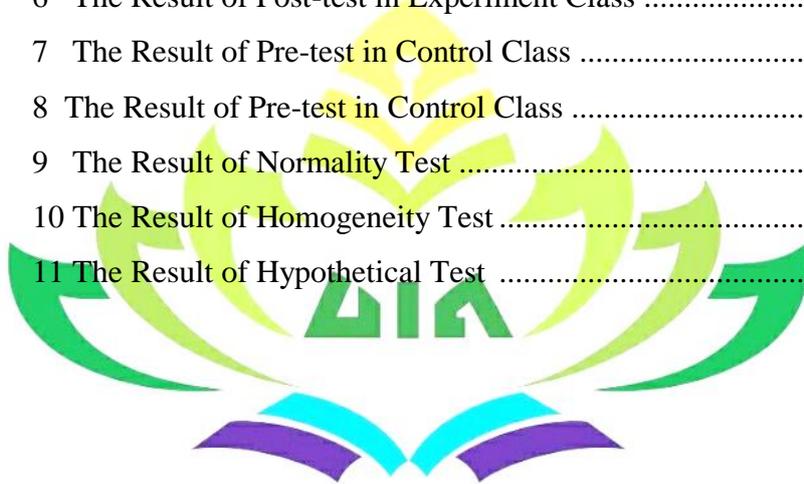
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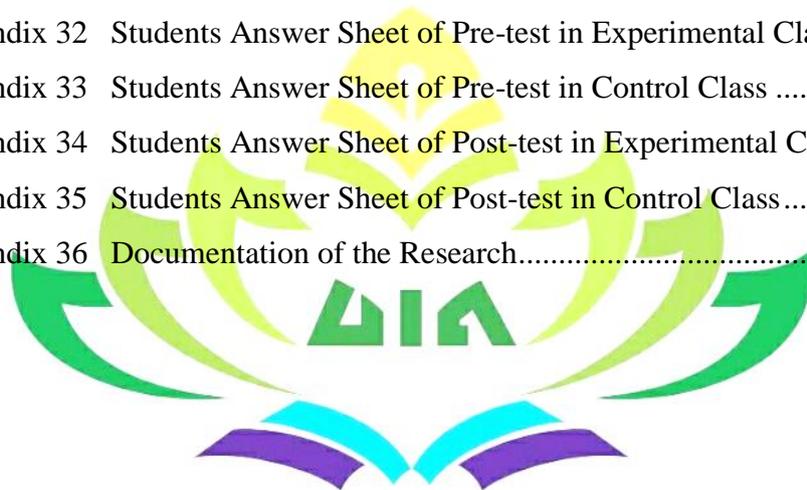
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## CHAPTER I INTRODUCTION

### A. Background of the Problem

English has four skills which have the same important part in communication, namely listening, speaking, reading and writing. One of the important skills is reading. Reading can be defined as an activity of the readers to read the text and get information from what they read. In reading process, there are no certain rules to choose tasks to read and the way how to read them. According to Grabe and Stoller, there are many ways that people engage in reading, and different reading tasks call for distinct combination in component skills.<sup>2</sup> It means that people can use many ways to increase their ability in reading, and different reading task also need a different way to help the readers easier in comprehend the task.

Furthermore, Hannel in Hasan's Journal state that reading can enhance the lives and be a source of great pleasure. In reading activities, the students are not just obligated to be able to read what is written after reading material but also they should be able to capture the information or message in the reading material itself.<sup>3</sup> It means that reading is useful and important activity. There are so many advantages that we can get through reading. By

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<sup>2</sup>William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading*, (New York: Routledge, 2011), p.12

<sup>3</sup>Abdullah Hasan, *The Effect of DRA and DR-TA Methods on Students' Reading Comprehension for State Islamic Senior High School*, American Journal and Educational Research Vol.16 No.3 (2018), p.281

reading, the reader can enhance their live. The reader also can do reading as a pleasure. In reading activity, the reader not just read the written text, but they should get the information from the reading material. Therefore, reading needs to be done every day considering there are so many benefits we can get from reading.

Moreover, Seravallo states that reading is something that one gets better at with practice. It is not surprising, then, that for children to become better readers, they must read for long stretches of time, with just-right material, joyfully engaged in their reading.<sup>4</sup> In other words, reading ability will improve when we do reading activity every day. There are several aspects that we must concern to become better readers. We should read for several time and find the right material, and joyfully engaged in reading. With this, reading can be a great activity to do.

Reading comprehension is the most important part in our reading activity. According to Oakhill et.al, reading comprehension is a complex task, which requires the orchestration of many different cognitive skills and abilities.<sup>5</sup> Thus, Oakhill et.al, also states that reading comprehension is necessarily dependent on at least adequate word reading: readers cannot understand a whole text if they cannot identify (decode) the words in that text.<sup>6</sup> It means that reading comprehension is a complex task, which

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<sup>4</sup> Jennyfer Seravallo, *Teaching Reading In Small Group* (Porsmouth: Heinemann, 2010), p.20

<sup>5</sup> Jane Oakhill, Kate Cain and Carsten Elbro, *Understanding and Teaching Reading Comprehension (A Handbook)*, (New York: Routledge, 2015), p.1

<sup>6</sup> *Ibid.*

combines different skills and cognitive abilities. In reading comprehension the readers should be able to understand the material on text that their read. The readers will difficult to comprehend the text if they cannot identify (decode) the words in that text. But in fact, most of students still get difficulties in reading comprehension.

Moreover, many students become frustrated when they have difficulties in reading the target language. This can happen because the strategies used by teachers in teaching reading tend to be monotonous and not appropriate to teaching reading comprehension. The teacher only gives instructions to students to read the text and then students answer comprehension question that have been provided in the book. As a result, students' reading comprehension skills are less than optimal. The lack of reading comprehension of students can be influenced by several factors. This can be caused by lack of student interest in the text they read, they have lack of vocabulary mastery, difficulty level of text not appropriate with students' abilities, and also they are lazy in reading a text. It happens to students in MTs Muhammadiyah Bandar Lampung.

Based on preliminary research, the researcher found some students have low score in reading comprehension. From three classes in eighth grade of MTs Muhammadiyah Bandar Lampung there were 47 students at of 108 students who passed based on standard of minimum mastery (KKM) and there were 61 students who got scores under the standard of minimum mastery (KKM). Therefore, the researcher assumes that most students in MTs

Muhammadiyah Bandar Lampung are still difficult in reading comprehension (see on Appendix 4).

Moreover, by interviewing the English teacher in MTs Muhammadiyah Bandar Lampung, the researcher knew that there were some teachers' problems in teaching and learning in reading activity. In teaching reading process, the teacher did not use a specific strategy to focus on reading comprehension. The teacher only asked some students to read the text, then the teacher will correct what students read, after that she gives an example how to read the text correctly.<sup>7</sup>

Besides doing interview with the English teacher, the researcher also interviewed several students. It was found that most of the students had assumption that English is hard lesson. They felt difficult to understand the text so the students cannot get the information from the text.<sup>8</sup> It might be happen because they have lack of vocabulary mastery. Lack of vocabulary can make students sometimes lazy to read, it because they did not understand the meaning of text. Thus, the teacher did not use appropriate strategies to teach reading comprehension. In this case, we need to found the right strategy to change this situation.

Here, the researcher used strategy that can develop students' reading comprehension. Sustained Silent Reading (SSR) is one of the teaching

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<sup>7</sup> Sari Irawati, The English teacher in MTs Muhammadiyah Bandar Lampung. *An Interview for Preliminary Research*, (July, 17<sup>th</sup> 2019), Unpublished

<sup>8</sup> The Eighth Grade Students in MTs Muhammadiyah Bandar Lampung. *An Interview for Preliminary Research*, (July, 17<sup>th</sup> 2019), Unpublished

strategies that can be used in teaching reading to develop students' reading comprehension skill. According to Krashen in Purwati et.al, Sustained Silent Reading is activity when students are given freedom to choose their own books that they like and then they read the book for 15 to 20 minutes.<sup>9</sup> It means that in Sustained Silent Reading the reader should read the book or text for 15 to 20 minutes. Then, the students can more efficiently read the book that they want to read. If they like with the material that their read, the student more easily to get the meaning and information from the text.

Sustained Silent Reading is effective to be implemented in teaching reading comprehension. It has been revealed by previous research conduct by Endang Susanti (2013), the result of the research showed that there was a significant effect for the students in reading comprehension of using sustained silent reading (SSR) strategy. It can be proved by the students' average score in taught with using Sustained Silent Reading Strategy was 72.00 while the average score in taught without using Sustained Silent Reading was 48.33.<sup>10</sup> It means that Sustained Silent Reading Strategy works well to develop students' reading comprehension.

Sustained Silent Reading is also effective to be implementing in teaching reading comprehension. It has been apply by Riska at SMP N 3 Sunguminasa Gowa, the result of research showed that there was significant

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<sup>9</sup>Titik Purwati, Harun Ahmad and DinoSudana, *Establishment of Reading Like Behavior of Elementary Students by Using Sustained Silent Reading Approach*, Journal Study in Education Vol.7 No.3 (2017), p.181

<sup>10</sup> Endang Susanti, "The Effect of Using Sustained Silent Reading (SSR) Towards Students' Reading Comprehension of MA Dar El Hikmah Pekanbaru". (Unpublished Thesis English Study Program State Islamic University of Sultan Syarif Kasim, Riau Pekanbaru, 2013)

effect of students' reading comprehension with this strategy. It was proven by the scores between students pre-test and post test in experiment class and in control class. The mean score in experimental group of pre-test (42.67) which is classifies as poor but the mean score of post-test (71.5) which is classifies as good. While the mean score of pre-test control class (44.3) was classifies as poor and post-test (52.5) which is classifies as fairly poor. It means that the students' score in experimental group were higher than students' score in control class.<sup>11</sup>

Based on those previous researches, the researcher concluded that all of previous researches showed the great results of the used of Sustained Silent Reading toward reading comprehension that have an effect to improve students' reading comprehension. By using Sustained Silent Reading, the students will be more focus and enjoy time during reading activity. When the students read in silent condition, the student will be more focus to identifying the information of the text.

There were some differences between the previous researches with the current research. The previous research has been done at MA Dar El Hikmah Pekanbaru and SMPN 3 Sunguminasa Gowa, meanwhile the current research was conducted at MTs Muhammadiyah Bandar Lampung. In previous research, the researcher did not use a specific genre of text to teach

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<sup>11</sup> Riska, "The Use of Sustained Silent Reading (SSR) Method to Improve Students Reading Comprehension at The Second Year Student of SMPN 3 Sunguminasa Gowa". (Unpublished Thesis English Study Program State Islamic University of Alauddin, Makasar, 2017)

reading comprehension and in this current research used a specific genre that is descriptive text.

Based on the explanations, this research proposes the use of Sustained Silent Reading as an alternative strategy that can be used for teaching English especially for teaching reading comprehension. Finally, the researcher entitled this research with “The Influence of Using Sustained Silent Reading Strategy Towards Students’ Reading Comprehension on Descriptive Text at the First Semester of the Eighth Grade of MTs Muhammadiyah Bandar Lampung in Academic Year of 2019/2020”.

## **B. Identification the problem**

Based on the background of the problem, there were some problems as follows:

1. The students’ reading comprehension is still low
2. The students feel boring in learning process.
3. The students had difficulties in comprehending the text because of their lack of vocabulary mastery.
4. The teachers’ strategy is not appropriate in teaching reading comprehension

## **C. Limitation the Problems**

The researcher limited the problem in this research by focusing only on the Influence of Sustained Silent Reading (SSR) strategy towards students’ reading comprehension on descriptive text at the eighth students at MTs

Muhammadiyah Bandar Lampung in the academic year of 2019/2020. In this research, the researcher used descriptive text in Sustained Silent Reading strategy because there was the material using descriptive text. Based on the syllabus at the first semester of the eighth grade of junior high school, the topic is about people, animals, and thing.

#### **D. Formulation the Problems**

Based on limitation the problem, the researcher formulates the problem as follows: Is there any significant influence of Sustained Silent Reading (SSR) strategy towards students' reading comprehension on descriptive text?

#### **E. Objective the Research**

The objective the research was to know whether there is any significant influence of Sustained Silent Reading (SSR) strategy towards students' reading comprehension on descriptive text.

#### **F. Significance of the Research**

The uses of this research are as follows:

##### 1. Practically

###### a. For the Researcher

This research gave contribution to the researcher to found the best strategy to improve students' skill in reading skill, especially in reading comprehension.

b. For the Student

To gave students motivation and make their interesting in learning English, especially in reading comprehension on descriptive text

c. For the English Teacher

To inspire the teacher to determined the strategy that appropriate to the material and students condition.

d. For the Institution

The result of this study contributed the institution to fulfill the demand of English curriculum.

2. Theoretically

For theoretical contribution, the result of this research to give information to the next researcher about the influence of Sustained Silent Reading (SSR) strategy towards students' reading comprehension on descriptive text, therefore the result of this study can be use as a comparison for further research.

## **G. Scope of the Research**

### **1. Subject of the research**

Subject of the research was the students at the eighth grade of MTs Muhammadiyah Bandar Lampung.

## **2. Object of the research**

The object of the research was the use of Sustained Silent Reading *Strategy* and students' reading comprehension on descriptive text.

## **3. Place of the research**

The research was conducted at MTs Muhammadiyah Bandar Lampung.

## **4. Time of the research**

The research was conducted in first semester in the academic year of 2019/2020.



## CHAPTER II REVIEW OF RELATED LITERATURE

### A. Concept of Reading

According to Zare and Othman, Reading is cognitive activity in which the reader takes part in a conversation with the author through the text.<sup>12</sup> It means that reading is cognitive activity when the reader and the writer are doing conversation through the text. By reading the text, the reader can know and understand what the writer is talking about. Then, Seravallo states Reading is thinking and understanding and getting the meaning behind a text.<sup>13</sup> It means that reading is a process when the reader is thinking and understanding the text that they read, thus the reader can get the meaning and information contained behind the text.

Furthermore, Scanlon et.al, state that reading is a complex process that requires the analysis, coordination, and interpretation of a variety of source information.<sup>14</sup> It means that reading is a process when the reader can get to understand the text well. The reader can understand information by doing analysis, coordination and interpretation of a variety of source information when they are reading the text. It can help the reader easier to know and understand the information from the text during the reading process.

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<sup>12</sup>Pezhman Zare and Moomala Othman, *The Relationship between Reading Comprehension and Reading Strategy Use among Malaysian ESL Learner*, International Journal of Humanities and Social Science Vol.3 No.13 (July 2013)p. 188

<sup>13</sup>Jennyfer Seravallo, *Teaching Reading In Small Group*. p.43

<sup>14</sup>Donna M. Scanlon, Kimberly R. Anderson and Joan M. Sweeney, *Early Intervention For Reading Difficulties* (London: Guilford Press, 2010),p.9

Moreover, Lems et.al, states that reading is an interactive process that takes place between the text and readers' processing strategies and background knowledge.<sup>15</sup> It means that reading is an interactive process which the readers' processing strategies and their own background knowledge have important role when read the text. The readers' processing strategi can determine how the reading process occurs. The readers' background knowledge also gives a big effect when doing reading activity. By combining information from a text with their background knowledge and also using appropriate strategies, it can help the readers easier to build the meaning.

Based on the explanations, the researcher concluded that reading is cognitive activity when the reader and the writer doing conversation through the text. When reading activity, the reader thinking and understanding information from the text by doing analysis, coordination and interpretation of variety source information to get the meaning behind the text. Reading process also needs information of the text and the reader background knowledge to build the meaning. Both can help us while reading. From that we can be able to comprehend the text easily. We need to read as much as possible. Because of reading can make us know many more information and increase our knowledge.

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<sup>15</sup>Kristin Lems, Leah D. Miller and Tenena M. Soro, *Teaching Reading to English Language Learners* (New York: Guilford, 2010),p.33

## B. Concept of Reading Comprehension

According to Klingner et.al. in Napitupulu, reading comprehension is a multi component, highly complex process, that involves many interaction between readers and what they brings to the text (previous knowledge, strategy use and skill) as well as variable related to the text its self (interest in text, understanding of text type).<sup>16</sup> It means reading comprehension is the interaction between the reader and the text and the reader also relate information from text with previous experience and knowledge. The knowledge of students and the appropriate strategies, can affect when the process of reading comprehension occurs. Students' interest in the text also needs to be considered, reading will be a fun activity if the text appropriate with the students' interest.

Furthermore, Scanlon et.al, state that reading comprehension is an active, constructive process in which the ultimate understanding of the text is determined by a combination of what is stated directly in the text and the reader's preexisting knowledge related to the topic of the text.<sup>17</sup> It means that reading comprehension is an active process to understanding the text. The reader can understand text by combine two important aspect, they are, what is stated directly in the text and the reader's preexisting knowledge. By combining both, the reader can easier in process understanding text.

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<sup>16</sup> Merlin Helentina Napitulu, *Improving Materials on Reading Comprehension*, Jurnal Mantik Pustaka, Vol.2 No.1 (June, 1st 2018), p.102

<sup>17</sup> Donna M. Scanlon, Kimberly R. Anderson and Joan M. Sweeney, *Op.Cit.* p.276

Moreover, Simarmata states that reading comprehension is the ability to read text, process it and understand its meaning.<sup>18</sup> It means, reading comprehension is the ability of the reader in the process of understanding a text to get information and main ideas from the text.

According to Brown in Ifrianti's Journal that there are some criteria that commonly use in students' reading comprehension, they are:

1. Main idea (topic sentence)
2. Expression/ Idiom/ Phrase in context
3. Inference (implied detail)
4. Grammatical feature
5. Detail (scanning for specifically stated detail)
6. Excluding facts not written (unstated detail)
7. Supporting idea
8. Vocabulary in context.<sup>19</sup>

Based on thus criteria, it has different in each criterion as follows:

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<sup>18</sup> R. John Pieter Simarmata, *Reading Comprehension Skills With Semantic Mapping and K.W.L. Strategies*, (Medan, 2014), p. 1

<sup>19</sup> Syofnidah Ifrianti, *Increasing Student Reading Comprehension by Using Jigsaw Strategy*, *Journal English Education*, Vol.5 No.1 (July 6th 2017), p.151

### **My Grandfather's Vintage Bicycle**

My grandfather has some old things, but his old bicycle is the most valuable and memorable thing for him. His bicycle was the only vehicle he owned that time.

My grandfather's bicycle has a vintage style. Its frame is greenish black and the saddle is brown. It has front light to illuminate the way when cycling at night. It also has a luggage carrier on its rear to bring any stuff or give a ride to someone. When I was a kid, I used to like to sit on it and cycling around the town with him. Now, I ride my own bike.

He always maintains his bicycle well, that's why it still looks new vintage bicycle. He loves to ride it around the town, often at the sunny morning. Sometimes, I accompany him to ride bicycle. We both love to ride bicycle together.

Adapted from: <https://www.contohtext.com/2018/05/7-contoh-descriptive-text-singkat.html>

Main idea is an idea/notion that the subject of paragraph development. The main idea is contained in the main sentence. For example, from the text main idea in third paragraph is "He always maintains his bicycle well".

Then, the expression/ idiom/ phrase in context. Expression is the act of saying or showing how you feel using word or action. For example, happy, sad, disappointed and others.

Idiom is a word or phrase which means something different from its literal meaning. For example, “there is no room to swing a cat” it means there is not a lot of space. Phrase is a group of words that express a single idea, but do not usually form a complete sentence. For example, the phrase is “The well known”.

Inference is same as conclusion or implied detail of text. For example, from the first paragraph of the text, it can be concluded that “My grandfather's bicycle is the most valuable and memorable thing for him”.

Grammatical feature is about the grammar of the text like the kind of the text or tense that is used in text. The descriptive text uses simple present tense because it uses verb1. For example, “My grandfather has some old things, but his old bicycle is the most valuable and memorable thing for him”.

Next, detail (scanning for a specifically stated detail). Detail is a small part of something. For example, “It has front light to illuminate the way when cycling at night”.

Excluding facts not written (unstated detail) is the fact or details that are not written on the text. For example, “My Grandfather loves his bicycle very much”.

Supporting idea is a sentence that supports the main idea. For example, “He loves to ride it around the town, often at the sunny morning”.

The last criterion is vocabulary. Vocabulary is all about the words-word in a language. For example; bicycle, light, ride and others.

In addition, reading comprehension is the ability to understand information from the text. When doing reading activity, the reader not only making sound of the text, but the reader should comprehending the information from the text. In this research, the researcher measures student’s reading comprehension in main idea, expression/idiom/phrase in context, inference, grammatical features, detail, excluding facts not written, supporting idea and vocabularies that content in the text.

Based on all statements, the researcher concluded that reading comprehension is interaction between the reader and the writer through the text. Reading comprehension also a process to know and understand information of the text. In reading comprehension, the readers need to relate the information from the text with prior experience and their knowledge. Reading comprehension has several criteria to measure the students’ ability to read and understand the meaning of the text such as, finding main idea, expression/ idiom/ phrase, inference, grammatical feature, a specifically state detail of the passage, excluding facts of written and difficulty vocabularies from context provide.

### C. Concept of Teaching Reading

Teaching is process to transfer knowledge from the teacher to the students. According to Biggs and Tang in Klopper and Drew, teaching is not concerned with sending information. Teaching is concerned with engaging students in active learning and scaffolding their knowledge by building on what they already know.<sup>20</sup> It means that in teaching process, the teacher should concern with engaging the students to active in teaching learning process and improve their knowledge by building the information that they already know before.

Teaching reading is useful for other purposes. The purpose of teaching reading is to instill in students that they may gain information from text, they can improve their communication skills with knowledge, and they may read for pleasure.<sup>21</sup> It means that teaching reading has any advantages. By teaching reading, the students can gain information from the text. Thus, the students can improve their knowledge and they can read for pleasure.

The objective of teaching reading is to build students' skill in read English text. In addition, good in comprehend the text is one of the reading goals. According to Ariwiyanti in Muslaini, The specific objective in teaching reading are:

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<sup>20</sup> Christopher Klopper and Steve Drew, *Teaching fo Learning and Learning for Teaching* (Rotterdam: Sense Publisher, 2015), p.86

<sup>21</sup> Jocelyn L. Paris, M.Ed., and Judy L. Paris, M.Ed., *PRAXIS II: Fundamental Subjects Content Knowledge*, (Canada: Wiley Publishing, Inc., 2009), p.17

- a. To enable the students to develop basic comprehension skills so that they can read and understand texts of a general nature
- b. To use reading to increase their general knowledge
- c. To decide about reading purpose
- d. To adapt their strategies of reading
- e. To develop their ability to read critically.<sup>22</sup>

Based on these explanations, it can be inferred that teaching reading is the teacher's way in transfer the knowledge to make the students active in learning process and improve their knowledge by building the information that they already know. Teaching reading is useful activity. In teaching reading process, the students can gain information from the text, improve their knowledge and the students also can read for pleasure. Besides that, in teaching reading the teachers should pay attention about the objectives in teaching reading. So that, the students can achieves the objective in teaching reading after participating in learning activities.

Furthermore, Berardo in Napitupulu says that in teaching reading involved three phases: pre-, while-, and post- reading stages.

#### 1) Pre-reading

Preparing students for what they are going to read can make comprehension much easier. The preparatory activities below aim to help students understand the kind of text they will read and the overall

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<sup>22</sup> Muslaini, *Strategies for Teaching Reading Comprehension*, English Education Jurnal, Vol.8 No.1 (January 2017), p.70

meaning of the text. To do this the activities activate background knowledge, draw on students' experiences, develop interest, encourage students to make predictions and teach essential vocabulary for an understanding of the text.

The aims of pre-reading are:

- a. To introduce and arouse interest in the topic
- b. To motivate the learners by giving a reason for reading
- c. To provide some language preparation from the text.

## 2) While-reading

Not all reading is simply extensive or global reading. They may be certain facts or rhetorical devices that students should take a note of while they read. Give students a sense of purpose for reading rather than just a reading because you order it.

The purpose of this stage is:

- a. To help understanding of the text structure
- b. To help understanding of the teachers' purpose
- c. To clarify text content

## 3) Post-reading

The main aim of the reading is to give students the opportunity to react the text in a personal way and to go beyond the text itself, but there are other purpose of reading are follows:

- a. To consolidate or reflect what has been read
- b. To relate the text to learners own knowledge, interest or view.<sup>23</sup>

Based on this statement, it can be concluded that teaching reading is a process to make the students understand and comprehend the meaning of the text by their own knowledge. In teaching reading, the teacher should have a plan to teaching reading which can make the student easier in teaching reading process. Teaching reading is divided into three steps, namely pre-reading, while-reading, and post-reading.

#### D. Concept of Genre Text

According to Christie and Misson in Emilia, text is an example of any language in any medium, which can be understood by someone who knows the language.<sup>24</sup> In other hand, text is an example of any language in any medium like a television advertisement, a novel, or a movie and so on, where readers can understand the language used by the author.

Thus, Clarke et.al., state that Texts can inform and develop knowledge, provide us with new vocabulary and provoke new ways of thinking.<sup>25</sup> It means that the text content a lot of information and help the reader to develop knowledge. Text also provide new vocabulary and provoke new ways of thinking. Therefore, there are many benefits that we can get when reading text.

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<sup>23</sup> Merlin Helentina Napitulu, *Improving Materials on Reading Comprehension*. p.102

<sup>24</sup> Emi Emilia, *Pendekatan Berbasis Teks: Dalam Pengajaran Bahasa Inggris*, (Bandung: Kiblat Buku Utama, 2016), p. 14

<sup>25</sup> Paula J. Clarke et.al. *Developing Reading Comprehension*, (West Sussex: John Wiley & Sons, Ltd, 2014), p.1

However, type English texts are divided into several types. Emilia classify the genre of the text into several types. They are:

1. Spoof

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

2. Recount

Recount text is a text telling someone what you have done.

3. Report

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

4. Analytical Exposition

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

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.

6. Anecdote

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

7. Narrative

Narrative is a text to entertain the reader.

8. Procedure

Procedure is a text telling someone else how to do something.

### 9. Description

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

### 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 fundamental process in the exchange of information and ideas.

### 12. Discussion

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

### 13. Reviews

Reviews text is to critique an art work or event for public audience.<sup>26</sup>

Based on thus explanations, it can be concluded that there are several type of text such as narrative, descriptive, report, procedur and any others. Each text has difference in purpose, characteristics and generic structure, but the researcher only focus on descriptive text because the researcher want to know the students' ability to comprehend descriptive text especially descriptive text about person, animals and things. Descriptive text is a text which say what a person or things like, it purpose to describe particular person, place or things.

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<sup>26</sup> Emi Emilia, *Pendekatan Berbasis Teks: Dalam Pengajaran Bahasa Inggris*, (Bandung: Kiblat Buku Utama, 2016),. p.86

## E. Concept of Descriptive Text

In English Text, there are many type of the text and each text has difference in purpose, characteristics and generic structure such as narrative, descriptive, report, procedure and any others. But the researcher only focuses on descriptive text.

### 1. Definition of Descriptive Text

According to Emilia, descriptive text is a text that describes something or someone.<sup>27</sup> It means that descriptive text is a genre of the text that describe of something like place, animal or things and someone. Nurbaidah states that descriptive text is a kind of written text which has purpose to describe the people, thing and place and give some informations to the reader.<sup>28</sup> It mean that descriptive text is a kind of written text which has purpose to describe and give information to the reader about people, thing and place.

Furthermore, Pardiyono in Faliyanti's Journal states that descriptive text is a type of written text. Which has specific function to give description about an object (human or non human).<sup>29</sup> In other word, descriptive text can describe every object in the world that is still alive or

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<sup>27</sup> *Ibid.* p.93

<sup>28</sup> Nina Nurbaidah, *The Effect of Make a Match on Students' Writing Descriptivetext Ability*, Jurnal Education and Development STKIP Tapanuli Selatan Vol.6 No.4 (Agustus 2017), p.20

<sup>29</sup> Eva Faliyanti, *The Correlation Between Students' Vocabulary Mastery and Their Interest in English Toward Reading Comprehension in descriptive Text at the Second Semester of Muhammadiyah University of Metro Academic Year 2014/2015*, Premise Journal Vol.4 No.1 (April 2015), p.4

not. Base on the explanation, the researcher conclude that descriptive text is a text which describe a particular thing which that alive things or not, such as person, place, animals, shape, or things.

## 2. Generic Structure of Descriptive Text

According to Emilia, descriptive text containing two organization, Identification (name, location, and specific information about the place) and Description (quality and characteristics of the place being described).<sup>30</sup> It means that descriptive text has two organization, identification and description. First, we should to identification the object that we want to describe, then we describe the quality and characteristic of the object.

Thus, Emilia states that descriptive text hast two parts of generic structures. They are:

### a. Identification

Identification is a general opening statement in the first paragraph which identifies phenomenon to be describes.

### b. Description

Description is series of paragraph about the subject which describes parts, qualities, characteristics.<sup>31</sup>

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<sup>30</sup> Emi Emilia, *Pendekatan Berbasis Teks: Dalam Pengajaran Bahasa Inggris*, (Bandung: Kiblat Buku Utama, 2016),. p.94

<sup>31</sup> *Ibid.*

Based on the explanations, the researcher concluded that descriptive text has two generic structure, which are identification to introduction the object and description to describe characteristics, parts and qualities the object. By knowing generic structure, the students can easily to get information when they read descriptive the text.

### 3. Language Features of Descriptive Text

Language features also know with grammatical features. It is the important part in descriptive text and language feature as a characteristic of descriptive text.

According to Sudarwati and Grace, there are seven language features of descriptive text, they are:

- a. The use of “to be” and “to have”

Example: The hotel has 235 bedrooms.

The hotel rate is too expensive

- b. The use of relating verbs

Example: The temple consists of five terraces.

The museum houses hundreds of greek statues.

- c. The use of opinion and fact adjective

Example: The temples is magnificent. (Opinion)

The temple has a rectangular shape. (Fact)

- d. The use of degrees of comparison

Example: Bogor has the same weather as Ungaran.

The weather in Jakarta is hotter than that in Bandung.

e. The use of participle phrases

Example: Situated between East London and West London, the river flows into the sea.

The house standing at the foot of the hill belongs to the royal family.

f. The use of compound adjectives

Example: The five-bedroom bungalow has been rented since last year.

Passengers are not allowed to smoke in the non-smoking compartment.

g. The use of adverbial phrases of time and place

Example: The city has changed a lot since the 17th century. (Adverbial phrases of time).

London is situated in the southeastern England. (Adverbial phrases of place).<sup>32</sup>

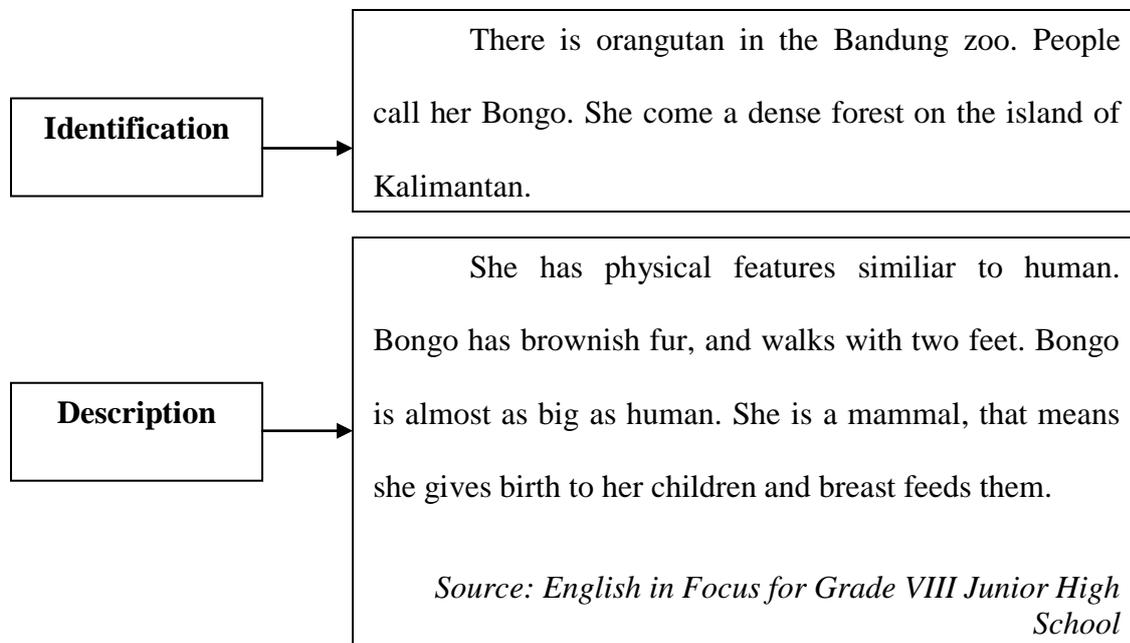
#### 4. Example of Descriptive Text

Here is the example of descriptive text.

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<sup>32</sup> *Ibid.*, p.95

## Bongo the Orangutan



*Figure 1  
The Example of Descriptive Text*

From figure 1, we can see that the first paragraph of descriptive text is identification. Then, the second paragraph is description characteristic the object.

The analysis of language feature from the example of descriptive text "Bongo the Orangutan" are:

1. The use of "to be" and "to have"

Example: There is orangutan in the Bandung zoo.

She has physical features similar to human.

2. The use of opinion and fact adjective

Example: Bongo is almost as big as human. (Opinion Adjective)

Bongo has brownish fur, and walks with two feet.

## F. Concept of Sustained Silent Reading Strategy

Strategy in learning process is important aspect. By applying strategy in the process of learning can help the teacher to make students more easily to understand the material. There are many strategies that can be use by the teacher, one of them is Sustained Silent Reading. Sustained Silent reading is a good strategy to improve students' ability to comprehend the text when they do reading activity.

### 1. Definition of Sustained Silent Reading

According to Ermitage and Sluys in Kaur's Journal, Sustained Silent Reading (SSR) is a reading strategy that is aimed at enhancing students' reading skills, such as comprehension, vocabulary development, fluency, reading motivation, and writing skills, by requiring students to practice continuous silent reading for specific time with material of their own choice.<sup>33</sup> It means that Sustained Silent Reading is strategy that can help the students to improve their reading skill. By this strategy the students can easily in comprehend the text, improve their vocabulary mastery, fluency in reading activity, increase motivation in reading, and also improve their writing skills.

Furthermore, Gambrel in Quinn, Sustained Silent Reading is a strategy which has been proposed to provide students with the opportunity

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<sup>33</sup> Manjet Kaur et.al., "Sustained Silent Reading (SSR) as an Independent Learning Tool at an Institution of Higer Learning", Ubiquitos Learning: An International Journal, Vol.4 No.1, (January 2012), p.79

to practice their silent reading skills with books or text of their choice.<sup>34</sup> Then, Pilgreen in Kaur et.al, emphasizes that the ideal duration for effective silent reading periods should be twice a week, between 15 and 45 minutes each time, thus ingraining reading as a habit and not merely a classroom activity.<sup>35</sup>

Moreover, According to Gardiner, Sustained Silent Reading is a time during which a class, or in some case an entire school, read quietly together. Students are allowed to choose their own reading materials and read independently during class time.<sup>36</sup> It means that Sustained Silent Reading is activity which is the student read quietly together with reading materials of their own choice.

Based on thus explanations, it can be concluded that Sustained Silent Reading is a reading strategy that can help the student to enhancing their reading skills, such as improve students' vocabulary mastery, help student easily in comprehend the text, fluency in reading activity, and increase students' motivation in reading. Sustained Silent Reading is a time where student can read for 15-45 minutes with calm and happy, because they are choosing their own reading materials and read independently during class time. When students read more and enjoy it more, they will become better in reading.

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<sup>34</sup> Quinn, Jamie, "Benefits of sustained silent reading and self-monitoring for reluctant readers" (2017). *Theses and Dissertations*. 2402. <http://rdw.rowan.edu/etd/2402>

<sup>35</sup> Manjet Kaur et.al., *Op.Cit.* p. 80

<sup>36</sup> Steve Gardiner, *Building Student Literacy Through Sustained Silent Reading* (United States: ASCD Publisher, 2005) p.15

## 2. Procedures of Sustained Silent Reading

According to Gardiner, teaching procedure of SSR as follows:

- a. In SSR, the students will be read the text between 15 - 45 minutes
- b. Teacher will bring several materials to sustained silent reading.
- c. Reading material may sources from children book, comic books, short story, news paper, journals, magazine, literature book etc.
- d. Students should not sleep or do homework (other than reading assignments) during sustained silent reading.
- e. SSR most effective when adults model reading by reading alongside their students, teacher demonstrate that reading is a value activity and important to every discipline and content area.
- f. SSR is not intended to create additional work for teachers. Grade and evaluations of students will be part of SSR. Teachers can, however emphasize the enjoyment of reading and purpose or SSR by asking some question to student.<sup>37</sup>

## 3. The Advantages and Disadvantages of Sustained Silent Reading

### a. Advantages of Sustained Silent Reading

According to Hunt in Riska, there are some advantages of Sustained Silent Reading Strategy are as follows:

- a) When student interact with the text and non stop reading, their reading comprehension improve.

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<sup>37</sup> Steve Gardiner, *Building Student Literacy Through Sustained Silent Reading* (United States: ASCD Publisher, 2005) p.20

- b) They become more aware of how text is constructed.
- c) They make them more critical of the text. They can take the information that has been included and excluded from the text.
- d) This also makes them more critical about the words and sentences construction on that the writer chooses.
- e) As the students' understanding of how text is constructed improves, so she does their own writing.
- f) SSR method can make the students' text book more interesting.
- g) SSR offers students an opportunity to read materials to figure out new words their own choice.
- h) We can spend reading independently outside of school with help of parents, as children ask to read book at home.
- i) SSR can make the students enjoy that reading.<sup>38</sup>

#### b. Disadvantages of Sustained Silent Reading

- a) The teacher will be difficult to monitor all students during the activity.
- b) There was also a concern about how much of a benefit it actually was for students who were struggling with reading to be required to read by themselves for 20 minutes without any assistance. It would be difficult to improve reading ability and fluency if students were not using the sustained silent reading time wisely.

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<sup>38</sup> Riska, *Op.Cit.* p.23-24

Based on the explanations, the researcher concluded that there are some advantages and disadvantages in learning reading comprehension. To solve disadvantages of this strategy, the teacher should pay attention to all students during Sustained Silent Reading take place. Even though it's difficult, but if the teacher continues to give understanding to students, they will know how to behave in carrying out Sustained Silent Reading activities.

### **G. Concept of Reading Aloud**

Reading aloud is one of the most strategies that can help the teacher in teaching learning process, especially in reading comprehension. In this study, the researcher used Reading Aloud strategy as control class to compare with Sustained Silent Reading strategy as experimental class.

#### **1. Definition of Reading Aloud**

Panova in Ilona said that reading a text aloud is important of maintaining and perfecting the pronouncing skills of the learner.<sup>39</sup> It means that reading aloud is activity when students do reading activity with loud voice. Reading aloud can help students to improve their ability in reading and speaking. With reading aloud student can emphasizes students to read with clear pronunciations on every word spoken by students.

Reading aloud is possible to master the sound system of a foreign language and it strengthens the phonetic ability to re-code signals at the

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<sup>39</sup>Husztii Ilona, "The Use of Learner Reading Aloud in The English Lesson: A Look At The Micro and Macro Levels of Oral Reading",p.32

letter level, as well as the level of word, sentence and text.<sup>40</sup> It means that reading aloud can help students to master the sound system of a foreign language, especially in English. Furthermore, Gibson and Bolos in Alshehri have also said that reading aloud indicates the relationship between the printed word meanings.<sup>41</sup> It means that reading aloud is strategy in teaching reading that can help student to comprehend and understand the meaning of text.

Based on the statements, it can be concluded that reading aloud is the strategy in teaching reading where the students read the text with loud voice and clear pronunciation. With reading aloud strategy the students can easily to comprehend and understand the meaning of the text.

## **2. Procedure of Teaching Reading Aloud**

According to Teacher Safe School and Kailani in Alshehri, there are some steps in teaching and learning using reading aloud strategy, as follows:

- a. The teacher should choose a story or a book that will be interesting to the students.
- b. The teacher should pre-read the story/book and highlight the words that are key to understanding the story/book.
- c. The teacher should relate the story/book to the students' previous knowledge by asking them some question pertaining the story/book.

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<sup>40</sup> *Ibid.*

<sup>41</sup> Mohammed Alshehri, *Improving Reading Comprehension for Saudi Students By Using The Reading Aloud Strategy*, (State University of New York at Fredonia: Dec.2014) p.12

- d. The students should read the story/book once with interruption.
- e. The teacher should read the text more than once because reading the same text several times will help the students comprehend.
- f. After the first uninterrupted reading, the students can interrupt the rereading to get an explanation of the words.
- g. The teacher should ask some question to assess the students' comprehension, while the reader is rereading the story/book.
- h. At the end of class, the teacher will ask the student to do reflective discussion about the story or book.
- i. The teacher will assess the students' understanding of the new words by asking them some question about the meaning of the text.<sup>42</sup>

### 3. Advantages of Reading Aloud

Reading aloud has advantages that can help to improving ability in reading comprehension. Reading aloud have five advantages in teaching reading, they are:

- a. Practice pronunciation
- b. Improve oral English
- c. Get deeper understanding
- d. Strengthen the knowledge
- e. Improve the classroom atmosphere.<sup>43</sup>

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<sup>42</sup> *Ibid.* p.14

<sup>43</sup> Lianguang Huang, "Reading Aloud in Foreign Language Teaching", *Asian Social Science*, 6:4 (Zhenjiang, April. 2010), p.149

## H. Frame of Thinking

Reading is one of the most important and useful aspect to increase our knowledge. By reading people can know what and how something is happening in the world. Reading also helps us to know a lot of things that we never know before. There are many aspects that we can know through reading, such as knowledge, social, cultural, life style and much more. To get the information while reading, we should be able to know how to comprehend the text well. Therefore, we should have the reading ability to be able to know the information from the text, because reading is a tool of communication between readers and writer.

Many students become frustrated when they read English text, it because they have lack of vocabulary. Lack vocabulary mastery can cause students difficult when they comprehend the text. Therefore, the researcher should use suitable and right strategy in teaching reading comprehension to solve this problem.

Sustained Silent Reading is an effective strategy to teaching reading comprehension because in this strategy the students should read silently, it can help students to get a focus conditions when they do reading activity. Sustained Silent Reading strategy is one of the activities where students focus more on interacting with the text.

Based on the statements, it can be concluded that Sustained Silent Reading towards reading comprehension can help students to increase their

reading ability, especially in reading comprehension. By using this strategy, the students will find a focus way to comprehend and understand the information from the text.

## I. Hypothesis

Based on the theories and assumption, this research formulates hypothesis as follows:

Ha : There is a significant influence of using Sustained Silent Reading towards student reading comprehension on descriptive text at the first semester of the eighth grade of MTs Muhammadiyah Bandar Lampung, in the academic year 2019/2020.

Ho : There is no significant influence of using Sustained Silent Reading towards student reading comprehension on descriptive text at the first semester of the eighth grade of MTs Muhammadiyah Bandar Lampung, in the academic year 2019/2020.

## **CHAPTER III RESEARCH METHODOLOGY**

### **A. Research Design**

This research was quantitative based on the experimental research. An experimental design is the general plan for carrying out a study with an active independent variable. The design is important because it determines the study's internal validity, which is the ability to reach valid conclusions about the effect of the experimental treatment on the dependent variable.<sup>44</sup> It means that experimental design is general plan of research design that is use to reach the valid conclusion about the effect of the variable in this research. The researcher used the experimental design because the purpose to investigate the influence of using Sustained Silent Reading strategy towards Students' reading comprehension.

This research used quasi experimental research design. Creswell states that quasi experimental design is a research design that includes assignment of participant to groups. This is because the experimenter cannot artificially create groups for the experiment.<sup>45</sup> It means that in quasi experimental design the researcher cannot take few groups as a sample because it can disturb in learning process.

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<sup>44</sup> Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education* (8th Edition), (Belmont: Wadsworth Cengage Learning, 2010), p. 301

<sup>45</sup> John W. Creswell, *Educational Research: Planning and Conducting Quantitative and Qualitative Research*, (Boston: Pearson, 2012), p. 309

In this research, two classes selected, the first class as a control class and the second class as an experimental class. The researcher will use pre-test and post-test group design.<sup>46</sup> According to Creswell, the research design of the research is illustration as follows:

**Table 1**  
**Pre and Posttest Design**

Select Control Group	Pretest	No treatment	Posttest
Select Experimental Group	Pretest	Experimental Treatment	Posttest

Based on the table 1, the researcher used two classes as the sample of this research consisting of experimental class and control class. The control class was a class that was not given treatment by using Sustained Silent Reading strategy and the experimental class was a class that was given treatment by using Sustained Silent Reading strategy. In this research, the students were given pre-test to know their reading comprehension on descriptive text before the treatment by using Sustained Silent Reading strategy and posttest after the treatment by using Sustained Silent Reading strategy in experimental class and by Reading Aloud strategy in control class. The pretest and posttest were administered control and experimental class.

## **B. Variable of the Research**

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.<sup>47</sup> There are two variables in this research,

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<sup>46</sup> John W. Creswell, *Educational Research: Planning and Conducting Quantitative and Qualitative Research*, (Boston: Pearson, 2012), p.310

<sup>47</sup> *Ibid.* p.112

namely independent variable and dependent variable. An independent variable is presumed to effect (at least partly cause) or somehow influence at least one other variable. The dependent variable “depends on” what the independent variable does to it, how to affects it.<sup>48</sup> The variable of this research are follows:

1. The Independent variable of this research was Sustained Silent Reading strategy (X)
2. The Dependent variable of this research was students’ reading comprehension (Y)

### **C. Operational Definition of Variable**

The operational variables in this research are as follows:

#### **1. Independent Variable (X)**

Sustained Silent Reading is strategy for teaching reading where the student read their own reading material silently. It can help the student to get focus when they do reading activity, especially in reading comprehension.

#### **2. Dependent Variable (Y)**

Students’ reading comprehension is their ability to know and understand the information from the text. In reading comprehension, the students also related the information of the text to prior experience and their knowledge. This ability is indicates from the test that gave by teacher to measure students’ reading comprehension in finding main idea,

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<sup>48</sup> Jack R Fraenkel, Norman E. Wallen and Helen H. Hyun, *How to Design and Evaluate Research in Education*, (New York: McGraw Hill, 2012), p.80

expression/idiom, inference, grammatical features, detail, excluding facts not written, supporting idea and vocabulary in context.

#### **D. Population, Sample and Sampling Technique of the Research**

In this research, the researcher used population, sample and sampling technique of the research, they were:

##### **1 Population**

According to Fraenkel, the term population, as used in research, refers to all members of particular group. It is the group of interest to the researcher, the group to whom the researcher would like to generalize the result of a study.<sup>49</sup> The population of this research was all the students at the eighth grade of MTs Muhammadiyah Bandar Lampung 2019/2020 which consist 108 students that were divided into three classes. Based on the statement, all the classes are the population in this research. The population of the students at the Eighth grade of MTs Muhammadiyah Bandar Lampung in the academic year 2019/2020 can be seen in the following table.

**Table 2**  
**The Population of the Students at the Eighth Grade of MTs Muhammadiyah Bandar Lampung in the Academic Year of 2019/2020**

No	Class	Gender		Number of Students
		Male	Female	
1.	VIII U1	17	19	36
2.	VIII U2	18	19	37
3.	VIII U3	22	13	35
<b>Total</b>		<b>57</b>	<b>51</b>	<b>108</b>

*Source: Document of MTs Muhammadiyah Bandar Lampung in the Academic Year 2019/2020*

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<sup>49</sup> *Ibid*, p. 92

## 2 Sample

Sample is a part of population. According to Fraenkel, a sample is any part of a population of individual on whom information is obtained.<sup>50</sup>

The sample of this research was two classes. One class as the experimental class, which the students were teach by using Sustained Silent Reading Strategy, and one class as the control class, which the students were taught by using Reading Aloud used by the English teacher.

## 3 Sampling Technique

In this research, the sample took from the population of research by using cluster sampling technique. Cluster random sampling is similar to simple random sampling except that group rather than individuals are randomly selected, the sampling unit is a group rather than an individual.<sup>51</sup>

The research is conducted at the eighth grade that is consist three classes.

The step in determining the experimental and control class as follows:

- a. The first, the researcher made a kind of lottery
- b. Second, the researcher provided 2 pieces of small paper which is each pieces contain the name of class, then the researcher roll them up and put them into a glass.
- c. Third, the researcher shook the glass and took one of the pieces of the paper. For the first of paper as experimental class. The Researcher chooses class VIII U2 as experimental class.

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<sup>50</sup> Jack R Fraenkel, Norman E. Wallen and Helen H. Hyun, *How to Design and Evaluate Research in Education*, (New York: McGraw Hill, 2012), p. 91

<sup>51</sup> *Ibid*, p.96

- d. The last, the researcher shake the glass again and take one small pieces roll of paper. Then, for the second paper as control class. The Researcher chooses class VIII U1 as control class.

### **E. Data Collecting Technique**

In this research, the researcher uses the data which are take from:

1. Pre-test

Pre-test was conducted before the students in experimental and control class given the treatment. Pre-test was administered to measure the students' reading comprehension ability on descriptive text before treatment. The test was in form of multiple choice questions about descriptive text based on the provided consist of 20 items with four alternative options and 60 minutes time allocation.

2. Post-test

The post-test was conducted after the students in experimental and control class given the treatment. It used to know the students' reading comprehension ability on descriptive text after given the treatment. Post-test was conducted in experimental class after they were taught by using Sustained Silent Reading strategy in order to know whether there is significant influence of using Sustained Silent Reading strategy and post-test conducted in control class in order to measure the students' reading comprehension after the treatment by using Reading Aloud strategy. The test was in form of multiple choice questions about descriptive text based on

the provided consist of 20 items with four alternative options and 60 minutes time allocation.

#### F. Instrument of Research

According to Creswell, An instrument is a tool for measuring, observing, or documenting data. It contains specific questions and response possibilities that you establish or develop in advance of the study.<sup>52</sup> In this research, the researcher used test as an instrument to collect the data. This research used multiple choice questions (MCQ) as a tool for testing in order to know students' reading comprehension on descriptive text. At the test consist of 50 questions with 4 options (a, b, c, and d). The specifications were used in measuring reading comprehension are: main idea (topic), expression/idiom/phrases in content, inference (implied detail), grammatical features, detail (scanning for a specifically stated detail), excluding fact not written, supporting idea, vocabulary in content. The specification of the test for tryout pre-test and post-test items before validity as follows:

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

No	Aspect	Item Number					
		Pre-test		Total	Post-test		Total
		Even	Odd		Even	Odd	
1.	Main Idea (topic)	8, 20, 28,42	1, 15, 25,47	8	8, 20, 28,42	1, 15, 25 ,47	8
2.	Expression/Idiom /Phrase in context	2, 40, 48	7, 27, 43	6	2, 40, 48	7, 27, 43	6
3.	Inference (Implied detail)	16, 24, 34	3, 11, 29	6	16, 24, 34	3, 11, 29	6

<sup>52</sup> Jhon W. Creswell, *Educational Research: Planning and Conducting Quantitative and Qualitative Research*, p. 14

4.	Grammatical Features	4, 14 30	13, 21, 39	6	4, 14 30	13, 21, 39	6
5.	Detail (scanning for a specifically stated detail)	12, 18, 22	5, 31, 37	6	12, 18, 22	5, 31, 37	6
6.	Excluding facts not written	6, 38, 44	19, 23, 49	6	6, 38, 44	19, 23, 49	6
7.	Supporting Idea(s)	26, 32, 50	9, 35, 45	6	26, 32, 50	9, 35, 45	6
8.	Vocabulary in context	10, 36, 46	17, 33, 41	6	10, 36, 46	17, 33, 41	6
<b>Total</b>				<b>50</b>			<b>50</b>

Based on the table 3, the main idea in pre-test and post-test before validity consist of 16 numbers. In the pre-test, they are number 1, 8, 15, 20, 25, 28, 42, 47 and in the post-test, they are number 1, 8, 15, 20, 25, 28, 42, 47. The expression/idiom/phrase in context consist 12 numbers. In the pre-test, they are number 2, 7, 27, 40, 43, 48 and in the post-test, they are number 2, 7, 27, 40, 43, 48. The inference (Implied detail) consist 12 numbers. In the pre-test, they are number 3, 11, 16, 24, 29, 16 and in the post-test, they are number 3, 11, 16, 24, 29, 16. The grammatical features consist 12 numbers. In the pre-test, they are number 4, 13, 14, 21, 30, 39 and in the post-test, they are number 4, 13, 14, 21, 30, 39. The detail (scanning for a specifically stated detail) consist 12 numbers. In the pre-test, they are number 5, 12, 18, 22, 31, 37 and in the post-test, they are number 5, 12, 18, 22, 31, 37. The excluding facts not written consist 12 numbers. In the pre-test, they are number 6, 19, 23, 38, 44, 49 and in the post-test, they are number 6, 19, 23, 38, 44, 49. The supporting idea(s) consist 12 numbers. In the pre-test, they are number 9, 26, 32, 35, 45, 50 and in

the post-test, they are number 9, 26, 32, 35, 45, 50. The vocabulary in context consist 12 numbers. In the pre-test, they are number 10, 17, 33, 36, 41, 46 and in the post-test, they are number 10, 17, 33, 36, 41, 46.

**Table 4**  
**The Blueprint of Test for Pre-test and Post-test after Validity**

No	Aspect	Item Number					
		Pre-test		Total	Post-test		Total
		Even	Odd		Even	Odd	
1.	Main Idea (topic)	6, 8, 12, 18	1, 9	6	10	19	2
2.	Expression/Idiom/Phrase in context	-	3, 11	2	2	1, 17	3
3.	Inference (Implied detail)	4	-	1	6, 14	-	2
4.	Grammatical Features	2, 16	5, 13	4	8	-	1
5.	Detail (scanning for a specifically stated detail)	-	7	1	12	5	2
6.	Excluding facts not written	20	19	2	16, 18	7, 9	4
7.	Supporting Idea(s)	10, 14	15	3	20	3, 11	3
8.	Vocabulary in context	-	17	1	4	13, 15	3
<b>Total</b>				<b>20</b>			<b>20</b>

Based on the table 4, the main idea in pre-test and post-test after validity consist of 8 numbers. In the pre-test, they are number 1, 6, 8, 9, 12, 18 and in the post-test, they are number 10, 19. The expression/idiom/phrase in context consist 5 numbers. In the pre-test, they are number 3, 11 and in the post-test, they are number 1, 2, 17. The inference (Implied detail) consist 3 numbers. In the pre-test, they are number 4 and in the post-test, they are number 6, 14. The grammatical features consist 5 numbers. In the pre-test, they are number 2, 5, 13, 16 and in the post-test, they are number 8. The detail

(scanning for a specifically stated detail) consist 3 numbers. In the pre-test, they are number 7 and in the post-test, they are number 5, 12. The excluding facts not written consist 6 numbers. In the pre-test, they are number 19, 20 and in the post-test, they are number 7, 9, 16, 18. The supporting idea(s) consist 6 numbers. In the pre-test, they are number 10, 14, 15 and in the post-test, they are number 3, 11, 20. The vocabulary in context consist 4 numbers. In the pre-test, they are number 17 and in the post-test, they are number 4, 13, 15. Therefore, the total number is 40 items consist of 20 items for pre-test and 20 items for post-test.

## **G. Research Procedure**

There were three steps in research procedure, they were as follows:

### **1. Planning**

Before the researcher applying the research procedure, the researcher made some plans to run the application well. There were some steps that should be plan by the researcher. The procedure can be seen as follows:

#### **a. Determined the subject of the research**

The subject of the research was the students at the first semester of the eighth grade of MTs Muhammadiyah Bandar Lampung in the academic year 2019/2020.

#### **b. Preparing Try-out**

The researcher prepared a kind of test (called try-out test) that was given to the students in eighth grade. The total item of test is 50 questions with 4 options (a, b, c, and d). Then, the researcher evaluated

the test items to get good items that will be given in pre-test and post-test.

**c. Preparing Pre-Test**

The researcher prepared pre-test that was given to the students.

The pre-test was given based on the questions select in the try-out.

**d. Determining the material to be taught**

The researcher determined the material to be taught to the students, that was reading comprehension on descriptive text. The theme of material about descriptive that was divided into describing place, describing animal and describing people. These material was based on the syllabus at the first semester of the eighth grade. The researcher gave treatment using Sustained Silent Reading strategy for experimental class and Reading Aloud strategy for control class.

**e. Preparing Post-Test**

The researcher prepared a kind of test (called post-test) that was given to the student in eighth grade. The post-test was given to know student reading comprehension on descriptive text after being given the treatment. By giving post-test, the researcher knows the students' improvement in their reading ability in comprehending English text or not. The test was multiple choice consisted of 20 question with 4 options (a, b, c, and d).

## 2. Application

After making the planning, the researcher tried to apply the research procedure that already planned. There were some steps in doing this research, they were as follow:

- a. In the first meeting, the researcher gave pre-test

Before given the treatment, the researcher gave pre-test. The test was multiple choice consist 20 items question with 4 options (a, b, c, and d). The number of the test items was determined by the validity and reliability analysis of the try-out. It means that only valid and reliable test items that were used in pre-test. This test was given in experimental class (VIII U2) and control class (VIII U1).

- b. In the second until fourth meeting, the researcher conducted the treatment

After given pre-test to the students, researcher conducted the treatment by using Sustained Silent Reading strategy in experimental class (VIII U2) and using Reading Aloud strategy in control class (VIII U1).

- c. In the fifth meeting, the researcher gave the post-test

The test was multiple choice with 4 options (a, b, c, and d). The test was multiple choice consist 20 items question with 4 options (a, b, c, and d). The number of the test items was determined by the validity and reliability analysis of the try-out. It means that only valid and reliable test items that were used in pre-test. This test was given in experimental class (VIII U2) and control class (VIII U1).

### 3. Reporting

The last point that should be done in this research procedure is reporting. They are as follows:

- 1) Analyzing the data received from try-out
- 2) Analyzing the data received from pre-test and post-test
- 3) Making a report based on the findings

### H. Scoring Procedure

Before getting the score, the researcher determined the procedure use in scoring the students' work. In order to do that, the researcher uses Arikunto's formula.<sup>53</sup> The scores of pre-test and post-test were calculated by using the following formula:

$$S = \frac{r}{n} \times 100$$

Notes:

S = Score of test

r = Total of right answer

n = Total items

### I. Tryout

Try-out test was given in try-out class to evaluate the test items to know the test valid or not before use to pre-test and post-test items. The try-out test was held on June, 19<sup>th</sup> and 20<sup>th</sup> 2019 in class VIII U3.

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<sup>53</sup> Suharsimi Arikunto, *Dasar-dasar Evaluasi Pendidikan*, (Jakarta: Bumi Aksara, 2015). P. 263

## 1. Validity of the Test

To know whether the test was good or not to students, some criteria should be considered. The criteria of a good test are validity (content validity, construct validity and items validity) and reliability. Validity is defined as the extent to which score on a test enable one to make meaningful and appropriate interpretations.<sup>54</sup> It means that validity is the criterion that can help to make the text good and suitable for students. To measure whether the test has good validity or not, the researcher used the content validity and constructs validity.

### a. Content Validity

To get the content validity, the test adapted with student book and the objective of teaching in the school based curriculum for the eighth grade of MTs Muhammadiyah Bandar Lampung. The test was suited with the material that was taught to the students. It can be seen in the syllabus (Appendix 9). In standard competence 3.1 mentioned “applying generic structure and grammatical feature to carry out the social function of descriptive text by stating and asking about people, animals, and things.” Based on the statement, the writer arranges the materials based on the objectives of teaching in the school based on the syllabus for the eighth grade students of MTs Muhammadiyah Bandar Lampung.

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<sup>54</sup> Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education* (8th Edition), p.225

**b. Construct Validity**

To measure construct validity refers to the source. Showing the measurement used contains correct operational definition, which is based on the theoretical concept. Construct validity is the degree to which score on test can be accounted for by explanatory construct of sound theory.<sup>55</sup> It means that construct validity is a measurement of values on a score based on the theoretical concept. This research administered the test whose the scoring covered eight aspect of reading they are: main idea (topic), expression/idiom/phrases in content, inference (implied detail), grammatical features, detail (scanning for a specifically stated detail), excluding fact not written, supporting idea, vocabulary in content.

To know whether the test has good construct validity, the items of the test was consulted to the English teacher of MTs Muhammadiyah Bandar Lampung on Thursday, July 18<sup>th</sup>, 2019. After the researcher consulted with Mrs. Sari Irawati, S.Pd as the English teacher in MTs Muhammadiyah, she said that: the material and the topic of test instrument were appropriate with standard competition and indicator in syllabus of eighth grade in junior high school. The instruction of test instrument can be understood by students. The test instrument appropriate with the aspects of reading test and time allocation was enough. The test items number 1, 8, 15, 20, 25, 28, 42, and 47 in the

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<sup>55</sup> *Ibid*, p.231

table specification tryout for pre-test and post-test was suitable to aspect *main idea*. The test items number 2, 7, 27, 40, 43, 28, 42, and 48 in the table specification tryout for pre-test and post-test was suitable to aspect *expression/idiom/phrase in context*. The test items number 3, 11, 16, 24, 29, and 34 in the table specification tryout for pre-test and post-test was suitable to aspect *inference (implied detail)*. The test items number 4, 13, 14, 21, 30, and 39 in the table specification tryout for pre-test and post-test was suitable to aspect *grammatical features*. The test items number 5, 12, 18, 22, 31, and 37 in the table specification tryout for pre-test and post-test was suitable to aspect *detail (Scanning for a specifically stated detail)*. The test items number 6, 19, 23, 38, 44, and 49 in the table specification tryout for pre-test and post-test was suitable to aspect *excluding facts not written*. The test items number 9, 26, 32, 35, 45, and 50 in the table specification tryout for pre-test and post-test was suitable to aspect *supporting idea*. The test items number 10, 17, 33, 36, 41, and 46 in the table specification tryout for pre-test and post-test was suitable to aspect *vocabulary*.

### **c. Item Validity**

The researcher gave some questions to know valid or not the questions that is given to the students. The item validity used to measure the validity of the test items. The researcher gives the try-out of the test to student from different sample. The researcher conducted try-out test in class VIII U3 with consist 35 students. The try-out test

was given on Friday, July 19<sup>th</sup>, 2019 for instrument of pre-test and on Saturday, July 20<sup>th</sup>, 2019 for instrument of Post-test. In this research, the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*) for validity. The test of validity was employed by Pearson Correlation. The item is valid if sig. (two-tailed)  $> \alpha = 0.03$ <sup>56</sup>

After the researcher calculated the data by used SPSS (*Statistical Package for Social Science*), the result of the items try-out for pre-test there were 30 items considered invalid. The invalid number items were 2, 3, 5, 6, 8, 9, 10, 12, 14, 16, 17, 19, 21, 22, 23, 24, 29, 31, 33, 34, 36, 37, 38, 40, 43, 45, 46, 47, 48, 50, while the valid item were 20 items. They were the items number 1, 4, 7, 11, 13, 15, 18, 20, 25, 26, 27, 28, 30, 32, 35, 39, 41, 42, 44, 49. It can be seen on Appendix 18. Then, result of the items try-out for post-test there were 30 items considered invalid. The invalid number items were 1, 3, 4, 5, 6, 8, 11, 13, 14, 15, 17, 18, 20, 22, 24, 27, 28, 29, 30, 32, 35, 37, 39, 41, 42, 43, 45, 46, 48, 49, while the valid item were 20 items. They were the items number 2, 7, 9, 10, 12, 16, 19, 21, 23, 25, 26, 31, 33, 34, 36, 38, 40, 44, 47, 50. It can be seen on Appendix 20.

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<sup>56</sup> Sugiyono, *Metode Penelitian Kuantitatif, kualitatif dan R&D*, (Bandung: Alfabeta, 2017). p.126

## 2. Reliability of the Test

The way to know a good test is by reliability. Reliability refers to the consistency of test score. People who use such measuring instruments must identify and use technique that will help them determine to what extent their measuring instrument are consistent and reliable.<sup>57</sup> Reliability is the consistency of the measurement and dependable of the measurement. In this research, the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*) for reliability. The test of reliability was employed by Cronbach Alpha.

The criteria of reliability are as follows:

0.800 – 0.1000 = Very High

0.600 – 0.799 = High

0.400 – 0.599 = Medium

0.200 – 0.399 = Low

0.000 – 0.199 = Very Low<sup>58</sup>

From the criteria, it can be drawn a conclusion that the result obtained in the SPSS (*Statistical Package for Social Science*) by used Cronbach Alpha, the reliability test in reading comprehension has high reliability because the result of reliability of pre-test was 0.779 and the

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<sup>57</sup> Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Introduction to Research in Education* (8th Edition), p.236

<sup>58</sup> Sugiyono, *Op.Cit.* p.184

result of post-test was 0.800. The researcher concluded that the degree of the level of reliability of the instrument was high and very high reliability. (see on appendix 21 and 22)

## **J. Data Analysis**

After collecting the data, the researcher analyzed the data by using independent sample t-test. There were two tests that must be done before analyzing the data by using independent sample t-test. They are normality test and homogeneity test.

### **1. Fulfillment of the assumptions**

For fulfillment the assumption, the researcher used normality test, homogeneity test and hypothetical test, they were:

#### **a. Normality Test**

In this research, normality test used to know whether the data in the experimental class and in the control class are normally distributed or not. In this research, the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*) for normality. The test of normality was employed by Shapiro Wilk.

The hypotheses for normality test will formulated as follows:

Ho : The data are normally distributed

Ha : The data are not normally distributed

While the criteria of acceptance or rejection of hypotheses for normality test are as follows:

Ho is accepted if  $\text{sig.} \geq \alpha = 0.05$

Ha is accepted if  $\text{sig.} < \alpha = 0.05$

### **b. Homogeneity Test**

After the normality test, the researcher determined the homogeneity test. In this research, homogeneity test used to determine whether the data in experimental class and control class are homogenous or not. In this case, the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*) for homogeneity test. The test of homogeneity was employing by Levene statistic test.

The hypotheses for the homogeneity tests are formulated as follows:

Ho : the variances of the data are homogenous

Ha : the variances of the data are not homogenous

While the criteria of acceptance or rejection of hypotheses for homogeneity test are as follows:

Ho is accepted if  $\text{sig.} \geq \alpha = 0.05$

Ha is accepted if  $\text{sig.} < \alpha = 0.05$

## **2. Hypothetical Test**

The researcher used independent sample t-test analysis to know whether there was significant influence of Sustained Silent Reading strategy toward students' reading comprehension on descriptive or not. In this case, the researcher used statistical computation by using SPSS (*Statistical Package for Social Science*) for hypothetical test. The purpose

of using SPSS in this case was to practically and efficiency in the study.

The hypotheses are:

Ha : There is a significant influence of using Sustained Silent Reading strategy towards students' reading comprehension on descriptive text at the first semester of the eighth grade of MTs Muhammadiyah Bandar Lampung in the academic year of 2019/2020.

Ho : There is no significant influence of using Sustained Silent Reading strategy towards students' reading comprehension on descriptive text at the first semester of the eighth grade of MTs Muhammadiyah Bandar Lampung in the academic year of 2019/2020.

While the criteria of acceptance or rejection of hypotheses are as follows:

Ha is accepted if  $\text{sig.} \leq \alpha = 0.05$

Ho is accepted if  $\text{sig.} > \alpha = 0.05$

## **CHAPTER IV RESULT AND DISCUSSION**

### **A. Result of the Research**

This research was aimed to know whether there is significant influence of using Sustained Silent Reading towards students' reading comprehension on descriptive text at the first semester of the eighth grade of MTs Muhammadiyah Bandar Lampung in academic year 2019/2020. The total number of the sample was 73 students, two classes were chosen as control class (VIII U1) and experimental class (VIII U2).

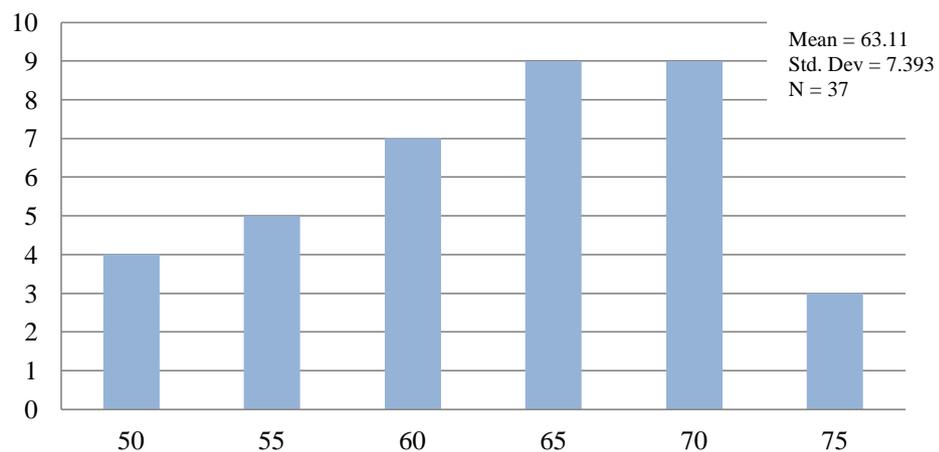
The researcher got the data in the form of score. The score was derived from pre-test and post-test. In pre-test, the researcher gave the task to the students before treatment and in the post-test the researcher gave the task for students to answer the question after treatment. On Thursday, July 25<sup>th</sup>, 2019 at 08.55-10.05 the researcher administered the pre-test in experimental class that consist of 37 students and for control class, the researcher administered pre-test on Saturday, July 27<sup>th</sup>, 2019 at 08.00-09.10 that consist 36 students. On Tuesday, July 30<sup>th</sup>, 2019 the researcher gave the first treatment in experimental class and control class, experimental class at 07.45-08.55 while control class at 14.10-15.20. The researcher gave the second treatment in experimental class on Thursday, August 1<sup>st</sup>, 2019 at 08.55-10.05 and control class on Saturday, August 3<sup>rd</sup>, 2019 at 08.00-09.10. The researcher gave third treatment in experimental class and control class on Tuesday, August 6<sup>th</sup>, 2019, in experimental class at 07.45-08.55 while in control class at

14.10-15.20. After all the treatments done, the researcher gave post-test to the students in experimental class on Thursday, August 8<sup>th</sup>, 2019 and control class on Saturday, August 10<sup>th</sup>, 2019.

After doing the research, the researcher got the result of the pre-test and post-test. The test was conducted in two classes, the first was experimental class and the second was control class.

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

The researcher conducted pre-test in order to know students' reading comprehension before the treatment. The pre-test was administered on July 25<sup>th</sup>, 2019. The score of students' descriptive text tested in pre-test in the experimental class can be seen in figure 2.



*Figure 2*  
*Graphs of the Result of the Pre-test in Experimental Class*

Based on figure 2, it can be see that from 37 students there were 4 students got score 50.00, 5 students got score 55.00, 7 students got score

60.00, 9 students got score 65.00, 9 students got score 70.00 and 3 students got score 75.00.

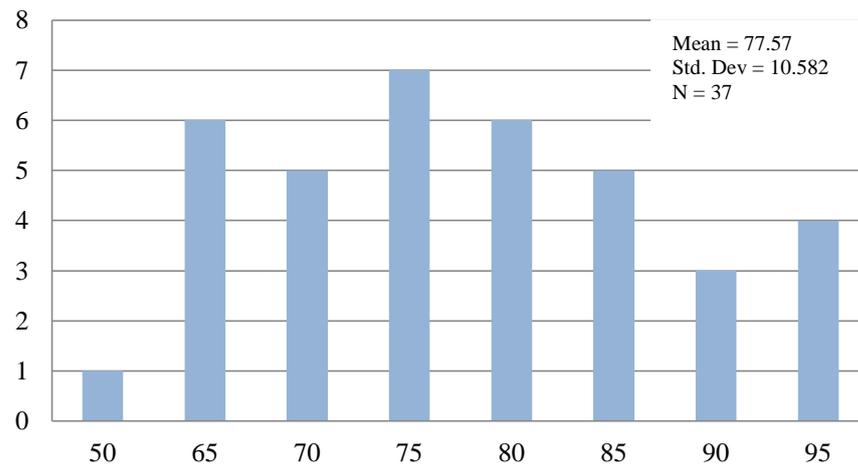
**Table 5**  
**The Result of Pre-test in Experimental Class**

<b>Statistic</b>	<b>Score</b>
N	37
Mean	63.11
Median	65.00
Mode	65.00
Variance	54.655
Std Deviation	7.39288
Minimum	50.00
Maximum	75.00

Based on table 5, it could be seen that N of pre-test in experimental class was 37, mean was 63.11, median was 65.0000, mode was 65.00, variance was 54.655, std deviation was 7.39288, minimum score was 50.00 and maximum score was 75.00. It shows students' reading comprehension before they got the treatments. (See on Appendix 25)

## **2. Result of Post-test in Experimental Class**

The researcher also gives the post-test in experimental class to know students' reading comprehension on descriptive text after the treatment. The post-test is administered on August 8<sup>th</sup>, 2019. The score of post-test in experimental class are presented in figure 3.



*Figure 3*  
*Graphs of the Result of the Post-test in Experimental Class*

Based on figure 3, it can be seen that from 37 students there were 1 student got score 50.00, 6 students got score 65.00, 5 students got score 70.00, 7 students got score 75.00, 6 students got score 80.00, 5 students got score 85.00, 3 students got score 90.00 and 4 students got score 95.00. It means that there were 12 students who got score under the criteria of minimum mastery (KKM) and 25 students were passed criteria of minimum mastery (KKM). In this case, the standard score criteria of minimum mastery (KKM) in MTs Muhammadiyah Bandar Lampung was 73.

**Table 6**  
**The Result of Post-test in Experimental Class**

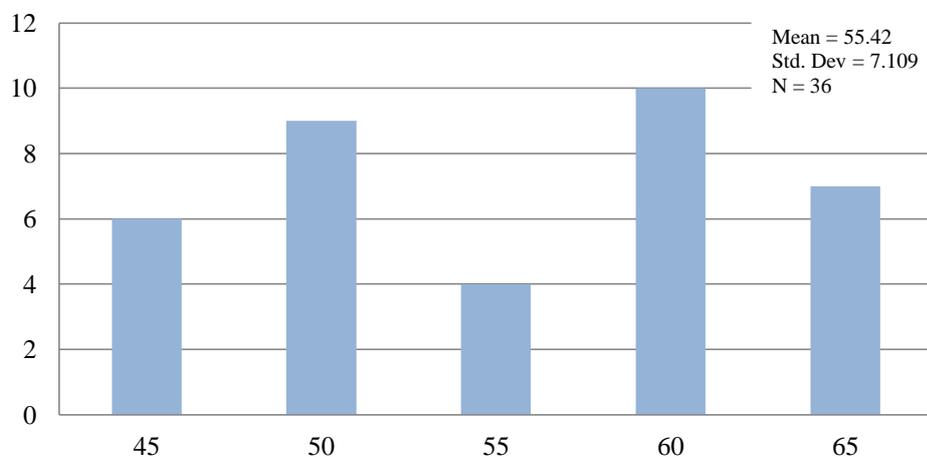
Statistic	Score
N	37
Mean	77.57
Median	75.00
Mode	75.00
Variance	111.974

Std Deviation	10.582
Minimum	50.00
Maximum	95.00

Based on the table 6, it can be seen that N of post-test in experimental class was 37, mean was 77.57, median was 75.00, mode was 75.00, variance was 111.974, std deviation was 1.0582, minimum score was 50.00 and maximum score was 95.00. It shows students' reading comprehension after they got the treatments. (See on Appendix 27)

### 3. Result of Pre-test in Control Class

The researcher conducted pre-test in order to know students' ability before the treatment. The pre-test is administered on July 27<sup>rd</sup>, 2019. The score of students' descriptive text tested in pre-test in the control class can be seen in figure 4.



*Figure 4*  
*Graphs of the Result of the Pre-test in Control Class*

Based on figure 4, it can be seen that from 36 students there were 6 students got score 45.00, 9 students got score 50.00, 4 students got score 55.00, 10 students got score 60.00 and 7 students got score 65.00.

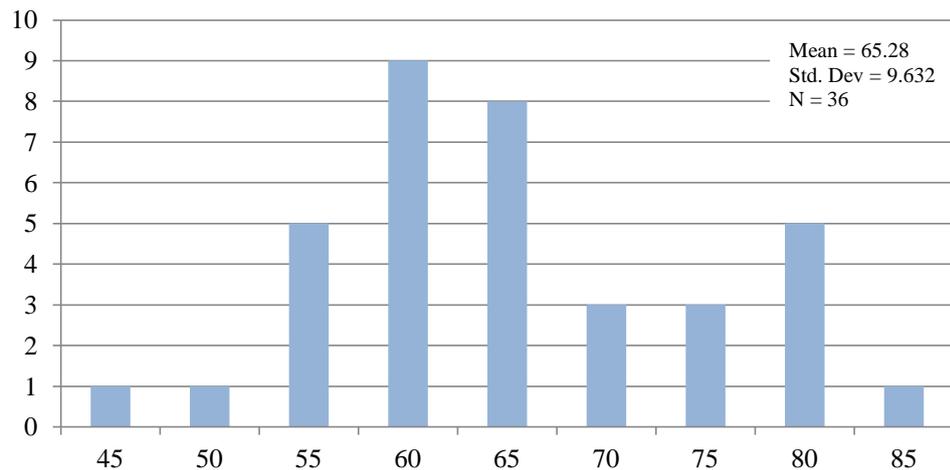
**Table 7**  
**The Result of Pre-test in Control Class**

<b>Statistic</b>	<b>Score</b>
N	36
Mean	55.42
Median	55.00
Mode	60.00
Variance	50.536
Std Deviation	7.10885
Minimum	45.00
Maximum	65.00

Based on the table 7, it can be seen that N of post-test in experimental class was 36, mean was 55.42, median was 55.00, mode was 60.00, variance was 50.536, std deviation was 7.10885, minimum score was 45.00 and maximum score was 65.00. It shows students' reading comprehension before they got the treatments. (See on Appendix 24)

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

The researcher also gave the post-test in experimental class to know students' reading comprehension on descriptive text after the treatment. The post-test was administered on August 10<sup>th</sup>, 2019. The score of post-test in experimental class were presented in figure 5.



*Figure 5*  
*Graphs of the Result of the Post-test in Control Class*

Based on figure 5, it can be seen that from 36 students there were 1 student got score 45.00, 1 student got score 50.00, 5 students got score 55.00, 9 students got score 60.00, 8 students got score 65.00, 3 students got score 70.00, 3 students got score 75.00, 5 students got score 80.00 and 1 student got score 85.00. It means that there were 27 students who got score under the criteria of minimum mastery (KKM) and 9 students are passed criteria of minimum mastery (KKM). In this case, the standard score criteria of minimum mastery (KKM) in MTs Muhammadiyah Bandar Lampung was 73.

**Table 8**  
**The Result of Post-test in Control Class**

<b>Statistic</b>	<b>Score</b>
N	36
Mean	65.28
Median	65.00
Mode	60.00

Variance	92.778
Std Deviation	9.63212
Minimum	45.00
Maximum	85.00

Based on the table 8, it can be seen that N of post-test in experimental class was 36, mean was 65.28, median was 65.00, mode was 60.00, variance was 92.778, std deviation was 9.63212, minimum score was 45.00 and maximum score was 85.00. It shows students' reading comprehension before they get the treatments. (See on Appendix 26)

## **B. Result of Data Analysis**

After collecting the data, the researcher analyzed the data by using independent sample t-test. There were two assumptions that were done, before the researcher analyzed the data by using t-test.

### **1. Fulfillment of the Assumption**

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

#### **a. Result of Normality Test**

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

1) The hypotheses for normality test will formulated as follows:

Ho : The data are normally distributed

Ha : The data are not normally distributed

2) The criteria of acceptance or rejection of hypotheses for normality test were as follows:

Ho is accepted if  $\text{sig.} \geq \alpha = 0.05$

Ha is accepted if  $\text{sig.} < \alpha = 0.05$

**Table 9**  
**The Result Normality Test of the Experimental Class and Control Class**

Class	Shapiro-Wilk		
	Statistic	Df	Sig.
Control	.948	36	.088
Experimental	.949	37	.090

a. Lilliefors Significance Correction

Based on the table 9, it can be seen that *Sig.* (P-value) for experimental class was 0.090 and *Sig.* (P-value) for control class was 0.088. Because *Sig.* (P-value) of experimental class  $> \alpha = 0.05$ . It means that Ho is accepted and *Sig.* (P-value) for the control class  $> \alpha = 0.05$ . It means Ha is rejected. The conclusion is that the data in the experimental class and control class have normal distribution

#### **b. Result of Homogeneity Test**

The researcher tested homogeneity test after she got the score of student's reading comprehension in experimental class and control class

(pre-test and post-test of student's reading comprehension by using SPSS).

1) The hypotheses for the homogeneity tests were formulated as follows:

Ho : the variances of the data are homogenous

Ha : the variances of the data are not homogenous

2) The criteria of acceptance or rejection of hypotheses for homogeneity test were as follows:

Ho is accepted if  $\text{sig.} \geq \alpha = 0.05$

Ha is accepted if  $\text{sig.} < \alpha = 0.05$

**Table 10**  
**The Result Homogeneity Test of the Experimental Class and Control Class**

	Levene Statistic	df1	df2	Sig.
Score Based on mean	.097	1	71	.756

Based on the results obtained in the test of homogeneity of variances in the column, it can be seen that  $\text{Sig. (P-value)} = 0.756 > \alpha = 0.05$ . It demonstrated that Ho was accepted because  $\text{Sig. (P-value)} > \alpha = 0.05$ . It means that the variance of the data was homogenous. (See on Appendix 30)

## 2. Result of Hypothetical Test

Based on the previous explanation that the normality and homogeneity test are satisfied. Therefore, the researcher used the hypothetical

test using SPSS (*Statistical Package for Social Science*) independent sample t-test.

The hypotheses formulas were:

Ha : There is a significant influence of using Sustained Silent Reading strategy towards students' reading comprehension on descriptive text at the first semester of the eighth grade of MTs Muhammadiyah Bandar Lampung in the academic year of 2019/2020.

Ho : There is no significant influence of using Sustained Silent Reading strategy towards students' reading comprehension on descriptive text at the first semester of the eighth grade of MTs Muhammadiyah Bandar Lampung in the academic year of 2019/2020.

The criteria of acceptance or rejection of hypotheses were as follows:

Ha is accepted if  $\text{sig.} \leq \alpha = 0.05$

Ho is accepted if  $\text{sig.} > \alpha = 0.05$

**Table 11**  
**The Result of Hypothetical Test**

T	Df	Sig. (2-tailed)
-2.565	71	.012

Based on the result obtained in independent sample t-test in table 10, that the value of significant generated  $\text{Sig. (P-value)} = 0.012 < \alpha = 0.05$ . It means that Ha is accepted and Ho is rejected. Based on the computation, it

can be concluded that there was a significant influence of using Sustained Silent Reading strategy towards students' reading comprehension on descriptive text at the first semester of the eighth grade of MTs Muhammadiyah Bandar Lampung in academic year 2019/2020.

### **C. Discussion**

At the beginning of the research, the pre-test was administered to know students' achievement in reading ability before they were given treatments by the researcher. The result showed that the mean score of pre-test in experimental class was 63.11 and at the end of the research, post-test was given to measure the improvement of the students' reading ability in experimental class after treatments done. The mean score of post-test in experimental class was 77.57 hence the researcher got gain score of pre-test and post-test 14.46. It can be conclude that there is significant influence by using Sustained Silent Reading strategy toward students reading score in experimental and the students got score post-test higher than pre-test in experimental class.

The first meeting in control class, the researcher gave the pre-test to know students' achievement in reading ability before they were given treatments by the researcher. The researcher got the result that showed the mean score of pretest in control class was 55.42 and at the end of the research, post-test was given to know the improvement of the students' reading ability in control class after the treatments done. The mean score of

post-test in control class was 65.28 with the result that the researcher got gain score of pre-test and post-test 9.84. It means that there is influence in control class but the data present that the score after taught by using Sustained Silent Reading strategy in experimental class was better than score after taught by using Reading Aloud in control class.

There were differences data presentations between taught by using Sustained Silent Reading as a strategy and Reading Aloud as a strategy. The data present that the score taught by using Sustained Silent Reading strategy was 77.57 and the score taught by using Reading Aloud Strategy was 65.28, it explains that the post-test scores between experimental class and control class have a significant difference. The gain score of experimental class was 14.46 and the gain score of control class was 9.84. It can be concluded that teaching reading using Sustained Silent Reading strategy was more effective than using Reading Aloud.

From the result, we can see that the result of student's post-test was higher than pre-test. Besides that, Sustained Silent Reading strategy can improve each aspect of students reading comprehension including main idea (topic), expression/phrase/idiom in content, inference (implied detail), grammatical features, detail (scanning for specifically stated detail), excluding fact not written, supporting idea and vocabulary in content. The result of pre-test and post-test also showed that the students who taught by using Sustained Silent Reading strategy got better result than the students who taught by using Reading Aloud strategy.

Based on the analysis of the data and the testing of hypotheses, the result of T-test null hypotheses ( $H_0$ ) is refused and alternative hypothesis ( $H_a$ ) is accepted. It means that the treatments using Sustained Silent Reading strategy have significant influence toward students' reading comprehension on descriptive text, hence alternative hypotheses is accepted. It had been supported by the previous research conducted by Endang Susanti about The Effect of Sustained Silent Reading (SSR) Towards Students' Reading Comprehension of MA Dar Al-hikmah Pekanbaru. In her research, there were many students who have difficulty in reading comprehension. Then to solve the problem, Endang used Sustained Silent Reading strategy to improve student's reading comprehension better. In short, the students' reading comprehension improve and the problem could be handled. This result was related to there is a significant influence of using Sustained Silent Reading strategy.

From the explanations, it can be concluded that there was influence of using Sustained Silent Reading strategy towards student's reading comprehension on descriptive text at the first semester of the eight grade of MTs Muhammadiyah Bandar Lampung in academic year 2019/202.

## **CHAPTER V CONCLUSION AND SUGGESTION**

### **A. Conclusion**

After conducting the research and analyzing the data, the conclusion can be drawn as follows: there is a significant influence of using Sustained Silent Reading strategy towards students' reading comprehension on descriptive text. Because from the result of the data calculation in previous chapter where null hypothesis ( $H_0$ ) is rejected and alternative hypothesis ( $H_a$ ) is accepted, it means that the researcher assumption is true to say, Sustained Silent Reading strategy can give a significant influence towards students' reading comprehension on descriptive text.

It was supported by the score achieved by the students in which they got higher score after the researcher gave the treatment by using Sustained Silent Reading strategy to teaching reading comprehension. The significant influence can be seen from sig. (2-tailed) of the equal variance assumed in the independent sample t-test table where the sig. (2-tailed) is 0.012. It is lower than  $\alpha = 0.05$  and it means that  $H_0$  is rejected and  $H_a$  is accepted. It can be proved from the hypothetical test where alternative hypothesis is accepted and null hypothesis is rejected.

### **B. Suggestion**

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

1. For the Teacher

- a. To improve students' reading comprehension, the teacher should provide interesting activities and materials, in order to prevent the students from being bored and encourage the students' attention in learning English, especially in reading comprehension.
- b. Considering the strategy, the researcher suggests the English teacher can apply Sustained Silent Reading strategy as one of the ways in teaching reading comprehension because it can help students in comprehending the text easier. By teaching reading with Sustained Silent Reading strategy the students can read the text with silent condition, this will make the students focus and easier to identifying the information of the text. Thus, the students are free to select the materials or topic of the text by their own interest. It can make the reading activity enjoyable for students.

2. For Students

- a. The students should study hard to prove that they are able read better.
- b. The students should learn and be more seriously in learning English in order to develop and increase their reading ability.
- c. The students also should have motivation to learn English in order to move their English ability. The students have practice reading especially reading comprehension on descriptive text. The students should be more focus when doing reading activity. Never give up in study English and practice English as much as possible.

### 3. For Further Research

- a. The researcher applied Sustained Silent Reading strategy to increase students' reading comprehension on descriptive text. Further, other researchers should conduct this strategy on the different aspect or components of English.
- b. In this research, the researcher used Sustained Silent Reading strategy to help students' in reading comprehension on descriptive text of Junior High School. Further, other researchers should conduct this strategy in different level of students.

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# **APPENDICES**

*Appendix 1*

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

<b>No</b>	<b>Question</b>	<b>Answer</b>	<b>Conclusion</b>
1.	Teknik / Metode apakah yang ibu gunakan dalam mengajar <i>reading</i> ?	Biasanya saya menggunakan metode demonstrasi praktik secara langsung ke peserta didik dan penggunaan metode tersebut secara kondisional.	Saat mengajar <i>reading</i> , guru menggunakan demonstrasi praktik secara langsung ke siswa kelas VII MTs Muhammadiyah bandar Lampung.
2.	Apakah ibu selalu menggunakan metode tersebut saat mengajar <i>reading</i> ?	Tidak	Guru tidak selalu menggunakan metode/teknik tersebut dalam mengajar <i>reading</i> .
3.	Bagaimana prosedur penggunaan metode tersebut saat mengajar <i>reading</i> ?	Saya instruksikan beberapa murid untuk membaca teks, setelah mereka selesai membaca, baru saya memberi contoh cara membaca yang benar, kemudian murid menyimak dan mendengarkan dengan seksama bagaimana cara membaca yang benar. Setelah itu saya minta mereka untuk mengikuti.	Guru meminta beberapa orang siswa untuk membaca teks terlebih dahulu, sementara itu guru menyimak dengan seksama. Setelah itu, guru mengoreksi bacaan siswa dan memberikan contoh bagaimana cara membaca yang benar. Kemudian, guru meminta siswa untuk mengikuti bacaanya.
4.	Apakah ada permasalahan ketika ibu mengajar <i>reading</i> dengan metode ini?	Ada, permasalahannya adalah kurangnya antusiasme anak dalam belajar bahasa inggris. mereka sulit untuk konsentrasi saat proses belajar, hanya beberapa anak saja yang fokus sisanya sibuk bermain dengan teman sebangkunya.	Permasalahan yang dihadapi guru bahasa inggris saat mengajar <i>reading</i> adalah kurangnya antusiasme siswa dalam proses pembelajaran, mereka sulit untuk konsentrasi saat menerima materi, karena disebabkan oleh keadaan kelas

			yang cenderung kurang kondusif.
5.	Bagaimana cara ibu menyikapi permasalahan seperti itu ketika belajar <i>reading</i> ?	Biasanya saya ajak anak-anak bermain game, supaya mereka semangat dan tidak bosan atau mengantuk di kelas.	Guru memberikan game disela-sela materi pelajaran agar siswa lebih semangat dan tidak mudah bosan dalam proses pembelajaran.

*Appendix 2*

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

**Name : Muthi Hasna Nabila**

<b>No</b>	<b>Question</b>	<b>Answer</b>	<b>Conclusion</b>
1.	Bagaimana cara Mrs Sari dalam mengajar bahasa inggris?	Mrs sari orangnya baik, sabar dan tidak mudah marah.	Guru mengajar dengan cara yang baik, sabar dan tidak mudah marah saat memberikan materi.
2.	Apakah Mrs Sari memberikan metode khusus dalam mengajar bahasa inggris?	Iya, biasanya memberikan soal	Guru menggunakan metode khusus dengan cara memberikan beberapa soal tentang <i>reading</i> kepada murid.
3.	Apakah Mrs Sari mengajar <i>Reading</i> / Bahasa Inggris dengan cara yang menyenangkan?	Iya, menyenangkan sekali	Guru mengajar <i>reading</i> dengan cara yang menyenangkan.
4.	Bagaimana perasaanmu ketika Mrs Sari mengajar <i>Reading</i> ?	Happy, karena saya menyukai bahasa Inggris.	Siswa merasa senang saat belajar bahasa Inggris, karena siswa tersebut memang menyukai bahasa Inggris.
5.	Menurut kamu, apakah yang menyebabkan kamu kesulitan untuk memahami teks bahasa inggris yang kamu baca?	Kelas yang ribut, jadi saya sedikit sulit memahi.	Siswa merasa sulit memahami apa yang disampaikan oleh guru, hal ini disebabkan oleh kondisi kelas yang ribut.

**Name : Ananda Augest**

<b>No</b>	<b>Question</b>	<b>Answer</b>	<b>Conclusion</b>
1.	Bagaimana cara Mrs Sari dalam mengajar bahasa inggris?	Baik, santai dan tidak mudah emosi.	Guru mengajar dengan cara yang baik, yaitu dengan cara yang santai saat menjelaskan materi

			dan tidak mudah emosi
2.	Apakah Mrs Sari memberikan metode khusus dalam mengajar bahasa Inggris?	Iya, setiap selesai mengerjakan soal, kemudian dibahas sambil menjelaskan.	Guru menggunakan metode khusus dengan cara memberikan beberapa soal tentang <i>reading</i> kepada murid kemudian dibahas bersama-sama sambil menjelaskan kepada siswa.
3.	Apakah Mrs Sari mengajar <i>Reading</i> / Bahasa Inggris dengan cara yang menyenangkan?	Iya, cara mengajar Mrs Sari sangat menyenangkan, apabila soal dibahas, Mrs Sari akan menjelaskan kembali agar kita semua paham,	Siswa merasa senang ketika belajar <i>reading</i> , hal ini karena guru akan menjelaskan kembali soal-soal yang telah diberikan ketika soal tersebut dikoreksi secara bersama-sama.
4.	Bagaimana perasaanmu ketika Mrs Sari mengajar <i>Reading</i> ?	Menyenangkan, seru	Siswa merasa senang dan antusias saat belajar bahasa Inggris.
5.	Menurut kamu, apakah yang menyebabkan kamu kesulitan untuk memahami teks bahasa Inggris yang kamu baca?	Karena tidak terlalu pandai dalam mengartikan bahasa Inggris, begitupun sebaliknya.	Siswa merasa kesulitan memahami teks, karena minimnya penguasaan <i>vocabulary</i> .

Name : Daffa Rizky

No	Question	Answer	Conclusion
1.	Bagaimana cara Mrs Sari dalam mengajar bahasa Inggris?	Mrs Sari berbicara dengan bahasa yang baku	Guru mengajar dengan menggunakan bahasa yang baku.
2.	Apakah Mrs Sari memberikan metode khusus dalam mengajar bahasa Inggris?	Iya, sehabis menulis baru menjelaskan dengan teliti.	Guru menggunakan metode khusus dengan cara menulis poin-poin tentang materi yang diajarkan di papan tulis, setelah itu guru menjelaskan dengan teliti.
3.	Apakah Mrs Sari	Menyenangkan	Siswa merasa senang

	mengajar <i>Reading/</i> Bahasa Inggris dengan cara yang menyenangkan?		ketika belajar <i>reading</i> di kelas.
4.	Bagaimana perasaanmu ketika Mrs Sari mengajar <i>Reading</i> ?	Seru, menyenangkan	Siswa merasa senang dan antusias saat belajar <i>reading</i> .
5.	Menurut kamu, apakah yang menyebabkan kamu kesulitan untuk memahami teks bahasa Inggris yang kamu baca?	Cara penyebutan kata yang baik dan benar.	Siswa tidak tahu bagaimana <i>pronunciation</i> yang benar saat membaca teks berbahasa Inggris.

Name : Amanda Sagita P

No	Question	Answer	Conclusion
1.	Bagaimana cara Mrs Sari dalam mengajar bahasa Inggris?	Kadang-kadang enak, kadang-kadang ga enak.	Siswa merasa guru mengajar terkadang mudah dipahami, pun terkadang sulit dipahami.
2.	Apakah Mrs Sari memberikan metode khusus dalam mengajar bahasa Inggris?	Tidak	Guru tidak menggunakan metode khusus saat mengajar <i>reading</i> .
3.	Apakah Mrs Sari mengajar <i>Reading/</i> Bahasa Inggris dengan cara yang menyenangkan?	Mrs Sari sangat-sangat menyenangkan sekali, karena menyampaikan materi dengan lemah-lembut.	Guru menyampaikan materi dengan cara yang lemah-lembut sehingga siswa merasa senang ketika proses belajar berlangsung.
4.	Bagaimana perasaanmu ketika Mrs Sari mengajar <i>Reading</i> ?	Senang sekali	Siswa merasa senang saat belajar <i>reading</i> .
5.	Menurut kamu, apakah yang menyebabkan kamu kesulitan untuk memahami teks bahasa Inggris yang kamu baca?	Karena saya tidak tahu artinya.	Siswa tidak mengetahui arti dari teks yang diberikan oleh guru.

Name : Ananda Rizka

No	Question	Answer	Conclusion
1.	Bagaimana cara Mrs Sari	Tegas dan jelas.	Guru mengajar dengan

	dalam mengajar bahasa inggris?		cara yang tegas dan jelas saat menyampaikan materi.
2.	Apakah Mrs Sari memberikan metode khusus dalam mengajar bahasa inggris?	Iya	Guru menggunakan metode khusus saat mengajar <i>reading</i> .
3.	Apakah Mrs Sari mengajar <i>Reading</i> / Bahasa Inggris dengan cara yang menyenangkan?	Iya	Siswa merasa senang ketika belajar <i>reading</i> di kelas.
4.	Bagaimana perasaanmu ketika Mrs Sari mengajar <i>Reading</i> ?	Biasa saja	Siswa merasa biasa saja, tidak terlalu menyenangkan juga tidak membosankan saat belajar dikelas.
5.	Menurut kamu, apakah yang menyebabkan kamu kesulitan untuk memahami teks bahasa inggris yang kamu baca?	Tidak tahu artinya	Siswa tidak mengetahui arti saat membaca teks berbahasa Inggris.

**Name : Andrevo Sefrian**

No	Question	Answer	Conclusion
1.	Bagaimana cara Mrs Sari dalam mengajar bahasa inggris?	Baik	Guru mengajar dengan cara yang baik.
2.	Apakah Mrs Sari memberikan metode khusus dalam mengajar bahasa inggris?	Iya	Guru menggunakan metode khusus saat mengajar <i>reading</i> .
3.	Apakah Mrs Sari mengajar <i>Reading</i> / Bahasa Inggris dengan cara yang menyenangkan?	Iya, dengan cara yang menyenangkan.	Guru mengajar <i>reading</i> dengan cara yang menyenangkan.
4.	Bagaimana perasaanmu ketika Mrs Sari mengajar <i>Reading</i> ?	Senang, mudah nyambung, mudah dipahami.	Siswa merasa senang saat belajar bahasa Inggris, karena apa yang disampaikan oleh guru mudah dipahami dengan baik.
5.	Menurut kamu, apakah yang menyebabkan kamu	Tidak tahu artinya.	Siswa tidak mengetahui arti saat

	kesulitan untuk memahami teks bahasa inggris yang kamu baca?		membaca teks berbahasa Inggris.
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**Name : Anggun Mona**

No	Question	Answer	Conclusion
1.	Bagaimana cara Mrs Sari dalam mengajar bahasa inggris?	Baik	Guru mengajar dengan cara yang baik.
2.	Apakah Mrs Sari memberikan metode khusus dalam mengajar bahasa inggris?	Iya	Guru menggunakan metode khusus saat mengajar <i>reading</i> .
3.	Apakah Mrs Sari mengajar <i>Reading</i> / Bahasa Inggris dengan cara yang menyenangkan?	Iya, dengan cara yang menyenangkan.	Guru mengajar <i>reading</i> dengan cara yang menyenangkan.
4.	Bagaimana perasaanmu ketika Mrs Sari mengajar <i>Reading</i> ?	Senang, mudah nyambung, mudah mengerti.	Siswa merasa senang saat belajar bahasa Inggris, karena apa yang disampaikan oleh guru mudah dipahami dengan baik.
5.	Menurut kamu, apakah yang menyebabkan kamu kesulitan untuk memahami teks bahasa inggris yang kamu baca?	Tidak tahu artinya.	Siswa tidak mengetahui arti saat membaca teks berbahasa Inggris.

**Name : Aulia Anindya**

No	Question	Answer	Conclusion
1.	Bagaimana cara Mrs Sari dalam mengajar bahasa inggris?	Mudah dipahami	Guru mengajar dengan cara yang baik.
2.	Apakah Mrs Sari memberikan metode khusus dalam mengajar bahasa inggris?	Tidak	Guru tidak menggunakan metode khusus saat mengajar <i>reading</i> .
3.	Apakah Mrs Sari mengajar <i>Reading</i> / Bahasa Inggris dengan	Iya	Guru mengajar <i>reading</i> dengan cara yang menyenangkan.

	cara yang menyenangkan?		
4.	Bagaimana perasaanmu ketika Mrs Sari mengajar <i>Reading</i> ?	Biasa aja	Siswa merasa biasa saja, tidak terlalu menyenangkan juga tidak membosankan saat belajar dikelas.
5.	Menurut kamu, apakah yang menyebabkan kamu kesulitan untuk memahami teks bahasa inggris yang kamu baca?	Tidak tahu artinya.	Siswa tidak mengetahui arti saat membaca teks berbahasa Inggris.

**Name : Aulia Kireina**

No	Question	Answer	Conclusion
1.	Bagaimana cara Mrs Sari dalam mengajar bahasa inggris?	Lumayan, tapi suaranya kurang besar. Caranya juga mudah dipahami.	Guru mengajar dengan suara yang kecil tetapi tetap mudah dipahami.
2.	Apakah Mrs Sari memberikan metode khusus dalam mengajar bahasa inggris?	Tidak	Guru Tidak menggunakan metode khusus saat mengajar <i>reading</i> .
3.	Apakah Mrs Sari mengajar <i>Reading</i> / Bahasa Inggris dengan cara yang menyenangkan?	Kadang-kadang menyenangkan, kadang-kadang membosankan.	Guru mengajar <i>reading</i> dengan cara yang menyenangkan juga terkadang membosankan.
4.	Bagaimana perasaanmu ketika Mrs Sari mengajar <i>Reading</i> ?	Senang	Siswa merasa senang saat belajar bahasa Inggris.
5.	Menurut kamu, apakah yang menyebabkan kamu kesulitan untuk memahami teks bahasa inggris yang kamu baca?	Cara membacanya dan cara penulisannya	Siswa tidak mengetahui bagaimana cara membaca dan menulis <i>vocabulary</i> dalam bahasa Inggris yang baik dan benar

**Name : Bagas Adi Pratama**

No	Question	Answer	Conclusion
1.	Bagaimana cara Mrs Sari dalam mengajar bahasa	Baik	Guru mengajar dengan cara yang baik.

	inggris?		
2.	Apakah Mrs Sari memberikan metode khusus dalam mengajar bahasa inggris?	Iya	Guru menggunakan metode khusus saat mengajar <i>reading</i> .
3.	Apakah Mrs Sari mengajar <i>Reading</i> / Bahasa Inggris dengan cara yang menyenangkan?	Iya, dengan cara yang menyenangkan.	Guru mengajar <i>reading</i> dengan cara yang menyenangkan.
4.	Bagaimana perasaanmu ketika Mrs Sari mengajar <i>Reading</i> ?	Sangat dimengerti dan mudah dipahami.	Guru menyampaikan materi dengan cara yang mudah dimengerti dan mudah dipahami oleh siswa.
5.	Menurut kamu, apakah yang menyebabkan kamu kesulitan untuk memahami teks bahasa inggris yang kamu baca?	Kurang mengerti mengerti dalam belajar bahasa Inggris.	Siswa tidak terlalu mengerti dalam belajar bahasa Inggris.

**Name : Bustam Hanan**

No	Question	Answer	Conclusion
1.	Bagaimana cara Mrs Sari dalam mengajar bahasa inggris?	Baik, mudah dimengerti setiap menerangkan pelajaran.	Guru mengajar dengan cara yang baik sehingga siswa mudah mengerti dengan apa yang disampaikan oleh guru.
2.	Apakah Mrs Sari memberikan metode khusus dalam mengajar bahasa inggris?	Iya	Guru menggunakan metode khusus saat mengajar <i>reading</i> .
3.	Apakah Mrs Sari mengajar <i>Reading</i> / Bahasa Inggris dengan cara yang menyenangkan?	Iya, dengan cara yang menyenangkan.	Guru mengajar <i>reading</i> dengan cara yang menyenangkan.
4.	Bagaimana perasaanmu ketika Mrs Sari mengajar <i>Reading</i> ?	Senang	Siswa merasa senang saat belajar bahasa Inggris.
5.	Menurut kamu, apakah yang menyebabkan kamu kesulitan untuk	Kesuliannya dalam mengartikannya karena tidak bisa ngartiin	Siswa kesulitan saat mengartikan sendiri teks berbahasa Inggris,

	memahami teks bahasa inggris yang kamu baca?	tanpa bantuan	sehingga harus dibantu oleh guru ataupun kamus.
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**Name : Dika Bima**

No	Question	Answer	Conclusion
1.	Bagaimana cara Mrs Sari dalam mengajar bahasa inggris?	Baik, menyenangkan	Guru mengajar dengan cara yang baik, yaitu dengan cara yang menyenangkan.
2.	Apakah Mrs Sari memberikan metode khusus dalam mengajar bahasa inggris?	Tidak	Guru tidak menggunakan metode khusus saat mengajar <i>reading</i> .
3.	Apakah Mrs Sari mengajar <i>Reading</i> / Bahasa Inggris dengan cara yang menyenangkan?	Menyenangkan sekali	Guru mengajar <i>reading</i> dengan cara yang sangat menyenangkan.
4.	Bagaimana perasaanmu ketika Mrs Sari mengajar <i>Reading</i> ?	Menyenangkan dan tidak mudah mengantuk	Siswa merasa senang saat belajar bahasa Inggris, sehingga tidak mudah mengantuk saat menerima materi dari guru.
5.	Menurut kamu, apakah yang menyebabkan kamu kesulitan untuk memahami teks bahasa inggris yang kamu baca?	Tidak bisa cara membacanya dan makna tulisan itu	Siswa tidak mengetahui <i>pronunciation</i> yang benar, serta kesulitan dalam memahami teks berbahasa Inggris.

**Name : Fidella Salma**

No	Question	Answer	Conclusion
1.	Bagaimana cara Mrs Sari dalam mengajar bahasa inggris?	Baik, lemah-lembut	Guru mengajar dengan cara yang baik, yaitu dengan cara yang lemah lembut saat menyampaikan materi.
2.	Apakah Mrs Sari	Iya	Guru menggunakan

	memberikan metode khusus dalam mengajar bahasa inggris?		metode khusus saat mengajar <i>reading</i> .
3.	Apakah Mrs Sari mengajar <i>Reading</i> / Bahasa Inggris dengan cara yang menyenangkan?	Mrs Sari sangat menyenangkan bila mengajar	Guru mengajar <i>reading</i> dengan cara yang menyenangkan.
4.	Bagaimana perasaanmu ketika Mrs Sari mengajar <i>Reading</i> ?	Saya sangat senang	Siswa merasa senang saat belajar bahasa Inggris.
5.	Menurut kamu, apakah yang menyebabkan kamu kesulitan untuk memahami teks bahasa inggris yang kamu baca?	Kurangnya pemahaman/mengerti bahasa tersebut.	Siswa kurang memahami teks berbasa Inggris.

**Name : Fidella Salma**

No	Question	Answer	Conclusion
1.	Bagaimana cara Mrs Sari dalam mengajar bahasa inggris?	Baik dan sabar	Guru mengajar dengan cara yang baik dan sabar saat menyampaikan materi.
2.	Apakah Mrs Sari memberikan metode khusus dalam mengajar bahasa inggris?	Iya	Guru menggunakan metode khusus saat mengajar <i>reading</i> .
3.	Apakah Mrs Sari mengajar <i>Reading</i> / Bahasa Inggris dengan cara yang menyenangkan?	Iya	Guru mengajar <i>reading</i> dengan cara yang menyenangkan.
4.	Bagaimana perasaanmu ketika Mrs Sari mengajar <i>Reading</i> ?	Mudah dimengerti	Siswa merasa mudah untuk memahami materi yang disampaikan oleh guru.
5.	Menurut kamu, apakah yang menyebabkan kamu kesulitan untuk memahami teks bahasa inggris yang kamu baca?	Tidak mengetahui artinya.	Siswa tidak mengetahui arti saat membaca teks berbasa Inggris.

Name : Reyfan Alfero

No	Question	Answer	Conclusion
1.	Bagaimana cara Mrs Sari dalam mengajar bahasa inggris?	Mrs sari mengajar dengan cara yang baik	Guru mengajar dengan cara yang baik.
2.	Apakah Mrs Sari memberikan metode khusus dalam mengajar bahasa inggris?	Tidak menggunakan metode khusus	Guru tidak menggunakan metode khusus saat mengajar <i>reading</i> .
3.	Apakah Mrs Sari mengajar <i>Reading</i> / Bahasa Inggris dengan cara yang menyenangkan?	Menyenangkan dalam mengajar.	Guru mengajar <i>reading</i> dengan cara yang menyenangkan.
4.	Bagaimana perasaanmu ketika Mrs Sari mengajar <i>Reading</i> ?	Senang, karena kita dapat mengetahui cara membaca yang benar.	Siswa merasa senang saat belajar bahasa Inggris, karena guru mengajarkan bagaimana cara membaca teks berbahasa inggris yang benar.
5.	Menurut kamu, apakah yang menyebabkan kamu kesulitan untuk memahami teks bahasa inggris yang kamu baca?	Cara pengucapan dan cara penulisannya.	Siswa tidak mengetahui <i>pronunciation</i> yang benar, serta kesulitan dalam menulis teks berbahasa Inggris.

Name : Utami

No	Question	Answer	Conclusion
1.	Bagaimana cara Mrs Sari dalam mengajar bahasa inggris?	Mudah dimengerti	Guru mengajar dengan cara yang mudah dimengerti.
2.	Apakah Mrs Sari memberikan metode khusus dalam mengajar bahasa inggris?	Iya	Guru menggunakan metode khusus saat mengajar <i>reading</i> .
3.	Apakah Mrs Sari mengajar <i>Reading</i> / Bahasa Inggris dengan cara yang menyenangkan?	Menyenangkan sekali.	Guru mengajar <i>reading</i> dengan cara yang sangat menyenangkan.

4.	Bagaimana perasaanmu ketika Mrs Sari mengajar <i>Reading</i> ?	Biasa aja	Siswa merasa biasa saja, tidak merasa senang, pun tidak merasa bosan saat menerima materi di kelas.
5.	Menurut kamu, apakah yang menyebabkan kamu kesulitan untuk memahami teks bahasa inggris yang kamu baca?	Kalimatnya kebolak-balik	Siswa tidak mengetahui struktur kalimat berbahasa Inggris.

Name : Utari

No	Question	Answer	Conclusion
1.	Bagaimana cara Mrs Sari dalam mengajar bahasa inggris?	Baik, tidak galak	Guru mengajar dengan cara yang baik dan saabar saat menyampaikan materi.
2.	Apakah Mrs Sari memberikan metode khusus dalam mengajar bahasa inggris?	Saya rasa belum ada metode khusus.	Guru belum menggunakan metode khusus saat mengajar <i>reading</i> .
3.	Apakah Mrs Sari mengajar <i>Reading</i> / Bahasa Inggris dengan cara yang menyenangkan?	Sedikit menyenangkan, karena lebih banyak keseriusan	Guru mengajar <i>reading</i> dengan cara yang tidak terlalu menyenangkan dan lebih banyak serius saat menyampaikan materi.
4.	Bagaimana perasaanmu ketika Mrs Sari mengajar <i>Reading</i> ?	Sedikit puas, karena ada beberapa teks yang kurang mengerti.	Siswa merasa tidak begitu puas saat belajar bahasa Inggris, karena siswa belum begitu memahami teks berbahasa Inggris.
5.	Menurut kamu, apakah yang menyebabkan kamu kesulitan untuk memahami teks bahasa inggris yang kamu baca?	Susunan teks dan artinya kurang paham.	Siswa kesulitan dalam mengetahui struktur teks dan kesulitan dalam mengetahui arti saat membaca teks berbahasa Inggris.

**Appendix 3****THE DATA OF READING SCORE ON DESCRIPTIVE TEXT CLASS VIII  
A-VIII B MTs MUHAMMADIYAH BANDAR LAMPUNG**

Class : VIII U1  
The English Teacher : Sari Irawati, S.Pd

NO	NAMA SISWA	JENIS KELAMIN	NILAI
1	Amanda Sagita Putri	P	73
2	Ananda Rizka Fauzia	P	80
3	Andrevo Safrian	L	73
4	Anggun Mona Maharani	P	60
5	Aulia Anindhya Yusuf	P	73
6	Aulia Kireina Fitria	P	67
7	Bagas Adi Pratama	L	67
8	Bustam Hanan Habibur Rahman	L	60
9	Dika Bima Nufikha	L	93
10	Fidella Salma Khulaida	P	80
11	Handika Arya Permana	L	73
12	Ilham Zacky Lukmana	L	86
13	Inas Azizah	P	60
14	Karina Aini	P	67
15	Lathifa Salma	P	53
16	M. Irzqy Akbar	L	73
17	M. Sony Andika	L	67
18	Maulana Ferris Syahputra	L	53
19	Muh Da'I Hari Dzikrillah	L	73
20	Nabila Yasmin Kamila	P	67
21	Naufal Riyadh Mumtaz	L	73
22	Nur Amalia Syifa	P	67
23	Ovie Jaya Fitri	P	60
24	Radityo Wicaksono Anandra	L	86
25	Raihan Alfareza	L	67
26	Reyfan Alfero Fahrezi	L	47
27	Ridwan Samie Al Husein	L	53
28	Shakira Alya Khaira	P	47
29	Siti Rubiatul Putri	P	60
30	Tubagus Fhatan Ariga	L	67
31	Utami	P	67
32	Utari	P	93
33	Wianda Kusuma	P	73
34	Yarra Az Zahra	P	80
35	Zulfadli Ibni	L	80
36	Alya Susanti	P	73

Class : VIII U2  
 The English Teacher : Sari Irawati, S.Pd

NO	NAMA SISWA	JENIS KELAMIN	NILAI
1	Adel Nopinda Azahra	P	80
2	Andhika Zhafid Dwi Gustiyan	L	80
3	Ardian Alfajir	L	67
4	Aulia Fatimah Az-Zahra	P	60
5	Dinda Yuliana Putri	P	93
6	Dirghamullah Da'I Al-Mubarak	L	67
7	Erwin Wijaya	L	93
8	Fariska Zafia Azzahra	P	60
9	Fauzan Javier Keza	L	67
10	Fitriana Nurjannah	P	93
11	Geral Reyvandah	L	73
12	Hanif Mukmin Jasiyah	L	86
13	Jaki Saputra	L	60
14	Lita Riana	P	67
15	Lutfan Fauzi Ridho	L	53
16	M. Irfan Hanif	L	73
17	M. Surya Akbar	L	53
18	Mahdalena Agustin	P	53
19	Mario Fadlian	P	73
20	Messy Dwi Lestari	P	67
21	Muhammad Khairul Anam	L	73
22	Muhammad Nazril Ilham Pasha	L	67
23	Muhammad Satrio Gunawan	L	60
24	Muthi Hasna Nabila	P	86
25	Nani Cahya Ningsih	P	67
26	Naufal Fathur Razaq	L	47
27	Nur Azijah	P	53
28	Rizky Fiandika Haryadi	L	60
29	Sahara Latifull Rasya	P	60
30	Selvi Anggraini	P	67
31	Suciana	P	67
32	Yuhanida	P	93
33	Zulaiha Wardatul Aini	P	80
34	Siti Sekar Arum	P	80
35	Zam zani	L	73
36	Yudia Rahmatika	P	67
37	M. Rafly Al Hafidz	L	73

Class : VIII U3  
 The English Teacher : Sari Irawati, S.Pd

NO	NAMA SISWA	JENIS KELAMIN	NILAI
1	Afifah Novita	P	53
2	Alfais Putra Feranda	L	87
3	Ananda Augest Violet	P	53
4	Arif Reza Hanifa	L	60
5	Hamidah Widyawati	P	60
6	M. Aditya Maulana	L	93
7	M. Khozi Murtadho	L	60
8	M. Ramadhan	L	93
9	Rafii Fadlurrahman Yusuf	L	67
10	Rio Ferdiansyah Ramadhan	L	53
11	Selfi Yana	P	80
12	Vasha Araya Kustiawan	L	73
13	Aldiaz Fareyza	L	80
14	Andhika Dwi Dirgaceyna	L	73
15	Anggun Ismahani Novela Putri	P	80
16	Azzahra Intan Herly	P	67
17	Dava Kurnia Putri	P	40
18	Farradis Revalina	P	60
19	Nabhil Ishfandiar Rohim	P	93
20	Phillip Razka Aditya	L	53
21	Sintaro Halim	L	67
22	Yoga Apriyanto	L	40
23	Achmad Zaidz Alfiqri	L	73
24	Bagas Tyas Tomo	L	67
25	Daffa Rizky Wahyudi	L	40
26	Dhalva Rosyida	P	80
27	Faris Al Mu'min Nogi Putra	L	53
28	Miftahudin	L	67
29	M. Gusti Arya Nugraha	L	40
30	M. Hafiz Akbar	L	47
31	Riski Ibnu Akbar	L	53
32	Salwa Amru Firdaus	P	93
33	Siva Adelia	P	80
34	Ana Selviana	P	67
35	Dandy Mediawana	L	87

*Appendix 4*

**The Student's Reading Score on Descriptive Text of the Second Semester at  
the Eighth Grade of MTs Muhammadiyah Bandar Lampung in the  
Academic Year of 2019/2020**

No	Score	Class			Number of Students	Percentages
		VIII U1	VIII U2	VIII U3		
<b>1</b>	$73 \geq$	17	16	14	47	44%
<b>2</b>	$73 <$	19	21	21	61	56%
Total		36	37	35	108	100%

*Source: The data of Reading Score at the Eighth Grade of MTs Muhammadiyah Bandar Lampung in the Academic year 2019/2020*

**Appendix 5**

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

Petunjuk:

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

No	Question	Yes	No	Comment
1.	Apakah petunjuk pengerjaan soal sudah jelas?			
2.	Apakah alokasi waktu sudah cukup?			
3.	Apakah butir soal nomor 1, 8, 15, 20, 25, 28, 42 dan 47 pada table specification try out pre-test dan post-test sudah sesuai dengan aspek <i>main idea</i> ?			
4.	Apakah butir soal nomor 2, 7, 27, 40, 43 dan 48 pada table specification try out pre-test dan post-test sudah sesuai dengan aspek <i>expression/idiom/phrase in context</i> ?			
5.	Apakah butir soal nomor 3, 11, 16, 24, 29 dan 34 pada table specification try out pre-test dan post-test sudah sesuai dengan aspek <i>inference (implied detail)</i> ?			

6.	Apakah butir soal nomor 4, 13, 14, 21, 30 dan 39 pada table specification try out pre-test dan post-test sudah sesuai dengan aspek <i>grammatical features</i> ?			
7.	Apakah butir soal nomor 5, 12, 18, 22, 31 dan 37 pada table specification try out pre-test dan post-test sudah sesuai dengan aspek <i>detail</i> ?			
8.	Apakah butir soal nomor 6, 19, 23, 38, 44 dan 49 pada table specification try out pre-test dan post-test sudah sesuai dengan aspek <i>excluding facts not written</i> ?			
9.	Apakah butir soal nomor 9, 26, 32, 35, 45 dan 50 pada table specification try out pre-test dan post-test sudah sesuai dengan aspek <i>supporting idea</i> ?			
10.	Apakah butir soal nomor 10, 17, 33, 36, 41 dan 46 pada table specification try out pre-test dan post-test sudah sesuai dengan aspek <i>vocabulary</i> ?			



## Appendix 6

### Test Item for Pretest

#### Reading Comprehension Test for Pretest

**Mata Pelajaran** : Bahasa Inggris

**Kelas** : VIII

**Waktu** : 60 Menit

---

**Choose the correct answer by crossing (X) a, b, c or d based on the text, cross the options on the answer sheet!**

**Read the text to answer question number 1 to 2**

#### Elephant

Elephant is an herbivore animal and eat all almost all of the vegetations and fruits.

They have almost hairless skin, wide ears, four legs, and long trunk. Elephant is known as the largest mammals. The elephants also have very sharp auditory because they have big and wide ears. By these ears, they can hear sounds from a distance about tens kilometer. At the back of the ears, they have one of the softest parts of their body which is called the knuckle. In a zoo, Mahouts (elephant trainers) use their feet to steer or give commands to the animal via the knuckle. Now, they are a kind of protected animals because their population remains little in their habitat. Their population began to decline year by year.

Adapted from: <https://englishahkam.blogspot.com/2012/07/.html>

1. What is the text mostly about?
  - a. Mahouts (Elephant trainers)
  - b. The knuckle
  - c. Elephant
  - d. Mammals
  
2. "They have almost hairless skin, wide ears, four legs, and long trunk."
 

The underline word refers to....

  - a. Elephants
  - b. The readers
  - c. Mahouts
  - d. The knuckle

**Read the text to answer question number 3 to 4**

#### My Unique Pets

I'm used to having pets at home because my family is pet lovers. I have kept two turtles since February 2003. I put them all in one tank in my room.

The name of the male turtle is Donatello and the female one is called Rafael, it is quite easy to keep them. They can survive without food for about two months. However, they need a comfortable place to live. They have to live with imported soil and plants, good water

circulation and a piece of dry trunk in the aquarium. Inadequate conditions can cause not only stress but also affect their growth. The worst thing is they may even end in their death!

The weapon of an adult turtle lies in its edge of the shell. He will use this weapon when he is disturbed while he is taking a nap.

Adapted from: <https://englishahkam.blogspot.com/2012/07/.html>

3. Phrase “**The worst thing**”

Could be best replace by...

- a. Wonderful
  - b. Bad
  - c. Evil
  - d. Good
4. Which of the following statement about the writer’s pets is implied the passage?
- a. They can’t live with imported soil.
  - b. The name of the female turtle is Donatello and the male one is called Rafael.
  - c. The name of the male turtle is Donatello and the female one is called Rafael.
  - d. They can survive without food for about three months.

**Read the text to answer question number 5 to 6**

**Beautiful Shoes**

I have a close Friend. She is beautiful, attractive and trendy. She always wants to be a trend setter of the day. She always pays much attention to her appearance. Recently, she bought a new stylist foot legs from blowfish shoes products. These shoes really match on her.

Her new blowfish women's shoes are wonderful. When she is walking on those shoes, all her friends, including me watch and admire that she has the most suitable shoes on her physical appearance. The style, bright color, and brand represent her as a smart woman of the day. She really has perfect appearance.

She is really mad on those shoes. She said that the products covered all genders. The blowfish men's shoes are as elegant as she has. The products provide varieties of choice. Ballet, casual, boot athletic shoes are designed in attractive way. The products are international trade mark and become the hottest trend.

Adapted from: <https://englishahkam.blogspot.com/2012/07/.html>

5. “She really has perfect appearance.”

The word "**she**" refers to ...

- a. The writer
  - b. A close friend
  - c. The writer's friend
  - d. A blowfish women's shoes
6. What is the text mostly about?
- a. A beautiful shoes.
  - b. A blowfish women's shoes.
  - c. A trendy and attractive shoes.
  - d. A brand and bright color shoes.

**Read the text to answer question number 7 to 8**

### My Precious Collection

I have a very special collection of ancient coin. It was a gift from my grandfather. He gave me the coin when I was ten years old. I just found out recently that the coin is very rare because there are only five of it in the world. This condition makes me realize that my collection is very precious.

The size of the coin is not big. The diameter is around 2,5 cm and the thickness is around 2 mm. The first side of the coin shows the image of Liberty's head facing left side. I recognize it as Liberty because the image has a tiara on the head with the word "Liberty" written on it. There are thirteen stars spread around the head and number 1913 is written under the head. Short stripes are engrave around the edge. The second side show the letter "V" in the center of it surrounded by the image of flowers. The word "United States Of America" and "Cents" are printed around the image in the center.

Adapted from: <https://englishahkam.blogspot.com/2012/07/.html>

7. According to the text, how many diameter of the ancient coin?
- a. 5,2 cm.
  - b. 2 mm.
  - c. 2,5 cm.
  - d. 2,5 mm.
8. What is the text mostly about?
- a. A special gift.
  - b. An ancient coin.
  - c. A beautiful image of Liberty's head.
  - d. A special collection.

### Read the text to answer question number 9 to 10

#### Justin Bieber

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

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

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

Adapted from: <https://bahasainggrismudah.com/descriptive-text-about-person-and-artist-favorite/>

9. What is the text mostly about?
- a. Justin Bieber's songs.
  - b. A famous singer.

- c. Justin Bieber’s fansclub.
  - d. The writer’s favorite singer.
10. When the writer started liking Justin Bieber?
- a. When the writer feel really down and sad.
  - b. When Justin Biebe makes the writer smile.
  - c. When the writer heard him sing ‘Baby’ and saw him do the video of the song for the first time.
  - d. When Justin Bieber plays a guitar.

**Read the text to answer question number 11 to 14**

### **My Best Friend, Ernesto**

My best friend is Ernesto and he is my classmate. We go to school together. Ernesto comes from an educated family. His father is a school principal and his mother is also a teacher.

He is punctual, well-educated, and has good manners. He is really hard working. He always does his homework. He is also well-dressed and well-behaved. All teachers have a high opinion of him.

Ernesto has a well-built body. He is gentle but fearless. He takes part in all sports, scout, trekking and mountaineering activities. He has a good heart. He is truthful, honest and obedient.

He also plays the guitar, and he makes his parents very proud of him. He secures good marks and is usually top of his class in examinations. He inspires me to work harder. He keeps me away from bad company. I am happy to have such a friend.

11. The phrase “well-built body” (in line 7) can be replaced by...
- a. Athletic
  - b. Slight
  - c. Puny
  - d. Weak
12. What is the text mostly about?
- a. The writer’s brother.
  - b. The writer’s father.
  - c. The witer’s new friend.
  - d. The writer’s best friend.
13. “He keeps me away from bad company”  
The underline word refers to.....
- a. Ernesto
  - b. The writer
  - c. Ernesto’s father
  - d. Ernesto’s mother
14. What makes all teachers have a high opinion of Eenesto?
- a. Because Ernesto has a well-built body.
  - b. Because Ernesto comes from an educated family.
  - c. Because Ernesto is well-dressed and well-behaved.

- d Because Ernesto plays the guitar well.

**Read the text to answer question number 15**

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

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

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

15. What makes the mini rex rabbit become very good looking?
- The mini rex rabbit looks like a miniature version of the larger rex rabbit.
  - The mini rex rabbit has sporting graceful proportions and that nice plush “Rex fur”.
  - The mini rex rabbit is good with children.
  - The mini rex rabbit has relatively small sized it is easy to handle.

**Read the text to answer question number 16 to 17**

**Taylor Swift**

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

By 2019, Taylor Swift’s age is 30 years old. She was born on December 13, 1989 in Reading, Pennsylvania, United States. This beautiful girl has 178 centimeters tall and weighs 54 kilograms. Her hair is blonde and her eye color is blue. Her lips are usually red as she likes red colour very much.

Taylor Swift is a famous and wealthy women but her life was not always so sweet. She suffered bullying in the school especially in Junieur High. She said that she got dumped by a group of popular girls in the school. They thought that it was weird that she liked country music. This changed after she moved to Nashville and became a successful singer.

16. “They thought that it was weird that she liked country music” (line 11-12)  
The underlined word refers to....
- Taylor Swift’s best friend.
  - Fans of Taylor Swift.
  - A group of popular girls.
  - Taylor Swift’s family.
17. “Taylor Swift has appeared as one of the most influential and powerful women in the world....”  
The synonym of underlined word is...
- beggining
  - effect
  - weakness
  - powerlessness

**Read the text to answer question number 18 to 19**

**My Grandfather's Vintage Bicycle**

My grandfather has some old things, but his old bicycle is the most valuable and memorable thing for him. His bicycle was the only vehicle he owned that time.

My grandfather's bicycle has a vintage style. Its frame is greenish black and the saddle is brown. It has front light to illuminate the way when cycling at night. It also has a luggage carrier on its rear to bring any stuff or give a ride to someone. When I was a kid, I used to like to sit on it and cycling around the town with him. Now, I ride my own bike.

He always maintains his bicycle well, that's why it still looks new vintage bicycle. He loves to ride it around the town, often at the sunny morning. Sometimes, I accompany him to ride bicycle. We both love to ride bicycle together.

*Source:* <https://www.contohtext.com/2018/05/7-contoh-descriptive-text-singkat.html>

18. What is the text mostly about.....
- My vintage bicycle.
  - My father's vintage bicycle.
  - My grandfather's vintage bicycle.
  - My grandmother's vintage bicycle.
19. Which Statement is not true according to the text above?
- The old bicycle is the most valuable and memorable thing.
  - My grandfather's bicycle has a vintage style.
  - Its frame is greenish brown and the saddle is black.
  - It has front light to illuminate the way when cycling at night.

**Read the text to answer question number 20**

**Mrs. Debby Magdalena**

Mrs. Debby Magdalena is one of the successful carrier woman. She is the new sales manager for Jakarta sales office of Le Meridean Nirwana Golf and Spa Resort.

Mrs. Debby Magdalena holds her new position as from Marc 2nd, 2009. Prior to her assignment at Le Meridean Nirwana Golf and Spa Resort, she was the sales manager at Novotel Nusa Dua's Jakarta sales office. Prior to that, she worked at a number of reputable hotels such as Radison Hotel Jakarta, Aston Hotel Jakarta, and Novotel Nusa Dua Bali.

Born in Jakarta, she is graduated of BPLP Bandung majoring hotel management and of Dwipa Wacana University in majoring management. With her strong background in reservations, front office and sales she will be a valuable asset to Le Meridean Nirwana Golf and Spa Resort. As the sales representative in Jakarta, she will be based at Le Meridian Jakarta Hotel.

*source : the Jakarta Post, April 7, 2009 with necessary changes*

20. Which Statement is not true according to the text above?
- Mrs. Debby Magdalena is one of the successful carrier woman.
  - Mrs Debby Magdalena is the new sales manager of Le Meridean Nirwana Golf and Spa Resort.

- c. Mrs. Debby Magdalena holds her new position as from April 2nd, 2009.
- d. Mrs. Debby Magdalena was graduated of BPLP Bandung and Dwipa Wacana University.

### Answer Key

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

## Appendix 7

### Test Item for Posttest

#### Reading Comprehension Test for Posttest

**Mata Pelajaran : Bahasa Inggris**

**Kelas : VIII**

**Waktu : 60 Menit**

---

**Choose the correct answer by crossing (X) a, b, c or d based on the text, cross the options on the answer sheet!**

#### Read the text to answer question number 1 to 2

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

*(sumber: pegangan guru untuk SMP/MTS oleh Bachtiar Bima Mustriana, 2009, PT Intan Pariwara)*

1. “Peter is interested in sports very much, and at school he plays football and tennis.”

The underlined phrase can be replaced by ....

- dislike sport.
- really likes sport.
- hates sport very much.
- finds sport not really entertaining.

2. “But he usually does what he is asked to do”

The underlined phrase means ...

- He does anything he wants.
- He always asks.
- He is lazy.
- He is diligent.

#### Read the text to answer question number 3 to 5

When I just hang out in a mall one day, I saw a very beautiful bag. I love this bag at the first sight. This was the first time I've spent much money on a bag and I don't regret it.

The bag is wonderful. It is made of thin but strong leather. The weight is light and the size keeps it from getting stuffed with junk. It has a long shoulder strap that I like because it keeps the bag hands-free. Its neutral color is fun and sporty. The design is simple and well-made.

The bag is very functional. It is the perfect size to carry a cell phone, a pocket sized wallet, a small book, a pack of gum, and pens. It also fits well into my laptop backpack for bike commuting to school. This bag also has more pockets inside so my small items don't all fall to the bottom. In overall I really satisfy with bag.

Adapted From: <https://englishahkam.blogspot.com/2012/07/.html>

3. Where does the writer usually put her small items?
  - a. In her pockets.
  - b. In her laptop backpack.
  - c. In her pocket size wallet.
  - d. In the pockets of her leather bag.
  
4. “The bag is very functional”  
The synonym of underlined word is....
  - a. unfunctional
  - b. useful
  - c. useless
  - d. idle
  
5. According to the text, what is the purpose of the text?
  - a. To retell the past event.
  - b. To entertain the readers.
  - c. To describe the writer’s new bag.
  - d. To give instruction how to buy a bag.

**Read the text to answer question number 6**

**Blue Whale**

The largest animal alive is the blue whale. Fully grown, these great creatures reach length of over 30 meters and weigh as much as twenty four large elephants, or more than 1,500 men. The heart of a blue whale is more than a meter in diameter.

The blue whale is not a fish, even though it depends entire life in the sea. Whales are mammals, just like us. A mother whale gives birth to a live baby whale, not an egg. She feeds her baby with her own milk. While fish are cold-blooded, whales are warm-blooded, and they have lungs and breathe air, like us.

For all its size, a blue whale feeds mainly on tiny shrimps. It is harmless to man. Unfortunately for the blue whales, men are not harmless to them. So many blue whales are hunted and killed that very few of these magnificent animals are now left alive.

Adapted from: <https://englishahkam.blogspot.com/2012/07/.html>

6. Which statement below is implied in the passage?
  - a. Whale eats every sea creature.
  - b. Whale breeds by laying egg.
  - c. Whale is a huge animal.
  - d. Whale is a kind of fish.

**Read the text to answer question number 7 to 8**

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

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

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

Adapted from: <http://animal-world.com/encyclo/critters/rabbits/camera.php>

7. What is following statement is NOT TRUE about the text?

- a. It his favorite camera.
- b. His camera is the giving of his father.
- c. His camera is an old version.
- d. He always bring his camera.

8. "I usually bring it in every special moment in my life"

The underlined word refers to...

- a. image
- b. camera
- c. shutter
- d. a mirror

**Read the text to answer question number 9 to 11**

### **My Best friend**

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

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

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

Adapted from: <https://englishahkam.blogspot.com/2012/07/.html>

9. Which is the following statement is not true about Rohmi?

- a. Rohmi is the writer's special friend.
- b. Rohmi is a quite girl and very simple on the look.
- c. Rohmi is not only kind but also tough.
- d. Rohmi and her brother work full-time to earn some money.

10. What does the second paragraph tell you about?

- a. Rohmi and her family.
- b. Rohmi and her father.
- c. Rohmi and her brother.
- d. Rohmi and her friends.

11. Where did the writer sit?
- In front of Rohmi.
  - Behind Rohmi.
  - Next to Rohmi.
  - Far from Rohmi.

**Read the text to answer question number 12 to 13**

Most People in the world have a pet. I also have it. My pet is a dog, named Miko.

Its color is brown. It has brown eyes too. I got this pet from my friend at the beginning of 2009. He bought it from a pet shop in his country. Once a week, my mother bathes him. He is funny and smart. It often plays with my neighbor's dog. I love him very much because he can be my friend, too.

Adapted from: <https://englishahkam.blogspot.com/2012/07/.html>

12. According to the text, what the color of Miko's eyes?
- Black
  - White
  - Brown
  - Dark Brown
13. "He is funny and smart"
- The synonym of underlined word is...
- Amusing
  - Unfunny
  - Boring
  - Wise

**Read the text to answer question number 14 to 15**

Dragonflies are the fastest flying insects. They swoop over the streams and ponds up to 90 kilometers per hour, meanwhile damselflies have longer, thinner bodies and are more delicate, with a slow, fluttering flight. The wings of the damselflies are almost transparent. They shimmer as the damselfly searches for small insects to eat.

Dragonfly and damselflies live near water. They lay their eggs on plants. When they hatch, the young ones, called nymphs come out of the eggs. They feed on water creatures, and after two years the nymphs grow into adults.

14. Which is the following statement is implied in the passage?
- Dragonfly and damselflies live near mountain.
  - They lay their eggs on the water.
  - Dragonflies are the slowest flying insects.
  - The wings of the damselflies are almost transparent.
15. "They lay their eggs on plants"
- The underlined word has similiar meaning to...
- put
  - drop
  - fall

d. break

**Read the text to answer question number 16 to 17**

### **My Doll**

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

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

Adapted from: Siti Zakiya, *Improving Reading Comprehension of Descriptive Text Through Contextual Teaching and Learning (CTL)*, (Jakarta: unpublished, 2011)

16. Which Statement is not true according to the text above?
- My doll stands eleven inches in height and about six inches in width.
  - She has no arms and two legs which are made of plastic.
  - Her eyes seem blue, like the colour of the sky on a sunny day.
  - The most precious details of my doll include her eyes, eyelid, eyelashes, and her nose.
17. What does the mean of phrase “..... like the colour of the sky on a sunny day” (line 6)?
- the doll eyes bright.
  - the eyes like sky.
  - the doll eyes is beautiful.
  - the doll eyes is dark.

**Read the text to answer question number 18**

### **My Bicycle**

I have a BMX bicycle. My father bought me this bicycle for my birthday gift. I was seven when got this BMX and I thought it's the best gift I've ever had.

Like most BMX, my bicycle has only a single speed. The frame of my BMX is metallic white. It has two wheels. The tires are half orange and half white, while the rims are green. It has one black saddle. I also attach a couple of pegs on the front and rear of it. The rear pegs usually are used when I want to give a ride to my friend.

I always go to school by riding my bicycle. I don't go alone because most of my friends also ride their bike to go to school. Besides that, I usually also ride my bike with my friends on the park after school. We usually do freestyle riding or just cycling around the park.

Source: <https://www.contoh-text.com/2018/05/7-contoh-descriptive-text-singkat.html>

18. Which Statement is not true according to the text above?
- The bicycle is birthday gift.
  - The bicycle has only a single speed.
  - The bicycle has three wheels.
  - The tires are half orange and half white.

**Read the text to answer question number 19 to 20****My Favorite Blanket**

I have a favorite blanket. I use it every night to cover my body so I can have a comfortable sleep. I get this blanket from my friend. She gave it to me as a present because I help her to create a website for her online shop. I really like the design and also the material of this blanket.

My favorite blanket is made of a material called "fleece". The material can be described as an artificial wool with a very soft texture on the surface. It is also compact, so it is not too thick but it is also not thin. The material is able to prevent the cold to penetrate through it so it can keep me warm at night. The dominant color is blue. There is a cartoon picture of a red car on it. The size of the blanket is 150 x 200 cm. The edges of the blanket is sealed with blue fabric with the size of 1 cm.

Source: <https://kardikta.blogspot.com/2018/01/contoh-descriptive-text-singkat-tentang.html>

19. What is the text mostly about.....

- a. My wonderful blanket.
- b. My favorite blanket.
- c. My lovely blanket.
- d. My cuties blanket.

20. Why the writer's friend give the blanket to her?

- a. because the writer's friend fall in love with her.
- b. because the writer is a kind person.
- c. because the writer help her friend to create a website for online shop.
- d. because it's the writer's birthday.

**Answer Key**

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

*Appendix 8***Answer Sheet****Name :****Class :**

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

*Appendix 9***SILABUS PEMBELAJARAN**

**Sekolah** : MTs Muhammadiyah Bandar Lampung

**Kelas** : VIII (Delapan)

**Mata Pelajaran** : Bahasa Inggris

**Kompetensi Inti** :

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya  
 KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya  
 KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata  
 KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

<b>Kompetensi Dasar</b>	<b>Materi Pokok/ Materi Pembelajaran</b>	<b>Kegiatan Pembelajaran</b>	<b>Penilaian</b>	<b>Alokasi Waktu</b>	<b>Sumber Belajar</b>
3.1 Menerapkan struktur teks dan unsur kebahasaan untuk	<b>Teks deskriptif pendek dan sederhana, tentang orang, binatang, dan</b>	<b>Mengamati</b> <ul style="list-style-type: none"> <li>Siswa menyalin dengan tulisan tangan yang rapi beberapa teks deskriptif</li> </ul>	<b>KRITERIA PENILAIAN</b> <ul style="list-style-type: none"> <li>Tingkat ketercapaian fungsi sosial teks deskriptif tentang orang, binatang, benda,</li> </ul>	16 JP	<ul style="list-style-type: none"> <li>Buku Teks wajib</li> <li>Keteladanan ucapan dan</li> </ul>

<p>melaksanakan fungsi sosial teks deskriptif dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p> <p>4.11 Menangkap makna dalam teks deskriptif lisan dan tulis, pendek dan sederhana.</p> <p>4.12 Menyusun teks deskriptif</p>	<p><b>benda</b></p> <p><b><i>Fungsi sosial</i></b></p> <p>Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.</p> <p><b><i>Struktur text (gagasan utama dan informasi rinci)</i></b></p> <p>a. Menyebutkan nama orang, binatang, benda dan nama bagian-bagiannya yang dipilih untuk dideskripsikan</p> <p>b. Menyebutkan sifat orang, binatang, benda dan bagiannya, dan</p> <p>c. Menyebutkan tindakan dari atau terkait dengan orang, binatang, benda yang semuanya sesuai dengan fungsi sosial yang hendak</p>	<p>tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar.</p> <ul style="list-style-type: none"> <li>• Siswa membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya.</li> <li>• Dengan bimbingan guru, siswa mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci), dan unsur kebahasaan dari setiap teks tersebut.</li> </ul> <p><b>Menanya</b></p> <ul style="list-style-type: none"> <li>• Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut.</li> </ul> <p><b>Mengumpulkan Informasi</b></p>	<p>pendek dan sederhana.</p> <ul style="list-style-type: none"> <li>• Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda dalam teks derkriptif.</li> <li>• Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan.</li> <li>• Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang deskripsi orang, binatang, benda, dalam teks deskriptif.</li> </ul> <p><b>CARA PENILAIAN:</b></p> <p><b>Kinerja (praktik)</b></p> <p>Tugas menganalisis dan menghasilkan teks deskriptif tentang orang, binatang, benda nyata di lingkungan sekitar.</p> <p><b>Observasi:</b></p> <p>(penilaian yang bertujuan untuk memberikan balikan secara lebih</p>	<p>tindakan guru menggunakan setiap tindakan komunikasi interpersonal/transaksional dengan benar dan akurat</p> <ul style="list-style-type: none"> <li>• Contoh teks dari sumber otentik</li> <li>• Sumber dari internet, seperti: <ul style="list-style-type: none"> <li>- <a href="http://www.dailyenglish.com">www.dailyenglish.com</a></li> <li>- <a href="http://americanenglish.state.gov/files/ae/resource_files">http://americanenglish.state.gov/files/ae/resource_files</a></li> <li>- <a href="http://learnenglish.britishcouncil.org/en/">http://learnenglish.britishcouncil.org/en/</a></li> <li>- <a href="https://www.google.c">https://www.google.c</a></li> </ul> </li> </ul>
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<p>lisan dan tulis, pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>	<p>dicapai.</p> <p>Panjang teks: kurang lebih 6 (tiga) kalimat.</p> <p><b>Unsur kebahasaan</b></p> <p>(1) Penyebutan kata benda singular dengan <i>a</i> dan <i>the</i>, dan plural (<i>-s</i>).</p> <p>(2) Kata ganti <i>it</i>, <i>they</i>, <i>she</i>, <i>we</i>, dst.; <i>our</i>, <i>my</i>, <i>your</i>, <i>their</i>, dst.</p> <p>(3) Kata sifat tentang orang, binatang, benda dalam kehidupan siswa di rumah, sekolah, dan sekitarnya, dengan atau tanpa kata keterangan <i>quite</i>, <i>very</i>.</p> <p>(4) Frasa nominal seperti <i>dark brown</i>, <i>cute little cat</i>, <i>beautiful red</i></p>	<ul style="list-style-type: none"> <li>• Secara kolaboratif, siswa mencari dan mengumpulkan beberapa teks deskriptif tentang orang, binatang, dan benda, sangat pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb.</li> <li>• Siswa membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif tentang orang, binatang, dan benda.</li> <li>• Siswa membaca semua teks deskriptif tentang orang, binatang, dan benda yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan: <ul style="list-style-type: none"> <li>- fungsi sosial setiap teks</li> <li>- nama orang, binatang, benda yang</li> </ul> </li> </ul>	<p>cepat)</p> <ul style="list-style-type: none"> <li>• Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan deskripsi orang, binatang, benda, ketika muncul kesempatan, di dalam dan di luar kelas.</li> <li>• Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.</li> <li>• Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.</li> </ul> <p><b>Penilaian diri:</b></p> <p>Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks deskriptif tentang orang, binatang, benda, termasuk kemudahan dan kesulitannya.</p> <p><b>Tes tertulis</b></p>		<p><a href="#">om/</a></p>
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	<p><i>flower</i></p> <p>(5) Kata kerja untuk menyatakan keadaan dan tindakan rutin dalam simple present tense: <i>be, have, go, play, get, take</i>, dll.</p> <p>(6) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their</i>, dsb secara tepat dalam frasa nominal</p> <p>(7) Ucapan, tekanan kata, intonasi</p> <p>(8) Ejaan dan tanda baca</p> <p>(9) Tulisan tangan</p> <p><b>Topik</b></p> <p>Orang, binatang, benda di sekitar dan relevan dengan kehidupan siswa,</p>	<p>dideskripsikan</p> <ul style="list-style-type: none"> <li>- sifat orang, binatang, benda yang dideskripsikan</li> <li>- tindakan orang, binatang, benda yang dideskripsikan</li> <li>- kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan</li> </ul> <ul style="list-style-type: none"> <li>• Secara kolaboratif siswa meniru contoh-contoh yang ada untuk membuat teks deskriptif sangat pendek dan sederhana tentang orang, binatang, dan benda untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks.</li> </ul> <p><b>Mengasosiasi</b></p> <ul style="list-style-type: none"> <li>• Siswa membandingkan fungsi sosial, struktur teks (termasuk a.l. gagasan utama dan informasi</li> </ul>	<ul style="list-style-type: none"> <li>• Membaca dan menulis teks deskriptif yang menuntut pemahaman dan pemaparan tentang deskripsi orang, binatang, benda.</li> </ul> <p><b>Portofolio</b></p> <ul style="list-style-type: none"> <li>• Kumpulan karya teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang telah dibuat.</li> <li>• Kumpulan hasil analisis tentang beberapa teks deskriptif tentang orang, binatang, benda.</li> <li>• Lembar soal dan hasil tes</li> </ul>		
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	<p>dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.</p>	<p>rinci), dan unsur kebahasaan dari beberapa teks deskriptif tentang orang, binatang, benda yang telah dikumpulkan dari berbagai sumber tersebut di atas.</p> <ul style="list-style-type: none"> <li>• Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks deskriptif yang mereka hasilkan.</li> </ul> <p><b>Mengkomunikasikan</b></p> <ul style="list-style-type: none"> <li>• Siswa membuat beberapa teks deskriptif sangat pendek dan sederhana tentang orang, binatang, benda yang ada dalam kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (membanggakan,</li> </ul>			
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		<p>mengenalkan, mengidentifikasi, memuji, mengkritik, dsb).</p> <ul style="list-style-type: none"><li>• Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi.</li><li>• Siswa membicarakan permasalahan yang dialami dalam membuat teks deskriptif tentang orang, binatang, benda dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.</li></ul>			
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**Appendix 10****Experimental Class 1**

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

<b>Satuan Pendidikan</b>	: MTs Muhammadiyah Bandar Lampung
<b>Mata Pelajaran / Skill</b>	: Bahasa Inggris (Reading)
<b>Kelas / Semester</b>	: VIII / 1 (Satu)
<b>Materi Pokok</b>	: Teks deskriptive pendek dan sederhana, tentang orang, binatang, dan benda
<b>Sub Materi</b>	: Descriptive Text About Animals
<b>Alokasi Waktu</b>	: 1 x 2 JP (2 x 40 menit)
<b>Petemuan ke</b>	: 1 (Satu)

**A. Kompetensi Inti**

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

**B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi**

Kompetensi Dasar	Indikator Pencapaian Kompetensi
4.11 Menangkap makna dalam teks	4.11.1 Memahami struktur teks, unsur

<p>descriptive lisan dan tulis, pendek dan sederhana.</p>	<p>kebahasaan dan fungsi sosial deskriptive text</p> <p>4.11.2 Mengidentifikasi aspek-aspek <i>reading comprehension</i> (<i>Main Idea, phrase in context, inference, grammatical feature, detail excluding fact not written, supporting ideas, vocabulary in context</i>)</p>
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### C. Tujuan Pembelajaran:

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

### D. Materi Pembelajaran

**Tema** : Descriptive Text

**Definisi** : Descriptive text is a text which says what a person or a thing is like.

**Fungsi sosial** : To describe and reveal a particular person, place, or thing.

**Struktur teks** :

- a. Identification

Identification is a general opening statement in the first paragraph which identifies phenomenon to be describe.

- b. Description

Description is series of paragraph about the subject which describes parts, qualities, characteristics.

**Unsur kebahasaan**

- a. The use of “to be” and “to have”  
E.g. The hotel has 235 berooms.

- The hotel rate is too expensive
- b. The use of relating verbs
- E.g. The temple consist of five terraces.
- The museum houses hundreds of greek statues.
- c. The use of opinion and fact adjective
- E.g. The tamples is magnificent. (Opinion)
- The tample has a rectangular shape. (Fact)
- d. The use of degrees of comparison
- E.g. Bogor has the same weather as Ungaran.
- The weather in Jakarta is hotter than that in Bandung.
- e. The use of participle phrases
- E.g. Situated between East London and West London, the river flows into the sea.
- The house standing at the foot of the hill belongs to the royal family.
- f. The use of compound adjectives
- E.g. The five-bedroom bungalow has been rented since last year.
- Passangers are not allowed to smoke in the non-smoking compartment.
- g. The use of adverbial phrases of time and place
- E.g The city has changed a lot since the 17th century. (adverbial phrases of time)
- London is situated in the southeastern England. (adverbial phrases of place)

### **8 kriteria dalam *reading comprehension***

1. *Main Idea (Topic)*
2. *Expression/idiom/phrase in context*
3. *Inference (implied detail)*
4. *Grammatical feature*
5. *Detail*

6. *Excluding fact not written*
7. *Supporting ideas*
8. *Vocabbulary in context.*

Examples of Descriptive text:

### **My Lovely Cat**

I have a stray cat as my pet. He is really playful. He loved to play with me and the new things he found. He has orange and white fur, his fur is so soft and I like to rubs it for him. He has a long tail. He likes to play with it. He is also always try to catch his tail sometimes. I also like to hold him in my hand, when i hold him like that he will fall asleep.

*Adapted from : [englishcoo.com/contoh-descriptive-text-tentang-hewan/](http://englishcoo.com/contoh-descriptive-text-tentang-hewan/)*

## **E. Metode Pembelajaran**

Metode yang digunakan : Sustained Silent Reading.

## **F. Media, Alat, dan Sumber Pembelajaran**

### **1. Media**

- Power Point
- Papan Tulis

### **2. Alat**

- LCD
- Spidol

### **3. Bahan**

- Print out teks deksriptive text yang menyatakan tentang orang, binatang, dan benda

## **G. Sumber Pembelajaran**

- LKS siswa: English Framework Based on Curriculum 2013 For SMP VIII<sup>A</sup>
- Sumber dari internet:
  - [www.dailyenglish.com](http://www.dailyenglish.com)
  - [http://americanenglish.state.gov/files/ae/resource\\_files](http://americanenglish.state.gov/files/ae/resource_files)

- <http://learnenglish.britishcouncil.org/en/>

### H. Langkah-langkah Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> <li>○ Siswa menjawab sapaan guru, berdoa dan mengondisikan diri siap belajar.</li> <li>○ Siswa diperiksa kehadirannya oleh guru.</li> <li>○ Siswa dan guru mengulas kembali materi yang telah dipelajari sebelumnya.</li> <li>○ Siswa menyimak penjelasan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.</li> <li>○ Siswa menyimak cakupan materi dan uraian kegiatan sesuai silabus.</li> <li>○ Siswa menyimak tentang prosedur <i>Sustained Silent Reading Strategy</i> dengan seksama.</li> </ul>	10 menit
Inti	<p><b><i>Observing</i></b></p> <ul style="list-style-type: none"> <li>○ Siswa menyimak materi tentang <i>Descriptive Text</i> (fungsi sosial, struktur teks, dan unsur kebahasaan)</li> <li>○ Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri <i>descriptive text</i> (fungsi sosial, struktur teks, dan unsur kebahasaan)</li> </ul> <p><b><i>Questioning</i></b></p> <ul style="list-style-type: none"> <li>○ Siswa diberikan kesempatan untuk bertanya mengenai materi yang telah disampaikan oleh guru</li> </ul> <p><b><i>Exploring</i></b></p> <p><b><i>Sustained Silent Reading</i></b></p> <ul style="list-style-type: none"> <li>○ Siswa disediakan beberapa <i>descriptive text</i> yang menarik dengan topic “<i>Tiger</i>”, “<i>The Koala</i>”, “<i>Blue Whale</i>”, “<i>My Cat</i>” and “<i>My Unique Pets</i>” (See on Appendix 16).</li> <li>○ Siswa boleh memilih topik bacaan yang telah disediakan oleh guru sesuai dengan minat dan keterkaitan mereka.</li> <li>○ Siswa diberi waktu untuk membaca teks yang telah mereka</li> </ul>	55 menit

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
	<p>pilih.</p> <ul style="list-style-type: none"> <li>○ Siswa membaca dengan <i>Sustained Silent Reading</i>.</li> <li>○ Siswa menganalisa <i>generic structure</i> dan unsur lainnya yang berkaitan dengan teks.</li> </ul> <p><b><i>Associating &amp; Communicating</i></b></p> <ul style="list-style-type: none"> <li>○ Siswa diminta menjawab soal pilihan ganda yang berkaitan dengan teks descriptive.</li> <li>○ Siswa mengumpulkan lembar jawaban kepada guru.</li> </ul>	
Penutup	<ul style="list-style-type: none"> <li>○ Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.</li> <li>○ Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.</li> <li>○ Siswa menyimak motivasi yang diberikan oleh guru.</li> <li>○ Siswa dan guru mengucapkan salam perpisahan.</li> </ul>	5 menit

### I. Penilaian

No	Indikator pencapaian kompetensi	Teknik penilaian	Bentuk instrument	Instrument/soal
1.	Mengidentifikasi ciri-ciri teks dan menjawab pertanyaan berdasarkan teks yang diberikan.	Tes tulis	Multiple choice question	Choose the best answer of the following question based on the text.

#### *Text 1*

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

#### **Tiger**

Tigers are wild animal. They are the biggest cat of their species. Male tiger can have weight at least 80 – 320 kilos and the female is 120 – 180. So, the female is thinner than the male.

They live in jungle. They can run faster from a lion but they till slower than cheetah. Tigers are carnivore. They usually hunt in daylight. Their targets are deers, hogs, antelope, and also mouse deers. The different between tiger with other cats is the signature fur. They have stripes in their body. This stripes in natural use as camouflage to hunt in the jungle. They also have same function as finger print in human body.

If you want to see a tiger, you have to go to the zoo because they are very dangerous in wild life.

1. The second paragraph mostly talking about.....
  - a. The difference tiger with other animal.
  - b. The same tiger with other animal.
  - c. The comparison tiger with other animal.
  - d. The influence tiger with other animal.
2. Which statement about tiger below is implied in the passage?
  - a. Female tiger is thinner than the male.
  - b. Male tiger can have weight at least 120-180 kilos.
  - c. Female tiger can have weight at least 80-320 kilos.
  - d. Tigers are herbivore.
3. "They also have same function as finger print in human body"  
The underlined word refers to...
  - a. Tiger
  - b. Tigers' stripes
  - c. Lion
  - d. Cheetah
4. According to the text, how much the male tiger can have weight?
  - a. 80 – 320 kilos
  - b. 80 – 310 kilos
  - c. 120 – 180 kilos
  - d. 120 – 190 kilos
5. What is the purpose of the text?
  - a. To retell the past event.
  - b. To entertain the readers.

- c. To describe about Tiger.
- d. To give information about Tiger's habitat.

**Answer Key:**

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

**Text 2**

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

**The Koala**

When we talk about Australia, there are lot of things we can discuss, its beauty, nature, history, and exotic animals. Many people think that Australia is only about kangaroo when discussing about exotic animals. But have you ever heard about Koala? Here are the description of the most charismatic of all marsupials, Koala.

Koala is Australia's epidemic animal, which means it is found in Australia alone. The Koala is a small to medium sized mammal. The Koala has large, wide face and round, white-tufted ears giving it the appearance of a small bear, along with their lack of a visible tail and smooth, black nose. The Koala is a herbivorous animal that only feeds on the leaves of the eucalyptus tree in order to survive. Eucalyptus leaves are tough and fibrous and often toxic making them inedible to other herbivorous animals, but not for the Koala. With its unique appearance and its diet habit, the koala is became one of Australia's most famous and treasured species of mammal and is found on numerous emblems and in stories not just in Australia but worldwide.

Source: <https://www.zonasiswa.com/descriptive-text-hewankoala.html>

1. What is the text mostly about?
  - a. Mamals
  - b. Kangaroo
  - c. Koala
  - d. Australia
2. Which the following statement is not true about the koala?
  - a. The koala has large, wide face and round
  - b. The koala has white-tufted ears
  - c. The koala has red nose.
  - d. The koala is Australia's epidemic animal

3. “.....which means it is found in Australia alone” (in line 5)

The underline word refers to....

- a. Koala
  - b. Kangaroo
  - c. Mamals
  - d. Australia
4. “*Epidemic* animal”
- The antonym of italic word is...
- a. Contagious
  - b. Limited
  - c. Endemic
  - d. Infectious
5. What is the purpose of the text?
- a. To retell the past event.
  - b. To entertain the readers.
  - c. To describe about Koala.
  - d. To give information about Koala’s habitat.

**Answer Key:**

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

**Text 3**

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

**Blue Whale**

The largest animal alive is the blue whale. Fully grown, these great creatures reach length of over 30 meters and weigh as much as twenty four large elephants, or more than 1,500 men. The heart of a blue whale is more than a meter in diameter.

The blue whale is not a fish, even though it depends entire life in the sea. Whales are mammals, just like us. A mother whale gives birth to a live baby whale, not an egg. She feeds her baby with her own milk. While fish are cold-blooded, whales are warm-blooded, and the have lungs and breathe air, like us.

For all its size, a blue whale feeds mainly on tiny shrimps. It is harmless to man. Unfortunately for the blue whales, men are not harmless to them. So many blue

whales are hunted and killed that very few of these magnificent animals are now left alive.

Adapted from: <https://englishahkam.blogspot.com/2012/07/.html>

1. "She feeds her baby with her own milk"  
The underlined word is refers to...
  - a. Fish
  - b. Blue whale
  - c. Shrimps
  - d. Elephants
2. What is the main idea of the second paragraph?
  - a. The blue whale is not a fish.
  - b. The largest animal is the blue whale.
  - c. The blue whale feeds mainly on tiny shrimps.
  - d. The blue whale feeds her baby with her own milk.
3. Which statement below is implied in the passage?
  - a. Whale eats every sea creature.
  - b. Whale breaks by laying egg.
  - c. Whale is a huge animal.
  - d. Whale is a kind of fish.
4. "For all its size, a blue whale feeds mainly on tiny shrimps."  
What does the word "*tiny*" mean in the sentence?
  - a. huge
  - b. small
  - c. very big
  - d. very small
5. According to the passage, what is the purpose of the text?
  - a. To retell the past event.
  - b. To entertain the readers.
  - c. To describe about Blue Whale.
  - d. To give information about a Fish.

**Answer Key:**

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

**Text 4**

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

**My Cat**

I have a cat in my house, the cat is female. I like call her “Marry”. She is an adorable cat, my cat is cute. His body is fat. She has white fur.

I really love to cuddle her because her fur feels soft. Every morning my mother gives a fish, sometime she usually scratches out my arm when I play with her. She is an active animal. She likes to run around the house. She likes to chase everyone in my house. When she feels tired or sleepy, he usually sleeps on the sofa in the living room or sometime under the table.

“Marry” often goes out to find for food at night. And sometime he brings a mouse on his mouth. Then she eats the mouse in the back of my house for herself.

1. What is the text mostly about?
  - a. The writer’s cat
  - b. The writer’s mouse
  - c. The writer’s friend
  - d. The writer’s favorites animal
2. According to the text, when marry often goes out to find for food?
  - a. In the morning
  - b. Before the evening
  - c. At night
  - d. All the time
3. Which of the statement is not true?
  - a. The writer’s cat is female
  - b. The writer’s cat has a fat body
  - c. The writer’s cat has orange fur
  - d. The writer calls the cat “Marry”
4. “She is an active animal”  
The underlined word refers to...
  - a. The writer

- b. The cat
  - c. The mouse
  - d. The writer's mom
5. What is the purpose of the text?
- a. To retell the past event.
  - b. To entertain the readers.
  - c. To describe about the cat.
  - d. To give information about the writer's cat.

**Answer Key:**

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

**Text 5**

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

**My Unique Pets**

I'm used to having pets at home because my family is pet lovers. I have kept two turtles since February 2003. I put them all in one tank in my room.

The name of the male turtle is Donatello and the female one is called Rafael, it is quite easy to keep them. They can survive without food for about two months. However, they need a comfortable place to live. They have to live with imported soil and plants, good water circulation and a piece of dry trunk in the aquarium. Inadequate conditions can cause not only stress but also affect their growth. The worst thing is they may even end in their death!

The weapon of an adult turtle lies in its edge of the shell. He will use this weapon when he is disturbed while he is taking a nap.

Adapted from: <https://englishahkam.blogspot.com/2012/07/.html>

1. Phrase "**The worst thing**"

Could be best replace by...

- a. Wonderful
- b. Bad
- c. Evil
- d. Good

2. What is the text mostly about?
- Fish
  - Turtles
  - Shrimps
  - Mammals
3. Why is it dangerous to touch the edge of the turtle's shell when he is having his nap?
- Because the turtle might infect you with a certain disease.
  - Because it is the location of a turtle's weapon.
  - Because it can cause stress to the turtle.
  - Because it will kill the turtle.
4. "Inadequate conditions can cause not only stress but also affect their growth."(paragraph 2)  
The underlined word can be best replaced by ...
- Insufficient
  - Indiscipline
  - Ineffective
  - Inedible
5. Which of the following statement about the writer's pets is implied the passage?
- They can't live with imported soil.
  - The name of the female turtle is Donatello and the male one is called Rafael.
  - The name of the male turtle is Donatello and the female one is called Rafael.
  - They can survive without food for about three months.

**Answer Key:**

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

a. Rubrik Penilaian

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

## b. Pedoman Penilaian

Total item	: 5	
Setiap nomor, tiap jawaban benar skor	: 20	
Nilai Maksimal	: 100	
Nilai Siswa	: $\frac{\text{Nilai perolehan}}{\text{Nilai maksimal}}$	x 100

Bandar Lampung, ..... 2019

Guru Mata Pelajaran

Mahasiswa Peneliti,

**SARI IRAWATI, S.Pd**  
**NBM. 1029989**

**DEVITA VIRDANI**  
**NPM. 1511040222**

Mengetahui,

Kepala MTs Muhammadiyah

**Haidir, M.Pd.I**  
**NBM. 1018040**

**Appendix 11****Experimental Class 2**

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

<b>Satuan Pendidikan</b>	: MTs Muhammadiyah Bandar Lampung
<b>Mata Pelajaran / Skill</b>	: Bahasa Inggris (Reading)
<b>Kelas / Semester</b>	: VIII / 1 (Satu)
<b>Materi Pokok</b>	: Teks deskriptive pendek dan sederhana, tentang orang, binatang, dan benda
<b>Sub Materi</b>	: Descriptive Text About Things
<b>Alokasi Waktu</b>	: 1 x 2 JP (2 x 40 menit)
<b>Petemuan ke</b>	: 2 (Dua)

**A. Kompetensi Inti**

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

**B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi**

Kompetensi Dasar	Indikator Pencapaian Kompetensi
4.11 Menangkap makna dalam teks	4.11.1 Memahami struktur teks, unsur

<p>descriptive lisan dan tulis, pendek dan sederhana.</p>	<p>kebahasaan dan fungsi sosial deskriptive text</p> <p>4.11.2 Mengidentifikasi aspek-aspek <i>reading comprehension</i> (<i>Main Idea, phrase in context, inference, grammatical feature, detail excluding fact not written, supporting ideas, vocabulary in context</i>)</p>
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### C. Tujuan Pembelajaran:

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

### D. Materi Pembelajaran

**Tema** : Descriptive Text

**Definisi** : Descriptive text is a text which says what a person or a thing is like.

**Fungsi sosial** : To describe and reveal a particular person, place, or thing.

**Struktur teks** :

- a. Identification

Identification is a general opening statement in the first paragraph which identifies phenomenon to be describe.

- b. Description

Description is series of paragraph about the subject which describes parts, qualities, characteristics.

**Unsur kebahasaan**

- a. The use of “to be” and “to have”  
E.g. The hotel has 235 berooms.

- The hotel rate is too expensive
- b. The use of relating verbs
- E.g. The temple consist of five terraces.
- The museum houses hundreds of greek statues.
- c. The use of opinion and fact adjective
- E.g. The tamples is magnificent. (Opinion)
- The tample has a rectangular shape. (Fact)
- d. The use of degrees of comparison
- E.g. Bogor has the same weather as Ungaran.
- The weather in Jakarta is hotter than that in Bandung.
- e. The use of participle phrases
- E.g. Situated between East London and West London, the river flows into the sea.
- The house standing at the foot of the hill belongs to the royal family.
- f. The use of compound adjectives
- E.g. The five-bedroom bungalow has been rented since last year.
- Passangers are not allowed to smoke in the non-smoking compartment.
- g. The use of adverbial phrases of time and place
- E.g The city has changed a lot since the 17th century. (adverbial phrases of time)
- London is situated in the southeastern England. (adverbial phrases of place)

### **8 kriteria dalam *reading comprehension***

- 1 *Main Idea (Topic)*
- 2 *Expression/idiom/phrase in context*
- 3 *Inference (implied detail)*
- 4 *Grammatical feature*
- 5 *Detail*

- 6 *Excluding fact not written*
- 7 *Supporting ideas*
- 8 *Vocabbulary in context.*

Examples of Descriptive text:

### **My Doll**

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

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

*Adapted from: Siti Zakiya, Improving Reading Comprhension of Descriptive Text Through Contextual Teaching and Learning (CTL), (Jakarta: unpublished, 2011)*

### **E. Metode Pembelajaran**

Metode yang digunakan : Sustained Silent Reading.

### **F. Media, Alat, dan Sumber Pembelajaran**

#### **1. Media**

- Power Point
- Papan Tulis

#### **2. Alat**

- LCD
- Spidol

#### **3. Bahan**

- Print out teks deksriptive text yang menyatakan tentang orang, binatang, dan benda

### **G. Sumber Pembelajaran**

- LKS siswa: English Framework Based on Curriculum 2013 For SMP VIII<sup>A</sup>

- Sumber dari internet:
  - [www.dailyenglish.com](http://www.dailyenglish.com)
  - [http://americanenglish.state.gov/files/ae/resource\\_files](http://americanenglish.state.gov/files/ae/resource_files)
  - <http://learnenglish.britishcouncil.org/en/>

### H. Langkah-langkah Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> <li>○ Siswa menjawab sapaan guru, berdoa dan mengondisikan diri siap belajar.</li> <li>○ Siswa diperiksa kehadirannya oleh guru.</li> <li>○ Siswa dan guru mengulas kembali materi yang telah dipelajari sebelumnya.</li> <li>○ Siswa menyimak penjelasan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.</li> <li>○ Siswa menyimak cakupan materi dan uraian kegiatan sesuai silabus.</li> <li>○ Siswa menyimak tentang prosedur <i>Sustained Silent Reading Strategy</i> dengan seksama.</li> </ul>	10 menit
Inti	<p><b><i>Observing</i></b></p> <ul style="list-style-type: none"> <li>○ Siswa menyimak materi tentang <i>Descriptive Text</i> (fungsi sosial, struktur teks, dan unsur kebahasaan)</li> <li>○ Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri <i>descriptive text</i> (fungsi sosial, struktur teks, dan unsur kebahasaan)</li> </ul> <p><b><i>Questioning</i></b></p> <ul style="list-style-type: none"> <li>○ Siswa diberikan kesempatan untuk bertanya mengenai materi yang telah disampaikan oleh guru</li> </ul> <p><b><i>Exploring</i></b></p> <p><b><i>Sustained Silent Reading</i></b></p> <ul style="list-style-type: none"> <li>○ Siswa disediakan beberapa <i>descriptive text</i> yang menarik dengan topic “<i>Beautiful Shoes</i>”, “<i>Beautiful Bag</i>”, “<i>My Bicycle</i>”, “<i>My Camera</i>” and “<i>My Favorite Blanket</i>” (See</li> </ul>	55 menit

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
	<p>on Appendix 16).</p> <ul style="list-style-type: none"> <li>○ Siswa boleh memilih topik bacaan yang telah disediakan oleh guru sesuai dengan minat dan keterkaitan mereka.</li> <li>○ Siswa diberi waktu untuk membaca teks yang telah mereka pilih.</li> <li>○ Siswa membaca dengan <i>Sustained Silent Reading</i>.</li> <li>○ Siswa menganalisa <i>generic structure</i> dan unsur lainnya yang berkaitan dengan teks.</li> </ul> <p><b><i>Associating &amp; Communicating</i></b></p> <ul style="list-style-type: none"> <li>○ Siswa diminta menjawab soal pilihan ganda yang berkaitan dengan teks descriptive.</li> <li>○ Siswa mengumpulkan lembar jawaban kepada guru.</li> </ul>	
Penutup	<ul style="list-style-type: none"> <li>○ Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.</li> <li>○ Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.</li> <li>○ Siswa menyimak motivasi yang diberikan oleh guru.</li> <li>○ Siswa dan guru mengucapkan salam perpisahan.</li> </ul>	5 menit

### I. Penilaian

No	Indikator pencapaian kompetensi	Teknik penilaian	Bentuk instrument	Instrument/soal
1.	Mengidentifikasi ciri-ciri teks dan menjawab pertanyaan berdasarkan teks yang diberikan.	Tes tulis	Multiple choice question	Choose the best answer of the following question based on the text.

#### *Text 1*

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

#### **Beautiful Shoes**

I have a close Friend. She is beautiful, attractive and trendy. She always wants to be a trend setter of the day. She always pays much attention to her appearance.

Recently, she bought a new stylist foot legs from blowfish shoes products. These shoes really match on her.

Her new blowfish women's shoes are wonderful. When she is walking on those shoes, all her friends, including me watch and admire that she has the most suitable shoes on her physical appearance. The style, bright color, and brand represent her as a smart woman of the day. She really has perfect appearance.

She is really mad on those shoes. She said that the products covered all genders. The blowfish men's shoes are as elegant as she has. The products provide varieties of choice. Ballet, casual, boot athletic shoes are designed in attractive way. The products are international trade mark and become the hottest trend.

Adapted from: <https://englishahkam.blogspot.com/2012/07/.html>

1. According to the text, why does the writer admire her friend?
  - a. She likes wearing an international trade mark shoes.
  - b. She always wants to be a trendy and attractive woman.
  - c. She has the most suitable shoes on her physical appearance.
  - d. She really has perfect appearance with her wonderful shoes.
2. "She really has perfect appearance."
 

The word "**she**" refers to ...

  - a. The writer
  - b. A close friend
  - c. The writer's friend
  - d. A blowfish women's shoes
3. What is tense that used by writer?
  - a. Simple Past Tense
  - b. Simple Present Tense
  - c. Simple Continuous Tense
  - d. Simple Past Continuous Tense
4. What is the text mostly about?
  - a. A beautiful shoes.
  - b. A blowfish women's shoes.
  - c. A trendy and attractive shoes.
  - d. A brand and bright color shoes.
5. Which of the following is implied in the passage?...

- a. The Writer describe her friend's style and her new shoes.
- b. The writer explain an international trademark shoes.
- c. The writer share her experience with her friend.
- d. The writer tell blowfish shoes products.

**Answer Key:**

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

**Text 2**

**Choose the best answer of the following question based on the text!**  
**Beautiful Bag**

When I just hang out in a mall one day, I saw a very beautiful bag. I love this bag at the first sight. This was the first time I've spent much money on a bag and I don't regret it.

The bag is wonderful. It is made of thin but strong leather. The weight is light and the size keeps it from getting stuffed with junk. It has a long shoulder strap that I like because it keeps the bag hands-free. Its neutral color is fun and sporty. The design is simple and well-made.

The bag is very functional. It is the perfect size to carry a cell phone, a pocket sized wallet, a small book, a pack of gum, and pens. It also fits well into my laptop backpack for bike commuting to school. This bag also has more pockets inside so my small items don't all fall to the bottom. In overall I really satisfy with bag.

Adapted From: <https://englishahkam.blogspot.com/2012/07/.html>

1. What is the main idea of the last paragraph?
  - a. The writer has a new bag.
  - b. The bag is very functional.
  - c. The bag has many pockets.
  - d. The writer is satisfied with the bag
2. Where does the writer usually put her small items?
  - a. In her pockets.
  - b. In her laptop backpack.
  - c. In her pocket size wallet.
  - d. In the pockets of her leather bag.

3. "The bag is very functional"  
The synonym of underlined word is....
- unfunctional
  - useful
  - useless
  - idle
4. Which statement below is implied in the passage?
- The writer really unsatisfy with bag.
  - The bag has a short shoulder strap.
  - The bag has simple design.
  - The bag is very useless.
5. According to the text, what is the purpose of the text?
- To retell the past event.
  - To entertain the readers.
  - To describe the writer's new bag.
  - To give instruction how to buy a bag.

**Answer Key:**

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

**Text 3**

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

**My Bicycle**

I have a BMX bicycle. My father bought me this bicycle for my birthday gift. I was seven when got this BMX and I thought it's the best gift I've ever had.

Like most BMX, my bicycle has only a single speed. The frame of my BMX is metallic white. It has two wheels. The tires are half orange and half white, while the rims are green. It has one black saddle. I also attach a couple of pegs on the front and rear of it. The rear pegs usually are used when I want to give a ride to my friend.

I always go to school by riding my bicycle. I don't go alone because most of my friends also ride their bike to go to school. Besides that, I usually also ride my bike with my friends on the park after school. We usually do freestyle riding or just cycling around the park.

*Source: <https://www.contohtext.com/2018/05/7-contoh-descriptive-text-singkat.html>*

1. What is the text mostly about.....
  - a. My birthday gift.
  - b. My father's bicycle.
  - c. My BMX bicycle.
  - d. My BMX motorcycle.
2. "rear of it" (in line 5) the phrase could be replace by...
  - a. the back side
  - b. the right side
  - c. the left side
  - d. the upside
3. Which Statement is not true according to the text above?
  - a. The bicycle is birthday gift.
  - b. The bicycle has only a single speed.
  - c. The bicycle has three wheels.
  - d. The tires are half orange and half white.
4. What the function of rare page?
  - a. The rare page used as decoration of bicycle.
  - b. The rare page used to carry stuffs.
  - c. The rare page used to store bags.
  - d. The rare page used to give a ride to the writer's friend.
5. "I also attach a couple of pegs...."  
The synonym of underlined word is...
  - a. add
  - b. loose
  - c. separate
  - d. remove

**Answer Key:**

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

**Text 4**

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

**My Camera**

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

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

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

Adapted from: <http://animal-world.com/encyclo/critters/rabbits/camera.php>

1. What is following statement is NOT TRUE about the text?

- a. It his favorite camera.
- b. His camera is the giving of his father.
- c. His camera is an old version.
- d. He always bring his camera.

2. What is main idea from the text?

- a. My favorite camera
- b. My digital camera
- c. My camera
- d. The camera DSLRs

3. “I usually bring it in every special moment in my life”

The underlined word refers to...

- a. image
- b. camera
- c. shutter
- d. a mirror

4. According to the text, what is the name of the camera type?
  - a. The Digital type.
  - b. The DSLRs type.
  - c. The Sensor type.
  - d. The Lens reflex type.
5. What is the purpose of the text?
  - a. To retell the past event.
  - b. To entertain the readers.
  - c. To describe about camera.
  - d. To give information about birthday gift.

**Answer Key:**

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

**Text 5**

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

**My Favorite Blanket**

I have a favorite blanket. I use it every night to cover my body so I can have a comfortable sleep. I get this blanket from my friend. She gave it to me as a present because I help her to create a website for her online shop. I really like the design and also the material of this blanket.

My favorite blanket is made of a material called "fleece". The material can be described as an artificial wool with a very soft texture on the surface. It is also compact, so it is not too thick but it is also not thin. The material is able to prevent the cold to penetrate through it so it can keep me warm at night. The dominant color is blue. There is a cartoon picture of a red car on it. The size of the blanket is 150 x 200 cm. The edges of the blanket is sealed with blue fabric with the size of 1 cm.

Source: <https://kakdikta.blogspot.com/2018/01/contoh-descriptive-text-singkat-tentang.html>

1. What is the text mostly about.....
  - a. My wonderful blanket.
  - b. My favorite blanket.
  - c. My lovely blanket.



Setiap nomor, tiap jawaban benar skor : 20  
Nilai Maksimal : 100  
Nilai Siswa :  $\frac{\text{Nilai perolehan}}{\text{Nilai maksimal}} \times 100$

Guru Mata Pelajaran

Bandar Lampung, ..... 2019

Mahasiswa Peneliti,

**SARI IRAWATI, S.Pd**  
**NBM. 1029989**

**DEVITA VIRDANI**  
**NPM. 1511040222**

Mengetahui,  
Kepala MTs Muhammadiyah

**Haidir, M.Pd.I**  
**NBM. 1018040**

**Appendix 12****Experimental Class 3**

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

<b>Satuan Pendidikan</b>	: MTs Muhammadiyah Bandar Lampung
<b>Mata Pelajaran / Skill</b>	: Bahasa Inggris (Reading)
<b>Kelas / Semester</b>	: VIII / 1 (Satu)
<b>Materi Pokok</b>	: Teks deskriptive pendek dan sederhana, tentang orang, binatang, dan benda
<b>Sub Materi</b>	: Descriptive Text About Person
<b>Alokasi Waktu</b>	: 1 x 2 JP (2 x 40 menit)
<b>Petemuan ke</b>	: <b>3 (Tiga)</b>

**A. Kompetensi Inti**

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

**B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi**

Kompetensi Dasar	Indikator Pencapaian Kompetensi
------------------	---------------------------------

<p>4.11 Menangkap makna dalam teks descriptive lisan dan tulis, pendek dan sederhana.</p>	<p>4.11.1 Memahami struktur teks, unsur kebahasaan dan fungsi sosial deskriptive text</p> <p>4.11.2 Mengidentifikasi aspek-aspek <i>reading comprehension</i> (<i>Main Idea, phrase in context, inference, grammatical feature, detail excluding fact not written, supporting ideas, vocabulary in context</i>)</p>
---	---

### C. Tujuan Pembelajaran:

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

### D. Materi Pembelajaran

**Tema** : Descriptive Text

**Definisi** : Descriptive text is a text which says what a person or a thing is like.

**Fungsi sosial** : To describe and reveal a particular person, place, or thing.

**Struktur teks** :

- a. Identification

Identification is a general opening statement in the first paragraph which identifies phenomenon to be describe.

- b. Description

Description is series of paragraph about the subject which describes parts, qualities, characteristics.

**Unsur kebahasaan**

- a. The use of “to be” and “to have”  
E.g. The hotel has 235 bed rooms.

- The hotel rate is too expensive
- b. The use of relating verbs
- E.g. The temple consist of five terraces.
- The museum houses hundreds of greek statues.
- c. The use of opinion and fact adjective
- E.g. The tamples is magnificent. (Opinion)
- The tample has a rectangular shape. (Fact)
- d. The use of degrees of comparison
- E.g. Bogor has the same weather as Ungaran.
- The weather in Jakarta is hotter than that in Bandung.
- e. The use of participle phrases
- E.g. Situated between East London and West London, the river flows into the sea.
- The house standing at the foot of the hill belongs to the royal family.
- f. The use of compound adjectives
- E.g. The five-bedroom bungalow has been rented since last year.
- Passangers are not allowed to smoke in the non-smoking compartment.
- g. The use of adverbial phrases of time and place
- E.g The city has changed a lot since the 17th century. (adverbial phrases of time)
- London is situated in the southeastern England. (adverbial phrases of place)

### **8 kriteria dalam *reading comprehension***

1. *Main Idea (Topic)*
2. *Expression/idiom/phrase in context*
3. *Inference (implied detail)*
4. *Grammatical feature*
5. *Detail*

6. *Excluding fact not written*
7. *Supporting ideas*
8. *Vocabbulary in context.*

Examples of Descriptive text:

### **George**

I have to pick up someone today at the airport. He is from Australia. His name is George. I never meet him before and I do not have his picture. So, I prepare a small board and write his name. I will bring that at the airport. I hope George will find me.

Before his flight, he informed that he wore black shirt, blue jeans, and red shoes. He also brought a big orange bag. What I had known from him is that he has 190 cm tall, thin body, his hair is red, and he has thick mustache.

*Adapted from : [englishcoo.com/contoh-descriptive-text-tentang-hewan/](http://englishcoo.com/contoh-descriptive-text-tentang-hewan/)*

#### **E. Metode Pembelajaran**

Metode yang digunakan : Sustained Silent Reading.

#### **F. Media, Alat, dan Sumber Pembelajaran**

##### **1. Media**

- Power Point
- Papan Tulis

##### **2. Alat**

- LCD
- Spidol

##### **3. Bahan**

- Print out teks deksriptive text yang menyatakan tentang orang, binatang, dan benda

#### **G. Sumber Pembelajaran**

- LKS siswa: English Framework Based on Curriculum 2013 For SMP VIII<sup>A</sup>

- Sumber dari internet:
  - [www.dailyenglish.com](http://www.dailyenglish.com)
  - [http://americanenglish.state.gov/files/ae/resource\\_files](http://americanenglish.state.gov/files/ae/resource_files)
  - <http://learnenglish.britishcouncil.org/en/>

### H. Langkah-langkah Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> <li>○ Siswa menjawab sapaan guru, berdoa dan mengondisikan diri siap belajar.</li> <li>○ Siswa diperiksa kehadirannya oleh guru.</li> <li>○ Siswa dan guru mengulas kembali materi yang telah dipelajari sebelumnya.</li> <li>○ Siswa menyimak penjelasan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai.</li> <li>○ Siswa menyimak cakupan materi dan uraian kegiatan sesuai silabus.</li> <li>○ Siswa menyimak tentang prosedur <i>Sustained Silent Reading Strategy</i> dengan seksama.</li> </ul>	10 menit
Inti	<p><b><i>Observing</i></b></p> <ul style="list-style-type: none"> <li>○ Siswa menyimak materi tentang <i>Descriptive Text</i> (fungsi sosial, struktur teks, dan unsur kebahasaan)</li> <li>○ Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri <i>descriptive text</i> (fungsi sosial, struktur teks, dan unsur kebahasaan)</li> </ul> <p><b><i>Questioning</i></b></p> <ul style="list-style-type: none"> <li>○ Siswa diberikan kesempatan untuk bertanya mengenai materi yang telah disampaikan oleh guru</li> </ul> <p><b><i>Exploring</i></b></p> <p><b><i>Sustained Silent Reading</i></b></p> <ul style="list-style-type: none"> <li>○ Siswa disediakan beberapa <i>descriptive text</i> yang menarik dengan topic “<i>My Best friend, Ernesto</i>”, “<i>My Best friend</i>”, “<i>Larry Page</i>”, “<i>A Close friend</i>” and “<i>J.K. Rowling</i>” (See on Appendix 16).</li> </ul>	60 menit

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
	<ul style="list-style-type: none"> <li>○ Siswa boleh memilih topik bacaan yang telah disediakan oleh guru sesuai dengan minat dan keterkaitan mereka.</li> <li>○ Siswa diberi waktu untuk membaca teks yang telah mereka pilih.</li> <li>○ Siswa membaca dengan <i>Sustained Silent Reading</i>.</li> <li>○ Siswa menganalisa <i>generic structure</i> dan unsur lainnya yang berkaitan dengan teks.</li> </ul> <p><b><i>Associating &amp; Communicating</i></b></p> <ul style="list-style-type: none"> <li>○ Siswa diminta menjawab soal pilihan ganda yang berkaitan dengan teks descriptive.</li> <li>○ Siswa mengumpulkan lembar jawaban kepada guru.</li> </ul>	
Penutup	<ul style="list-style-type: none"> <li>○ Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.</li> <li>○ Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.</li> <li>○ Siswa menyimak motivasi yang diberikan oleh guru.</li> <li>○ Siswa dan guru mengucapkan salam perpisahan.</li> </ul>	10 menit

### I. Penilaian

No	Indikator pencapaian kompetensi	Teknik penilaian	Bentuk instrument	Instrument/soal
1.	Mengidentifikasi ciri-ciri teks dan menjawab pertanyaan berdasarkan teks yang diberikan.	Tes tulis	Multiple choice question	Choose the best answer of the following question based on the text.

**Text 1**

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

**My Best Friend, Ernesto**

My best friend is Ernesto and he is my classmate. We go to school together. Ernesto comes from an educated family. His father is a school principal and his mother is also a teacher.

He is punctual, well-educated, and has good manners. He is really hard working. He always does his homework. He is also well-dressed and well-behaved. All teachers have a high opinion of him.

Ernesto has a well-built body. He is gentle but fearless. He takes part in all sports, scout, trekking and mountaineering activities. He has a good heart. He is truthful, honest and obedient.

He also plays the guitar, and he makes his parents very proud of him. He secures good marks and is usually top of his class in examinations. He inspires me to work harder. He keeps me away from bad company. I am happy to have such a friend.

1. The phrase “well-built body” (in line 7) can be replaced by...
  - a. Athletic
  - b. Slight
  - c. Puny
  - d. Weak
2. What is the text mostly about?
  - a. The writer’s brother.
  - b. The writer’s father.
  - c. The witer’s new friend.
  - d. The writer’s best friend.
3. Which is the following statement is implied in the passage?
  - a. Ernesto’s mother is school principal.
  - b. Ernesto comes from an educated family.
  - c. Ernesto’s father is a teacher.
  - d. Ernesto never does his homework.
4. “He keeps me away from bad company”
 

The underline word refers to.....

  - a. Ernesto

- . The writer
  - c. Ernesto's father
  - d. Ernesto's mother
5. According to the text, who is Ernesto?
- a. Ernesto is the writer's classmate.
  - b. Ernesto is the writer's roommate.
  - c. Ernesto is the writer's neighbor.
  - d. Ernesto is the writer's brother .

**Answer Key:**

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

**Text 2**

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

**My Best friend**

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

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

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

Adapted from: <https://englishahkam.blogspot.com/2012/07/.html>

1. Which of the following statement is not true about Rohmi?
- a. Rohmi is the writer's special friend.
  - b. Rohmi is a quite girl and very simple on the look.
  - c. Rohmi is not only kind but also tough.
  - d. Rohmi and her brother work full-time to earn some money.
2. Which of the following statement about Rohmi is implied in the passage?
- a. The writer's brother.
  - b. The writer's father.

- The witer’s best friend.
- d. The writer’s new friend.
3. What does the second paragraph tell you about?
- Rohmi and her family.
  - Rohmi and her father.
  - Rohmi and her brother.
  - Rohmi and her friends.
4. Where did the writer sit?
- In front of Rohmi.
  - Behind Rohmi.
  - Next to Rohmi.
  - Far from Rohmi.
5. ”...Rohmi and her brother work part-time to earn some money.”
- What do the underlined phrase mean?
- work for the whole of working week.
  - work for only part of each day or week.
  - work for the purpose of getting money as much as possible.
  - work for family.

**Answer Key:**

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

**Text 3**

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

**Larry Page**

Lawrence “Larry” Page is one of the most influential people in the world. Page is an American computer scientist; he is also an Internet entrepreneur. He was a co-founder of Google with his friend, Sergey Brin, in 1998. Now, he plays a role as a chief executive officer (CEO) of Alhapets, Google’s parent company.

Larry Page was born on 26<sup>th</sup> March 1973 in Michigan. By 2019, his age is 46 years old. His hair is dark brown while his skin is fair. About his family, a research scientist named Lucinda Southworth is his wife. Now, he is a father of two children.

In November 2016, he becomes the 12th richest person. Larry's last education background is a Ph.D. from Stanford University. Here, he met Sergey Brin. Then, they incorporated Google in order to make world's information easy to access. This company makes him to be one of the successful people in the world.

Source: <https://englishcoo.com/contoh-descriptive-text-about-someone/>

1. What is the main idea of the text?
  - a. The chief executive officer (CEO) of Alphasets, Google's parent company.
  - b. Larry Page's wife, Lucinda Southworth.
  - c. The most influential people in the world, Larry Page
  - d. Larry Page is a father of two children
2. According to the text, when was Larry Page born?
  - a. Larry Page was born on 26<sup>th</sup> March 1973
  - b. Larry Page was born on 26<sup>th</sup> November 2016
  - c. Larry Page was born on 26<sup>th</sup> March 2016
  - d. Larry Page was born on 26<sup>th</sup> November 1973
3. Which of statement is not true about Larry Page?
  - a. In November 2016, he becomes the 12<sup>th</sup> richest person in the word
  - b. He was a co-founder of Google with his friend, Sergey Brin, in 1998
  - c. Larry Page is 46 years old
  - d. Larry Page is an Australian computer scientist and an internet entrepreneur
4. Which of the following is implied in the passage?
  - a. Sergey Brin is Larry's Brother
  - b. Larry Page was born on 26<sup>th</sup> March 1973 in Milan
  - c. Larry Page is the 12<sup>th</sup> richest person in the world
  - d. Larry Page has three children
5. "They incorporated Google in order to make world's information"  
The underlined word refers to....
  - a. Larry Page and his wife
  - b. Larry page and Sergey Brin
  - c. Larry Brin and Sergey Page
  - d. Sergey Brin and his wife

**Answer Key:**

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

**Text 4**

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

**A Close Friend**

Jacques has been my close friend for two years. I first met him on a school exchange trip to Calais, France. I asked him the way to the library and we started talking. We've been friends ever since.

Jacques is quite good-looking. He's tall and slim, with olive skin and curly dark hair. Like many French people, he has a great sense of style, so he always looks well-dressed even in casual clothes.

Jacques is very keen on water sports. He likes sailing and he spends a lot of time on his boat. He enjoys scuba diving, too, and loves exploring life under sea. All in all, I'm glad to have Jacques as my friend. It's a pleasure to be with him and I really enjoy his company. I'm sure we'll always be close friends.

Source: [scribd.com](https://www.scribd.com)

1. What is the text is mostly about?
  - a. The writer's brother.
  - b. The writer's father.
  - c. The writer's close friend.
  - d. The writer's new friend.
2. Which is the following statement is not true about Jacques?
  - a. Jacques is the writer close friend.
  - b. Jacques has a great sense of style.
  - c. Jacques has fair skin and straight dark hair.
  - d. Jacques like sailing and he spend a lot of time on his boat.
3. When the writer meets Jacques for the first time?
  - a. The writer met him on a school exchange trip to Calais, France.
  - b. The writer met him when they holiday to Calais, France.
  - c. The writer met him on a school exchange trip to Seoul, Shout Korean.
  - d. The writer met him in one of the department store in Calais, France.
4. "I asked him the way to the library"  
The word "him" refers to...

- a. The writer
  - b. Jacques
  - c. Jacque's friend
  - d. The writer and Jacques
- 5 What is the purpose of the text?
- a. To retell the past event.
  - b. To entertain the readers.
  - c. To describe about the writer's close friend.
  - d. To give information how to be a close friend.

**Answer Key:**

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

**Text 5**

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

**J.K Rowling**

J. K. Rowling is a British novelist who writes phenomenal fantasy book series of Harry Potter. The books have got worldwide attention. They have become the bestselling book series in history. They were sold more than 400 million copies.

Joanne Rowling was born on 31st July 1965 in Yate, Gloucestershire, England. So, she is 54 years old by 2019. About her physical appearance, her height is 165 centimeters, while her weight is 54 kilograms. She has blonde hair & blue eyes. She's married two times; she's got three children.

JK. Rowling is a terrific & successful novelist that becomes the richest woman in England. In fact, once she had become unemployed with a destitute life. By writing Harry Potter books which are loaded with spectacular high imagination, she turns to be very famous and wealthy.

*Source: <https://englishcoo.com/contoh-descriptive-text-about-someone/>*

1. According to the text, who J.K Rowling is?
  - a. J.K. Rowling is a British singer
  - b. J.K. Rowling is a British actress
  - c. J.K. Rowling is a British novelist
  - d. J.K. Rowling is a British pianist
2. Which of the following statement is not true?



Nilai Maksimal : 100  
Nilai Siswa :  $\frac{\text{Nilai perolehan}}{\text{Nilai maksimal}} \times 100$

Guru Mata Pelajaran

Bandar Lampung, ..... 2019

Mahasiswa Peneliti,

**SARI IRAWATI, S.Pd**  
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Mengetahui,  
Kepala MTs Muhammadiyah

**Haidir, M.Pd.I**  
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**Appendix 13***Control Class 1*

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

<b>Satuan Pendidikan</b>	: MTs Muhammadiyah Bandar Lampung
<b>Mata Pelajaran / Skill</b>	: Bahasa Inggris (Reading)
<b>Kelas / Semester</b>	: VIII / 1 (Satu)
<b>Materi Pokok</b>	: Teks deskriptive pendek dan sederhana, tentang orang, binatang, dan benda
<b>Sub Materi</b>	: Descriptive Text About Animals
<b>Alokasi Waktu</b>	: 1 x 2 JP (2 x 40 menit)
<b>Petemuan ke</b>	: <b>1 (Satu)</b>

**A. Kompetensi Inti**

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

**B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi**

<b>Kompetensi Dasar</b>	<b>Indikator Pencapaian Kompetensi</b>
4.11 Menangkap makna dalam teks descriptive lisan dan tulis, pendek	4.11.1 Memahami struktur teks, unsur kebahasaan dan fungsi sosial

dan sederhana.	deskriptive text 4.11.2 Mengidentifikasi aspek-aspek <i>reading comprehension</i> ( <i>Main Idea, phrase in context, inference, grammatical feature, detail excluding fact not written, supporting ideas, vocabulary in context</i> )
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### C. Tujuan Pembelajaran:

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

### D. Materi Pembelajaran

**Tema** : Descriptive Text

**Definisi** : Descriptive text is a text which says what a person or a thing is like.

**Fungsi sosial** : To describe and reveal a particular person, place, or thing.

**Struktur teks** :

- a. Identification

Identification is a general opening statement in the first paragraph which identifies phenomenon to be describe.

- b. Description

Description is series of paragraph about the subject which describes parts, qualities, characteristics.

**Unsur kebahasaan**

- a. The use of “to be” and “to have”

E.g. The hotel has 235 bedrooms.

- The hotel rate is too expensive
- b. The use of relating verbs
- E.g. The temple consist of five terraces.
- The museum houses hundreds of greek statues.
- c. The use of opinion and fact adjective
- E.g. The tamples is magnificent. (Opinion)
- The tample has a rectangular shape. (Fact)
- d. The use of degrees of comparison
- E.g. Bogor has the same weather as Ungaran.
- The weather in Jakarta is hotter than that in Bandung.
- e. The use of participle phrases
- E.g. Situated between East London and West London, the river flows into the sea.
- The house standing at the foot of the hill belongs to the royal family.
- f. The use of compound adjectives
- E.g. The five-bedroom bungalow has been rented since last year.
- Passangers are not allowed to smoke in the non-smoking compartment.
- g. The use of adverbial phrases of time and place
- E.g The city has changed a lot since the 17th century. (adverbial phrases of time)
- London is situated in the southeastern England. (adverbial phrases of place)

### **8 kriteria dalam *reading comprehension***

1. *Main Idea (Topic)*
2. *Expression/idiom/phrase in context*
3. *Inference (implied detail)*
4. *Grammatical feature*
5. *Detail*

6. *Excluding fact not written*
7. *Supporting ideas*
8. *Vocabbulary in context.*

Example of Descriptive text:

### **My Dog**

I have a pet dog. His name is Thomas. We usually call him Tom.

His body is covered with white long fur. My father and I bathe him twice a week. He looks very handsome after bathing. Tom has brown round eyes and quite long ears. He also has four legs with some strong claws. He uses them to catch rats, lizards, geckos or any animals who come to my house. He barks loudly when somebody comes to my house. He acts like a reliable guard for my family. When I come home, he waves his tail enthusiastically. All of my family likes to play with him. We love him very much.

#### **E. Metode Pembelajaran**

Metode yang digunakan : Reading Aloud.

#### **F. Media, Alat, dan Sumber Pembelajaran**

##### **1. Media**

- Power Point
- Papan Tulis

##### **2. Alat**

- LCD
- Spidol

##### **3. Bahan**

- Print out teks deksriptive text yang menyatakan tentang orang, binatang, dan benda

#### **G. Sumber Pembelajaran**

- LKS siswa: English Framework Based on Curriculum 2013 For SMP VIII<sup>A</sup>
- Sumber dari internet:

- [www.dailyenglish.com](http://www.dailyenglish.com)
- [http://americanenglish.state.gov/files/ae/resource\\_files](http://americanenglish.state.gov/files/ae/resource_files)
- <http://learnenglish.britishcouncil.org/en/>

### H. Langkah-langkah Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> <li>○ Guru memberi salam (<i>greeting</i>);</li> <li>○ Guru memeriksa kehadiran siswa;</li> <li>○ Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;</li> <li>○ Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;</li> <li>○ Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;</li> <li>○ Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.</li> <li>○ Guru menyampaikan prosedur tentang Reading Aloud Strategy</li> </ul>	10 menit
Inti	<p><b><i>Observing</i></b></p> <ul style="list-style-type: none"> <li>○ Guru menjelaskan materi dan memberikan contoh <i>Descriptive Text</i> tentang “<i>My Dog</i>” dengan jelas.</li> </ul> <p><b><i>Questioning</i></b></p> <ul style="list-style-type: none"> <li>○ Guru memberi kesempatan siswa untuk bertanya mengenai materi yang telah disampaikan oleh guru</li> </ul> <p><b><i>Exploring</i></b></p> <p><b><i>Reading Aloud</i></b></p> <ul style="list-style-type: none"> <li>○ Guru memberikan teks descriptive yang menarik bagi siswa</li> </ul>	<p>15 menit</p> <p>5 menit</p> <p>15 menit</p>

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
	<ul style="list-style-type: none"> <li>○ Guru memberikan contoh bagaimana cara membaca teks descriptive dan menyoroti kata-kata yang merupakan kata kunci untuk memahami bacaan</li> <li>○ Siswa diberikan beberapa pertanyaan yang berkaitan dengan teks bacaan</li> <li>○ Guru menunjuk siswa untuk membaca teks descriptive secara individual tanpa berhenti</li> <li>○ Guru kembali memberikan contoh bagaimana cara membaca teks deskriptive yang telah diberikan</li> <li>○ Siswa diminta membaca kembali untuk meningkatkan pemahaman membaca</li> </ul> <p><i>Associating</i></p> <ul style="list-style-type: none"> <li>○ Siswa diminta menjawab soal pilihan ganda yang berkaitan dengan teks descriptive</li> <li>○ Siswa dan guru membahas jawaban yang telah dikerjakan oleh siswa</li> </ul>	15 menit
Penutup	<ul style="list-style-type: none"> <li>○ Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.</li> <li>○ Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.</li> <li>○ Guru memberikan motivasi kepada siswa</li> <li>○ Peserta didik dan guru mengucapkan salam perpisahan.</li> </ul>	10 menit

### I. Penilaian

No	Indikator pencapaian kompetensi	Teknik penilaian	Bentuk instrument	Instrument/soal
1.	Mengidentifikasi ciri-ciri teks dan menjawab pertanyaan berdasarkan	Tes tulis	Multiple choice question	Choose the best answer of the following

	teks yang diberikan.			question based on the text
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**Choose the best answer of the following question based on the text!**

### Elephant

Elephant is an herbivore animal and eat all almost all of the vegetations and fruits.

They have almost hairless skin, wide ears, four legs, and long trunk. Elephant is known as the largest mammals. The elephants also have very sharp auditory because they have big and wide ears. By these ears, they can hear sounds from a distance about tens kilometer. At the back of the ears, they have one of the softest parts of their body which is called the knuckle. In a zoo, Mahouts (elephant trainers) use their feet to steer or give commands to the animal via the knuckle. Now, they are a kind of protected animals because their population remains little in their habitat. Their population began to decline year by year.

1. What is the text mostly about?
  - a. Mahouts (Elephant trainers)
  - b. The knuckle
  - c. Elephant
  - d. Mammals
  
2. Which is the following statement is not true about elephant?
  - a. Elephant is an herbivore animal
  - b. Elephants have almost hairless skin, wide ears, six legs, and long trunk
  - c. Elephants can hear sounds from a distance about tens kilometer
  - d. Elephantsrs are a kind of protected animals
  
3. "They have almost hairless skin, wide ears, four legs, and long trunk."
 

The underline word refers to....

  - a. Elephants
  - b. The readers
  - c. Mahouts

- d. The knuckle
4. “They are a kind of protected animals because their population remains little in their habitat.”  
The underline phrase means.....
- Elephants are rare animals
  - Elephants population are very numerous
  - Elephants are the most populated animal in Indonesian
  - Elephants can be found around people’s home
5. What is the purpose of the text?
- To retell the past event
  - To entertain the readers
  - To describe about Elephant
  - To give information about the Mahouts

**Answer Key:**

- C
- B
- A
- A
- C

a. Rubrik Penilaian

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

e. Pedoman Penilaian

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

Nilai Siswa :  $\frac{\text{Nilai perolehan}}{\text{Nilai maksimal}} \times 100$

Guru Mata Pelajaran

Bandar Lampung, ..... 2019

Mahasiswa Peneliti,

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**Appendix 14***Control Class 2*

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

<b>Satuan Pendidikan</b>	: MTs Muhammadiyah Bandar Lampung
<b>Mata Pelajaran / Skill</b>	: Bahasa Inggris (Reading)
<b>Kelas / Semester</b>	: VIII / 1 (Satu)
<b>Materi Pokok</b>	: Teks deskriptive pendek dan sederhana, tentang orang, binatang, dan benda
<b>Sub Materi</b>	: Descriptive Text About Things
<b>Alokasi Waktu</b>	: 1 x 2 JP (2 x 40 menit)
<b>Petemuan ke</b>	: <b>2 (Dua)</b>

**A. Kompetensi Inti**

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

**B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi**

<b>Kompetensi Dasar</b>	<b>Indikator Pencapaian Kompetensi</b>
4.11 Menangkap makna dalam teks descriptive lisan dan tulis, pendek	4.11.1 Memahami struktur teks, unsur kebahasaan dan fungsi sosial

dan sederhana.	<p>deskriptive text</p> <p>4.11.2 Mengidentifikasi aspek-aspek <i>reading comprehension</i> (<i>Main Idea, phrase in context, inference, grammatical feature, detail excluding fact not written, supporting ideas, vocabulary in context</i>)</p>
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### C. Tujuan Pembelajaran:

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

### D. Materi Pembelajaran

**Tema** : Descriptive Text

**Definisi** : Descriptive text is a text which says what a person or a thing is like.

**Fungsi sosial** : To describe and reveal a particular person, place, or thing.

**Struktur teks** :

- a. Identification

Identification is a general opening statement in the first paragraph which identifies phenomenon to be describe.

- b. Description

Description is series of paragraph about the subject which describes parts, qualities, characteristics.

**Unsur kebahasaan**

- a. The use of “to be” and “to have”

E.g. The hotel has 235 bedrooms.

- The hotel rate is too expensive
- b. The use of relating verbs
- E.g. The temple consist of five terraces.
- The museum houses hundreds of greek statues.
- c. The use of opinion and fact adjective
- E.g. The tamples is magnificent. (Opinion)
- The tample has a rectangular shape. (Fact)
- d. The use of degrees of comparison
- E.g. Bogor has the same weather as Ungaran.
- The weather in Jakarta is hotter than that in Bandung.
- e. The use of participle phrases
- E.g. Situated between East London and West London, the river flows into the sea.
- The house standing at the foot of the hill belongs to the royal family.
- f. The use of compound adjectives
- E.g. The five-bedroom bungalow has been rented since last year.
- Passangers are not allowed to smoke in the non-smoking compartment.
- g. The use of adverbial phrases of time and place
- E.g The city has changed a lot since the 17th century. (adverbial phrases of time)
- London is situated in the southeastern England. (adverbial phrases of place)

### **8 kriteria dalam *reading comprehension***

1. *Main Idea (Topic)*
2. *Expression/idiom/phrase in context*
3. *Inference (implied detail)*
4. *Grammatical feature*
5. *Detail*

6. *Excluding fact not written*
7. *Supporting ideas*
8. *Vocabbulary in context.*

Example of Descriptive text:

### **My Doll**

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

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

*Adapted from: Siti Zakiya, Improving Reading Comprhension of Descriptive Text Through Contextual Teaching and Learning (CTL), (Jakarta: unpublished, 2011)*

## **E. Metode Pembelajaran**

Metode yang digunakan : Reading Aloud.

## **F. Media, Alat, dan Sumber Pembelajaran**

### **1. Media**

- Power Point
- Papan Tulis

### **2. Alat**

- LCD
- Spidol

### **3. Bahan**

- Print out teks deksriptive text yang menyatakan tentang orang, binatang, dan benda

## **G. Sumber Pembelajaran**

- LKS siswa: English Framework Based on Curriculum 2013 For SMP VIII<sup>A</sup>



Kegiatan	Deskripsi Kegiatan	Alokasi waktu
	<ul style="list-style-type: none"> <li>○ Guru memberikan teks descriptive yang menarik bagi siswa</li> <li>○ Guru memberikan contoh bagaimana cara membaca teks descriptive dan menyoroti kata-kata yang merupakan kata kunci untuk memahami bacaan</li> <li>○ Siswa diberikan beberapa pertanyaan yang berkaitan dengan teks bacaan</li> <li>○ Guru menunjuk siswa untuk membaca teks descriptive secara individual tanpa berhenti</li> <li>○ Guru kembali memberikan contoh bagaimana cara membaca teks deskriptive yang telah diberikan</li> <li>○ Siswa diminta membaca kembali untuk meningkatkan pemahaman membaca</li> </ul> <p><b><i>Associating</i></b></p> <ul style="list-style-type: none"> <li>○ Siswa diminta menjawab soal pilihan ganda yang berkaitan dengan teks descriptive</li> <li>○ Siswa dan guru membahas jawaban yang telah dikerjakan oleh siswa</li> </ul>	15 menit
Penutup	<ul style="list-style-type: none"> <li>○ Siswa dan guru melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.</li> <li>○ Peserta didik memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.</li> <li>○ Guru memberikan motivasi kepada siswa</li> <li>○ Peserta didik dan guru mengucapkan salam perpisahan.</li> </ul>	10 menit

## I. Penilaian

No	Indikator pencapaian kompetensi	Teknik penilaian	Bentuk instrument	Instrument/soal
1.	Mengidentifikasi ciri-ciri teks dan menjawab pertanyaan berdasarkan teks yang diberikan.	Tes tulis	Multiple choice question	Choose the best answer of the following question based on the text

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

### My Precious Collection

I have a very special collection of ancient coin. It was a gift from my grandfather. He gave me the coin when I was ten years old. I just found out recently that the coin is very rare because there are only five of it in the world. This condition makes me realize that my collection is very precious.

The size of the coin is not big. The diameter is around 2,5 cm and the thickness is around 2 mm. The first side of the coin shows the image of Liberty's head facing left side. I recognize it as Liberty because the image has a tiara on the head with the word "Liberty" written on it. There are thirteen stars spread around the head and number 1913 is written under the head. Short stripes are engrave around the edge. The second side show the letter "V" in the center of it surrounded by the image of flowers. The word "United States Of America" and "Cents" are printed around the image in the center.

1. What is the text mostly about?
  - a. A special gift
  - b. An ancient coin
  - c. A beautiful image of Liberty's head
  - d. A special collection
  
2. Which is the following statement is not true about an ancient coin?
  - a. There are fourteen stars spread around the head

- b. The diameter is around 2,5 cm and the thickness is around 2 mm
- c. The second side show the letter "V" in the center of it surrounded by the image of flowers
- d. The coin is very rare because there are only five of it in the world
3. How many diameter of the ancient coin?
- a. 5,2 cm
- b. 2 mm
- c. 2,5 cm
- d. 2,5 mm
4. What is on the first side on the coin?
- a. Show the letter "V"
- b. Image of flowers
- c. The word "United States Of America" and "Cents"
- d. Show the image of Liberty's head facing left side
5. What is the purpose of the text?
- a. To retell the past event
- b. To entertain the readers
- c. To describe about An ancient coin
- d. To give information about the Liberty's head

**Answer Key:**

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

- a. Rubrik Penilaian

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

- a. Pedoman Penilaian

Total item	: 5	
Setiap nomor, tiap jawaban benar skor	: 20	
Nilai Maksimal	: 100	
Nilai Siswa	: $\frac{\text{Nilai perolehan}}{\text{Nilai maksimal}}$	x 100

Guru Mata Pelajaran

Bandar Lampung, ..... 2019

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**Appendix 15****Control Class 3**

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

<b>Satuan Pendidikan</b>	: MTs Muhammadiyah Bandar Lampung
<b>Mata Pelajaran / Skill</b>	: Bahasa Inggris (Reading)
<b>Kelas / Semester</b>	: VIII / 1 (Satu)
<b>Materi Pokok</b>	: Teks deskriptive pendek dan sederhana, tentang orang, binatang, dan benda
<b>Sub Materi</b>	: Descriptive Text About Person
<b>Alokasi Waktu</b>	: 1 x 2 JP (2 x 40 menit)
<b>Petemuan ke</b>	: <b>3 (Tiga)</b>

**A. Kompetensi Inti**

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotongroyong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

**B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi**

<b>Kompetensi Dasar</b>	<b>Indikator Pencapaian Kompetensi</b>
4.11 Menangkap makna dalam teks descriptive lisan dan tulis, pendek	4.11.1 Memahami struktur teks, unsur kebahasaan dan fungsi sosial

dan sederhana.	deskriptive text 4.11.2 Mengidentifikasi aspek-aspek <i>reading comprehension</i> ( <i>Main Idea, phrase in context, inference, grammatical feature, detail excluding fact not written, supporting ideas, vocabulary in context</i> )
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### C. Tujuan Pembelajaran:

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

### D. Materi Pembelajaran

**Tema** : Descriptive Text

**Definisi** : Descriptive text is a text which says what a person or a thing is like.

**Fungsi sosial** : To describe and reveal a particular person, place, or thing.

**Struktur teks** :

- a. Identification

Identification is a general opening statement in the first paragraph which identifies phenomenon to be describe.

- b. Description

Description is series of paragraph about the subject which describes parts, qualities, characteristics.

**Unsur kebahasaan**

- a. The use of “to be” and “to have”

E.g. The hotel has 235 bedrooms.

- The hotel rate is too expensive
- b. The use of relating verbs
- E.g. The temple consist of five terraces.
- The museum houses hundreds of greek statues.
- c. The use of opinion and fact adjective
- E.g. The tamples is magnificent. (Opinion)
- The tample has a rectangular shape. (Fact)
- d. The use of degrees of comparison
- E.g. Bogor has the same weather as Ungaran.
- The weather in Jakarta is hotter than that in Bandung.
- e. The use of participle phrases
- E.g. Situated between East London and West London, the river flows into the sea.
- The house standing at the foot of the hill belongs to the royal family.
- f. The use of compound adjectives
- E.g. The five-bedroom bungalow has been rented since last year.
- Passangers are not allowed to smoke in the non-smoking compartment.
- g. The use of adverbial phrases of time and place
- E.g The city has changed a lot since the 17th century. (adverbial phrases of time)
- London is situated in the southeastern England. (adverbial phrases of place)

### **8 kriteria dalam *reading comprehension***

1. *Main Idea (Topic)*
2. *Expression/idiom/phrase in context*
3. *Inference (implied detail)*
4. *Grammatical feature*
5. *Detail*

6. *Excluding fact not written*
7. *Supporting ideas*
8. *Vocabulary in context.*

Example of Descriptive text:

### **George**

I have to pick up someone today at the airport. He is from Australia. His name is George. I never meet him before and I do not have his picture. So, I prepare a small board and write his name. I will bring that at the airport. I hope George will find me.

Before his flight, he informed that he wore black shirt, blue jeans, and red shoes. He also brought a big orange bag. What I had known from him is that he has 190 cm tall, thin body, his hair is red, and he has thick mustache.

*Adapted from : [englishcoo.com/contoh-descriptive-text-tentang-hewan/](http://englishcoo.com/contoh-descriptive-text-tentang-hewan/)*

## **E. Metode Pembelajaran**

Metode yang digunakan : Reading Aloud.

## **F. Media, Alat, dan Sumber Pembelajaran**

### **1. Media**

- Power Point
- Papan Tulis

### **2. Alat**

- LCD
- Spidol

### **3. Bahan**

- Print out teks deksriptive text yang menyatakan tentang orang, binatang, dan benda

## **G. Sumber Pembelajaran**

- LKS siswa: English Framework Based on Curriculum 2013 For SMP VIII<sup>A</sup>

- Sumber dari internet:
  - [www.dailyenglish.com](http://www.dailyenglish.com)
  - [http://americanenglish.state.gov/files/ae/resource\\_files](http://americanenglish.state.gov/files/ae/resource_files)
  - <http://learnenglish.britishcouncil.org/en/>

### H. Langkah-langkah Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> <li>○ Guru memberi salam (<i>greeting</i>);</li> <li>○ Guru memeriksa kehadiran siswa;</li> <li>○ Guru menyiapkan peserta didik secara psikis dan fisik untuk mengikuti proses pembelajaran;</li> <li>○ Guru memberi motivasi belajar siswa secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari, dengan memberikan contoh dan perbandingan lokal, nasional dan internasional;</li> <li>○ Guru menjelaskan tentang tujuan pembelajaran atau kompetensi dasar yang akan dicapai;</li> <li>○ Guru menyampaikan cakupan materi dan uraian kegiatan sesuai silabus.</li> <li>○ Guru menyampaikan prosedur tentang Reading Aloud Strategy</li> </ul>	10 menit
Inti	<p><b><i>Observing</i></b></p> <ul style="list-style-type: none"> <li>○ Guru menjelaskan materi dan memberikan contoh <i>Descriptive Text</i> tentang “George” dengan jelas.</li> </ul> <p><b><i>Questioning</i></b></p> <ul style="list-style-type: none"> <li>○ Guru memberi kesempatan siswa untuk bertanya mengenai materi yang telah disampaikan oleh guru</li> </ul>	15 menit  5 menit



## I. Penilaian

No	Indikator pencapaian kompetensi	Teknik penilaian	Bentuk instrument	Instrument/soal
1.	Mengidentifikasi ciri-ciri teks dan menjawab pertanyaan berdasarkan teks yang diberikan.	Tes tulis	Multiple choice question	Choose the best answer of the following question based on the text

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

### My Best friend

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

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

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

1. What is the text mostly about?
  - a. The writer's brother
  - b. The writer's father
  - c. The witer's best friend
  - d. The writer's new friend
  
2. Which is the following statement is not true about Rohmi?
  - a. Rohmi is the writer's special friend
  - b. Rohmi is a quite girl and very simple on the look

- c. Rohmi is not only kind but also tough  
 d. Rohmi and her brother work full-time to earn some money
3. What does the second paragraph tell you about?
- a. Rohmi and her family  
 b. Rohmi and her father  
 c. Rohmi and her brother  
 d. Rohmi and her friends
4. "...Rohmi and her brother work part-time to earn some money."  
 What do the underlined words mean?
- a. Work for the whole of working week  
 b. Work for only part of each day or week  
 c. Work for the purpose of getting money as much as possible  
 d. Work for family
5. Where did the writer sit?
- a. In front of Rohmi  
 b. Behind Rohmi  
 c. Next to Rohmi  
 d. Far from Rohmi

**Answer Key:**

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

## b. Rubrik Penilaian

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

## a. Pedoman Penilaian

Total item	: 5	
Setiap nomor, tiap jawaban benar skor	: 20	
Nilai Maksimal	: 100	
Nilai Siswa	: $\frac{\text{Nilai perolehan}}{\text{Nilai maksimal}}$	x 100

Guru Mata Pelajaran

Bandar Lampung, ..... 2019

Mahasiswa Peneliti,

**SARI IRAWATI, S.Pd**  
NBM. 1029989

**DEVITA VIRDANI**  
NPM. 1511040222

Mengetahui,

Kepala MTs Muhammadiyah

**Haidir, M.Pd.I**  
NBM. 1018040

## Appendix 16

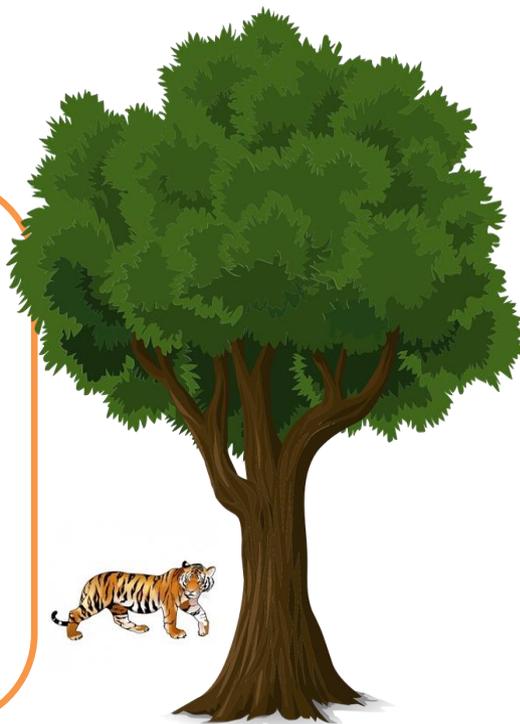
**THE TOPICS OF DESCRIPTIVE TEXT FOR SUSTAINED SILENT READING  
ACTIVITY IN EXPERIMENTAL CLASS**

# TIGER

Tigers are wild animal. They are the biggest cat of their species. Male tiger can have weight at least 80 – 320 kilos and the female is 120 – 180. So, the female is thinner than the male.

They live in jungle. They can run faster from a lion but they till slower than cheetah. Tigers are carnivore. They usually hunt in daylight. Their targets are deers, hogs, antelope, and also mouse deers. The different between tiger with other cats is the signature fur. They have stripes in their body. This stripes in natural use as camouflage to hunt in the jungle. They also have same function as finger print in human body.

If you want to see a tiger, you have to go to the zoo because they are very dangerous in wild life.



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

1. The second paragraph mostly talking about.....
  - a. The difference tiger with other animal.
  - b. The same tiger with other animal.
  - c. The comparison tiger with other animal.
  - d. The influence tiger with other animal.
2. Which statement about tiger below is implied in the passage?
  - a. Female tiger is thinner than the male.
  - b. Male tiger can have weight at least 120-180 kilos.
  - c. Female tiger can have weight at least 80-320 kilos.
  - d. Tigers are herbivore.
3. “Theyalso have same function as finger print in human body”  
The underlined word refers to...
  - a. Tiger
  - b. Tigers’ stripes
  - c. Lion
  - d. Cheetah
4. According to the text, how much the male tiger can have weight?
  - a. 80 – 320 kilos
  - b. 80 – 310 kilos
  - c. 120 – 180 kilos
  - d. 120 – 190 kilos
5. What is the purpose of the text?
  - a. To retell the past event.
  - b. To entertain the readers.
  - c. To describe about Tiger.
  - d. To give information about Tiger’s habitat.

# KOALA

When we talk about Australia, there are lot of things we can discuss, its beauty, nature, history, and exotic animals. Many people think that Australia is only about kangaroo when discussing about exotic animals. But have you ever heard about Koala? Here are the description of the most charismatic of all marsupials, Koala.

Koala is Australia's epidemic animal, which means it is found in Australia alone. The Koala is a small to medium sized mammal. The Koala has large, wide face and round, white-tufted ears giving it the appearance of a small bear, along with their lack of a visible tail and smooth, black nose. The Koala is a herbivorous animal that only feeds on the leaves of the eucalyptus tree in order to survive. Eucalyptus leaves are tough and fibrous and often toxic making them inedible to other herbivorous animals, but not for the Koala. With its unique appearance and its diet habit, the koala is became one of Australia's most famous and treasured species of mammal and is found on numerous emblems and in stories not just in Australia but worldwide.

Source:

<https://www.zonasiswa.com/descriptive-ext-hewankoala.html>



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

- What is the text mostly about?
  - Mamals
  - Kangaroo
  - Koala
  - Australia
- Which the following statement is not true about the koala?
  - The koala has large, wide face and round
  - The koala has white-tufted ears
  - The koala has red nose.
  - The koala is Australia's epidemic animal
- “.....which means it is found in Australia alone” (in line 5)  
The underline word refers to....
  - Koala
  - Kangaroo
  - Mamals
  - Australia
- “*Epidemic* animal”  
The antonym of italic word is...
  - Contagious
  - Limited
  - Endemic
  - Infectious
- What is the purpose of the text?
  - To retell the past event.
  - To entertain the readers.
  - To describe about Koala.
  - To give information about Koala’s habitat.

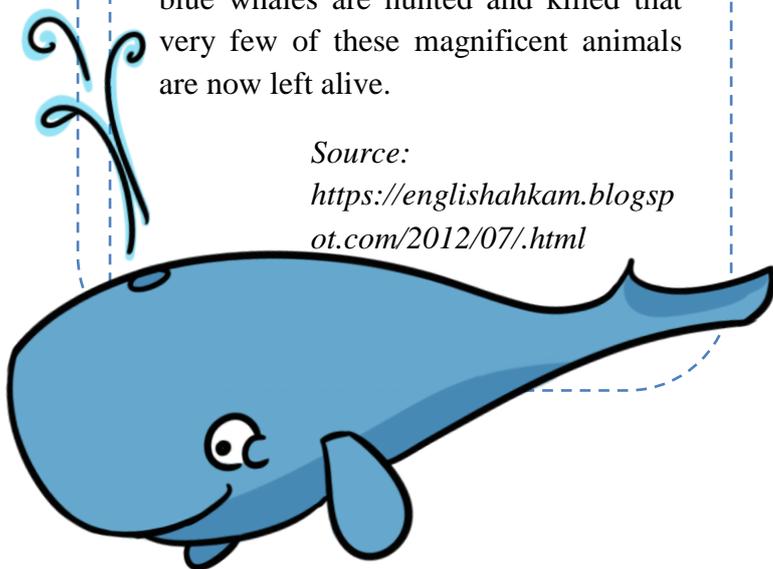
### Blue Whale

The largest animal alive is the blue whale. Fully grown, these great creatures reach length of over 30 meters and weigh as much as twenty four large elephants, or more than 1,500 men. The heart of a blue whale is more than a meter in diameter.

The blue whale is not a fish, even though it depends entire life in the sea. Whales are mammals, just like us. A mother whale gives birth to a live baby whale, not an egg. She feeds her baby with her own milk. While fish are cold-blooded, whales are warm-blooded, and they have lungs and breathe air, like us.

For all its size, a blue whale feeds mainly on tiny shrimps. It is harmless to man. Unfortunately for the blue whales, men are not harmless to them. So many blue whales are hunted and killed that very few of these magnificent animals are now left alive.

Source:  
<https://englishahkam.blogspot.com/2012/07/.html>



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

1. "She feeds her baby with her own milk"

The underlined word is refers to...

- a. Fish

- b. Blue whale  
 c. Shrimps  
 d. Elephants
2. What is the main idea of the second paragraph?  
 a. The blue whale is not a fish.  
 b. The largest animal is the blue whale.  
 c. The blue whale feeds mainly on tiny shrimps.  
 d. The blue whale feeds her baby with her own milk.
3. Which statement below is implied in the passage?  
 a. Whale eats every sea creature.  
 b. Whale breaks by laying egg.  
 c. Whale is a huge animal.  
 d. Whale is a kind of fish.
4. "For all its size, a blue whale feeds mainly on tiny shrimps."  
 What does the word "*tiny*" mean in the sentence?  
 a. huge  
 b. small  
 c. very big  
 d. very small
5. According to the passage, what is the purpose of the text?  
 a. To retell the past event.  
 b. To entertain the readers.  
 c. To describe about Blue Whale.  
 d. To give information about a Fish.

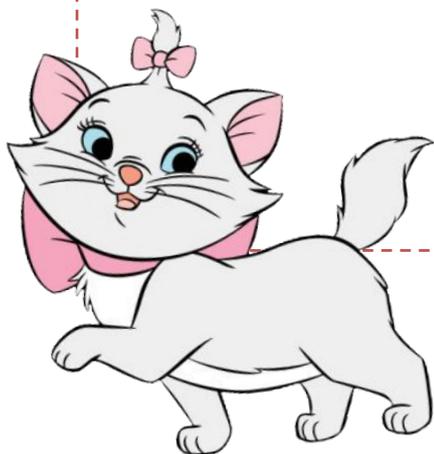
# My Cat



I have a cat in my house, the cat is female. I like call her "Marry". She is an adorable cat, my cat is cute. His body is fat. She has white fur.

I really love to cuddle her because her fur feels soft. Every morning my mother gives a fish, sometime she usually scratches out my arm when I play with her. She is an active animal. She likes to run around the house. She likes to chase everyone in my house. When she feels tired or sleepy, he usually sleeps on the sofa in the living room or sometime under the table.

"Marry" often goes out to find for food at night. And sometime he brings a mouse on his mouth. Then she eats the mouse in the back of my house for herself.



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

1. What is the text mostly about?
  - a. The writer's cat
  - b. The writer's mouse

- c. The writer's friend
  - d. The writer's favorites animal
2. According to the text, when marry often goes out to find for food?
  - a. In the morning
  - b. Before the evening
  - c. At night
  - d. All the time
3. Which of the statement is not true?
  - a. The writer's cat is female
  - b. The writer's cat has a fat body
  - c. The writer's cat has orange fur
  - d. The writer calls the cat "Marry"
4. "She is an active animal"
 

The underlined word refers to...

  - a. The writer
  - b. The cat
  - c. The mouse
  - d. The writer's mom
5. What is the purpose of the text?
  - a. To retell the past event.
  - b. To entertain the readers.
  - c. To describe about the cat.
  - d. To give information about the writer's cat.



## My Unique Pets



I'm used to having pets at home because my family is pet lovers. I have kept two turtles since February 2003. I put them all in one tank in my room.

The name of the male turtle is Donatello and the female one is called Rafael, it is quite easy to keep them. They can survive without food for about two months. However, they need a comfortable place to live. They have to live with imported soil and plants, good water circulation and a piece of dry trunk in the aquarium. Inadequate conditions can cause not only stress but also affect their growth. The worst thing is they may even end in their death!

The weapon of an adult turtle lies in its edge of the shell. He will use this weapon when he is disturbed while he is taking a nap.

Source:

<https://englishahkam.blogspot.com/2012/07/html>



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

1. Phrase "**The worst thing**"

Could be best replace by...

- a. Wonderful

- b. Bad  
c. Evil  
d. Good

2. What is the text mostly about?

- a. Fish  
b. Turtles  
c. Shrimps  
d. Mammals

3. Why is it dangerous to touch the edge of the turtle's shell when he is having his nap?

- a. Because the turtle might infect you with a certain disease.  
b. Because it is the location of a turtle's weapon.  
c. Because it can cause stress to the turtle.  
d. Because it will kill the turtle.

4. "Inadequate conditions can cause not only stress but also affect their growth."(paragraph 2)

The underlined word can be best replaced by ...

- a. Insufficient  
b. Indiscipline  
c. Ineffective  
d. Inedible

5. Which of the following statement about the writer's pets is implied the passage?

- a. They can't live with imported soil.  
b. The name of the female turtle is Donatello and the male one is called Rafael.  
c. The name of the male turtle is Donatello and the female one is called Rafael.  
d. They can survive without food for about three months.

### Beautiful Shoes

I have a close Friend. She is beautiful, attractive and trendy. She always wants to be a trend setter of the day. She always pays much attention to her appearance. Recently, she bought a new stylist foot legs from blowfish shoes products. These shoes really match on her.

Her new blowfish women's shoes are wonderful. When she is walking on those shoes, all her friends, including me watch and admire that she has the most suitable shoes on her physical appearance. The style, bright color, and brand represent her as a smart woman of the day. She really has perfect appearance.

She is really mad on those shoes. She said that the products covered all genders. The blowfish men's shoes are as elegant as she has. The products provide varieties of choice. Ballet, casual, boot athletic shoes are designed in attractive way. The products are international trade mark and become the hottest trend.

*Adapted from:*  
<https://englishahkam.blogspot.com/2014/07/.html>



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

1. According to the text, why does the writer admire her friend?
  - a. She likes wearing an international trade mark shoes.

- b. She always wants to be a trendy and attractive woman.
- c. She has the most suitable shoes on her physical appearance.
- d. She really has perfect appearance with her wonderful shoes.

2. "She really has perfect appearance."

The word "**she**" refers to ...

- a. The writer
- b. A close friend
- c. The writer's friend
- d. A blowfish women's shoes

3. What is tense that used by writer?

- a. Simple Past Tense
- b. Simple Present Tense
- c. Simple Continuous Tense
- d. Simple Past Continuous Tense

4. What is the text mostly about?

- a. A beautiful shoes.
- b. A blowfish women's shoes.
- c. A trendy and attractive shoes.
- d. A brand and bright color shoes.

5. Which of the following is implied in the passage?...

- a. The Writer describe her friend's style and her new shoes.
- b. The writer explain an international trademark shoes.
- c. The writer share her experience with her friend.
- d. The writer tell blowfish shoes products.



## My Beautiful Bag

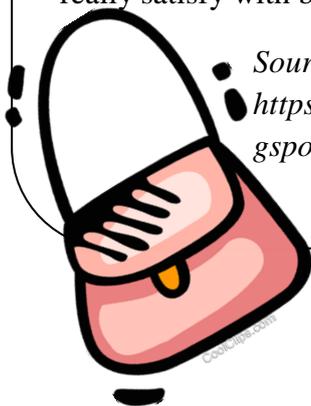
When I just hang out in a mall one day, I saw a very beautiful bag. I love this bag at the first sight. This was the first time I've spent much money on a bag and I don't regret it.

The bag is wonderful. It is made of thin but strong leather. The weight is light and the size keeps it from getting stuffed with junk. It has a long shoulder strap that I like because it keeps the bag hands-free. Its neutral color is fun and sporty. The design is simple and well-made.

The bag is very functional. It is the perfect size to carry a cell phone, a pocket sized wallet, a small book, a pack of gum, and pens. It also fits well into my laptop backpack for bike commuting to school. This bag also has more pockets inside so my small items don't all fall to the bottom. In overall I really satisfy with bag.

Source:

<https://englishahkam.blogspot.com/2012/07/.html>



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

1. What is the main idea of the last paragraph?

- a. The writer has a new bag.
  - b. The bag is very functional.
  - c. The bag has many pockets.
  - d. The writer is satisfied with the bag.
2. Where does the writer usually put her small items?
- a. In her pockets.
  - b. In her laptop backpack.
  - c. In her pocket size wallet.
  - d. In the pockets of her leather bag.

3. "The bag is very functional"

The synonym of underlined word is....

- a. unfunctional
  - b. useful
  - c. useless
  - d. idle
4. Which statement below is implied in the passage?
- a. The writer really unsatisfy with bag.
  - b. The bag has a short shoulder strap.
  - c. The bag has simple design.
  - d. The bag is very useless.
5. According to the text, what is the purpose of the text?
- a. To retell the past event.
  - b. To entertain the readers.
  - c. To describe the writer's new bag.
  - d. To give instruction how to buy a bag.

### My Bicycle

I have a BMX bicycle. My father bought me this bicycle for my birthday gift. I was seven when got this BMX and I thought it's the best gift I've ever had.

Like most BMX, my bicycle has only a single speed. The frame of my BMX is metallic white. It has two wheels. The tires are half orange and half white, while the rims are green. It has one black saddle. I also attach a couple of pegs on the front and rear of it. The rear pegs usually are used when I want to give a ride to my friend.

I always go to school by riding my bicycle. I don't go alone because most of my friends also ride their bike to go to school. Besides that, I usually also ride my bike with my friends on the park after school. We usually do freestyle riding or just cycling around the park.

Source:

<https://www.contohtext.com/2018/05/7-contoh-descriptive-text-lingua.html>



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

1. What is the text mostly about....
  - a. My birthday gift.

- b. My father's bicycle.
  - c. My BMX bicycle.
  - d. My BMX motorcycle.
2. "rear of it" (in line 5) the phrase could be replace by...
  - a. the back side
  - b. the right side
  - c. the left side
  - d. the upside
3. Which Statement is not true according to the text above?
  - a. The bicycle is birthday gift.
  - b. The bicycle has only a single speed.
  - c. The bicycle has three wheels.
  - d. The tires are half orange and half white.
4. What the function of rare page?
  - a. The rare page used as decoration of bicycle.
  - b. The rare page used to carry stuffs.
  - c. The rare page used to store bags.
  - d. The rare page used to give a ride to the writer's friend.
5. "I also attach a couple of pegs...."
 

The synonym of underlined word is...

  - a. add
  - b. loose
  - c. separate
  - d. remove

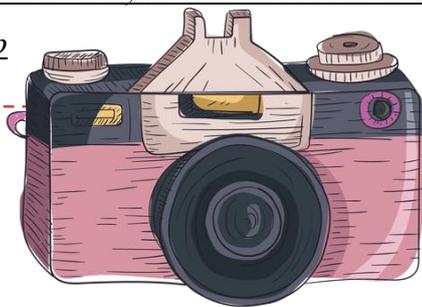
## My Camera

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

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

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

Adapted from: <http://animal-world.com/encyclo/critters/rabbits/camera.php>



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

1. What is following statement is NOT TRUE about the text?
  - a. It his favorite camera.
  - b. His camera is the giving of his father.
  - c. His camera is an old version.
  - d. He always bring his camera.
2. What is main idea from the text?
  - a. My favorite camera
  - b. My digital camera
  - c. My camera
  - d. The camera DSLRs
3. "I usually bring it in every special moment in my life"  
The underlined word refers to...
  - a. image
  - b. camera
  - c. shutter
  - d. a mirror
4. According to the text, what is the name of the camera type?
  - a. The Digital type.
  - b. The DSLRs type.
  - c. The Sensor type.
  - d. The Lens reflex type.
5. What is the purpose of the text?
  - a. To retell the past event.
  - b. To entertain the readers.
  - c. To describe about camera.
  - d. To give information about birthday gift.

### My Favorite Blanket

I have a favorite blanket. I use it every night to cover my body so I can have a comfortable sleep. I get this blanket from my friend. She gave it to me as a present because I help her to create a website for her online shop. I really like the design and also the material of this blanket.

My favorite blanket is made of a material called "fleece". The material can be described as an artificial wool with a very soft texture on the surface. It is also compact, so it is not too thick but it is also not thin. The material is able to prevent the cold to penetrate through it so it can keep me warm at night. The dominant color is blue. There is a cartoon picture of a red car on it. The size of the blanket is 150 x 200 cm. The edges of the blanket is sealed with blue fabric with the size of 1 cm.

Source: <https://kakdikta.blogspot.com>



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

1. What is the text mostly about.....
  - a. My wonderful blanket.
  - b. My favorite blanket.

- c. My lovely blanket.
  - d. My cuties blanket.
2. "to prevent" (in line 7) the phrase could be replace by...
  - a. to avoid
  - b. to allow
  - c. to assist
  - d. to continue
3. Which Statement is not true acording to the text above?
  - a. The writer get this blanket from her friend.
  - b. The blanket is made of a material called "fleece".
  - c. The dominant color is blue.
  - d. The size of the blanket is 200 x 150 cm.
4. Why the writer's friend give the blanket to her?
  - a. because the writer's friend fall in love with her.
  - b. because the writer is a kind person.
  - c. because the writer help her friend to create a website for online shop.
  - d. because it's the writer's birthday.
5. "There is a cartoon picture of a red car on it"  
The underlined word refers to....
  - a. blanket
  - b. online shop
  - c. cover
  - d. design

## My Best Friend, Ernesto

My best friend is Ernesto and he is my classmate. We go to school together.

Ernesto comes from an educated family. His father is a school principal and his mother is also a teacher. He is punctual, well-educated, and has good manners. He is really hard working. He always does his homework. He is also well-dressed and well-behaved. All teachers have a high opinion of him.

Ernesto has a well-built body. He is gentle but fearless. He takes part in all sports, scout, trekking and mountaineering activities. He has a good heart. He is truthful, honest and obedient. He also plays the guitar, and he makes his parents very proud of him. He secures good marks and is usually top of his class in examinations. He inspires me to work harder. He keeps me away from bad company. I am happy to have such a friend.

Source: <https://freeenglishcourse.info/5-contoh-descriptive-text-tentang-orang/>



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

- The phrase “well-built body” (in line 7) can be replaced by...
  - Athletic
  - Slight

- Puny
  - Weak
- What is the text mostly about?
    - The writer’s brother.
    - The writer’s father.
    - The witer’s new friend.
    - The writer’s best friend.
  - Which is the following statement is implied in the passage?
    - Ernesto’s mother is school principal.
    - Ernesto comes from an educated family.
    - Ernesto’s father is a teacher.
    - Ernesto never does his homework.
  - “He keeps me away from bad company”  
The underline word refers to.....
    - Ernesto
    - The writer
    - Ernesto’s father
    - Ernesto’s mother
  - According to the text, who is Ernesto?
    - Ernesto is the writer’s classmate.
    - Ernesto is the writer’s roommate.
    - Ernesto is the writer’s neighbor.
    - Ernesto is the writer’s brother

### My Best friend

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

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

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

*Adapted*

*from:*

*[englishahkam.blogspot.com/2012/07/.html](http://englishahkam.blogspot.com/2012/07/.html)*



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

- Which of the following statements is not true about Rohmi?
  - Rohmi is the writer's special friend.

b. Rohmi is a quite girl and very simple on the look.

c. Rohmi is not only kind but also tough.

d. Rohmi and her brother work full-time to earn some money.

2. Which of the following statements about Rohmi is implied in the passage?

a. The writer's brother.

b. The writer's father.

c. The writer's best friend.

d. The writer's new friend.

3. What does the second paragraph tell you about?

a. Rohmi and her family.

b. Rohmi and her father.

c. Rohmi and her brother.

d. Rohmi and her friends.

4. Where did the writer sit?

a. In front of Rohmi.

b. Behind Rohmi.

c. Next to Rohmi.

d. Far from Rohmi.

5. "...Rohmi and her brother work part time to earn some money."

What do the underlined phrase mean?

a. work for the whole of working week.

b. work for only part of each day or week.

c. work for the purpose of getting money as much as possible.

d. work for family.

## Larry Page

Lawrence “Larry” Page is one of the most influential people in the world. Page is an American computer scientist; he is also an Internet entrepreneur. He was a co-founder of Google with his friend, Sergey Brin, in 1998. Now, he plays a role as a chief executive officer (CEO) of Alphabet, Google’s parent company.

Larry Page was born on 26<sup>th</sup> March 1973 in Michigan. By 2019, his age is 46 years old. His hair is dark brown while his skin is fair. About his family, a research scientist named Lucinda Southworth is his wife. Now, he is a father of two children.

In November 2016, he becomes the 12<sup>th</sup> richest person. Larry’s last education background is a Ph.D. from Stanford University. Here, he met Sergey Brin. Then, they incorporated Google in order to make world’s information easy to access. This company makes him to be one of the successful people in the world.

Source: <https://englishcoo.com/contoh-descriptiv-e-text-about-someone/>



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

1. What is the main idea of the text?
  - a. The chief executive officer (CEO) of Alphabet, Google’s parent company.
  - b. Larry Page’s wife, Lucinda Southworth.
  - c. The most influential people in the world, Larry Page
  - d. Larry Page is a father of two children
2. According to the text, when was Larry Page born?
  - a. Larry Page was born on 26<sup>th</sup> March 1973
  - b. Larry Page was born on 26<sup>th</sup> November 2016
  - c. Larry Page was born on 26<sup>th</sup> March 2016
  - d. Larry Page was born on 26<sup>th</sup> November 1973
3. Which of statement is not true about Larry Page?
  - a. In November 2016, he becomes the 12<sup>th</sup> richest person in the world
  - b. He was a co-founder of Google with his friend, Sergey Brin, in 1998
  - c. Larry Page is 46 years old
  - d. Larry Page is an Australian computer scientist and an internet entrepreneur
4. Which of the following is implied in the passage?
  - a. Sergey Brin is Larry’s Brother
  - b. Larry Page was born on 26<sup>th</sup> March 1973 in Milan
  - c. Larry Page is the 12<sup>th</sup> richest person in the world
  - d. Larry Page has three children
5. “They incorporated Google in order to make world’s information”  
The underlined word refers to....
  - a. Larry Page and his wife
  - b. Larry page and Sergey Brin
  - c. Larry Brin and Sergey Page
  - d. Sergey Brin and his wife

## A Close Friend



Jacques has been my close friend for two years. I first met him on a school exchange trip to Calais, France. I asked him the way to the library and we started talking. We've been friends ever since.



Jacques is quite good-looking. He's tall and slim, with olive skin and curly dark hair. Like many French people, he has a great sense of style, so he always looks well-dressed even in casual clothes.

Jacques is very keen on water sports. He likes sailing and he spends a lot of time on his boat. He enjoys scuba diving, too, and loves exploring life under sea. All in all, I'm glad to have Jacques as my friend. It's a pleasure to be with him and I really enjoy his company. I'm sure we'll always be close friends.

Source: [scribd.com](http://scribd.com)



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

1. What is the text is mostly about?
  - a. The writer's brother.
  - b. The writer's father.
  - c. The writer's close friend.
  - d. The writer's new friend.

5. Which is the following statement is not true about Jacques?
  - a. Jacques is the writer close friend.
  - b. Jacques has a great sense of style.
  - c. Jacques has fair skin and straight dark hair.
  - d. Jacques like sailing and he spend a lot of time on his boat.
6. When the writer meets Jacques for the first time?
  - a. The writer met him on a school exchange trip to Calais, France.
  - b. The writer met him when they holiday to Calais, France.
  - c. The writer met him on a school exchange trip to Seoul, Shout Korean.
  - d. The writer met him in one of the department store in Calais, France.
7. "I asked him the way to the library" The word "him" refers to...
  - e. The writer
  - f. Jacques
  - g. Jacque's friend
  - h. The writer and Jacques
5. What is the purpose of the text?
  - a. To retell the past event.
  - b. To entertain the readers.
  - c. To describe about the writer's close friend.
  - d. To give information how to be a close friend.



## J.K Rowling

J. K. Rowling is a British novelist who writes phenomenal fantasy book series of Harry Potter.

The books have got worldwide attention. They have become the best selling book series in history. They were sold more than 400 million copies.

Joanne Rowling was born on 31st July 1965 in Yate, Gloucestershire, England. So, she is 54 years old by 2019. About her physical appearance, her height is 165 centimeters, while her weight is 54 kilograms. She has blonde hair & blue eyes. She's married two times; she's got three children.

JK. Rowling is a terrific & successful novelist that becomes the richest woman in England. In fact, once she had become unemployed with a destitute life. By writing Harry Potter books which are loaded with spectacular high imagination, she turns to be very famous and wealthy.

Source: <https://englishcoo.com/contoh-descriptive-text-about-someone/>



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

- According to the text, who J.K Rowling is?
  - J.K. Rowling is a British singer
  - J.K. Rowling is a British actress
  - J.K. Rowling is a British novelist
  - J.K. Rowling is a British pianist
- Which of the following statement is not true?
  - Joanne Rowling was born on 31th July 1965
  - Joanne Rowling's height is 165 centimeters and weight 54 kilograms
  - Joanne Rowling has blonde hair and black eyes
  - Joanne Rowling is the richest women in the world
- "Wealthy woman" the idiom word could be replace be...
  - Has money
  - Less money
  - A lot of money
  - Lack of money
- Which of the following statement is implied in the passage?
  - Joanne Rowling's height is 165 centimeters and weight 54 kilograms
  - J.K Rowling is a British novelist who writes the phenomenal horror book series
  - Joanne Rowling was born on 31th June 1965 in Yate
  - Joanne Rowling has blonde hair and black eyes
- What is the purpose of the text
  - To retell the past event.
  - To entertain the readers.
  - To describe about J.K. Rowling.
  - To give information about J.K. Rowling



## Appendix 18

## Result Validity of Pre-test

No Soal	r hitung	r table	Keterangan
Item1	0,382	0,334	Valid
Item2	0,038	0,334	Tidak Valid
Item3	0,222	0,334	Tidak Valid
Item4	0,378	0,334	Valid
Item5	0,214	0,334	Tidak Valid
Item6	0,253	0,334	Tidak Valid
Item7	0,386	0,334	Valid
Item8	0,220	0,334	Tidak Valid
Item9	0,286	0,334	Tidak Valid
Item10	0,015	0,334	Tidak Valid
Item11	0,336	0,334	Valid
Item12	0,165	0,334	Tidak Valid
Item13	0,481	0,334	Valid
Item14	0,286	0,334	Tidak Valid
Item15	0,388	0,334	Valid
Item16	0,044	0,334	Tidak Valid
Item17	0,330	0,334	Tidak Valid
Item18	0,563	0,334	Valid
Item19	0,200	0,334	Tidak Valid
Item20	0,380	0,334	Valid
Item21	0,050	0,334	Tidak Valid
Item22	0,082	0,334	Tidak Valid
Item23	0,295	0,334	Tidak Valid
Item24	0,157	0,334	Tidak Valid
Item25	0,385	0,334	Valid
Item26	0,474	0,334	Valid
Item27	0,336	0,334	Valid
Item28	0,469	0,334	Valid
Item29	0,227	0,334	Tidak Valid
Item30	0,375	0,334	Valid
Item31	0,091	0,334	Tidak Valid
Item32	0,395	0,334	Valid
Item33	0,244	0,334	Tidak Valid
Item34	0,172	0,334	Tidak Valid
Item35	0,492	0,334	Valid
Item36	0,271	0,334	Tidak Valid
Item37	0,116	0,334	Tidak Valid
Item38	0,186	0,334	Tidak Valid
Item39	0,427	0,334	Valid
Item40	0,140	0,334	Tidak Valid
Item41	0,351	0,334	Valid
Item42	0,396	0,334	Valid
Item43	-0,244	0,334	Tidak Valid

Item44	0,406	0,334	Valid
Item45	-0,128	0,334	Tidak Valid
Item46	0,012	0,334	Tidak Valid
Item47	-0,159	0,334	Tidak Valid
Item48	0,032	0,334	Tidak Valid
Item49	0,398	0,334	Valid
Item50	-0,170	0,334	Tidak Valid



## Appendix 20

## Result Validity of Post-test

No Soal	r hitung	r table	Keterangan
Item1	-0,186	0,334	Tidak Valid
Item2	0,426	0,334	Valid
Item3	0,029	0,334	Tidak Valid
Item4	-0,154	0,334	Tidak Valid
Item5	0,020	0,334	Tidak Valid
Item6	-0,171	0,334	Tidak Valid
Item7	0,402	0,334	Valid
Item8	-0,254	0,334	Tidak Valid
Item9	0,343	0,334	Valid
Item10	0,357	0,334	Valid
Item11	0,096	0,334	Tidak Valid
Item12	0,406	0,334	Valid
Item13	0,097	0,334	Tidak Valid
Item14	0,074	0,334	Tidak Valid
Item15	0,301	0,334	Tidak Valid
Item16	0,528	0,334	Valid
Item17	0,129	0,334	Tidak Valid
Item18	0,176	0,334	Tidak Valid
Item19	0,390	0,334	Valid
Item20	-0,042	0,334	Tidak Valid
Item21	0,375	0,334	Valid
Item22	0,245	0,334	Tidak Valid
Item23	0,482	0,334	Valid
Item24	0,320	0,334	Tidak Valid
Item25	0,482	0,334	Valid
Item26	0,379	0,334	Valid
Item27	0,006	0,334	Tidak Valid
Item28	0,311	0,334	Tidak Valid
Item29	0,052	0,334	Tidak Valid
Item30	-0,027	0,334	Tidak Valid
Item31	0,357	0,334	Valid
Item32	0,213	0,334	Tidak Valid
Item33	0,536	0,334	Valid
Item34	0,340	0,334	Valid
Item35	-0,025	0,334	Tidak Valid
Item36	0,415	0,334	Valid
Item37	0,267	0,334	Tidak Valid
Item38	0,395	0,334	Valid
Item39	0,227	0,334	Tidak Valid
Item40	0,447	0,334	Valid
Item41	0,064	0,334	Tidak Valid
Item42	0,330	0,334	Tidak Valid
Item43	0,278	0,334	Tidak Valid

Item44	0,528	0,334	Valid
Item45	0,257	0,334	Tidak Valid
Item46	0,216	0,334	Tidak Valid
Item47	0,394	0,334	Valid
Item48	0,229	0,334	Tidak Valid
Item49	0,119	0,334	Tidak Valid
Item50	0,372	0,334	Valid

## Appendix 21

## The Result of Reliability Test of Pre-Test

## Reliability Statistics

Cronbach's Alpha	N of Items
.779	20

## Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item1	11.20	16.929	.272	.775
Item4	11.17	16.970	.264	.775
Item7	11.06	16.820	.329	.771
Item11	11.17	17.323	.177	.781
Item13	11.09	16.845	.313	.772
Item15	11.17	16.499	.383	.768
Item18	11.14	16.714	.333	.771
Item20	11.49	16.845	.350	.770
Item25	11.14	16.420	.409	.766
Item26	11.06	16.526	.409	.766
Item27	11.17	17.499	.134	.784
Item28	11.03	16.205	.515	.760
Item30	11.14	17.008	.258	.776
Item32	11.11	16.928	.284	.774
Item35	11.09	15.845	.583	.754
Item39	11.09	16.139	.502	.760
Item41	11.40	16.600	.378	.768
Item42	11.14	17.185	.214	.779
Item44	11.09	16.787	.328	.771
Item49	11.17	16.323	.429	.764

## Appendix 22

## The Result of Reliability Test of Post-Test

## Reliability Statistics

Cronbach's Alpha	N of Items
.800	20

## Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item2	11.37	17.358	.472	.785
Item7	11.26	18.079	.321	.794
Item9	11.34	18.585	.176	.803
Item10	11.60	17.718	.403	.790
Item12	11.29	17.445	.474	.786
Item16	11.29	16.975	.599	.778
Item19	11.31	18.163	.283	.797
Item21	11.34	18.114	.289	.796
Item23	11.23	17.299	.544	.782
Item25	11.23	17.711	.431	.788
Item26	11.31	17.575	.431	.788
Item31	11.69	17.987	.373	.792
Item33	11.34	17.997	.318	.795
Item34	11.29	18.328	.249	.799
Item36	11.37	17.652	.398	.790
Item38	11.29	18.210	.278	.797
Item40	11.37	18.123	.283	.797
Item44	11.23	17.593	.463	.787
Item47	11.37	18.182	.269	.798
Item50	11.40	18.129	.279	.797

## Appendix 23

## LIST SAMPLE OF THE RESEARCH

Experimental Class				Control Class			
NO	NAMES	GENDER	CODE	NO	NAMES	GENDER	CODE
1	Adel Nopinda Azahra	F	E-1	1	Amanda Sagita Putri	F	C-1
2	Andhika Zhafid Dwi Gustiyan	M	E-2	2	Ananda Rizka Fauzia	F	C-2
3	Ardian Alfajir	M	E-3	3	Andrevo Safrian	M	C-3
4	Aulia Fatimah Az-Zahra	F	E-4	4	Anggun Mona Maharani	F	C-4
5	Dinda Yuliana Putri	F	E-5	5	Aulia Anindhya Yusuf	F	C-5
6	Dirghamullah Da'I Al-Mubarak	M	E-6	6	Aulia Kireina Fitria	F	C-6
7	Erwin Wijaya	M	E-7	7	Bagas Adi Pratama	M	C-7
8	Fariska Zafia Azzahra	F	E-8	8	Bustam Hanan Habibur Rahman	M	C-8
9	Fauzan Javier Keza	M	E-9	9	Dika Bima Nufikha	M	C-9
10	Fitriana Nurjannah	F	E-10	10	Fidella Salma Khulaida	F	C-10
11	Geral Reyvandah	M	E-11	11	Handika Arya Permana	M	C-11
12	Hanif Mukmin Jasiyah	M	E-12	12	Ilham Zacky Lukmana	M	C-12
13	Jaki Saputra	M	E-13	13	Inas Azizah	F	C-13
14	Lita Riana	F	E-14	14	Karina Aini	F	C-14
15	Lutfan Fauzi Ridho	M	E-15	15	Lathifa Salma	F	C-15
16	M. Irfan Hanif	M	E-16	16	M. Irzqy Akbar	M	C-16
17	M. Surya Akbar	M	E-17	17	M. Sony Andika	M	C-17
18	Mahdalena Agustin	F	E-18	18	Maulana Ferris Syahputra	M	C-18
19	Mario Fadlian	M	E-19	19	Muh Da'I Hari Dzikrillah	M	C-19
20	Messy Dwi Lestari	F	E-20	20	Nabila Yasmin Kamila	F	C-20
21	Muhammad Khairul Anam	M	E-21	21	Naufal Riyadh Mumtaz	M	C-21
22	Muhammad Nazril Ilham Pasha	M	E-22	22	Nur Amalia Syifa	F	C-22
23	Muhammad Satrio Gunawan	M	E-23	23	Ovie Jaya Fitri	F	C-23
24	Muthi Hasna Nabila	F	E-24	24	Radityo Wicaksono Anandra	M	C-24
25	Nani Cahya Ningsih	F	E-25	25	Raihan Alfareza	M	C-25
26	Naufal Fathur Razaq	M	E-26	26	Reyfan Alfero Fahrezi	M	C-26
27	Nur Azijah	F	E-27	27	Ridwan Samie Al Husein	M	C-27
28	Rizky Fiandika Haryadi	M	E-28	28	Shakira Alya Khaira	F	C-28

29	Sahara Latifull Rasya	F	E-29	29	Siti Rubiatul Putri	F	C-29
30	Selvi Anggraini	F	E-30	30	Tubagus Fhatan Ariga	M	C-30
31	Suciana	F	E-31	31	Utami	F	C-31
32	Yuhanida	F	E-32	32	Utari	F	C-32
33	Zulaiha Wardatul Aini	F	E-33	33	Wianda Kusuma	F	C-33
34	Siti Sekar Arum	F	E-34	34	Yarra Az Zahra	F	C-34
35	Zam zani	M	E-35	35	Zulfadli Ibni	M	C-35
36	Yudia Rahmatika	F	E-36	36	Alya Susanti	F	C-36
37	M. Rafly Al Hafidz	M	E-37				

## Appendix 24

## Result of the Pre-test in Control Class

## Statistics

		Score	Technique
N	Valid	36	36
	Missing	0	0
Mean		55.4167	1.0000
Median		55.0000	1.0000
Mode		60.00	1.00
Std. Deviation		7.10885	.00000
Variance		50.536	.000
Skewness		-.092	
Std. Error of Skewness		.393	.393
Range		20.00	.00
Minimum		45.00	1.00
Maximum		65.00	1.00
Sum		1995.00	36.00
Percentiles 25		50.0000	1.0000
50		55.0000	1.0000
75		60.0000	1.0000

## Appendix 25

## Result of the Pre-test in Experiment Class

## Statistics

		Score	Technique
N	Valid	37	37
	Missing	0	0
Mean		63.1081	1.0000
Median		65.0000	1.0000
Mode		65.00 <sup>a</sup>	1.00
Std. Deviation		7.39288	.00000
Variance		54.655	.000
Skewness		-.279	
Std. Error of Skewness		.388	.388
Range		25.00	.00
Minimum		50.00	1.00
Maximum		75.00	1.00
Sum		2335.00	37.00
Percentiles	25	57.5000	1.0000
	50	65.0000	1.0000
	75	70.0000	1.0000

a. Multiple modes exist. The smallest value is shown

## Appendix 26

## Result of the Post-test in Control Class

## Statistics

		Score	Technique
N	Valid	36	36
	Missing	0	0
Mean		65.2778	1.0000
Median		65.0000	1.0000
Mode		60.00	1.00
Std. Deviation		9.63212	.00000
Variance		92.778	.000
Skewness		.272	
Std. Error of Skewness		.393	.393
Range		40.00	.00
Minimum		45.00	1.00
Maximum		85.00	1.00
Sum		2350.00	36.00
Percentiles	25	60.0000	1.0000
	50	65.0000	1.0000
	75	73.7500	1.0000

## Appendix 27

## Result of the Post-test in Experimental Class

## Statistics

		Score	Technique
N	Valid	37	37
	Missing	0	0
Mean		77.5676	1.0000
Median		75.0000	1.0000
Mode		75.00	1.00
Std. Deviation		1.05818E	.00000
		1	
Variance		111.974	.000
Skewness		-.150	
Std. Error of Skewness		.388	.388
Range		45.00	.00
Minimum		50.00	1.00
Maximum		95.00	1.00
Sum		2870.00	37.00
Percentiles	25	70.0000	1.0000
	50	75.0000	1.0000
	75	85.0000	1.0000

## Appendix 28

## The Score of Pre-test and Post-Test in Experimental Class (VIII U2) and Control Class

## (VIII U1) MTs Muhammadiyah Bandar Lampung

No	Name	Score		Gain
		Pretest	Posttest	
1	Students C-1	50	55	5
2	Students C-2	55	60	5
3	Students C-3	50	55	5
4	Students C-4	50	60	10
5	Students C-5	65	80	15
6	Students C-6	60	80	20
7	Students C-7	50	60	10
8	Students C-8	60	70	10
9	Students C-9	55	60	5
10	Students C-10	45	55	10
11	Students C-11	65	80	15
12	Students C-12	65	85	20
13	Students C-13	65	60	-5
14	Students C-14	60	60	0
15	Students C-15	50	55	5
16	Students C-16	65	75	10
17	Students C-17	50	65	15
18	Students C-18	60	80	20
19	Students C-19	45	70	25
20	Students C-20	55	50	-5
21	Students C-21	45	45	0
22	Students C-22	55	60	5
23	Students C-23	45	55	10
24	Students C-24	60	75	15
25	Students C-25	45	65	20
26	Students C-26	60	65	5
27	Students C-27	60	65	5
28	Students C-28	65	70	5

No	Name	Score		Gain
		Pretest	Posttest	
1	Students E-1	50	65	15
2	Students E-2	60	65	5
3	Students E-3	55	75	20
4	Students E-4	50	65	15
5	Students E-5	60	70	10
6	Students E-6	55	80	25
7	Students E-7	60	75	15
8	Students E-8	65	70	5
9	Students E-9	60	80	20
10	Students E-10	55	70	15
11	Students E-11	60	70	10
12	Students E-12	65	90	25
13	Students E-13	55	65	10
14	Students E-14	50	65	15
15	Students E-15	65	75	10
16	Students E-16	65	70	5
17	Students E-17	60	80	20
18	Students E-18	70	95	25
19	Students E-19	60	65	5
20	Students E-20	50	50	0
21	Students E-21	70	80	10
22	Students E-22	75	90	15
23	Students E-23	70	95	25
24	Students E-24	65	85	20
25	Students E-25	75	75	0
26	Students E-26	70	75	5
27	Students E-27	65	75	10
28	Students E-28	70	85	15

29	Students C-29	50	60	10
30	Students C-30	50	65	15
31	Students C-31	60	80	20
32	Students C-32	45	65	20
33	Students C-33	60	60	0
34	Students C-34	60	65	5
35	Students C-35	65	75	10
36	Students C-36	50	65	15

29	Students E-29	75	95	20
30	Students E-30	55	85	30
31	Students E-31	65	90	25
32	Students E-32	65	80	15
33	Students E-33	70	80	10
34	Students E-34	70	95	25
35	Students E-35	65	85	20
36	Students E-36	70	85	15
37	Students E-37	70	75	5

*Appendix 29***The Result Normality Test of the Experimental Class and Control Class****Tests of Normality**

Technique		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Gain	Control	.158	36	.024	.948	36	.088
	Experimental	.122	37	.178	.949	37	.090

*Appendix 30***The Result of Homogeneity Test****Test of Homogeneity of Variance**

	Levene Statistic	df1	df2	Sig.
Gain Based on Mean	.097	1	71	.756
Based on Median	.053	1	71	.819
Based on Median and with adjusted df	.053	1	70.886	.819
Based on trimmed mean	.099	1	71	.754

## Appendix 31

## The Result of Hypothetical Test

## Group Statistics

Technique	N	Mean	Std. Deviation	Std. Error Mean
Gain Control	36	9.8611	7.51057	1.25176
Experimental	37	14.4595	7.79813	1.28200

## 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	
								Lower	Upper
Gain Equal variances assumed	.097	.756	-2.565	71	.012	-4.59835	1.79271	-8.17290	-1.02379
Equal variances not assumed			-2.566	70.993	.012	-4.59835	1.79177	-8.17104	-1.02565

*Appendix 36*

**Documentation of the Research**



This is a picture of Control Class (VIII U1). The students are doing Pre-test of reading comprehension test.



This is a picture of Experimental Class (VIII U2). The students are doing Pre-test of reading comprehension test.



This is a picture of Control Class (VIII U1). In this class, the students are reading descriptive text using Reading Aloud Strategy.



This is a picture of Experimental Class (VIII U2). In this class, the students are reading descriptive text using Reading Aloud Strategy.



This is a picture of Control Class (VIII U1). The students are doing Post-test of reading comprehension test.



This is a picture of Experimental Class (VIII U2). The students are doing Post-test of reading comprehension test.