THE EFFECTIVENESS OF TPRC STRATEGY FOR TEACHING READING COMPREHENSION OF DESCRIPTIVE TEXTS

(A Case of the Tenth Grader of SMA Negeri 1 Ungaran in the Academic Year of 2015/2016)

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in English

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DECLARATION OF ORIGINALITY

I Edo Ersanda hereby declare that this final project entitled **The Effectiveness of TPRC Strategy for Teaching Reading Comprehension of Descriptive Text** is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.

Semarang, 21-12-2015

Edo Ersanda

"I am a slow walker, but I never walk back"

(Abraham Lincoln)

"Knowing trees, I understand the meaning of patience. Knowing grass, I can appreciate persistence."

(Hal Borland)

To

my beloved parents (Mr. Slamet Isanto and Mrs. Yasinta Erni Maroch),

my lovely brother (Fathur Abi Ersanda),

my fiancée (Dessy Nurmalasari) and

all of my friends

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I realize that a lot of shortcomings may be found in this final project. Therefore, suggestions and criticisms are always needed for improvement. I hope this final project will be useful for all readers.

The Writer

ABSTRACT

Ersanda, Edo. *The Effectiveness of TPRC Strategy for Teaching Reading Comprehension of Descriptive Text (A Case of the Tenth Grader of SMA Negeri 1 Ungaran in the Academic Year of 2015/2016).* Final Project. English Department, Faculty of Languages and Arts, Semarang State University. Advisor I: Dra.Indrawati, M.Hum; Advisor II: Sri Wahyuni, S.Pd. M.Pd.
Keywords: Reading, Descriptive Text, TPRC.

This final project is based on a study which attempts to examine the effectiveness of TPRC strategy for teaching reading comprehension of descriptive text. The purposes of the study were to find out whether or not the TPRC is effective to teach reading comprehension and to find out whether there is any significant difference in students' achievement of reading test between those who were taught using TPRC and those who were taught without using TPRC

This study applied a quasi-experimental design. This research design comprised tryout, pre-test, treatment, and post-test. The students in class X MIPA 1, class X MIPA 2, class X MIPA 5 were chosen to be the participants of the study. Class X MIPA 5 was the tryout participant. Meanwhile, class X MIPA 1 was chosen to be the control group and class X MIPA 2 was chosen to be the experimental group. The control group was taught by using conventional method (lecturing) given by teacher and the experimental group was taught by TPRC.

The result of the study indicated that the group taught by TPRC has better score in the test than the group taught by conventional method. The mean of post-test of experimental group (81.62) was higher than control groups' (77.16). T-test calculation showed that there was a significant difference between post-test of control group and experimental group. TPRC strategy can be a helpful strategy for summarizing ideas from students about topic given. Moreover, it encourages students to think about the ideas independently before they read a passage. It gives students time to consider and develop ideas more completely. After that, they can refine their understanding through prediction they have made about the description given. It leads to an effective management of time in teaching and learning process.

In conclusion, TPRC is effective for teaching reading comprehension of descriptive text and there was a significant difference in students' achievement of reading test between those who taught using TPRC and those who taught without using TPRC.

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CHAPTER I

INTRODUCTION

This chapter is divided into seven subsections. They are background of the study, reasons for choosing the topic, statements of the problem, purposes of the study, hypothesis, significances of the study, and outline of the report.

1.1 Background of the Study

Language as an important tool for communicate has great developing in the world. Language as a means of communication is used among human being in order to establish social relationship. There are many languages in the world, one of them is English. English is an important language and becomes the international communication language. It has been spread all over the world and plays an important role in the global communication. English is also used in many sectors of international affairs such as economy, education, politics, science, etc.

English as a language has four basic skills which are listening, speaking, reading and writing. People learn English because they have their own motivation that depends on their needs, interest and sense values. "Students must be trained adequately in all basic language skills, understanding, speaking, reading and writing" (Alexander 1975:vii). In order to master English, people should sharpen those four basic skills. One of those skills that hard to master is reading skill. It is not simply identifying and translating written words but also understanding and acquiring.

The reading skill plays a central role in the teaching and learning success at all educational stages. Having any difficulties in this skill will give variety of consequences in all subjects of study, since reading includes a variety of sub-skills such as: discrimination of linguistic symbols, coordination between the symbol and a suitable meaning, the usage of context to recognize the lexical meaning, the ability of visual analysis of words to recognize their ingredients, the ability of sound discrimination, coordination between the symbols seen by the readers and the corresponding sound, the good comprehension of a reading text, and understanding further meanings implicitly included within the lines.

Comprehension of a reading text is something that hardly to do. Anderson (1984:34) states that comprehension is also influenced by the ability to connect prior knowledge with new knowledge in order to create meaning. Students who succeed in comprehending text are actively involved in the reading processes that require the ability to make predictions, to confirm or disaffirm those predictions, to ask questions, to infer and visualise, and to monitor understanding as they read.

Nowadays, both teachers and students have difficulties in reading comprehension. It is not easy for teachers to find an effective way to teach reading comprehension while it is hard for students to acquire information and knowledge about reading comprehension given by their teachers. It is worse because students have less vocabulary which is very useful to comprehend a passage.

In order to make students have a better understanding of reading comprehension, an effective way is needed to teach reading. “Reading as a field of teaching is considered as one of the important areas of teaching” (Carnine et al

1990:23). TPRC, a strategy that makes people think and predict before they read a passage, can be useful in reading comprehension. TPRC strategy will help readers have a better way to comprehend a passage, so the result of reading will be more effective.

By designing this research, the writer hopes that by using the TPRC strategy, students' reading comprehension can be achieved and the result of this investigation will give the answer to the problem above.

1.2 Reasons for Choosing Topic

Some students have problems in comprehending texts to get information. To help them solve their problems, some strategies are developed. One of them is the TPRC (Think, Predict, Read and Connect) strategy. There are some reasons why the writer chooses the TPRC strategy to be applied for reading comprehension. First, the writer would like to know whether the TPRC has influence in students' reading comprehension. Second, the writer would like to know how efficient the TPRC strategy for teaching reading comprehension. Therefore, the result of reading tests will reflect the efficiency of TPRC strategy for reading comprehension. Later, it can be used to develop a better strategy which can be applied in teaching reading, especially in descriptive texts.

1.3 Statements of the Problem

The problems that will be discussed in this study are:

(1) Is the use of TPRC effective to teach Reading Comprehension?

(2) Is there any significant difference in students' achievement of reading test between those who taught by using TPRC and those who taught without using TPRC?

1.4 Purposes of the Study

The purposes of the study are as follows:

(1) To find out whether or not the TPRC is effective to teach reading comprehension.

(2) To find out whether there is any significant difference in students' achievement of reading test between those who taught using TPRC and those who taught without using TPRC.

1.5 Hypothesis

Hypothesis is an idea or a suggestion that is based on known facts and is used as a basis for reasoning or further investigation.

In this case, hypothesis is a statement about the expected relationship between variables. It is a prediction of expected outcomes of the research. The problem statement identifies the phenomena of interest. The hypothesis predicts how the phenomena will be related.

There are two hypotheses in this study that are working hypothesis and null hypothesis. Working hypothesis (H1): there is significant difference in the students' reading comprehension of descriptive texts after being taught using TPRC strategy. Null hypothesis (H0): there is no significant difference in the

students' reading comprehension of descriptive text after being taught using the TPRC strategy.

1.6 Significances of the Study

By conducting the research about the effectiveness of TPRC strategy for teaching reading comprehension, the writer hope that the result of the research will be useful to give some contributions to English language teaching and learning, i.e.:

(1) Theoretically

Theoretically this study will motivate them to practice more than they did before and encourage them to learn English by improving their reading comprehension.

(2) Practically

The results of this study will be useful to examine how far the students' mastery of reading skill and comprehension, and also as a reflection in order to increase and develop their method in teaching reading.

(3) Pedagogically

Pedagogically, the result of the study hopefully can be useful as the source of reference and it is also useful to inform the readers about the effectiveness of the TPRC strategy for teaching reading comprehension of the tenth grader of SMA Negeri 1 Ungaran.

1.7 Limitation of the Study

This research was conducted to find out the effectiveness of TPRC strategy for teaching reading of descriptive text. Generally, TPRC strategy is one of the strategy that can be applied to teach reading. Actually, this strategy is suitable not only for descriptive text, but also another kind of text like narrative, recount, report, etc. The writer chose descriptive text because this material is appropriate to the syllabus of tenth grader of senior high school. Based on this reason, the writer conducted a research that applied TPRC strategy to teach reading of descriptive text.

1.8 Outline of the Study

This final project consists of five chapters. Chapter I covers the general background of the study, reasons for choosing the topic, hypothesis, statements of the problem, the objectives of the study and significance of the study.

Chapter II discusses about review of related literature and review of the previous study. It comprises the effectiveness of TPRC strategy for teaching reading comprehension of descriptive texts.

Chapter III talks about method of investigation that consists of data of the study or data collection, participants of the study, variable, instruments for collecting data, try out, t- test, procedures of collecting data .

Chapter IV discusses data analysis and discussion that consists of students' reading comprehension achievement and the results of the research.

Chapter V offers some conclusion and suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents three sections. The first section presents the previous studies related to this topic. This is then followed by the second section which is the review of the theoretical study. The last section is theoretical framework.

2.1 Review of the Previous Studies

There are some studies about students' reading comprehension. The first belongs to Istifa entitled The Efectiveness of Cue Card in Teaching Descriptive Text at Junior High School Students (Experimental Study at the Year Seventh of Students of SMPN 1 Tayu Pati 2013). The research aimed to find out the effectiveness of cue card to teach reading of descriptive text. This study was carried out under the consideration that the students often encounter problems in comprehending the text passage especially descriptive text. One-Group Pretest-Posttest design experimental was used to conduct this research with the Year Seventh of Students of SMPN 1 Tayu Pati as the population. The result showed that there was a significant difference before and after the students got the treatments which made them had a better understanding of descriptive text.

The second is Maharani's work entitled The Efectiveness of Using Authentic Materials in Teaching Reading Comprehension for Senior High School Students (A Case Study of the Eleventh Grade Students of SMA N 6 Semarang

2011). The objective of the research was to investigate whether authentic materials is effective or not in teaching reading comprehension. This study was conducted by using One-Group Pretest-Posttest Design experimental research with the eleventh year of SMA N 6 Semarang as the population. The population consisted of two classes as the sample, they were XI IPA 3 as the experimental group and XI IPA 2 as the control group. The result showed that there was a significant difference between experimental and control class on the reading comprehension's post-test. The experimental group's understanding of reading comprehension was better than the control group.

The third is the research conducted by Yeny entitled the Effectiveness of Documentary Films and Photographs to Improve the Students' Ability in Reading Descriptive Text (An Experimental Study of Eleventh Grade of SMA Negeri 1 Karangrayung, Grobogan in the Academic Year of 2009/2010). This experimental study aimed to investigate the effectiveness of teaching using documentary films and photographs to improve the students' ability in reading a descriptive text and to investigate whether there was any significant difference of the two experimental groups. She chose pre-test post-test two experimental groups to obtain data. The first experimental group was given a treatment using documentary films. While the second one was treated using photographs. After getting the scores for the pre-test and the post-test from both groups, she did the t-test calculation based on the difference of two means (from pre-test and post-test). The t-calculation was higher than the t-table value (5.08>1.67). Based on that

result, documentary films and photograph were effective media to improve students' ability in reading of descriptive text.

The fourth is the research carried out by Muhtar entitled The Use of Semantic Mapping Strategy to Improve Student's Reading Comprehension (A Study of Eighth Year Students of SMPN 1 Sine in the Academic Year of 2009/2010.) The objective of the study was to examine whether the use of semantic mapping strategy can improve the students' reading comprehension or not. The researcher used action research design with VIII A students as the sample. The results of this study showed that semantic mapping strategy was able to improve the students' reading comprehension. It was proved by the increasing of the students' mean score from 55.89 in the pre-test to 63.16 in Cycle 1, and 75.05 in Cycle 2.

The fifth is Fanny's work entitled Improving Students' Reading Comprehension in Narrative Text through Jumbled Texts (An Experimental Research of the Second Grade Students of SMA N 3 Pati in the Academic Year of 2010/2011). The experimental design used in this study was one group pre-test post-test design which was conducted on the second grade of SMA Negeri 3 Pati in the academic year of 2010/2011. There was only one class used as the sample of the research. The class was XI IPS 4 that consisted of 33 students. The students acted as the experimental group to be taught reading comprehension using jumbled texts. After having the test of significance, the t-value (4.23) was higher than t-table (2.04). Based on the result above, it meant that the result of the post-

test was higher than the result of the pre-test. Therefore, it can be concluded that there was an improvement in students' reading comprehension in narrative text after using jumbled text.

The last is the journal by Robert E. Slavin et al (2001, 279-320) entitled Effective Reading Programs for the Elementary Grades. A Best-Evidence Synthesis. That journal systematically reviewed research on the achievement outcomes of four types of approaches to improve the reading success of children in the elementary grades: reading curricula, instructional technology, instructional process programs, and combinations of curricula and instructional process. Study inclusion criteria included use of randomized or matched control groups, a study duration of at least 12 weeks, valid achievement measured independent of the experimental treatments, and a final assessment at the end of Grade 1 or later. A total of 63 beginning reading (starting in Grades K or 1) and 79 upper elementary (Grades 2 through 5) reading studies met these criteria. The review concluded that instructional process programs designed to change daily teaching practices had substantially greater research support than programs that focus on curriculum or technology alone.

From the previous studies above, there have been some strategies that can be used for teaching reading comprehension. However, not all of them are suitable for teaching reading comprehension. Every strategy has its own advantages and disadvantages. One of the strategies in teaching reading is the TPRC strategy. Therefore, there is still an area of studies that has not been much explored in

teaching reading which is the use TPRC strategy to descriptive text. The writers would like to carry out a research whether or not TPRC strategy is effective to teach reading comprehension of descriptive text.

2.2 Review of the Theoretical Study

This sub chapter is divided into eight parts. They are the definition of reading, reading skill, reading comprehension, reading purpose, teaching reading, teaching reading in senior high school, descriptive text, and TPRC strategy.

2.2.1 The Definition of Reading

Reading is the best way to learn a new language. It has a very important place for learning English as a second language and a foreign language. There are numbers of reading definitions. Different experts may have different definition of reading. Moreover the term "reading" needs to be defined in order to avoid misinterpretation.

"Reading means constructing meaning through a transaction with written text that has been created by symbols that represent language. Readers get the meaning of the text from words presented in the printed page. They use their knowledge and interpretations to draw the meaning of the text" (Celce-Murcia, 2001:154). In addition, Grabe and L. Stoller (2002:9) state that reading is the ability to draw meaning from the printed page and interpret this information appropriately. However, without quibbling over the exact wording of such a definition, it is insufficient as a way to understand the true nature of reading abilities.

In a reading process, there will be the writer's intention and the reader's interpretation. The writer puts the meaning of the text through printed or written verbal symbols. Then the reader will interpret what is meant by the writer. "Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning" (Nunan, 2003:68). Moreover, Nuttal (1996:207) mentions that reading is a complex process, reading means to get information from printed page, reading is the ability to pronounce and comprehend the printed words, reading is interpreting signal, letters, or symbols by assigning meaning to them, and reading is receiving ideas and impression from an author via the printed page.

Based on the definitions above, it can be concluded that reading is a complex process to construct meaning through a transaction with written text that has been created by symbols that represent language and combining information from a text and their own background knowledge to build meaning.

2.2.2 Reading Skill

Reading is one of the skills that one must master in every language. There are various definitions of reading skill since people use the term 'reading' in different ways. Reading skill is an ability that involves understanding the reading material and interpret it in particular ways. It is vital in language classroom, because it provides input for readers, students in this case. Without understanding input at the right level, any reader simply cannot begin. Widdowson (1990:114) states that reading skills are specific abilities which enable a reader to read the written form

as meaningful language, to read anything written with independence, comprehension, fluency and to mentally interact with the message.

Reading is a communicative activity between writer and reader in written form. “Reading is the process of looking at and understanding the meaning of written or printed words or symbol” (Hornby 1995:967). She also states that readers always need to improve their reading skill. There are two reasons needed to improve reading skill highlighted by her. First, readers read for different purpose and in different ways. Second, readers read for meaning. Readers need to find the writer’s purpose and ideas inside the writing. These two reasons show that readers need to improve their reading skill.

Based on the statements above, it is clear that reading is very important to the students since all the achievement of the students will be gained if they have good reading skill.

2.2.3 Reading Comprehension

Reading a text is not only reading the whole sentences in it, but also getting information from it. In order to give the description of what comprehension is, the writer showed some definitions of comprehension according to experts. “It is important to bear in mind that reading is not an invariant skill. There are different types of reading skill which correspond to the many different purposes we have for reading” (Nunan 1989:32). Because of this fact, comprehending the text becomes a very important thing for readers. Moreover, Anderson, Hiebert, Scott, & Wilkinson (1985:65-67) state that reading comprehension is the process of

constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.

Reading comprehension is the ability to understand information in a text and interpret it appropriately. Getting information from a reading material can be very difficult if readers cannot comprehend what they read. “Comprehension is a special kind of thinking process that actively constructs meaning internally from interacting with the material that is read” (Alexander, 1988:160). Reading comprehension is an ability to understand what has been read. Furthermore, (Carnine, Silbert, and Kameenui, 1990:40) state that comprehension involves almost every type of “understanding” or “thinking”.

Comprehension is also called as a "construction process" because it involves all of the elements of the reading process working together as a text is read to create a representation of the text in the reader's mind. “Comprehension means the power of understanding. The important thing that should be noticed is do not just look for the information from a passage, but how the process of comprehension happens” (Hornby 1995:235).

Since comprehension is an important element in reading, Harris and Sipay (1980:479-481) also stated that the techniques of reading comprehension are scanning, skimming, extensive reading, and intensive reading. Scanning, quickly going through a text to find a particular piece of information. For instance, when a person wants to get a name, date, or year in a history book, it is not important for him or her to read the whole content. Skimming is quickly running ones’ eyes

over a text to get the gist of it. For example, in order to decide whether a book is relevant to one's work or to keep oneself always informed about a part of a book that is not important for him usually before reading it, a reader looks at the table of contents and chooses which parts are important and relevant to what he or she needs. Extensive reading is reading a longer text, usually for one's own pleasure. It is a fluency activity. A reader who wants to read quickly, to enrich vocabulary, usually reads a longer text such as articles. Intensive reading is reading a shorter text, to extract specific information. This is more accuracy activity involving reading for detail.

Within the many of definitions of comprehension above, it can be concluded that comprehension is very important in reading. Comprehension relates to understanding and thinking process to get the meaning from reading material.

2.2.4 Reading Purpose

There are some purposes of reading according to experts. The main purpose of the reading is to gain information and for pleasure. "Ultimate purpose of teaching reading in schools is to develop in each child the abilities and skills necessary for using reading as a means of securing information and deriving pleasure" (Ruddel 2005:72). Reading for pleasure regularly can improve our vocabulary, comprehension, writing skill and can give more knowledge for us.

Moreover, Celce-Murcia (2001:187) states that purposes of reading are to search for information. It means that we read to search the information in the texts. Next, for general comprehension, it means that we read to understand main

ideas and relevant supporting information. Then, to learn new information. It means that we read to get a lot of vocabularies and knowledge. Also, to synthesize and evaluate information. It means that we are expected to synthesize information from multiple texts, of from a longer chapter or respect to that information.

Having a purpose for reading is a part of effective motivation. "A reader's purpose determines the way in which he treats a passage and which a comprehension skills he uses" (Carnine, Silbert, and Kameenui, 1990:45). It is also pointed out that there are some different purposes for reading: to be able to identify and remember a main idea; To be able to follow instruction to reach a goal; To be able to explain the content of a passage to someone else; To enjoy; To be able to accommodate the content into the reader's scheme; To critique the logic or data presented in a passage; To edit a passage according to stylistic and organizational criteria.

In addition, Grabe and Stoller (2002:113) mention that the purpose of reading are follows:

(1) Reading to search for simple information.

(2) Reading to skim quickly.

(3) Reading to learn from the text.

(4) Reading to integrate information.

(5) Reading to write (or search for information needed for writing).

(6) Reading to critique texts.

(7) Reading for general comprehension.

From the various purposes of reading above it can be concluded that readers should have some purposes before they read something. Having a purpose before reading will make them easier to understand any specific passage they want to read.

2.2.5 Teaching Reading

In Indonesia, English is a foreign language which is taught in schools, but does not play an essential role in national or social life. Celce-Murcia (2001:104-105) state that there are many learners, especially those in English as a foreign language (EFL) context whose native language is not genetically related to English, are not developing their vocabulary to levels which will permit them to function in many English language contexts. Reading is a skill that is the most emphasized in a traditional foreign language teaching.

Reading is the most important foreign language skill to teach, especially in cases where students have to read English material for their subjects but may never actually have to speak the language. Reading as a window through which EFL students could see other cultures and gain more specific knowledge. "Reading knowledge of a foreign language is also important to academic studies, professional success, and personal development" (Urguhart, 1998:45).

According to the principles for teaching of reading, William (1986:42) proposed Top Ten Principles for Teaching Reading as follows: (1) In the absence of interesting text, very little is possible. It is true that interest is important but it always happens that finding our interesting text for all students and preferably

also for the teacher is very difficult. It is the teacher's task to use any aspect of the text to arouse the students' interest. (2) The primary activity of a reading lesson should be learners reading texts. The principle is very important to remind the teacher who often interrupts the students' reading activity and mixed it with others. (3) The growth in language ability is an essential part of the development of reading ability. This means that knowledge of language is necessary for learning reading. Otherwise, the students will not develop. In fact, the development of reading abilities and that of language knowledge are independent. (4) Classroom procedure should reflect the purposeful, task-based, interactive nature of real reading. Teaching reading should encourage the students to have a purpose. When reading a text makes a dialogue with me through the text in order to achieve their purpose. The students should become active and positive readers. (5) Teachers must learn to be quite; all too often, teachers interfere with and so impede their learner' reading development by being dominant and by talking too much. This principle reminds the teacher of not dominating the reading lesson by talking about the text to the students, instead he or she may ask them to read it. (6) Exercise types should, as far as possible be approximate to cognitive reality. The main power in here is that the teacher should identify how an efficient reader uses different skills for different purposes of reading, and then they make the students aware of and develop their reading skills. (7) A learner will not become a proficient reader simply by attending a reading course or working through a reading textbook. The time available for reading in the classroom is very limited and not enough for developing the students' reading skills. Therefore, extensive

reading must be encouraged. (8) A reader contributes meaning a text. The students have to be trained to use their relevant background knowledge efficiently when reading a text so that they do not only rely on the printed stimuli. (9) Progress in reading requires learners to use their ears, as their eyes. The principle encourage the teacher to ask the students to manipulate the "silent supra-segmental" in the text in order to understand the text better; therefore, while the students are reading silently; it might be useful for them to listen to their teacher reading aloud or to the tape. (10) Using a text does not necessarily equal teaching reading. This principle reminds the teacher that a text can be used for many purposes, e.g. for teaching grammar or vocabulary. The teacher must be aware of this and know the difference between using a text for teaching reading and using a text for other purposes.

Teaching reading in EFL is a bit different from the way native speakers are taught. It is going to be harder for teachers to teach EFL students than to teach the students who use English as their native language and the students who learn English as their second language, because EFL students only learn English in their school, not as the language they use to communicate in their daily life as native and ESL students do. "Teaching reading usually has at least two aspects. First, it can be refer to teaching learners who are learning to read for the very first time. A second aspect of teaching reading refers to teaching learners who are already having reading skill in their first language" (Nunan, 2003:68).

Based on those opinions, it can be concluded that reading is important to be taught to EFL students. The purpose of teaching reading in EFL context is to help

and provide the students to habituate themselves reading English materials for many benefitial things they may get, such as being able to read English materials for their own specialist subjects, getting knowledge of other cultures and gaining more specific knowledge which are written in English and also for their academic studies, professional success, and their personal development. The principles of teaching language is also important.

2.2.6 Teaching Reading in Senior High School

Teaching reading in Senior High School (SMA) is part of English teaching. Some students have difficulties in comprehending a text. There are three stages of reading activity that will make students easier to have a better understanding of a text. First is Pre-Reading, Whilst-Reading, and Post-Reading. By knowing the type of reading activity, it will be easier for teachers to help students understand their reading material and develop their reading skill.

In reading, senior high school students are taught about the short functional text and short simple essay in daily life context. Short functional text is a text to give information or warning to the readers that something is important to be known. It can also be mentioned as a short text containing the command, direction, something to be done which may be a ban (prohibition), invitations (invitation), greeting card, messaging (short message), shopping lists, warning (notice), announcement, and others that contain meaning and are used in everyday communication. While in short simple essay students will learn and read about

some genres of text, they are descriptive, narrative, report, recount text, news item text, etc. The difference between these two kinds of text, short functional text and short simple essay, is the sentences in short simple essay are longer that the sentences in short functional text.

Based on the syllabus of English on tenth grade of SMA, on first semester, students will learn about some texts: reports, narrative, and analytical exposition. The objectives of teaching reading on the first semester are: 1) Students are able to respond the information from the texts 2) Students are able to get the information based on the texts: report, narrative, and analytical exposition.

From the explanation above, the senior high school students will have short functional text and short simple essay in their reading section.

2.2.7 Descriptive Text

Descriptive text is a text which say what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Wren and Watts (2002:33) defines descriptive text as painting pictures with words. By reading a descriptive text, readers feel that they see the description just like they see pictures. Descriptive text has the purpose to describe an object or a person that the writer is interested in.

Descriptive texts include an introduction followed by an ordered outline of the features of the thing being described and there may be evaluative comment throughout. Purpose a descriptive text is essentially a description that classifies

and describes things in general and specific terms. Descriptive texts draw attention to the characteristics of a particular thing

Descriptive text has two parts of generic structure. First is the *identification* which is the introductory statement introducing general classification of the things being described. The second is the *description*. This part describes the description of the general classification mentioned before.

There are three language features used in descriptive text. First is the use of attributive and identifying process. Second is the use of adjective and classifiers in nominal group. Last is the use of simple present tense.

2.2.8 Think, Predict, Read and Connect (TPRC) Strategy.

Think, Predict, Read and Connect (Haggard, 1989) quoted by Ruddel (2005:75-76) is an alternative way to study reading which requires students to be in teams. Each team needs paper, pencils, and text (textbooks, primary sources, literature, or whatever).

The instruction begins when teacher directs the teams to work together *think* about and jot down everything they know about the general topic within which the lesson topic fits. Students should be given about 6 to 8 minutes for working while the teacher observes and listens in from distance and/or assists any teams that appear to be having trouble. The teacher next announces the specific subject the reading is to be about and asks students to *predict* what they will find in the

reading. Student then *read* the assignment individually; however, even though the students are reading individually, the room is by no means silent. Teacher can expect to hear a low buzz of conversation as students read – partners and teams will talk to each other and comment about information found in the text. When the reading is completed, the teacher leads a discussion in which students connect what they knew before reading with what they learned during reading.

For example, in a lesson to teach the rules and regulations for playing football, students might be asked to think about and list everything they know about football. Then the teacher asks the students to put a check mark beside anything students think might be in their reading. After that, the students are asked to read and connect their mind mapping with the passage before answering the question.

Based on those steps, TPRC strategy may be good to apply in teaching reading, especially informational (non-fiction) texts, for example descriptive texts, report texts, and news-items.

2.3 Theoretical Framework

The writer would like to present some underlying theories that are relevant to the research objectives. They are reading comprehension, TPRC strategy, and descriptive texts. This study will find out the effectiveness of TPRC strategy to teach reading comprehension.

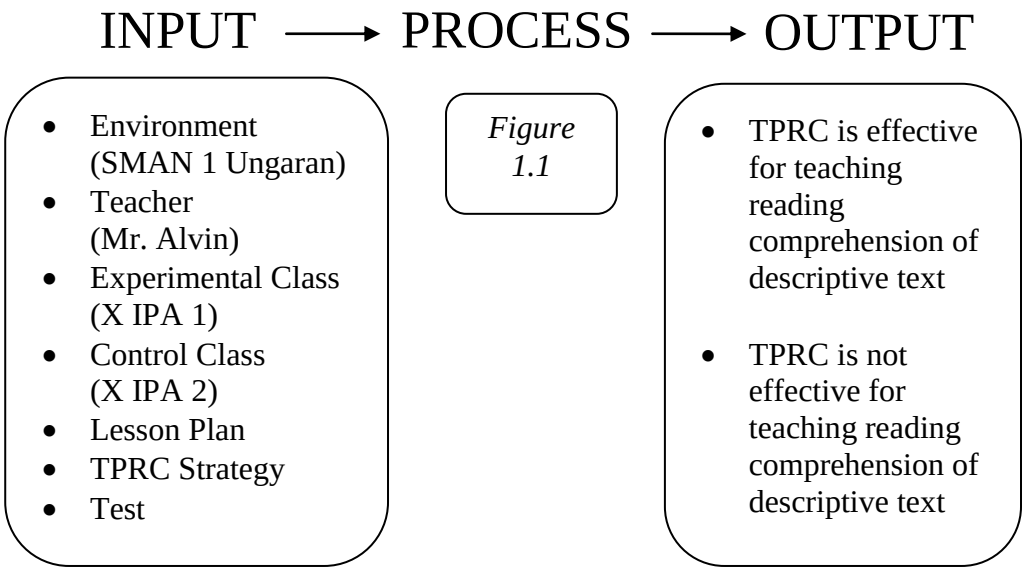

Figure 1.1

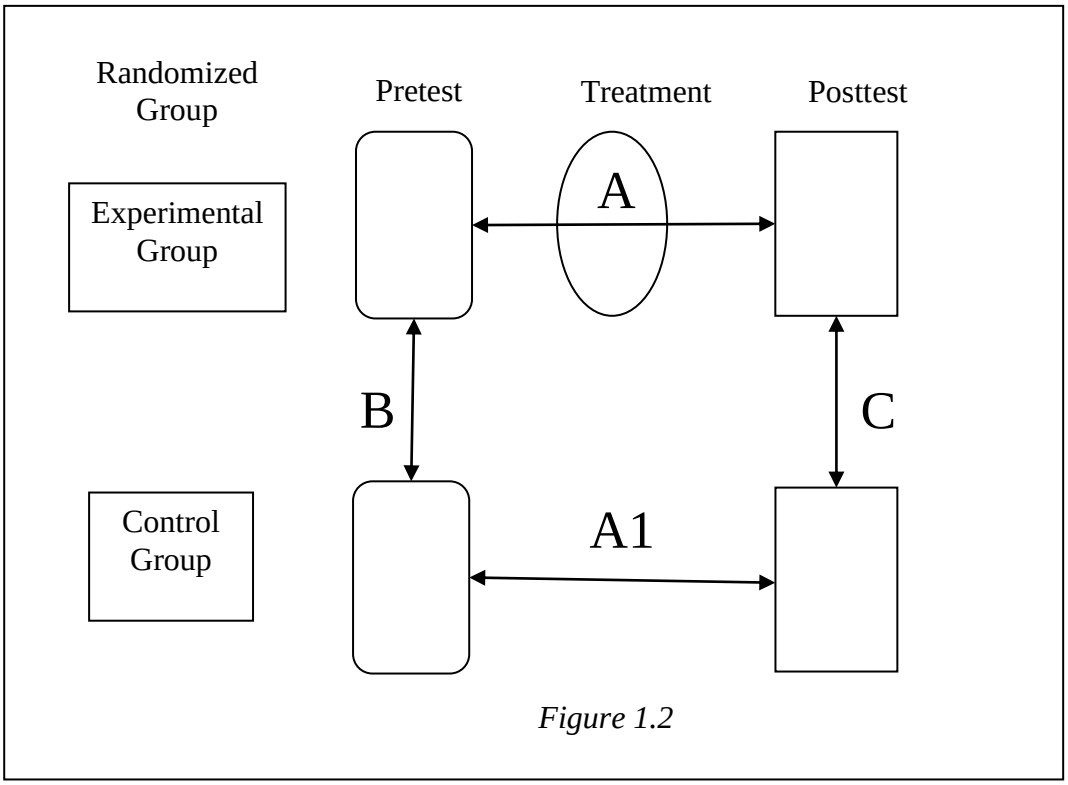

Figure 1.2

1. This design allows researchers to compare the final posttest results between the two groups, giving them an idea of the overall effectiveness of the intervention or treatment. (C)

2. The researcher can see how both groups changed from pretest to posttest, whether one, both or neither improved over time. If the control group also showed a significant improvement, then the researcher must attempt to uncover the reasons behind this. (A and A1)

3. The researchers can compare the scores in the two pretest groups, to ensure that the randomization process was effective. (B) These checks evaluate the efficiency of the randomization process and also determine whether the group given the treatment showed a significant difference.

The result of the test will be analyzed to find out whether or not strategy have influence for teaching reading comprehension especially descriptive text. To obtain the result of students' comprehension, the writer will conduct a reading test in the form of multiple choice tests.

CHAPTER III

RESEARCH METHODS

In this chapter, the writer provides the description of methodology used in conducting the research. This chapter consists of research design, population and sample, research variables and hypothesis, instrument for collecting data, method of collecting data, and method of analyzing data.

3.1 Research Design

Method is needed in a research. Every research must have a method of investigation to obtain a good result. This method is called research methodology. The research method that is used in this research is quasi-experimental research design.

In this research, the writer used Nonequivalent (Pretest and Posttest) Control-Group of Quasi Experimental Research Design in order to get the required data.

O1 X O2

– – – – – – – –

Os3 O4

Figure 3.1

Quasi-experimental design

(Best, 1993:151)

in which:

O1 = pre-test for the experimental group

O2 = post-test for the experimental group

O3 = pre-test for control group

O4 = post-test for control group

X = treatment for experimental group by using TPRC strategy

3.2 Population and Sample

This part discusses population and sample.

3.2.1 Population

Population is a number of groups interest to the researcher, a number of group, which she or he would like to make the results of the study be reports. “Population is a group of objects in a population which are investigated, analyzed, concluded and then the conclusion is valid to the whole population” (Mursid Saleh 2001:17). In addition, Best (1993:13) found, “A population is any group of individuals that have one or more characteristics in common that are interesting to the researcher”. The population could be all the individuals of particular type, or a more restricted part of that group.

Population is a group of people or items about which information is being collected. In this case, the subject of the research were the tenth grader of SMA Negeri 1 Ungaran in the academic year 2015-2016.

3.2.2 Sample

Sample is a number of people or things taken from a larger group and used in tests to provide information about the group.“Sample is a small proportion of a number population selected for observation and analysis. In this research, the writer used two classes for the control and the experimental group” (Best 1981:8). Moreover, Tuckman (1978:226) mentions, “Sample is representative group from population”.

Saleh (2001:33) added sample is a group of people, thing, or something that deals with place. In fact, sample is part as representative of population.The requirement that deals with amount is that sample must be large enough in order that it can represent the population. If the amount of sample is large enough, it is better because the percentage of representation is high. Because of that, there is no maximum limitation for a sample but there is a minimum limitation.

According to Saleh, if the observed population is 101-500, then the sample is between 20-50%. In this research the writer used X MIPA 1 which consists of 37 students as the experimental group and X MIPA 2 which consists of 37 students as the control group. Since the sample must at least 20% of the population (54 students), the two classes are able to represent the population.

3.3 Research Variables and Hypothesis

This part discuss variables and hypothesis.

3.3.1 Variables

Variable is a characteristic, number, or quantity that increases or decreases over time, or takes different values in different situations. Moreover, Tuckman (1978:7) defines variable as something that may vary, or differ.“Research variable is the conditions or characteristics that experimenter manipulates, control, or observes” (Best 1981:59). From the definition above, it can be concluded that research variable includes the factor that have a role in the phenomena or tendencies.

A dependent variable is what you measure in the experiment and what is affected during the experiment. The dependent variable responds to the independent variable. It is called dependent because it "depends" on the independent variable. In a scientific experiment, you cannot have a dependent variable without an independent variable. An independent variable is an input variable, that which causes, in part or in total, a particular outcome; it is a stimulus that influences a response, an antecedent or a factor which may be modified (e.g. under experimental or other conditions) to affect an outcome.

Independent and dependent variables are related to one another. “Independent variable is the variable that the experimenter expect to influence the other” (Nunan 1992:25). Independent part is what the experimenter changes or enacts in order to do your experiment. The dependent variable is what changes

when the independent variable changes. The dependent variable depends on the outcome of the independent variable.

In this research, the independent variable was the strategy that was used in showing the effectiveness of TPRC strategy for teaching reading comprehension. The variable which the independent variable is acting is called dependent variable, in this case is the students' score on the test of descriptive texts.

3.3.2 Hypothesis

Hypothesis is an idea or a suggestion that is based on known facts and is used as a basis for reasoning or further investigation.

In this case, hypothesis is a statement about the expected relationship between variables. It is a prediction of expected outcomes of the research. The problem statement identifies the phenomena of interest. The hypothesis predicts how the phenomena will be related.

There are two hypotheses in this study that are working hypothesis and null hypothesis. Working hypothesis (H1): thereis a significant difference in the students' reading comprehension of descriptive texts after being taught using TPRC strategy. Null hypothesis (H0): there is no significant difference in the students' reading comprehension of descriptive text after being taught using the TPRC strategy.

3.4 Instrument of Collecting Data

In this research, the writer gave a test to the student as the instrument of data collection. Therefore, the role of test here is important to collect data. "A test, in simple terms, is a method of measuring a person's ability, knowledge, or performance in a given domain" (Brown, 2004:3). Test is a set of questions or other practice or device used to measure the skill, intelligence, ability and talent of an individual or group. Since the writer wants to see the reading achievement after the treatment, then the writer choose achievement test, in the form of multiple choice items.

General form of the reading test consists of a number of short passages by series of multiple choice comprehension items. Based on Wren and Watts (2002) in his article that is available at: http://www.balancedreading.com/assessment/[accessed on 07/13/15], some criteria to select the reading comprehension passages are:

(1) Length

In order to have samples of various kinds of materials, the individual test passage should be kept in the brief. Passages of between 100 and 250 words are about the proper length.

(2) Subject Matter

The passages must be clear and meaningful and do not require outside subject matter information to be fully comprehend so as not to give a marked advantage to students of particular field.

(3) Style

The passages should have various types and style. The passages should have chronologically with series of events.

(4) Language

The passages are not overloaded with extremely difficult lexical, difficult items and complex syntactical structure.

The writer used multiple choice tests. This type of test was chosen because of some reasons. First, multiple choice items represent the essence of the materials. Second, it measures knowledge, comprehension, analysis and evaluation. Finally, it is easy to correct and there is no subjectivity in scoring process.

3.5 Methods of Collecting Data

There are some steps to collect the data.

3.5.1 Try Out Test

The quality of the data whether it is good or bad is based on the instrument to collect data. A good instrument should fulfil some important qualifications. Those are validity, reliability, difficulty level, and discriminating power. Therefore, before the test was used as an instrument to collect the data, it should be tried out first to the students in other class beside the experimental class and control class.

The writer chose X MIPA 5 as the class to try the instrument out. The activity was held on August, 31st 2015.

The data of try out was analyzed to determine whether or not the items were valid and reliable. The invalid and unreliable items were not used.

3.5.1.1 Validity of the Test

"Test validity is defined as the degree to which a test measures what it claims to be measuring" (Brown, 1988:101). It means that researchers must use test that tap the variables of interest clearly as they used.

To calculate the validity of each item the writer will use the product moment formula:

$$r_{xy} = \frac{N.\Sigma xy - (\Sigma x)(\Sigma y)}{\sqrt{\{N.\Sigma x^2 - (\Sigma x)^2\}\{N.\Sigma y^2 - (\Sigma y)^2\}}}$$

(Bachman, 2004:86 Tuckman, 1978:163)

In which,

r_{xy} : correlationcoefficient between x and y variable

N : number of test-takers

Σx : number of test items

Σx^2 : quadrate of number of test items

Σy : total score of test items

Σy^2 : quadrate of total score of test items

Σxy : multiplication of items score and total score

3.5.1.2 Reliability of the test

Reliability is one of the necessary requirements for test. The test could be said properly to be used when they were reliable. "The reliability of a test is defined as the extent to which the results can be considered consistent or stable (Brown, 1988:98)".

To measure the reliability of the test, the writer used *SPSS* with the formula below:

$$r_{11} = \left(\frac{k}{k-1}\right)\left(1 - \frac{M(k-M)}{kVt}\right)$$

Where,

r_{11} = the reliability of the instrument

k = the number of items.

M = the means of the scores

Vt = the total of variance

To get the result of Vt, the formula used is:

$$Vt = \frac{\Sigma y - \frac{(\Sigma y)^2}{N}}{N}$$

Where,

N = the number of students participating in the test

Σy = the sum of even items

Σy^2 = the sum of the square score of the even items

3.5.1.3 Difficulty level

After conducting and getting the result of the try out, the writer classified and selected the items by using this formula:

$$IF = \frac{B}{JS}$$

(Brown, 2004:59)

Where,

IF = Item Facility (Level of difficulty)

B = number of test-takers answering the item incorrectly

JS = number of test-takers responding to that item

Classifications of level difficulty of are:

P = 0, 00 : test items are too difficult

0, 00 < P ≤ 0, 30 : test items are difficult

0, 30 < P ≤ 0, 70 : test items are medium

0, 70 < P ≤ 1, 00 : test items are easy

P = 1 : test items are too easy

3.5.1.4 Discriminating power

The discriminating power will measure how well the test items arranged to identify the differences in the students' competence.

The formula is:

$$D = \frac{BA}{JA} - \frac{BB}{JB}$$

(Brown, 2004:59)

Where,

ID = Item Discrimination (Discrimination Power)

BA = number of top test takers that have correct answer

BB = number of bottom test takers that have correct answer

JA = total participant of top test-takers

JB = total participant of bottom test takers

3.5.2 Treatment

A treatment is given to the students before the post-test is conducted. Here for the experimental group, the TPRC strategy will be used as a reading material to the students. In the control group, the students are taught by regular method given by teacher. In the experimental group, the writer will apply the TPRC strategy. First, the students are asked to think about things that are related to the topic then jot down all of them and make a list. After that teacher asks the students to put a check mark on the things that they have predicted. Then the students can start reading the text and try to connect the text with their prediction in brain storming they have done before.

3.5.4 Post Test

Post-test is a test given to students after completion of an instructional program or segment and often used in conjunction with a pretest to measure their achievement and the effectiveness of the program. In this research, the writer did not conduct a try out for post-test because of time limitation. The writer was given only three weeks to finish the research and decided not to do the try out test. The writer chose the test items for post-test according to his own estimation that the test items he chose were in the same level of pre-test's test items.

3.6 Method of Analyzing Data

This sub chapter is divided into two parts. They are scoring technique and t-test.

3.6.1 Scoring Technique

In this study, the writer used the objective test in the form of multiple choice items since it is easy to score and administer. In scoring the objective test, each correct answer is counted one point using the formula:

$$S = \frac{R}{n} X\ 100$$

Where:

S : score

R: total number of correct answer

N: total number of items

3.6.2 T-test

After collecting the data by conducting pre-test and post-test, the writer would analyze them by using *SPSS* program. To see whether the difference of students' result of reading comprehension on post-test of both class that was taught using TPRC and conventional method, the writer used the t-test formula.

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}}$$

(Tuckman, 1978:163)

Where,

T = t-value

$\bar{D}$ = mean from different score between pre-test post-test

D = different score between pre-test post test

N = number of subject

CHAPTER IV

DATA FINDINGS AND DISCUSSION

Chapter IV presents two sub chapters. First is the research findings which present discussion of the try out test, discussion of pre-test and post-test and discussion of students' mastery level. Second is the discussion that covers statistical interpretation and analysis of experiment.

4.1 Research Findings

This parts discuss try out test, pre-test, post-test and significant differences of post-test between control and experimental group.

4.1.1 Try Out Test

The try out test was conducted on August, 31st 2015 for students in class X MIPA 5. Try out test was conducted to find out the reliability and validity of the test before pre-test and post-test given to control and experimental group. The students had to do the test in 30 minutes. The questions consisted of 25 items in the form of multiple choice.

4.1.1.1 Validity of Try Out

Validity is one of the most important criteria for the quality of a test. The term validity refers to whether or not the test measures what it claims to measure. This part shows the calculation and discussion of validity of pre-test try out. An item could be concluded that it is valid if the $r_{xy} < r_{table.}$ From the calculation using *SPSS*, it was found that the index validity of number 1 was 0.719. Then, based on the table of critical r-value with significant level 5% for N = 37 (df = 37– 2 = 35) is 0.3250. Since the result of the computation was higher than critical r-value, the index validity of item number 1 was considered to be valid. From the overall 25 items, 20 items were valid and 5 items were invalid. The invalid items were number 7, 18, 21, 23, and 25. (The complete result of validity of try out test analysis can be seen on appendix 4 page 117)

4.1.1.2 Reliability of Try Out

Reliability, like validity, is a way of assessing the quality of the measurement procedure used to collect data in a dissertation. The reliability of a research instrument concerns the extent to which the instrument yields the same results on repeated trials. The result of *SPSS* computation of reading comprehension try out test can be seen on table 4.1. (The complete result of reliability of try out test analysis can be seen on appendix 5 page 119)

Table 4.1 Reliability of Try Out Test

Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.878	.873	25

The result of the computation showed that the Cronbach's Alpha was 0.878. Based on the table of critical r-value with significant level 5% for N = 37 is 0.325. Then, due to the fact that the result of the computation was higher than the critical r-value, it could be considered that the instrument was reliable.

The reliability coefficient of the pre-test was 0.878 which meant 87.8% of the variation was reliable (related to variation in true scores). It indicated that the scores of the students would be reliable even if it was given in different times.

4.1.1.3 Difficulty level

Difficulty Level which can be named as "item difficulty", expresses the proportion or percentage of students who answered the item correctly. Item difficulty can range from 0.0 (none of the students answered the item correctly) to 1.0 (all of the students answered the item correctly). Experts recommend that the average level of difficulty for a five-option multiple choice test should be between 60% and 80%; an average level of difficulty within this range can be obtained, of

course, when the difficulty of individual items falls outside of this range. If an item has a low difficulty value, say, less than .25, there are several possible causes: the item may be too challenging relative to the overall level of ability of the class; the item may be ambiguous or not written clearly; there may be more than one correct answer. Further insight into the cause of a low difficulty value can often be gained by examining the percentage of students who chose each response option. For example, when a high percentage of students chose a single option other than the one that is keyed as correct, it is advisable to check whether a mistake was made on the answer key. (http://www.omet.pitt.edu/docs [accessed on 10/11/15])

After computing by applying Microsoft Excel 2007 application, respectively from 25 items of try out test, it was found that 1 item was categorized to be easy, 6 items were medium, 17 items were difficult, and 1 item was too difficult. (The complete result of difficulty item analysis can be seen on appendix 6 page 120)

Table 4.2 Item Facility of Try-out Test

No	Item Number	Criteria
1.	-	Too Easy
2.	21	Easy
3.	7, 8, 13, 19, 20, 25	Medium
4.	1, 2, 3, 4, 5, 6, 9, 10, 11, 12, 14, 15, 16, 17, 22, 23, 24	Difficult
5.	18	Too Difficult

4.1.1.4 Discriminating Power

Discriminating Power or Item Discrimination refers to the ability of an item to differentiate among students on the basis of how well they know the material being tested. It will measure how well the test items arranged to identify the differences in the students' competence.

Item discrimination indices must always be interpreted in the context of the type of test which is being analyzed. Because the discrimination index reflects the degree to which an item and the test as a whole are measuring a unitary ability or attribute, values of the coefficient will tend to be lower for tests measuring a wide range of content areas than for more homogeneous tests. The discriminating power of an item reported as decimal fraction. The maximum positive discriminating power is indicate by an index of 1.00. This is obtained only when all the students in the upper group answered correctly and no one the lower group did. Zero discriminating power (0.00) is obtained when equal number of the students in each group answered the item correctly. Negative discriminating power is obtained when more students in the lower group than in the upper group answered correctly. Both type of item should be removed and then discarded. (http://www.omet.pitt.edu/docs [accessed on 10/11/15])

From the computation by applying Microsoft Excel 2007 application, it was found that 10 items were said to be poor and 15 items were said to be satisfactory. (The complete result of discriminating power analysis can be seen on appendix 7 page 121)

Table 4.3 Item Discrimination of Try-out Test

No	Item Number	Criteria
1.	1, 3, 4, 5, 8, 9, 10, 13, 14, 15, 17, 19, 20, 24, 25	High discriminating power
2.	2, 6, 7, 11, 12, 16, 18, 21, 22, 23	Low discriminating power

After considering from the reliability, validity, difficulty level and discriminating power or test items, the writer chose some of the test items to be tested in pre-test and post-test. From 25 items, the writer selected only selected 20 valid items which were used as the instrument (the pre-test and the post-test). Thus, the writer selected the valid test items which had high and low discriminating power. Since there were 14 valid items which had high discriminating power, there were 6 more valid items which were needed. Therefore, the writer selected number 2, 6, 11, 12, 16 and 22 of 6 valid items which had low discriminating power. In conclusion, there were 20 test items that would be used in pre-test and post-test. They were numbers 1, 2, 3, 4, 5, 6, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19, 20, 22, 24

4.1.2 Pre-Test

After conducting the try out test, the writer conducted a pre-test for the control group and the experimental group.

4.1.2.1 Pre-Test of Control Group

Pre-test of control group was conducted on September, 1st 2015 for students in X MIPA 1 as the participants. The students did the pre-test in 30 minutes. The total score was 2570. The mean of the pre-test of control group was 69.46. (The complete result of control's group pre-test can be seen on appendix 8 page 122)

4.1.2.2 Pre-Test of Experimental Group

Pre-test of experimental group was conducted on September, 1st 2015 for students in X MIPA 2 as the participants. The students did the pre-test in 30 minutes. The total score of the test was 2545. The mean of the pre-test of experimental group was 68.78. (The complete result of experimental's group pre-test can be seen on appendix 9 page 123)

4.1.3 Post-Test

After conducting treatments, the writer gave post-test for the control and experimental group. The post-test was similar to pre-test in this study.

4.1.3.1 Post-Test of Control Group

Post-test of control group was conducted on September, 8th 2015 for students in X MIPA 1 as the participants. The students did the pre-test in 30 minutes. The total score was 2855. The mean of the pre-test of control group was 77.16. (The complete result of control's group post-test can be seen on appendix 10 page 124)

4.1.3.2 Post-Test of Experimental Group

Post-test of experimental group was conducted on September, 8th 2015 for students in X MIPA 2 as the participants. The students did the pre-test in 30 minutes. The total score of the test was 3020. The mean of the pre-test of experimental group was 81.62. (The complete result of experimental's group post-test can be seen on appendix 11 page 125)

4.1.4 Significant Differences of Post-Test between Control and Experimental Group

The writer calculated the normality and homogeneity of the test before conducting t-test to find the significant difference.

4.1.4.1 Normality of the Test

This part presented the normality test of control group and experimental group post-test. The writer used SPSS program to find out the normality of the tests. Normality tests were used to decide whether a test was distributed normally or not. Normality of a test was used as a requirement to calculate t_{test}. If the test was distributed normally, t_{test} could be applied to find out the significant differences between post-test control and experimental group. The sample of the study in each test were less than 50 people. Therefore Shapiro-Wilk value was used to decide normality of the test. If Sig value was higher than 0.05, it could be concluded that the tests were normally distributed.

4.1.4.1.1 Post-test Normality of the Control Group

Post-test normality is presented in table below.

Table 4.4

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Score	.165	37	.012	.941	37	.060

a. Lilliefors Significance Correction

Based on the table of SPSS result above, the Sig Shapiro-Wilk value was 0.060. It meant that p_{value} was higher than 0.05. The post-test in this study was normally distributed in this group.

4.1.4.1.2 Post-test Normality of the Experimental Group

Post-test normality is presented in table below.

Table 4.5

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Score	.163	37	.015	.956	37	.150

a. Lilliefors Significance Correction

Based on the table of SPSS result above, the Sig Shapiro-Wilk value was 0.150. It meant that p_{value} was higher than 0.05. The post-test in this study was normally distributed.

The calculation of normality could be a guide to do a t-test calculation to compare means. T-test was built from normality of the test. If the test was normally distributed, the writer could conduct the calculation of t-test for comparing means. Besides for calculation of the t-test, it was also a proof that the sample of this study was considered as the representative of the population of tenth graders of SMAN 1 Ungaran so that the result of this study could be generalized to the population.

4.1.4.2. Homogeneity of the Test

This part presents the homogeneity test of control group and experimental group post-test. The writer used SPSS program to find out the homogeneity of the tests. Homogeneity tests were used to decide whether a test was homogeneous or not. It was important because the similarity of both groups would influence the result of test. Moreover, homogeneity of a test was used as a requirement to calculate ttest

The table below is the result of homogeneity test for both experimental and control group post-test:

Table 4.6

Test of Homogeneity of Variances

Variance_001

Levene Statistic	df1	df2	Sig.
1.494	4	32	.227

According the table above, Sig value was 0.227 which was higher than the level of significant (0.05). It could be concluded that the population between experimental and control group were homogenous. By knowing the result of post-test homogeneity, the writer concluded that the population of the two groups was homogenous so the t-test could be counted.

4.1.4.3 T-test

The writer calculated t-test by using SPSS program to find out if there was a significant difference or not. Before calculating t-test, the data should have normal distribution and homogeneity. Post-test of control group and experimental group were normally distributed and homogeneous. The writer conducted t-test calculation by using SPSS program. The result of the calculation is as follows:

Table 4.7

Paired Samples Test									
		Paired Differences							
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	Sig. (2-tailed)
Pair 1	Variance_001 - Variance_002	4.459	8.147	1.339	7.176	1.743	3.330	36	.002

To prove that there were significant differences between the result in control and experimental group, it was important to analyze t-test based on the calculation of SPSS program conducted by the writer. If t-test was higher than t-table, it indicated that there were significant differences between the result of treatment in control and experimental group. Moreover, if Sig. (2-tailed) was lower than 0.05 then there were significant differences between the result of control and the experimental group. For α= 2.5% (5% was divided by 2), n=37 and df=36, this calculation applied t-table that was 2.026.

Based on the paired sample test result above, t-test was 3.330 and Sig. (2-tailed) was 0.002. The result of t-test (3.330) was higher than t-table (2.026) and Sig. (2-tailed) value 0.002 was lower than 0.05. It indicated that there were significant differences between control and experimental group in achieving the result of post-test. Null hypothesis (Ho) was rejected and alternative hypothesis (H1) was accepted because t-value was higher than t-table (t value > t table). In

conclusion, there was a significant difference in the students' reading comprehension of descriptive texts after being taught using TPRC strategy.

4.2 Discussion

This part deals with the discussion of the research findings of the study. It consists of the statistical interpretation and the analysis of experiment.

4.2.1 Statistical Interpretation

The writer conducted the study by using quasi experimental research design. The purpose of the study were to find out whether or not the TPRC strategy was effective to teach reading comprehension and to find out whether there is any significant difference in students' achievement of reading test between those who taught using TPRC and those who taught without using TPRC. Meanwhile, the control group was taught by using the conventional method given by the teacher which was lecturing method. The treatment was conducted before the post-test was administered. Moreover, the writer conducted the treatment to the experimental group only for ones. The material for both groups was similar but it just differed on the teaching and learning technique.

The writer conducted treatment of experimental group using TPRC. After having explanation about descriptive text on the first meeting, students got treatment using TPRC strategy. First of all, students were showed a picture of Borobudur Temple. Then they were asked to think everything they knew about Borobudur Temple. This activity can be a brain stimulator for the students to think every words they knew about the topic given. In the next activity, the teacher

asked the students to make a prediction of words that might be written in the passage they would read in the next activity. In this activity, students had to write down the words that they had thought in the previous activity that would be a prediction of the description that might show up in the passage they would read. Students had to write their prediction in the table given by teacher. After that, the students could read the text about Borobudur and should give check mark (v) based on their prediction in the previous activity. This activity could assure them about their prediction whether it was right or not. Finally, the students had to answer the question in the form of multiple choice.

The treatment was going well enough. However, the writer still found an obstacle while conducted the research which was time management. Most of the students had to be explained slowly about the activities of TPRC because this strategy might not be familiar for them. The writer should make sure every students understood in every steps before going to the next activity. It was wasting time. It will be necessary for teachers to make a good time management to use this strategy.

After conducting treatment, the writer calculated the result of the tests by using SPSS program. Based on the findings of the study, the pre-test's mean of the control group was 68.78 and the pre-test's mean of the experimental group was 69.46. After the students received the treatment, the mean scores of both groups were gradually increased. Meanwhile, the post-test mean of experimental group (81.62) was higher than the post-test mean of control group (77.16). Based on the score, it indicated that after getting treatment, the experimental group

achieved a better result than the control group. The writer assumed that there was a significant difference in the students' achievement between the experimental and the control groups. In addition, the writer also assumed that TPRC strategy was effective to teach reading of descriptive text.

Moreover, the writer's assumptions could be proved by the result of t-test calculated by SPSS program. Before applied the *t*-test statistical analysis, an analysis to find out the normality and the homogeneity of the two samples were performed. Therefore, the writer calculated the normality and the homogeneity of both groups' post-test. The post-test result of both group were normally distributed. It can be seen on table 4.2 and table 4.3 page 47 & 48. The Sig Shapiro-Wilk value on control group's post-test was 0.060 while the Sig Shapiro-Wilk value on control group's post-test was 0.150. It meant that the test of both groups were normally distributed because both p_{value} was higher than 0.05. Besides, the writer checked the homogeneity of post-test data by using tests of homogeneity of variances by measured the significant coefficient in Levene's statistics. The significant coefficient was found to be significant at 0.227 that can be seen from table 4.4 page 49. Sig value was 0.227 which was higher than the level of significant (0.05). It could be concluded that the population between experimental and control group were homogenous. By knowing the result of post-test homogeneity, the writer concluded that the population of the two groups was homogenous so the t-test could be counted.

Since the post-test scores between the experimental and the control group was found to be normally distributed and homogeneus, the writer continued the

statistical analysis by using *t*-test. The *t*-test was applied to find out whether or not there was any significant difference in the students' achievement between the experimental and the control groups. According to the paired sample test result on table 4.5 page 50, t-test (3.330) was higher than t-table (2.026). It indicated that there were significant differences between control and experimental group in achieving the result of post-test. Null hypothesis (Ho) was rejected and alternative hypothesis (H_1) was accepted because t_{value} was higher than t_{table} ($t_{value} > t_{table}$). In conclusion, there was a significant difference in the students' reading comprehension of descriptive texts after being taught using TPRC strategy.

4.2.2 Analysis of Experiment

This parts deals with the advantages and the disadvantages of TPRC.

4.2.2.1 The Advantages of TPRC

Teaching reading of descriptive text using TPRC gave more positive impact on students' reading achievement. There are some advantages of TPRC steps for teaching reading.

First is *think.* Students were able to make a mind mapping that would help them to have a better understanding of a text. It will be a warming up step before reading a text. Second is *predict.* When making a prediction, students will try to find and write some words that are related to the topic given. This steps not only will develop students' vocabulary mastering but also improve their writing skill. Third is *reading.* TRPC strategy helps students to have a better

understanding of a text after doing some steps before reading a passage. The last is *connect.* Students' concentration will be stimulated on this steps. They will try to find out whether or not the predictions they have made are related to the passage.

In conclusion, TPRC was effective for teaching reading comprehension of descriptive text for tenth graders of senior high school. The result showed that there was a significant difference between students who taught using TPRC and those who taught without using TPRC. Students in the experimental group had a better score than students in the control group.

4.2.2.1 The Disadvantages of TPRC

TPRC is one of the strategies that can be applied to teach reading especially descriptive text. It stimulates students to have their own perspective or imagination before reading a text. However, this kind of strategy still has a disadvantage. Based on the writer, not all kind of text can be predicted using TPRC. Text familiarity is needed to make students easier to comprehend a text. We know that if we want to predict something, firstly we have to know anything about the things that we will predict or describe later. When students don't have background knowledge about the topic given, surely they will not able to make their own description. It can be an obstacle for students to do the next activity. Teachers should give a familiar topic for students to make them easier to use this strategy.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusion and the suggestion based on the discussion of data findings and discussion in the previous chapters.

5.1 Conclusions

Based on the results of data findings and discussion in the previous chapters, the writer comes to a conclusion about his study. The conclusions in this study are:

(1) TPRC is effective to teach reading comprehension. TPRC stimulates students' to think independently before reading a text. It can be proved from the data that the control and experimental group relatively had equal level of score before getting treatment. Based on the paired sample test, t-test (3.330) is higher than t-table (2.026).

(2) From the result of the post-test of experimental group taught by TPRC, the mean of the score was 81.62 while the result of post-test of control group taught by conventional method (lecturing) given by the teacher, the mean of the score was 77.16. TPRC strategy helps them to have better achievement of test about descriptive texts. In conclusion, there was a significant difference between control and experimental group. Students who were taught using TPRC had better score than students who were taught without using TPRC.

5.2 Suggestions

Based on the conclusions above, the writer would like to present suggestions for English teachers, students, and readers.

1) For English Teachers

This study could give new alternative strategy in teaching reading of descriptive text using TPRC. The teachers will be able to design their learning activity by applying TPRC in their teaching process of reading especially descriptive text.

2) For Students

The students need to learn more to comprehend reading texts, especially descriptive texts Students have to be open-minded and motivated to learn reading, so they will learn easier because TPRC will stimulate their concentration by making a prediction before reading which will make them easier to comprehend a text.

3) For Readers

The readers are expected to gain knowledge after reading this study. Moreover, for the readers who are willing to conduct other studies under the same field, this study could be considered as one of the references.

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Appendix 1
Syllabus of Tenth Grade of Senior High School

SILABUS SMA/MA

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

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3 : Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional 3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat	**Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal** *Fungsi sosial* Membanggakan, mengenalkan, mengidentifikasi, memuji, mengritik, mempromosikan, dsb. *Struktur text* (1) Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan (2) Penyebutan sifat	**Mengamati** • Siswa memperhatikan / menonton beberapa contoh teks/ film tentang penggambaran orang, tempat wisata, dan bangunan bersejarah. • Siswa menirukan contoh secara terbimbing. • Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks **Mempertanyakan (questioning)** • Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris, perbedaan teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia • Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif **Mengeksplorasi** • Siswa secara kelompok membacakan teks deskriptif lain dari berbagai sumber	Kriteria penilaian: • Pencapaian fungsi sosial • Kelengkapan dan keruntutan struktur teks deskriptif • Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan • Kesesuaian format penulisan/ penyampaian **Unjuk kerja** • Melakukan monolog tentang deskripsi orang, tempat wisata, bangunan bersejarah terkenal di depan kelas / berpasangan • Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan

wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya. 4.8. Menangkap makna dalam teks deskriptif lisan dan tulis sederhana. 4.9. Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. 4.10. Menyusun teks deskriptif lisan dan tulis sederhana	orang, tempat wisata, dan bangunan bersejarah terkenal dan bagiannya, dan (3) Penyebutan tindakan dari atau terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal. yang semuanya sesuai dengan fungsi sosial yang hendak dicapai. *Unsur kebahasaan* (1) Kata benda yang terkait dengan orang, tempat wisata, dan bangunan bersejara	dengan pengucapan, tekanan kata dan intonasi yang tepat • Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar. • Siswa menyunting teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan • Berkelompok, siswa menggambarkan tempat wisata lain dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari **Mengasosiasi** • Dalam kerja kelompok terbimbing siswa menganalisis dengan membandingkan berbagai teks yang menggambarkan orang, tempat wisata, bangunanan bersejarah terkenal dengan fokus pada struktur teks, dan unsur kebahasaan. • Siswa mengelompokkan teks deskripsi sesuai dengan fungsi	dalam membuat teks deskriptif **Pengamatan (observations):** Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian • Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi • Ketepatan dan kesesuaian dalam menyampaikan dan menulis teks deskriptif • Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan • Ketepatan dan kesesuaian menggunakan strategi dalam membaca **Portofolio** • Kumpulan catatan kemajuan belajar berupa catatan atau rekaman

tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks. .	h terkenal (2) Kata sifat yang terkait dengan orang, tempat wisata, dan bangunan bersejarah terkenal (3) Ejaan dan tulisan tangan dan c etak yang jelas dan rapi (4) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan. (5) Rujukan kata *Topik* Keteladanan tentang perilaku toleran, kewirausahaan, nasionalisme, percaya diri.	sosialnya. • Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. **Mengkomunikasikan** • Berkelompok, siswa menyusun teks deskripsi tentang orang/ tempat wisata/ bangunan bersejarah sesuai dengan fungsi sosial tujuan, struktur dan unsur kebahasaannya • Siswa menyunting deskripsi yang dibuat teman. • Siswa menyampaikan deskripsinya didepan guru dan teman dan mempublikasikannya di mading. • Siswa membuat kliping deskripsi tentang orang, tempat wisata atau bangunan bersejarah yang mereka sukai. • Siswa membuat laporan evaluasi diri secara tertulis tentang pengalaman dalam menggambarkan tempat wisata dan bangunan termasuk menyebutkan dukungan dan kendala yang dialami.	monolog teks deskriptif. • Kumpulan karya siswa yang mendukung proses penulisan teks diskriptif berupa: draft, revisi, editing sampai hasil terbaik untuk dipublikasi • Kumpulan hasil tes dan latihan. • Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya **Penilaian Diri dan Penilaian Sejawat** • Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain

		• Siswa dapat menggunakan ‘learning journal’	

Appendix 2
Lesson Plan 1

Rencana Pelaksanaan Pembelajaran

(RPP)

Satuan Pendidikan	: SMAN 1 Ungaran
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X/I
Materi Pokok	: Teks tulis deskriptif sederhana tentang seseorang
Alokasi Waktu	: 2 x 45 menit

A. Kompetensi Inti

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

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

A. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	Sebagai bukti bahwa siswa mensyukuri mendapat kesempatan belajar bahasa Inggris: **1.1.1** Siswa aktif, semangat dan antusias dalam mengikuti pembelajaran tentang teks lisan untuk menanyakan dan menyatakan tentang deskripsi seseorang. **1.1.2** Siswa selalu masuk kelas tepat waktu terutama dalam belajar mengenai teks untuk menanyakan dan menyatakan tentang deskripsi seseorang.
2.3 Menunjukkan perilaku tanggung jawab, peduli, kerja sama, damai, dalam melaksanakan komunikasi	**2.3.1** Siswa percaya diri dalam menggunakan ungkapan perbandingan “as”, “er”, and est untuk perbandingan deskripsi seseorang.

fungsional.	**2.3.2** Siswa mampu melaksanakan instruksi dan tugas dari guru berkaitan dengan materi secara bertanggungjawab dan tepat waktu.
3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.	**Pengetahuan** **3.7.1** Siswa mengidentifikasi fungsi dari teks tulis mengenai teks deskriptif tentang seseorang. **3.7.2** Siswa memahami struktur teks dalam teks deskriptif tentang seseorang. **3.7.3** Siswa memahami makna dari teks deskriptif mengenai seseorang.
4.10 Menyusun teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	**Keterampilan** **4.10.1** Siswa terampil dan mampu menggunakan kata dalam mendeskripsikan seseorang sesuai dengan konteks penggunaannya. **4.10.3** Siswa mampu menyusun kalimat menggunakan kata yang sesuai untuk mendeskripsikan seseorang. **4.10.4** Siswa mampu menggunakan unsur-

	unsur kebahasaan dengan benar.

C. TUJUAN PEMBELAJARAN:

B. Tujuan Pembelajaran

1. Kompetensi Sikap Spiritual dan Sikap Sosial

a. Siswa antusias, jujur dan mempunyai rasa percaya diri dalam berkomunikasi dengan bahasa Inggris dan turut serta mengikuti jalannya pelajaran di kelas.

b. Siswa dapat mengerjakan tugas terkait dengan teks tulis deskriptif tentang seseorang.

2. Kompetensi Pengetahuan

a. Siswa mampu memahami penggunaan kata untuk mendiskripsikan seseorang sesuai dengan konteksnya.

b. Siswa mampu mengidentifikasi fungsi sosial, struktur teks tulis dan unsur kebahasaan dalam teks tulis.

3. Kompetensi Keterampilan

a. Siswa mampu memilih pilihan kata yang tepat dalam mendiskripsikan seseorang dan sesuai dengan konteksnya.

b. Siswa mampu menyusun kalimat untuk mendiskripsikan seseorang.

C. MATERI PEMBELAJARAN

1. Materi Pembelajaran

a. Definition of descriptive text.

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

b. Fungsi sosial mendiskripsikan dan mengenalkan seseorang.

c. Struktur text.

   a. Identification : identifying the phenomenon to be described.

   b. Describtion : describing the phenomenon in parts, qualities, or/and characteristics.

d. The Language Feature of Descriptive Text

- Using attributive and identifying process.
- Using adjective and classifiers in nominal group.
- Using simple present tense

Example of Descriptive text

The Terrifying Headmaster

Mr.Tucker is the headmaster of my school. He does not wear glasses. His eyes always frighten me even when I refuse to

face them. They are sharp, hard, and cold, and he uses them like a whip.

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

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

c. Unsur kebahasaan

1) Kosa kata: kata benda dan kata sifat yang terkait dengan pendiskripsian seseorang.

2) Ejaan, tanda baca dan tulisan tangan dan cetak yang jelas yang rapi.

3) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

ADJECTIVE.

An adjective modifies a noun. It describes the quality, state or action that a noun refers to.

Rules of Adjectives:

Adjectives can come before nouns: a **new** house

Adjectives can come after verbs such as be, become, seem, look, etc.: that house looks **new**

They can be modified by adverbs: a very **expensive** house

They can be used as complements to a noun: the extras make the house **expensive**

EXAMPLES:

an **ugly** monkey

a **beautiful** cloud

the **handsome** boy

the **honest** girls

We use adjectives to describe nouns. Most adjectives can be used in front of a noun…:

They have a **beautiful** house.

We saw a very **exciting** film last night.

Or after a link verb like be, look or feel:

Their house is **beautiful**.

That film looks **interesting**.

Sometimes we use more than one adjective in front of a noun:

He was a nice **intelligent** **young** man.

She had a small **round** **black** wooden box.

Adjectives usually come in this order:

General opinion – Specific opinion – Size – Shape – Age – Colour – Nationality – Material

E. METODE PEMBELAJARAN

1. Pendekatan : Scientific Approach
2. Metode :
   a. TPRC (Think, Predict, Read, Connect)
   b. Discovery Learning
   b. Portfolio
   c. Test

F. MEDIA DAN SUMBER PEMBELAJARAN:

1. Media : Gambar/Video, power point
2. Alat : LCD, Laptop, whiteboard, board marker, dan kamus.
3. Sumber : http://google.com,

G. LANGKAH-LANGKAH PEMBELAJARAN

Pertemuan ke-1 (2x45 menit)

Pertemuan Pertama		90 menit
Pendahuluan	1. Siswa merespon sapaan dari guru menggunakan Bahasa Inggris agar tercipta *English environment.* 2. Kehadiran siswa di cek oleh guru. 3. Siswa disiapkan keadaan fisik dan psikisnya agar dapat mengikuti pembelajaran dengan baik. 4. Siswa termotivasi agar semangat dalam belajar.	10 menit

<table>
<tr><td></td><td>5. Siswa mendengarkan arahan guru mengenai tujuan pembelajaran atau kompetensi dasar yang akan dicapai.</td><td></td></tr>
<tr><td>Inti</td><td>Observing:
<table><tr><td>Students</td><td>Teacher</td></tr><tr><td>1. Siswa menyebutkan deskripsi dari gambar seseorang (Victoria Beckham) yang diberikan.</td><td>• Menyediakan gambar Victoria Beckham dalam slide ppt.</td></tr><tr><td>2. Mengamati contoh-contoh teks tulis tentang seseorang</td><td>• Memberi contoh teks tulis deskriptif seseorang.
• Mencatat/ menilai aspek sikap dan keaktifan siswa.</td></tr><tr><td>3. Siswa mengidentifikasi contoh teks lisan deskriptif tentang seseorang.</td><td>• Mencatat/ menilai aspek sikap dan keaktifan siswa dalam mengikuti pelajaran.</td></tr></table>
Questioning:
<table><tr><td>Students</td><td>Teacher</td></tr></table></td><td>10 menit

10 menit</td></tr>
</table>

	1. Mempertanyakan materi tentang Adjective.	• Memberikan arahan ataupun menstimulasi siswa agar bertanya tentang materi terkait.	30 menit
	2. Dengan arahan guru, siswa terpancing untuk mempertanyakan tentang fungsi sosial dari teks tulis deskripsi..	• Memberi kesempatan/ mendorong siswa lain untuk menjawab pertanyaan sebelum menjelaskannya. • Mencatat/menilai aspek sikap dan keaktifan siswa.	
	3. Mempertanyakan unsur generic structure dari teks tulis deskripsi tentang seseorang.	• Memberi kesempatan/mendorong siswa lain untuk menjawab pertanyaan sebelum menjelaskannya.	
	4. Mempertanyakan penggunaan kata sifat dan kata benda yang sesuai untuk mendeskripsikan seseorang.	• Mengarahkan siswa dalam menganalisis penggunaan kata sifat atau benda yang sesuai untuk mendeskripsikan seseorang.	

	Experimenting:		
	1. Siswa mendengarkan penjelasan mengenai teks tulis deskripsi.	• Menjelaskan materi terkait teks tulis deskripsi dan generic structure dari teks deskripsi.	
	2. Siswa memperhatikan penjelasan tentang metode TPRC.	• Menjelaskan tentang metode TPRC yang akan digunakan untuk memahami teks deskriptif.	
	3. Secara individu siswa berpikir tentang hal-hal yang berkaitan dengan Victoria Beckham .	• Memberikan gambar deskripsi Victoria Beckham .	
	4. Dalam Bahasa Inggris siswa kemudian menuliskan apa yang telah mereka pikirkan tentang Victoria Beckham.	• Memotivasi siswa untuk menuliskan hal-hal yang berkaitan Victoria Beckham sebanyak-banyaknya.	
	5. Siswa kemudian menyimpan catatan yang mereka buat. Guru lalu memberikan teks berisi	• Memberikan teks berisi deskripsi Victoria Beckham .	10 menit

	deskripsi Victoria Beckham.		
	6. Setelah selesai membaca, siswa diminta mengecek catatan yang mereka buat sebelumnya lalu memberikan tanda (V) jika catatan mereka muncul dalam bacaan yang diberikan.	• Guru menyuruh siswa mengecek dan mencocokan catatan siswa dengan bacaan.	10 menit
	7. Siswa menjawab pertanyaan dari bacaan yang diberikan.	• Memberikan pertanyaan terkait bacaan.	

Associating:

Students	Teacher
1. Siswa menghubungkan fungsi sosial sosial, struktur teks dan unsur kebahasaan yang ada dalam teks diskripsi dalam bahasa Inggris.	• Mengarahkan siswa, memberikan motivasi dan penguatan (reinforcement).
2. Siswa menemukan	• Mengarahkan siswa untuk

<table>
<tr>
<td></td>
<td>
<table>
<tr><td>contoh-contoh teks diskripsi mengenai seseorang di sekitar mereka.</td><td>berpikir dan menemukan contoh-contoh teks.</td></tr>
</table>
Communicating:
<table>
<tr><th>Students</th><th>Teacher</th></tr>
<tr><td>1. Siswa terampil menggunakan pilihan kata yang tepat untuk mendiskripsikan seseorang dengan struktur, unsur kebahasaan yang tepat.</td><td>• Memotivasi siswa agar bekerja sama, percaya diri, dan tanggungjawab dalam menghubungkannya dengan kehidupan sehari-hari.</td></tr>
</table>
</td>
<td></td>
</tr>
<tr>
<td>Penutup</td>
<td>a. Siswa membuat rangkuman/simpulan pelajaran.
b. Salah satu siswa membacakan hasil penilaian/refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
c. Siswa menerima umpan balik terhadap proses dan hasil pembelajaran.
d. Siswa mendengarkan arahan guru mengenai tugas pertemuan</td>
<td>10 menit</td>
</tr>
</table>

	minggu depan (mendeskripsikan penyanyi favorit). e. Siswa memperhatikan tentang penyampaikan rencana pembelajaran pada pertemuan berikutnya.	

H. PENILAIAN HASIL PEMBELAJARAN

1. Penilaian Sikap

a. Jenis/Teknik Penilaian **:** Observasi yang dilakukan oleh guru

b. **Bentuk Instrumen** **:** Lembar Observasi

No.	Butir Sikap	Deskripsi	Perolehan skor
1.	Peduli	4: selalu peduli 3: sering peduli 2: kadang-kadang peduli 1: tidak pernah peduli	
2.	Kerjasama	4: selalu kerjasama 3: sering kerjasama 2:kadang-kadang kerjasama 1: tidak pernah kerjasama	
3.	Cinta damai	4: selalu cinta damai 3: sering cinta damai 2: kadang-kadang cinta damai 1: tidak pernah cinta damai	

- Pedoman Penskoran

$$\text{NA} = \frac{Skor\ Perolehan}{Skor\ Maksimal} \text{X } 4$$

Konversi Kompetensi Sikap

Predikat	Nilai Sikap
A	SB
B	B
C	S
D	K

Keterangan

4 : SangatBaik (SB)

3 : Baik (B)

2 : Sedikit (S)

1 : Kurang (K)

2. Rubrik penilaian Pengetahuan

a. Jenis/Teknik Penilaian : Essay

b. **Bentuk Instrumen :** Worksheet

- Pedoman Penskoran

$$\text{NA} = \frac{Skor\ Perolehan}{Skor\ Maksimal} \text{X } 4$$

1. Keterampilan

Autentic assessment

Jenis/Teknik penilaian : Tertulis

Bentuk Instrumen : membuat teks descriptive mengenai penyanyi favorit

Contoh :

My Favorite Singer

Didi Kempot is my favorite singer. He is short guy who has long curly hair. On the stage, he often wears traditional outfit called *beskap.* He lives in Solo, Central Java and has one child, Saka. His wife is also a singer.

Rubrik Tes Keterampilan Menulis

No	Aspek yang dinilai	Kriteria	Skor
1	Kesesuaian isi dengan tujuan penulisan pesan	75 % - 100 % isi sesuai	4
		50 % - 75 % isi sesuai	3
		25 % - 50 % isi sesuai	2
		1 % - 25 % isi sesuai	1
2	Pilihan kata	75 % - 100 % tepat	4
		50 % - 75 % tepat	3
		25 % - 50 % tepat	2
		1 % - 25 % tepat	1
3	Penulisan kosa kata	75 % - 100 % tepat	4
		50 % - 75 % tepat	3
		25 % - 50 % tepat	2
		1 % - 25 % tepat	1

4	Ketepatan tata bahasa	75 % - 100 % tepat	4
		50 % - 75 % tepat	3
		25 % - 50 % tepat	2
		1 % - 25 % tepat	1

a. Pedoman Penskoran

$$\text{NA} = \frac{Skor\ Perolehan}{Skor\ Maksimal} \text{X } 4$$

Konversi Kompetensi Pengetahuan, Keterampilan dan Sikap

Predikat	Nilai Kompetensi		
	Pengetahuan	Keterampilan	Sikap
A	4	4	SB
A-	3.66	3.66	
B+	3.33	3.33	B
B	3	3	
B-	2.66	2.66	
C+	2.33	2.33	C
C	2	2	
C-	1.66	1.66	
D+	1.33	1.33	K
D-	1	1	

Ungaran, Agustus 2015

Guru Pamong

Mahasiswa

……

…….

Appendix 3

Lesson Plan 2

Rencana Pelaksanaan Pembelajaran

(RPP)

Satuan Pendidikan	: SMAN 1 Ungaran
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X/I
Materi Pokok	: Teks tulis deskriptif sederhana tentang tempat wisata
Alokasi Waktu	: 2 x 45 menit

D. Kompetensi Inti

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

KI 2: Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

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.

E. KOMPETENSI DASAR DAN INDIKATOR

D. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.	Sebagai bukti bahwa siswa mensyukuri mendapat kesempatan belajar bahasa Inggris: **1.1.3** Siswa aktif, semangat dan antusias dalam mengikuti pembelajaran tentang teks lisan untuk menanyakan dan menyatakan tentang deksripsi tempat wisata. **1.1.4** Siswa selalu masuk kelas tepat waktu terutama dalam belajar mengenai teks untuk menanyakan dan menyatakan tentang deksripsi tempat wisata.

2.3 Menunjukkan perilaku tanggung jawab, peduli, kerja sama, damai, dalam melaksanakan komunikasi fungsional.	**2.3.1** Siswa percaya diri dalam menggunakan ungkapan perbandingan “as”, “er”, and est untuk perbandingan deskripsi tempat wisata. **2.3.2** Siswa melaksanakan instruksi dan tugas dari guru berkaitan dengan materi secara bertanggungjawab dan tepat waktu.
3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.	**Pengetahuan** **3.7.1** Siswa mengidentifikasi fungsi dari teks tulis mengenai deskriptif teks tentang tempat wisata. **3.7.2** Siswa memahami struktur teks dalam teks deskriptif tentang tempat wisata. **3.7.3** Siswa memahami makna dari teks deskriptif mengenai tempat wisata.
4.10 Menyusun teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan	**Keterampilan** **4.10.1** Siswa terampil dan mampu menggunakan kata dalam mendeskripsikan tempat wisata sesuai dengan konteks penggunaannya.

memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	**4.10.3** Siswa mampu menyusun kalimat menggunakan kata yang sesuai untuk mendeskripsikan tempat wisata. **4.10.4** Siswa mampu menggunakan unsur-unsur kebahasaan dengan benar.

F. TUJUAN PEMBELAJARAN:

E. Tujuan Pembelajaran

1. Kompetensi Sikap Spiritual dan Sikap Sosial

c. Siswa antusias, jujur dan mempunyai rasa percaya diri dalam berkomunikasi dengan bahasa Inggris dan turut serta mengikuti jalannya pelajaran di kelas.

d. Siswa dapat mengerjakan tugas terkait dengan teks tulis deskriptif teks tentang tempat wisata.

2. Kompetensi Pengetahuan

c. Siswa mampu memahami penggunaan kata untuk mendeskripsikan tempat wisata sesuai dengan konteksnya.

d. Siswa mampu mengidentifikasi fungsi sosial, struktur teks tulis dan unsur kebahasaan dalam teks tulis.

3. Kompetensi Keterampilan

d. Siswa mampu memilih pilihan kata yang tepat dalam mendiskripsikan tempat wisata dan sesuai dengan konteksnya.

e. Siswa mampu menyusun kalimat untuk mendeskripsikan tempat wisata.

F. MATERI PEMBELAJARAN

1. Materi Pembelajaran

e. Definition of descriptive text.

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

f. Fungsi sosial mendiskripsikan dan mengenalkan seseorang.

g. Struktur text.

   a. Identification : identifying the phenomenon to be described.

   b. Describtion : describing the phenomenon in parts, qualities, or/and characteristics.

h. The Language Feature of Descriptive Text

- Using attributive and identifying process.
- Using adjective and classifiers in nominal group.
- Using simple present tense

Example of Descriptive text

Losari Beach

Losari Beach is a beautiful beach located in the western part of Makassar, South Sulawesi. The beach has been an icon of Makassar for years and well-known for its beautiful sunset scenery. Many people spend their afternoon and evening times enjoying the panorama when the reddish sun looks like to sink to the sea.

Several years ago, Losari Beach was popular for its culinary providing traditional and modern cuisines. The culinary was located along the coast, approximately one mile length of the table and stalls selling various menus. For this reason, Losari Beach was also called as "the world's longest table". But, previously, the government of Makassar has moved and relocated it to the southern part of Losari beach.

Located near the center of Makassar city, Losari Beach is easy to access. It only takes 10 minutes to drive from the harbor of Makassar and 30 minutes to drive from Sultan Hasanuddin Airport. Residents in Makassar usually go to Losari Beach by car, motorcycle or on foot..

f. Unsur kebahasaan

4) Kosa kata: kata benda dan kata sifat yang terkait dengan pendiskripsian seseorang.

5) Ejaan, tanda baca dan tulisan tangan dan cetak yang jelas yang rapi.

6) Ucapan, tekanan kata, intonasi, ketika mempresentasikan secara lisan.

NOUN PHRASES

Suatu frasa (=phrase) adalah sekelompok kata yang di dalamnya terdapat satu kata pokok (=headword) dengan kata-kata yang lain menerangkan kata pokok tersebut.

Frasa Benda (Noun Pharases) :

Suatu frasa benda adalah suatu frasa di mana kata pokoknya adalah kata benda dengan kata-kata lain yang menerangkan kata benda tersebut.

Kata atau kata-kata yang menerangkan ini bisa terletak di depan atau di belakang kata benda itu.

Pembentukan Frasa Benda :

Frasa benda bisa di bentuk dengan susunan kata-kata seperti berikut :

1. a) Idefinite Article + Noun

Yang di maksud dengan Idefinite article adalah kata (sandang) a dan an.

Contoh : a truck an examination an investment

Rangkaian kata a truck adalah suatu frasa kata benda, a menerangkan kata benda truck ; truck adalah kata kepala (headword) dalam frasa tersebut, a adalah kata yang menerangkan kata kepala.

Penjelasan : # a atau an artinya satu (sebuah, sebutir, sebatang, seekor, dsb) dan diletakkan di depan kata benda yang di terangkan.

a digunakan apabila kata yang mengikutinya berawal dengan bunyi mati, misalnya : a man, a star dll. An digunakan apabila kata berikunya berawalan dengan bunyi hidup, misalnya : an astrich, an exam, dll.

a atau an hanya diikuti oleh kat benda yang bisa dihitung (countable nouns) dan jumlahnya satu atau kata benda tunggal (singular).

b) Definite Article + Noun

yang dimaksud dengan Definite article adalah kata sandang The.

Contoh : the ship the soup the cars the model

Rangkaian kata kata dia atas adalah frasa benda. The menarangkan kata benda ship, soup, cars model. Kata-kata ship, soup, cars,model adalah kata-kata kepala ; the menerangkan kata kepala.

Penjelasan :

the sering diartikan : tersebut, itu, tadi.

the bisa diikuti oleh benda yang jumlahnya satu atau tunggal, misalnya the sea, the process, dll; atau diikuti oleh benda yang jumlahnya lebih dari satu atau jamak, misalnya the people, the poets,dll; dan bisa pula diikuti oleh benda yang tak bisa dihitung, misalnya the water, the nitrogen.

c) Demonstrative Adjective + Noun

yang dimaksud dengan demonstrative adjective adalah kata this, these, that, dan those.

Contoh : This song That poem those disasters

That stranger These tragedies this liquid

Penjelasan :

This dan that digunakan bila bendanya tunggal atau bila bendanya tak bisa dihitung ; these dan those bila bendanya jamak.

d) Possesive Adjective + Noun

yang dimaksud dengan possessive adjective adalah kata-kata yang menyatakan pemilik sesuatu, misalnya my, yours, his, her, its, our, their, jean's, Mr.Jones', dab.

Contoh : Her computers your ideas brittany's question

Penjelasan :

Orang atau sesuatu yang menjadi pemilik sesuatu dinyatakan dengan 's ,misalnya Han's house, the sun's energy, dll.

Bila pemiliknya sudah berakhir dengan –s , tambahkan saja tanda (') tanpa –s,misalnya Hans' racket, students', dsb.

2. Numerals (kata bilangan)

Yang dimaksud dengan numerals adalah one, two, three, ten, dst.

Contoh : two tympanis (=dua buah timpani)

Four members (=empat orang anggota)

Three guest (=ketiga tamu)

3. Quantitative adjective + Noun

Adalah kata yang menyatakan banyaknya suatu benda, misalnya some, any, much, many, a lot of, few, a little, dsb.

Contoh : some marvels much wine many wife

Penjelasan :

Some dan any berarti ‘beberapa’ atau ‘sedikit’. Some dan any digunakan untuk menerangkan semua benda (singular, plural, countable, uncountable).

much dan many berarti banyak. Much untuk menerangkan uncountable nouns ;many untuk countable nouns.

a lot of untuk menerangkan benda jamak dan uncountable nouns.

few and a little berarti sedikit (lebih sedikit daripada some atau any). Few untuk menerangkan plural nouns ; a little untuk menerangkan uncountable nouns.

4. Qualitative adjective + Noun

Adalah kata yang menunjukan sifat atau keadaan suatu benda, misalnya : white, large, important, harmless, dsb.

Contoh : kind treatments clear sky underpaid works

Pembentukan Noun phrase dengan of

Of digunakan untuk menggabung dua nouns atau noun phrases, dimana noun yang di depan merupakan bagian dari atau milik noun di belakang of dan keseluruhannya membentuk noun phrases baru ; frase benda ini masih bisa dihubungkan dengan of dengan frasa lain hingga tak terbatas.

Contoh : the roof of the house (=atap rumah)

Berikut adalah aturan penulisan noun phrases yang benar :

1. ***Determiner***, (a, an, the)

2. ***Opinion***, (handsome, beautiful, cute, dll.)

3. ***Size***, (small. large, big, huge, dll)

4. ***Age***, (new, old, modern, traditional, dll)

5. ***Temperature***, (hot, cold, warm, dll)

6. ***Shape***, (round, cube, rectangle, dll)

7. ***Colour***, (blue, red, green, dll)

8. ***Original***, maksudnya adalah asal benda utama (berasal). Terdiri dari dua;

a. Country / City, asal tempat (negara/kota)

b. Material, asal bahan (besi, emas, kain, dll)

9. ***Purpose***, berhubungan dengan tujuan dari benda utama.

10. ***Noun***, kata benda utama.

Contoh:

A cute small modern cool round red Germany metallic racing car

I. METODE PEMBELAJARAN

1. Pendekatan : Scientific Approach
2. Metode :
   c. TPRC (Think, Predict, Read, Connect)
   d. Discovery Learning
   d. Portfolio

e. Test

J. MEDIA DAN SUMBER PEMBELAJARAN:

4. Media : Gambar/Video, power point
5. Alat : LCD, Laptop, whiteboard, board marker, dan kamus.
6. Sumber : http://google.com,

K. LANGKAH-LANGKAH PEMBELAJARAN

Pertemuan ke-2 (2x45 menit)

Pertemuan Kedua		90 menit
Pendahuluan	1. Siswa merespon sapaan dari guru menggunakan Bahasa Inggris agar tercipta *English environment.* 2. Kehadiran siswa di cek oleh guru. 3. Siswa disiapkan keadaan fisik dan psikisnya agar dapat mengikuti pembelajaran dengan baik. 4. Siswa termotivasi agar semangat dalam belajar. 5. Siswa mendengarkan arahan guru mengenai tujuan pembelajaran atau kompetensi dasar	5 menit

<table>
<tr><td></td><td>yang akan dicapai.</td><td></td></tr>
<tr><td>Inti</td><td>Observing:
<table>
<tr><td>Students</td><td>Teacher</td></tr>
<tr><td>4. Siswa menyebutkan deskripsi dari gambar tempat wisata yang diberikan.</td><td>• Menyediakan gambar Dunia Fantasi dalam slide ppt.</td></tr>
<tr><td>5. Mengamati contoh-contoh teks tulis tentang tempat wisata.</td><td>• Memberi contoh teks tulis deskriptif tentang tempat wisata.
• Mencatat/ menilai aspek sikap dan keaktifan siswa.</td></tr>
<tr><td>6. Siswa</td><td>• Mencatat/ menilai</td></tr>
</table></td><td>10 menit

10 menit</td></tr>
</table>

	mengidentifikasi contoh teks lisan deskriptif tempat wisata.	aspek sikap dan keaktifan siswa dalam mengikuti pelajaran.	
	Questioning:		
	Students	Teacher	
	5. Mempertanyakan materi tentang Noun Phrases.	• Memberikan arahan ataupun menstimulasi siswa agar bertanya tentang materi terkait.	
	6. Dengan arahan guru, siswa terpancing untuk mempertanyakan tentang fungsi sosial dari teks tulis deskripsi.	• Memberi kesempatan/ mendorong siswa lain untuk menjawab pertanyaan sebelum menjelaskannya. • Mencatat/menilai aspek sikap dan	30 menit

		keaktifan siswa.
	7. Mempertanyakan unsur generic structure dari teks tulis deskripsi tentang tempat wisata.	• Memberi kesempatan/mendorong siswa lain untuk menjawab pertanyaan sebelum menjelaskannya.
	8. Mempertanyakan penggunaan kata sifat dan kata benda yang sesuai untuk mendiskripsikan tempat wisata.	• Mengarahkan siswa dalam menganalisis penggunaan kata sifat atau benda yang sesuai untuk mendiskripsikan tempat wisata.

Experimenting:

	8. Siswa mendengarkan penjelasan mengenai teks tulis deskripsi.	• Menjelaskan materi terkait teks tulis deskripsi dan generic structure dari teks deskripsi.
	9. Siswa	• Menjelaskan

	memperhatikan penjelasan tentang metode TPRC.	tentang metode TPRC yang akan digunakan untuk memahami teks deskriptif.		10 menit
	10. Secara individu siswa berpikir tentang hal-hal yang berkaitan dengan tentang tempat wisata Dunia Fantasi.	• Memberikan gambar deskripsi tentang tempat wisata Dunia Fantasi.		
	11. Dalam Bahasa Inggris siswa kemudian menuliskan apa yang telah mereka pikirkan tentang tempat wisata Dunia Fantasi.	• Memotivasi siswa untuk menuliskan hal-hal yang berkaitan dengan tentang tempat wisata Dunia Fantasi.		10 menit
	12. Siswa	• Memberikan teks		

		kemudian menyimpan catatan yang mereka buat. Guru lalu memberikan teks berisi deskripsi tentang tempat wisata Dunia Fantasi	berisi deskripsi tentang tentang tempat wisata Dunia Fantasi.		
		13. Setelah selesai membaca, siswa diminta mengecek catatan yang mereka buat sebelumnya lalu memberikan tanda (V) jika catatan mereka muncul dalam bacaan yang diberikan.	• Guru menyuruh siswa mengecek dan mencocokan catatan siswa dengan bacaan.		
		14. Siswa	• Memberikan		

menjawab pertanyaan dari bacaan yang diberikan.	pertanyaan terkait bacaan.	

Associating:

Students	Teacher
3. Siswa menghubungkan fungsi sosial sosial, struktur teks and unsur kebahasaan yang ada dalam teks diskripsi dalam bahasa Inggris.	• Mengarahkan siswa, memberikan motivasi dan penguatan (reinforcement).
4. Siswa menemukan contoh-contoh teks deskripsi mengenai tempat wisata di sekitar	• Mengarahkan siswa untuk berpikir dan menemukan contoh-contoh teks.

<table>
<tr>
<td></td>
<td>
<table>
<tr><td>mereka.</td><td></td></tr>
</table>

Communicating:
<table>
<tr><th>Students</th><th>Teacher</th></tr>
<tr><td>2. Siswa terampil menggunakan pilihan kata yang tepat untuk mendiskripsikan tempat wisata dengan struktur, unsur kebahasaan yang tepat.</td><td>• Memotivasi siswa agar bekerja sama, percaya diri, dan tanggungjawab dalam menghubungkannya dengan kehidupan sehari-hari.</td></tr>
</table>
</td>
<td></td>
</tr>
<tr>
<td>Penutup</td>
<td>f. Siswa membuat rangkuman/simpulan pelajaran.
g. Salah satu siswa membacakan hasil penilaian/refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
h. Siswa menerima umpan balik terhadap proses dan hasil pembelajaran.</td>
<td>5 menit</td>
</tr>
</table>

	i. Siswa mendengarkan arahan guru mengenai tugas minggu depan (membuat dialog mengenai deskripsi tempat wisata yang pernah dikunjungi) j. Siswa memperhatikan tentang penyampaikan rencana pembelajaran pada pertemuan berikutnya.	

L. PENILAIAN HASIL PEMBELAJARAN

1. Penilaian Sikap

c. Jenis/Teknik Penilaian **:** Observasi yang dilakukan oleh guru

d. **Bentuk Instrumen** **:** Lembar Observasi

No.	Butir Sikap	Deskripsi	Perolehan skor
1.	Peduli	4: selalu peduli 3: sering pedul 2: kadang-kadang peduli 1: tidak pernah peduli	
2.	Kerjasama	4: selalu kerjasama 3: sering kerjasama 2:kadang-kadang kerjasama 1: tidak pernah kerjasama	
3.	Cinta damai	4: selalu cinta damai 3: sering cinta damai 2: kadang-kadang cinta damai 1: tidak pernah cinta damai	

- Pedoman Penskoran

$$\text{NA} = \frac{Skor\ Perolehan}{Skor\ Maksimal} \text{X } 4$$

Konversi Kompetensi Sikap

Predikat	**Nilai Sikap**
A	SB
B	B
C	S
D	K

Keterangan

4 : SangatBaik (SB)

3 : Baik (B)

2 : Sedikit (S)

1 : Kurang (K)

2. Rubrik penilaian Pengetahuan

c. Jenis/Teknik Penilaian : Essay

d. **Bentuk Instrumen :** Worksheet

- Pedoman Penskoran

$$NA = \frac{Skor\ Perolehan}{Skor\ Maksimal} X\ 4$$

2. Keterampilan

Autentic assessment

Jenis/Teknik penilaian : Tertulis

Bentuk Instrumen : membuat dialog mengenai deskripsi tempat wisata berdasarkan instruksi yang diberikan.

Rubrik Tes Keterampilan Menulis

No	Aspek yang dinilai	Kriteria	Skor
1	Kesesuaian isi dengan tujuan penulisan pesan	75 % - 100 % isi sesuai	4
		50 % - 75 % isi sesuai	3
		25 % - 50 % isi sesuai	2
		1 % - 25 % isi sesuai	1
2	Pilihan kata	75 % - 100 % tepat	4
		50 % - 75 % tepat	3
		25 % - 50 % tepat	2
		1 % - 25 % tepat	1
3	Penulisan kosa kata	75 % - 100 % tepat	4
		50 % - 75 % tepat	3
		25 % - 50 % tepat	2
		1 % - 25 % tepat	1

4	Ketepatan tata bahasa	75 % - 100 % tepat	4
		50 % - 75 % tepat	3
		25 % - 50 % tepat	2
		1 % - 25 % tepat	1

b. Pedoman Penskoran

$$\text{NA} = \frac{Skor\ Perolehan}{Skor\ Maksimal} \text{X } 4$$

Konversi Kompetensi Pengetahuan, Keterampilan dan Sikap

Predikat	Nilai Kompetensi		
	Pengetahuan	Keterampilan	Sikap
A	4	4	SB
A-	3.66	3.66	
B+	3.33	3.33	B
B	3	3	
B-	2.66	2.66	
C+	2.33	2.33	C
C	2	2	
C-	1.66	1.66	
D+	1.33	1.33	K
D-	1	1	

Ungaran, Agustus 2015

Guru Pamong

Mahasiswa

……

…….

Appendix 4
Validity of Test

Item 1	
Pearson's Correlation	**.719**
Sig. (2tailed)	.000
N	37
Item 2	
Pearson's Correlation	**.436**
Sig. (2tailed)	.007
N	37
Item 3	
Pearson's Correlation	**.650**
Sig. (2tailed)	.000
N	37
Item 4	
Pearson's Correlation	**.698**
Sig. (2tailed)	.000
N	37
Item 5	
Pearson's Correlation	**.698**
Sig. (2tailed)	.000
N	37
Item 6	
Pearson's Correlation	**.389**
Sig. (2tailed)	.017
N	37
Item 7	
Pearson's Correlation	**.163**
Sig. (2tailed)	.336
N	37
Item 8	
Pearson's Correlation	**.823**
Sig. (2tailed)	.000
N	37
Item 9	
Pearson's Correlation	**.729**
Sig. (2tailed)	.000
N	37
Item 10	
Pearson's Correlation	**.526**
Sig. (2tailed)	.001
N	37
Item 11	
Pearson's Correlation	**.624**
Sig. (2tailed)	.000
N	37
Item 12	
Pearson's Correlation	**.668**
Sig. (2tailed)	.000
N	37
Item 13	
Pearson's Correlation	**.605**
Sig. (2tailed)	.000
N	37
Item 14	
Pearson's Correlation	**.605**
Sig. (2tailed)	.000
N	37

Item 15 Pearson's Correlation Sig. (2tailed) N	 **.425** .009 37
Item 16 Pearson's Correlation Sig. (2tailed) N	 **.450** .005 37
Item 17 Pearson's Correlation Sig. (2tailed) N	 **.650** .000 37
Item 18 Pearson's Correlation Sig. (2tailed) N	 **-.036** .831 37
Item 19 Pearson's Correlation Sig. (2tailed) N	 **.823** .000 37
Item 20 Pearson's Correlation Sig. (2tailed) N	 **.605** .000 37
Item 21 Pearson's Correlation Sig. (2tailed) N	 **-.234** .164 37
Item 22 Pearson's Correlation Sig. (2tailed) N	 **.381** .020 37
Item 23 Pearson's Correlation Sig. (2tailed) N	 **.234** .164 37
Item 24 Pearson's Correlation Sig. (2tailed) N	 **.526** .001 37
Item 25 Pearson's Correlation Sig. (2tailed) N	 **.266** .112 37

Appendix 5
Reliability Statistics

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Item_1	16.95	28.719	.676	.867
Item_2	16.89	30.321	.371	.875
Item_3	16.89	29.266	.602	.869
Item_4	16.95	28.830	.652	.867
Item_5	16.95	28.830	.652	.867
Item_6	16.86	30.620	.324	.876
Item_7	16.97	31.638	.080	.883
Item_8	17.00	28.000	.792	.863
Item_9	16.95	28.664	.688	.866
Item_10	16.92	29.799	.466	.873
Item_11	16.92	29.299	.572	.870
Item_12	16.92	29.077	.620	.868
Item_13	16.97	29.249	.548	.870
Item_14	16.89	29.488	.553	.870
Item_15	16.89	30.377	.360	.875
Item_16	16.92	30.188	.384	.875
Item_17	16.89	29.266	.602	.869
Item_18	16.73	32.480	-.085	.883
Item_19	17.00	28.000	.792	.863
Item_20	16.97	29.249	.548	.870
Item_21	17.35	33.734	-.308	.893
Item_22	16.95	30.497	.308	.877
Item_23	16.95	31.275	.154	.881
Item_24	16.92	29.799	.466	.873
Item_25	16.97	31.083	.186	.880

Appendix 6
Difficulty Level

Item	Total items answered incorrectly	Total Responder	Item Facility	Level of Difficulty
1	11	37	0.30	Difficult
2	9	37	0.24	Difficult
3	9	37	0.24	Difficult
4	11	37	0.30	Difficult
5	11	37	0.30	Difficult
6	8	37	0.22	Difficult
7	12	37	0.32	Medium
8	13	37	0.35	Medium
9	11	37	0.30	Difficult
10	10	37	0.27	Difficult
11	10	37	0.27	Difficult
12	10	37	0.27	Difficult
13	12	37	0.32	Medium
14	9	37	0.24	Difficult
15	9	37	0.24	Difficult
16	10	37	0.27	Difficult
17	9	37	0.24	Difficult
18	3	37	0.08	Too Difficult
19	13	37	0.35	Medium
20	12	37	0.32	Medium
21	26	37	0.70	Easy
22	11	37	0.30	Difficult
23	11	37	0.30	Difficult
24	10	37	0.27	Difficult
25	12	37	0.32	Medium

Appendix 7
Item Discrimination

Item Number	Item Discrimination	Criteria	Criteria
1	0.2	Satisfactory	High Discrimination
2	0.1	Poor	Low Discrimination
3	0.2	Satisfactory	High Discrimination
4	0.2	Satisfactory	High Discrimination
5	0.2	Satisfactory	High Discrimination
6	0.1	Poor	Low Discrimination
7	0	Poor	Low Discrimination
8	0.3	Satisfactory	High Discrimination
9	0.3	Satisfactory	High Discrimination
10	0.2	Satisfactory	High Discrimination
11	0.1	Poor	Low Discrimination
12	0.1	Poor	Low Discrimination
13	0.2	Satisfactory	High Discrimination
14	0.2	Satisfactory	High Discrimination
15	0.2	Satisfactory	High Discrimination
16	0.1	Poor	Low Discrimination
17	0.2	Satisfactory	High Discrimination
18	0.1	Poor	Low Discrimination
19	0.3	Satisfactory	High Discrimination
20	0.2	Satisfactory	High Discrimination
21	0	Poor	Low Discrimination
22	0.1	Poor	Low Discrimination
23	0	Poor	Low Discrimination
24	0.2	Satisfactory	High Discrimination
25	0.2	Satisfactory	High Discrimination

Appendix 8
Pre-test's result of control group

NO	Student's Code	Score
1	S-1	70
2	S-2	75
3	S-3	65
4	S-4	70
5	S-5	65
6	S-6	60
7	S-7	55
8	S-8	70
9	S-9	75
10	S-10	70
11	S-11	65
12	S-12	70
13	S-13	70
14	S-14	75
15	S-15	80
16	S-16	65
17	S-17	70
18	S-18	70
19	S-19	70
20	S-20	50
21	S-21	65
22	S-22	70
23	S-23	75
24	S-24	75
25	S-25	80
26	S-26	85
27	S-27	75
28	S-28	80
29	S-29	65
30	S-30	70
31	S-31	60
32	S-32	60
33	S-33	65
34	S-34	70
35	S-35	65
36	S-36	65
37	S-37	60

Appendix 9
Pre-test's result of Experimental Group

NO	Student's Code	Score
1	S-1	70
2	S-2	75
3	S-3	70
4	S-4	80
5	S-5	65
6	S-6	55
7	S-7	80
8	S-8	85
9	S-9	75
10	S-10	80
11	S-11	70
12	S-12	65
13	S-13	60
14	S-14	70
15	S-15	65
16	S-16	70
17	S-17	60
18	S-18	65
19	S-19	90
20	S-20	75
21	S-21	65
22	S-22	75
23	S-23	60
24	S-24	70
25	S-25	65
26	S-26	60
27	S-27	60
28	S-28	60
29	S-29	70
30	S-30	65
31	S-31	75
32	S-32	85
33	S-33	65
34	S-34	65
35	S-35	60
36	S-36	75
37	S-37	70

Appendix 10
Post-test's result of Control Group

NO	Student's Code	Score
1	S-1	75
2	S-2	75
3	S-3	80
4	S-4	85
5	S-5	80
6	S-6	70
7	S-7	80
8	S-8	85
9	S-9	85
10	S-10	85
11	S-11	75
12	S-12	85
13	S-13	80
14	S-14	80
15	S-15	70
16	S-16	75
17	S-17	80
18	S-18	80
19	S-19	90
20	S-20	80
21	S-21	70
22	S-22	75
23	S-23	70
24	S-24	75
25	S-25	70
26	S-26	75
27	S-27	70
28	S-28	70
29	S-29	75
30	S-30	75
31	S-31	75
32	S-32	80
33	S-33	75
34	S-34	70
35	S-35	75
36	S-36	80
37	S-37	80

Appendix 11
Post-test’s result of experimental group

NO	Student's Code	Score
1	S-1	75
2	S-2	75
3	S-3	90
4	S-4	85
5	S-5	85
6	S-6	75
7	S-7	85
8	S-8	70
9	S-9	85
10	S-10	90
11	S-11	80
12	S-12	85
13	S-13	90
14	S-14	75
15	S-15	80
16	S-16	80
17	S-17	80
18	S-18	70
19	S-19	70
20	S-20	85
21	S-21	80
22	S-22	70
23	S-23	75
24	S-24	90
25	S-25	90
26	S-26	85
27	S-27	80
28	S-28	80
29	S-29	90
30	S-30	85
31	S-31	80
32	S-32	85
33	S-33	90
34	S-34	70
35	S-35	85
36	S-36	85
37	S-37	90

Appendix 12
Test items of try out test

NO	Student's Code	Score
1	S-1	75
2	S-2	75
3	S-3	90
4	S-4	85
5	S-5	85
6	S-6	75
7	S-7	85
8	S-8	70
9	S-9	85
10	S-10	90
11	S-11	80
12	S-12	85
13	S-13	90
14	S-14	75
15	S-15	80
16	S-16	80
17	S-17	80
18	S-18	70
19	S-19	70
20	S-20	85
21	S-21	80
22	S-22	70
23	S-23	75
24	S-24	90
25	S-25	90
26	S-26	85
27	S-27	80
28	S-28	80
29	S-29	90
30	S-30	85
31	S-31	80
32	S-32	85
33	S-33	90
34	S-34	70
35	S-35	85
36	S-36	85
37	S-37	90

EXERCISE FOR TRY OUT

Subject : English

Class : X

Time : 30 minute

Choose the correct answer by crossing A, B, C, D, or E in your answer sheet.

Text 1

Victoria C. Beckham

Victoria Caroline Beckham is an English singer – songwriter, dancer, model, actress, fashion designer and business woman. She was born on April 17, 1974, in Essex, England. She became famous in the 1990's with the pop group "The Spice Girl" and was known as Posh Spice. In 1999, she married the Manchester United and England footballer, David Beckham. They have four children, three sons and a daughter.

After The Spice Girl split up, she pursued a solo singer career, but also started her own fashion range called dVb Style. Since this initial foray into fashion Victoria Beckham has brought out her own range of sunglasses and fragrance, entitled "Intimately Beckham"and a range of handbags and jewelry.
In addition she had written two best-selling books: one her autobiography and the other, a fashion guide.

1. What did Victoria do before being a solo singer?
   a. Married to David Beckham
   b. Worked as fashion designer
   c. Joined The Spice Girl
   d. Created fashion style
   e. Wrote many books

2. We found in the text that ....
    a. Victoria named her fragrance by dVb style
    b. Beckham is Victoria's autobiography
    c. Beckham is Victoria's brand for her fragrance
    d. Posh Spice is the title of her new album
    e. Spice Girls is Victoria's label for her wardrobe

3. Based on the text, what do we know about Victoria?
    a. She is an ordinary woman
    b. She is a multi-talented woman
    c. She designed The Spice Girls
    d. She married to an ordinary person
    e. She arranged many songs for The Spice Girls

Text 2

Sangri La

On the banks of the Chao Phraya, Bangkok's "River of Kings", lies a hotel that has already set new standards of hospitality for this celebrated city.

Set in magnificently landscaped tropical gardens, the Shangri-La Bangkok provides guests with all the charm and warmth of the Orient and, at the same time, an unsurpassed range of facilities and leisure activities.

There is a choice of 12 superb settings in which to wine and dine, a large free-form swimming pool that overlooks the river, convention and meeting facilities for up to 2.000 people and a 24-hour business center.

And, from every single guestroom and suite, there is a breathtaking view of all the exotic hustle and bustle of the fabled "River of Kings".

One might expect such a well-equipped and positioned hotel to be miles away from the city center but, at the Shangri-La Bangkok, the business district and main shopping areas are mere minutes away.

For more than 200 years, Bangkok's grandeur has been reflected in the waters of the Chao Phraya. Today, the Shangri-La Bangkok towers beside this majestic river, offers its guests the golden promise of the East.

4. The text mainly focuses on ….
    a. Bangkok’s grandeur
    b. Shangri – La Bangkok
    c. Bangkok’s “River Kings”
    d. The water of the Chao Praya
    e. The majestic river in Bangkok

5. Which statement is TRUE.

a. The convention and the meeting facilities can occupy more than 2.000 people
b. Shangri – La Bangkok is set exclusively
c. Shangri – La Bangkok is for from business area
d. The large swimming pool overlooks the mountainous area
e. The tower beside the majestic river offers its guests the silver promise of the east.

6. In the second paragraf the writer describes…
   a. The location of Shangri – La
   b. The golden promise of the east
   c. The reflection of Bangkok's grandeur
   d. The parts, the qualities and the character of Shangri – La
   e. The distance of Shangri – La Bangkok's to business district

Text 3

My Pet

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

7. Why do the cat and brownie get along well? because …
   a. Brownie doesn't like bones
   b. The cat is a Chinese breed

c. The cat small, fluffy and cute
d. Brownie does not bark a lot
e. Brownie does not sleep a lot

8. What is the main idea of the paragraph 2?
   a. Chinese breed dogs only eat soft food
   b. Brownie my pet dog is a Chinese breed
   c. Chinese breed dog does not bark a lot
   d. Brownie which is a Chinese is a sweet and friendly
   e. brownie can not get along with other animals because he seldom barks

9. What does the cat do when the writer is in school ?
   a. It plays with the writers cat
   b. It sleeps all day
   c. It barks with writers cat
   d. It east soft food fish or bread
   e. t cooks some food with the writers mom

Text 4

Orchard Road

Orchard Road is a Boulevard which becomes business and entertainment center in Singapore. Orchard Road is surrounded by a lush tropical and flower gardens which are beautiful.

At first, Orchard Road is just a suburban street lined with orchards, plantations nutmeg, and pepper farming. However, in the 1970s, it turned into a shopping center in Singapore. In 1960 and 1970 entertainment industries began to enter this road. Shopping centers such as mall and Plaza was built in 1974.

Orchard Road runs along about 2.2 km. This road is one-way street flanked by a variety of shopping malls, HOTELS AND restaurants. The shopping

area which is nearly 800,000 square meters provides a wide range of Things, food, and entertainment. In this area there are many options that can satisfy visitors from all walks of life starting from the luxury branded things to the Popular branded, from exclusive restaurants to fast food.

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

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

11. Which statement is TRUE?
    a. At first Orchard Road is a crowded settlement
    b. Orchard road became business and entertainment center since 1974
    c. Vehicles from Dunrean road turn to the left at intersection of the Marriott Hotel junction
    d. Orchard road is infamous place at Singapore
    e. Orchard road is not surrounded by flower garden

12. In the third paragraph the writer describes about?
    a. The location of Orchard Road
    b. The things that we can see at orchard road
    c. The direction to get to Orchard Road
    d. The history of Orchard Road

e. The distance of Orchard Road

13. Words “it” in line 4 refers to?
    a. The plantation
    b. Luxury branded things
    c. The plaza
    d. Singapore
    e. Suburban street

14. The word “satisfy” in line eighth has the closet meaning with?
    a. Pleased
    b. Free
    c. Frighten
    d. Threat
    e. Loved

Text 5

Petruk Cave

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

In the cave there are 3 floors that are the first is a basic cave, Hindu caves and Petruk cave. The base cave is a short cave which is just 100 meters away. The cave is used for tourist attractions. Hindu cave is part of the cave that is usually used to put offerings to the ancestor. Inside Petruk cave there are so many stalactites and stalagmites which are really awesome. If you want to explore this

cave, you must be led by guides who are ready to take you through the cave. After arriving at the end of the cave, you can see the beach or waterfall located near at the end of the cave

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

16. Why did Petruk cave named as one of character in Punokawan puppet?
    a. The cave is belong to Petruk
    b. Petruk is the first explorer of the cave
    c. Petruk is buried at the cave
    d. The cave's length is as long as Petruk's nose
    e. The cave's depth is as deep as Petruk's hair

17. Which part of Petruk Cave which used for place to put foods for ancestor?
    a. In the basic cave
    b. In petruk cave
    c. In Hindu cave
    d. In front of the cave
    e. Inside the cave

18. What is stalactites means?
    a. A type of formation that hangs from the ceiling of caves
    b. Types of formation that lay on the floor of caves
    c. Types of food given to ancestor
    d. Someone who guide the visitor in the cave
    e. Kind of animals in the cave

19. What is “lead” means in paragraph 2?
    a. Guide
    b. Take
    c. Bring
    d. Put
    e. Place

Text 6

Losari Beach

Losari Beach is a beautiful beach located in the western part of Makassar, South Sulawesi. The beach has been an icon of Makassar for years and well-known for its beautiful sunset scenery. Many people spend their afternoon and evening times enjoying the panorama when the reddish sun looks like to sink to the sea.

Several years ago, Losari Beach was popular for its culinary providing traditional and modern cuisines. The culinary was located along the coast, approximately one mile length of the table and stalls selling various menus. For this reason, Losari Beach was also called as “the world’s longest table”. But, previously, the government of Makassar has moved and relocated it to the southern part of Losari beach.

Located near the center of Makassar city, Losari Beach is easy to access. It only takes 10 minutes to drive from the harbor of Makassar and 30 minutes to drive from Sultan Hasanuddin Airport. Residents in Makassar usually go to Losari Beach by car, motorcycle or on foot

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20. What is the main idea of paragraph 1?
    a. Losari Beach is a beautiful beach.
    b. Losari Beach is an icon of Makassar.
    c. Losari Beach is well-known for its sunset.

d. Losari Beach is enjoyed by many people.
e. Losari Beach is a resort.

21. Why is Losari Beach easy to access? Because …
    a. It only takes 10 minutes to drive from the harbor of Makassar.
    b. It only takes 30 minutes to drive from Sultan Hasanuddin Airport.
    c. It can only be reached by car and motorcycle.
    d. It is located near the center of Makassar city.
    e. It is not far from the city.

22. "…beach <u>located</u> in the western part…" (paragraph 1). The underlined word has a same meaning as ….
    a. Stayed.
    b. Positioned.
    c. Placed.
    d. Situated.
    e. Laid

Text 7

The Terrifying Headmaster

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

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

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

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

24. "He dries each finger separately…." The underlined word has similar meaning to…
    a. Wash
    b. Fold
    c. Divide
    d. Corner
    e. Clean

25. What he will do after he finish washing his hands?
    a. Fold the towel and put it in the desk drawer
    b. Wash his face
    c. Do his work
    d. Smile at the students
    e. Dries his hands

Appendix 13

Answer key of try out test

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

Appendix 14

Test items of pre-test

EXERCISE FOR PRE-TEST

Subject : English

Class : X

Time : 30 minute

Choose the correct answer by crossing A, B, C, D, or E in your answer sheet.

Text 1

Victoria C. Beckham

Victoria Caroline Beckham is an English singer – songwriter, dancer, model, actress, fashion designer and business woman. She was born on April 17, 1974, in Essex, England. She became famous in the 1990's with the pop group "The Spice Girl" and was known as Posh Spice. In 1999, she married the Manchester United and England footballer, David Beckham. They have four children, three sons and a daughter.

After The Spice Girl split up, she pursued a solo singer career, but also started her own fashion range called dVb Style. Since this initial foray into fashion Victoria Beckham has brought out her own range of sunglasses and fragrance, entitled "Intimately Beckham"and a range of handbags and jewelry.
In addition she had written two best-selling books: one her autobiography and the other, a fashion guide.

1. What did Victoria do before being a solo singer?
   a. Married to David Beckham
   b. Worked as fashion designer
   c. Joined The Spice Girl

d. Created fashion style
e. Wrote many books

2. We found in the text that ....
   a. Victoria named her fragrance by dVb style
   b. Beckham is Victoria's autobiography
   c. Beckham is Victoria's brand for her fragrance
   d. Posh Spice is the title of her new album
   e. Spice Girls is Victoria's label for her wardrobe

3. Based on the text, what do we know about Victoria?
   a. She is an ordinary woman
   b. She is a multi-talented woman
   c. She designed The Spice Girls
   d. She married to an ordinary person
   e. She arranged many songs for The Spice Girls

Text 2

Sangri La

On the banks of the Chao Phraya, Bangkok's "River of Kings", lies a hotel that has already set new standards of hospitality for this celebrated city.

Set in magnificently landscaped tropical gardens, the Shangri-La Bangkok provides guests with all the charm and warmth of the Orient and, at the same time, an unsurpassed range of facilities and leisure activities.

There is a choice of 12 superb settings in which to wine and dine, a large free-form swimming pool that overlooks the river, convention and meeting facilities for up to 2.000 people and a 24-hour business center.

And, from every single guestroom and suite, there is a breathtaking view of all the exotic hustle and bustle of the fabled "River of Kings".

One might expect such a well-equipped and positioned hotel to be miles away from the city center but, at the Shangri-La Bangkok, the business district and main shopping areas are mere minutes away.

For more than 200 years, Bangkok's grandeur has been reflected in the waters of the Chao Phraya. Today, the Shangri-La Bangkok towers beside this majestic river, offers its guests the golden promise of the East.

4. The text mainly focuses on ….
    a. Bangkok’s grandeur
    b. Shangri – La Bangkok
    c. Bangkok’s “River Kings”
    d. The water of the Chao Praya
    e. The majestic river in Bangkok

5. Which statement is TRUE.

a. The convention and the meeting facilities can occupy more than 2.000 people
b. Shangri – La Bangkok is set exclusively
c. Shangri – La Bangkok is for from business area
d. The large swimming pool overlooks the mountainous area
e. The tower beside the majestic river offers its guests the silver promise of the east.

6. In the second paragraf the writer describes…
   a. The location of Shangri – La
   b. The golden promise of the east
   c. The reflection of Bangkok's grandeur
   d. The parts, the qualities and the character of Shangri – La
   e. The distance of Shangri – La Bangkok's to business district

Text 3

My Pet

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

7. What is the main idea of the paragraph 2?
   a. Chinese breed dogs only eat soft food
   b. Brownie my pet dog is a Chinese breed

c. Chinese breed dog does not bark a lot
d. Brownie which is a Chinese is a sweet and friendly
e. brownie can not get along with other animals because he seldom barks

8. What does the cat do when the writer is in school ?
   a. It plays with the writers cat
   b. It sleeps all day
   c. It barks with writers cat
   d. It east soft food fish or bread
   e. t cooks some food with the writers mom

Text 4

Orchard Road

Orchard Road is a Boulevard which becomes business and entertainment center in Singapore. Orchard Road is surrounded by a lush tropical and flower gardens which are beautiful.

At first, Orchard Road is just a suburban street lined with orchards, plantations nutmeg, and pepper farming. However, in the 1970s, it turned into a shopping center in Singapore. In 1960 and 1970 entertainment industries began to enter this road. Shopping centers such as mall and Plaza was built in 1974.

Orchard Road runs along about 2.2 km. This road is one-way street flanked by a variety of shopping malls, HOTELS AND restaurants. The shopping area which is nearly 800,000 square meters provides a wide range of Things, food, and entertainment. In this area there are many options that can satisfy visitors from all walks of life starting from the luxury branded things to the Popular branded, from exclusive restaurants to fast food.

There are so many ways that can be accessed to get to Orchard road such as: by taxi, bus or drive your own car. For those who are driving to Orchard Road

can be entered from the west through the Napier Road. Vehicles from Dunearn Road can turn to left at the intersection of the Marriott HOTEL junction. Vehicles that come from Paterson can turn right onto Orchard Road. Orchard is always crowded so you have to be careful in order not to get lost.

9. The text mainly focuses on
    a. Singapore
    b. Orchard Plantation
    c. Plaza and Mall
    d. Orchard road as business and entertainment center
    e. Shopping Center

10. Which statement is TRUE?
    a. At first Orchard Road is a crowded settlement
    b. Orchard road became business and entertainment center since 1974
    c. Vehicles from Dunrean road turn to the left at intersection of the Marriott Hotel junction
    d. Orchard road is infamous place at Singapore
    e. Orchard road is not surrounded by flower garden

11. In the third paragraph the writer describes about?
    a. The location of Orchard Road
    b. The things that we can see at orchard road
    c. The direction to get to Orchard Road
    d. The history of Orchard Road
    e. The distance of Orchard Road

12. Words “it” in line 4 refers to?
    a. The plantation
    b. Luxury branded things
    c. The plaza

d. Singapore
e. Suburban street

13. The word “satisfy” in line eighth has the closet meaning with?
    a. Pleased
    b. Free
    c. Frighten
    d. Threat
    e. Loved

Text 5

Petruk Cave

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

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

14. What is the text purpose?
    a. To inform readers about tourism in Kebumen

b. To entertain reader about Petruk Cave
c. To explain the reader about floors in Petruk Cave
d. To Introduce The Local tourism in Kebumen
e. To describe Petruk Cave

15. Why did Petruk cave named as one of character in Punokawan puppet?
    a. The cave is belong to Petruk
    b. Petruk is the first explorer of the cave
    c. Petruk is buried at the cave
    d. The cave's length is as long as Petruk's nose
    e. The cave's depth is as deep as Petruk's hair

16. Which part of Petruk Cave which used for place to put foods for ancestor?
    a. In the basic cave
    b. In petruk cave
    c. In Hindu cave
    d. In front of the cave
    e. Inside the cave

17. What is stalactites means?
    a. A type of formation that hangs from the ceiling of caves
    b. Types of formation that lay on the floor of caves
    c. Types of food given to ancestor
    d. Someone who guide the visitor in the cave
    e. Kind of animals in the cave

18. What is "lead" means in paragraph 2?
    a. Guide
    b. Take
    c. Bring
    d. Put

e. Place

Text 6

Losari Beach

Losari Beach is a beautiful beach located in the western part of Makassar, South Sulawesi. The beach has been an icon of Makassar for years and well-known for its beautiful sunset scenery. Many people spend their afternoon and evening times enjoying the panorama when the reddish sun looks like to sink to the sea.

Several years ago, Losari Beach was popular for its culinary providing traditional and modern cuisines. The culinary was located along the coast, approximately one mile length of the table and stalls selling various menus. For this reason, Losari Beach was also called as "the world's longest table". But, previously, the government of Makassar has moved and relocated it to the southern part of Losari beach.

Located near the center of Makassar city, Losari Beach is easy to access. It only takes 10 minutes to drive from the harbor of Makassar and 30 minutes to drive from Sultan Hasanuddin Airport. Residents in Makassar usually go to Losari Beach by car, motorcycle or on foot

19. "…beach <u>located</u> in the western part…" (paragraph 1). The underlined word has a same meaning as ….
    a. Stayed.
    b. Positioned.
    c. Placed.
    d. Situated.
    e. Laid

20. For what reason Losari Beach is called with "the world's longest table"?

a. The culinary was located along the coast
b. Because its length
c. It is located only one miles from Makassar
d. It has beautiful sunset
e. We can access that beach easily

Appendix 15

Answer key of pre-test

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

Appendix 16

Test items of post-test

THE EXERCISE FOR POST-TEST

Subject : English

Class : X

Time : 30 minute

Choose the correct answer by crossing A, B, C, D, or E in your answer sheet.

Text 1

Raja Ampat

Raja Ampat or 'Four Kings', is the name given to some islands in West Papua and comes from a local myth. The four major islands are Waigeo, Misool (which is home to ancient rock painting), Salawati, and Batanta. Raja Ampat is located in the bird head of the island of Papua.

Underwater enthusiasts flock to this region because it offers the world's best marine sight. In the Raja Ampat islands, divers can explore vertical underwater walls. The thrill of drift diving is another great challenge.

The territory within the islands of the Four Kings is enormous, covering 9.8 million acres of land and sea, home to 540 types of corals, more than 1,000 types of coral fish and 700 types of mollusks. This makes it the most diverse living library for world's coral reef and underwater biota. According to a report developed by The Nature Conservancy and Conservation International, around 75% of the world's species live here.

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

1. The text is about the ... of Raja Ampat.
    a. Size of the islands
    b. Scenery on the islands
    c. Natural habitat
    d. Flora and fauna
    e. Underwater beauty

2. Where is Raja Ampat located?
    a. The Misool Island.
    b. The Waigeo Island.
    c. The Batanta Island.
    d. The Salawati archipelago.
    e. The Papua archipelago.

3. Why so many divers come to Raja Ampat?
    a. It is home to ancient rock paintings.
    b. It offers the world's best marine sights.
    c. Divers can explore horizontal underwater walls.
    d. It has the most diverse museum for world's coral reef and underwater biota.
    e. There is few island with crystal clear water softly brushes over the white sandy beaches.

Text 2

Singapore

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

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

4. The text mainly talks about Singapore as ...
    a. A nation
    b. An island
    c. A republic
    d. A city state
    e. A member of ASEAN

5. Singapore's citizens consist of ...
    a. Brunei, Indians
    b. Chinese, Thais and Arab
    c. Chinese, Malays, Indians, and Eurasians
    d. Eurasians and Philippines
    e. Asians and Arabs

6. " ... Koreans, Thais and Arabs live on that tiny island." (Paragraph 2). The underlined word may be replaced by "very ..."
    a. Cute
    b. Huge
    c. Small
    d. Broad
    e. Narrow

Text 3

The Houses of the Toraja

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

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

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

7. What is the text about?
    a. The culture of Toraja
    b. The society of Toraja
    c. The distinctive features of traditional houses
    d. The decription of a traditional houses of Toraja
    e. The ethnic groups of southwest and central Sulawesi

8. “… and even today they bulid modern…” (paragraph 3). The underlined word refers to…
    a. Raja
    b. Rengnge

c. Society
d. Toraja people
e. Mountain regions

9. What are the ordinary people commonly called?
    a. Tongkonan
    b. Makaka
    c. Celebes
    d. Rengnge
    e. Kaunan

10. Which of the following does not symbolize a buffalo?
    a. Status
    b. Courage
    c. Strength
    d. Cowardice
    e. Fighting Spirit

Text 4

Wakatobi

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

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

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

11. What is the text about?
    a. Wakatobi as a tourist spot.
    b. Wakatobi as a research spot.
    c. Wakatobi as a fishing center.
    d. Wakatobi as a conservation center.
    e. Wakatobi as a regency.

12. Wakatobi is located in a larger group of island called . . .
    a. Wangiwangi.
    b. Kaledupa.

c. Tomea.
d. Binongko.
e. Tukangbesi.

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

Text 5

Kapoposang

Kapoposang is one of the largest of the Spermonde Islands, around 70 km northwest of Makassar, South Sulawesi. Kapoposang covers an area of around 50,000 hectares and is inhabited by around 100 families. Several other islands, both inhabited and uninhabited, lie near Kapoposang. The larger ones include Papandangan, Kondongbali, Suranti and Tambakulu.

Kapoposang and the nearby islands were declared a Nature Tourism Park by the Department of Forestry in 1999. Diving has been an important activity at Kapoposang since the mid 1990s. There were so few local divers at the time, and because of the distance from other well-known diving areas in Indonesia, Kapoposang has basically remained a secret.

The best time to visit Kapoposang is between April and November, when the seas are calm, the weather favorable, and the wind less fierce than in the other months. The trip takes two hours by speedboat; the ocean breezes help to cool your skin in the hot morning sun. As you approach Pulau Kapoposang, you see the deep blue water, which suddenly meets an expanse of coral reefs between

extensive shallows with white sands in the seabed. Sea grass also grows lushly near the shore. The sea bed at Kapoposang has a unique composition; near the island are some quite shallow contours, and then suddenly steep underwater cliffs leading to seemingly endless depths. The water is very clear; you can expect underwater visibility of over 15 meters – ideal conditions for divers.

14. The text is about ....
    a. Kapoposang and the surrounding islands
    b. Kapoposang as a diving spot.
    c. Kapoposang as a very popular tourist spot
    d. Kapoposang as a secret area
    e. Kapoposang and the weather

15. Where is Kapoposang located?
    a. In the Nature Tourism Park of Makassar.
    b. Next to Makassar, South Sulawesi
    c. In the Spermonde Island
    d. Among the big islands near Makassar.
    e. Very close, to the north of Spermonde

16. What is the best time to visit Kapoposang?
    a. April and November
    b. May and June
    c. January and March
    d. August and July
    e. April and December

17. How long the trip takes reached by speedboat?
    a. One hour
    b. Two hours
    c. Three hours

d. Four hours
e. Five hours

Text 6

The Island of Wingo

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

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

The Weather on Wingo Island is very hot but at twelve o'clock, everyday, it rains. Sometimes, there are windstorms. They happen when too many animals fly around at the same time.

People who stay on Wingo Island sleep in a big-gloo. It is like an igloo but it is on long poles. It has a ladder to get up and a slide to come down. The big-gloo has a moss bed, chairs, and tables that are made of Fruji tress.

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

18. Fruji is the … on Wingo Island.
    a. Name of a river
    b. Name of a mountain
    c. Name of a tree
    d. Name of someone who lives there
    e. Name of a forest

19. What are the chairs and tables in that island made of?
    a. Iron
    b. Moss
    c. Trees
    d. Fruji trees
    e. Wood

20. What causes windstorms at Wingo?
    a. Moss
    b. The sand
    c. Animals
    d. The sea around Wingo
    e. The wind

Appendix 17

Answer key of post-test

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

Appendix 18
TPRC sheet

Think & Predict	Check Mark (V)

Appendix 19
Documentation

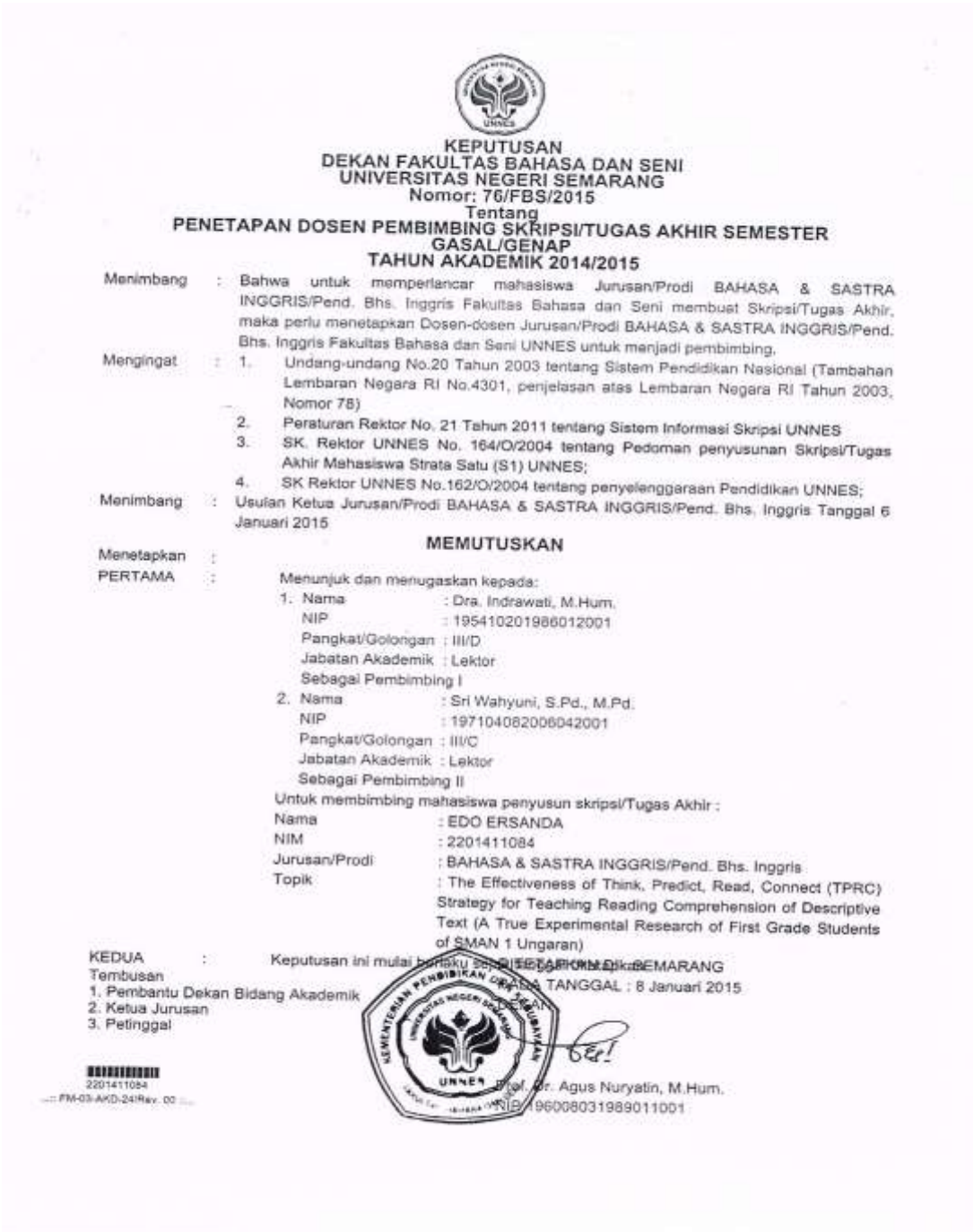
Try-out Test

Pre-Test

Treatment

Post-Test

Appendix 20
SK Pembimbing Dosen



KEPUTUSAN
DEKAN FAKULTAS BAHASA DAN SENI
UNIVERSITAS NEGERI SEMARANG
Nomor: 76/FBS/2015
Tentang
PENETAPAN DOSEN PEMBIMBING SKRIPSI/TUGAS AKHIR SEMESTER GASAL/GENAP
TAHUN AKADEMIK 2014/2015

Menimbang : Bahwa untuk memperlancar mahasiswa Jurusan/Prodi BAHASA & SASTRA INGGRIS/Pend. Bhs. Inggris Fakultas Bahasa dan Seni membuat Skripsi/Tugas Akhir, maka perlu menetapkan Dosen-dosen Jurusan/Prodi BAHASA & SASTRA INGGRIS/Pend. Bhs. Inggris Fakultas Bahasa dan Seni UNNES untuk menjadi pembimbing.

Mengingat :
1. Undang-undang No.20 Tahun 2003 tentang Sistem Pendidikan Nasional (Tambahan Lembaran Negara RI No.4301, penjelasan atas Lembaran Negara RI Tahun 2003, Nomor 78)
2. Peraturan Rektor No. 21 Tahun 2011 tentang Sistem Informasi Skripsi UNNES
3. SK. Rektor UNNES No. 164/O/2004 tentang Pedoman penyusunan Skripsi/Tugas Akhir Mahasiswa Strata Satu (S1) UNNES;
4. SK Rektor UNNES No.162/O/2004 tentang penyelenggaraan Pendidikan UNNES;

Menimbang : Usulan Ketua Jurusan/Prodi BAHASA & SASTRA INGGRIS/Pend. Bhs. Inggris Tanggal 6 Januari 2015

MEMUTUSKAN

Menetapkan :

PERTAMA : Menunjuk dan menugaskan kepada:

1. Nama : Dra. Indrawati, M.Hum.
   NIP : 195410201986012001
   Pangkat/Golongan : III/D
   Jabatan Akademik : Lektor
   Sebagai Pembimbing I
2. Nama : Sri Wahyuni, S.Pd., M.Pd.
   NIP : 197104082006042001
   Pangkat/Golongan : III/C
   Jabatan Akademik : Lektor
   Sebagai Pembimbing II

Untuk membimbing mahasiswa penyusun skripsi/Tugas Akhir :

Nama : EDO ERSANDA
NIM : 2201411084
Jurusan/Prodi : BAHASA & SASTRA INGGRIS/Pend. Bhs. Inggris
Topik : The Effectiveness of Think, Predict, Read, Connect (TPRC) Strategy for Teaching Reading Comprehension of Descriptive Text (A True Experimental Research of First Grade Students of SMAN 1 Ungaran)

KEDUA : Keputusan ini mulai berlaku sejak tanggal ditetapkan di SEMARANG
DITETAPKAN DI : SEMARANG
TANGGAL : 8 Januari 2015

Tembusan
1. Pembantu Dekan Bidang Akademik
2. Ketua Jurusan
3. Petinggal

Prof. Dr. Agus Nuryatin, M.Hum.
NIP. 196008031989011001

2201411084
FM-03-AKD-24/Rev. 00

Appendix 21
Surat Permohonan Ijin Penelitian

PEMERINTAH KABUPATEN SEMARANG
DINAS PENDIDIKAN DAN KEBUDAYAAN
Jl. Gatot Subroto No. 11 Komplek Perkantoran Sewakul
☎ 6921134-6922535-6921129 Fax. (024) 6921134 Jl. Gatot Subroto Ungaran ✉ 50501

DHARMHTTAMA SATYA PRAJA

SURAT IJIN / REKOMENDASI
No. : 070 / 1894 / 2015

Dasar : Surat Ijin / Rekomendasi Kepala Kantor Kesatuan Bangsa dan Politik Kabupaten Semarang.
Nomor : 070 /1398 / 2015
Tanggal : 13 Agustus 2015 Nomor : 3278/UN3712/PM//2015
Perihal : Ijin Penelitian

Yang bertanda tangan dibawah ini Kepala Dinas Pendidikan dan Kebudayaan Kabupaten Semarang menyatakan tidak keberatan memberikan ijin / rekomendasi kepada :

1. Nama	:	EDO ERSANDA
2. NIM	:	3322181205930008
3. Alamat	:	Jl. Bima Lerep Ungaran Barat
4. Status	:	Mahasiswa
5. Kebangsaan	:	Indonesia
6. Maksud dan Tujuan	:	Melakukan ijin penelitian judul : " THE EFFECTIVENESS OF TPRC STRATEGY FOR TEACHING REEADING OF DESCRIPTIVE TEXT "
7. Lokasi	:	SMA NEGERI 1 UNGARAN
8. Tanggal pelaksanaan	:	14 Agustus s.d 14 November 2015
9. Jumlah peserta	:	-
10. Penanggung jawab	:	Prof. Dr. Agus Nuryatin, MHum

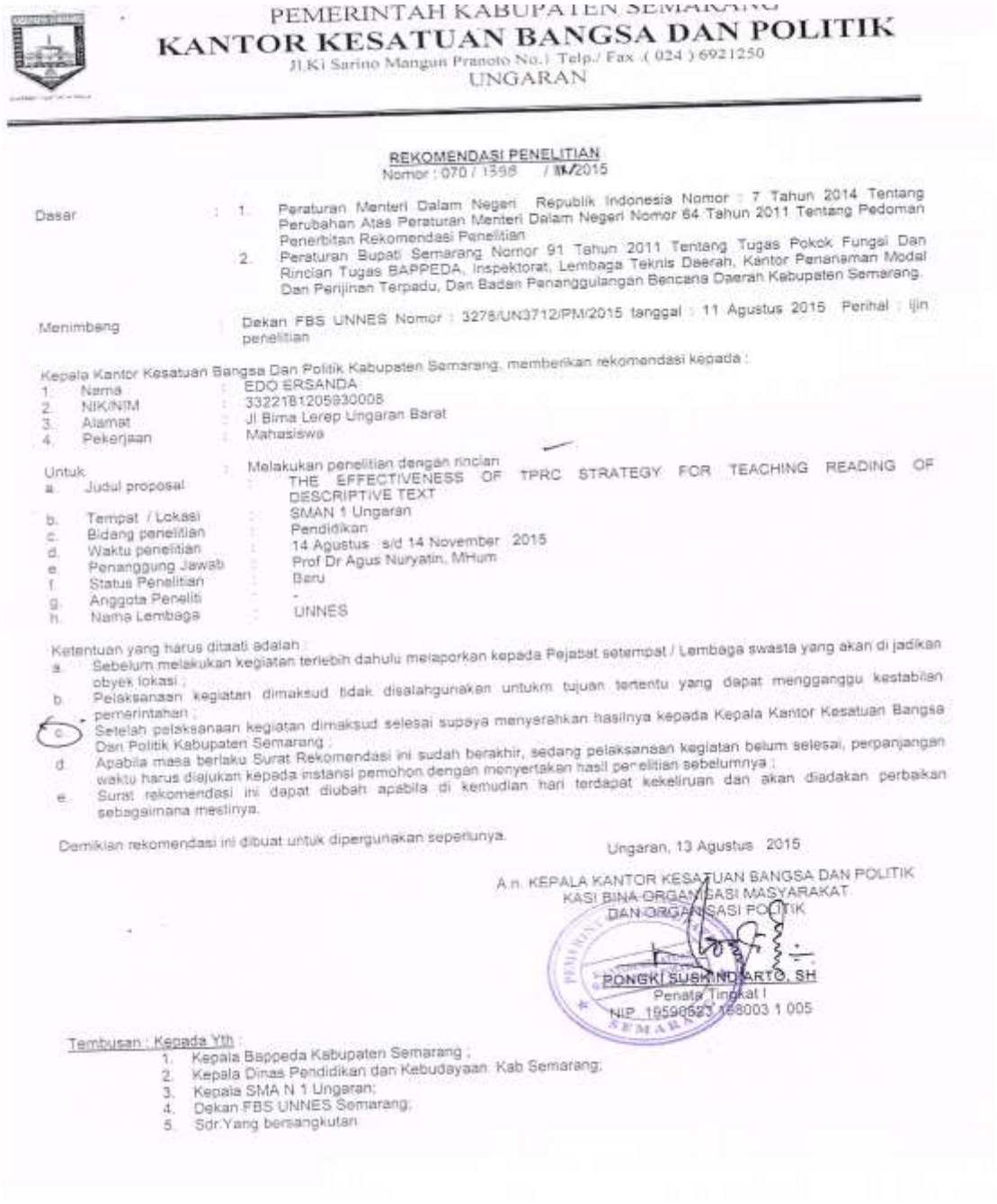
Dengan ketentuan sebagai berikut :
a. Tidak mengganggu proses kegiatan belajar mengajar.
b. Pelaksanaan kegiatan tersebut tidak disalah gunakan untuk tujuan tertentu yang dapat mengganggu keamanan dan ketertiban di masyarakat khususnya pendidikan.
c. Sedapat mungkin memberikan kontribusi positif bagi kemajuan pendidikan.
d. Mentaati segala ketentuan dan petunjuk dari pejabat wilayah setempat.
e. Setelah selesai dilaksanakan, supaya memberikan laporan ke Dinas Pendidikan Dan Kebudayaan Kabupaten Semarang.
f. Apabila masa berlaku surat ijin / rekomendasi ini sudah berakhir sedangkan pelaksanaan kegiatan belum selesai dapat diajukan permohonan perpanjangan.
g. Surat ijin / rekomendasi akan dicabut dan dinyatakan tidak berlaku apabila dalam pelaksanaannya menyimpang dari ketentuan ketentuan diatas.

Demikian Surat Ijin / Rekomendasi ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Ungaran, 13 Agustus 2015
Kepala Dinas Pendidikan Dan Kebudayaan
Kabupaten Semarang

Dra. DEWI PRAMUNINGSIH, M.Pd
Pembina Utama Muda
NIP. 19631220 198803 2 011

Appendix 22
Surat Rekomendasi dari Kantor Kesatuan Bangsa dan Politik



PEMERINTAH KABUPATEN SEMARANG
KANTOR KESATUAN BANGSA DAN POLITIK
Jl.Ki Sarino Mangun Pranoto No.1 Telp./ Fax .(024) 6921250
UNGARAN

REKOMENDASI PENELITIAN
Nomor : 070 / 1598 / IX/2015

Dasar : 1. Peraturan Menteri Dalam Negeri Republik Indonesia Nomor : 7 Tahun 2014 Tentang Perubahan Atas Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 Tentang Pedoman Penerbitan Rekomendasi Penelitian
2. Peraturan Bupati Semarang Nomor 91 Tahun 2011 Tentang Tugas Pokok Fungsi Dan Rincian Tugas BAPPEDA, Inspektorat, Lembaga Teknis Daerah, Kantor Penanaman Modal Dan Perijinan Terpadu, Dan Badan Penanggulangan Bencana Daerah Kabupaten Semarang.

Menimbang : Dekan FBS UNNES Nomor : 3278/UN37.12/PM/2015 tanggal : 11 Agustus 2015 Perihal : ijin penelitian

Kepala Kantor Kesatuan Bangsa Dan Politik Kabupaten Semarang, memberikan rekomendasi kepada :

1. Nama : EDO ERSANDA
2. NIK/NIM : 3322181205930008
3. Alamat : Jl Bima Lerep Ungaran Barat
4. Pekerjaan : Mahasiswa

Untuk : Melakukan penelitian dengan rincian

a. Judul proposal : THE EFFECTIVENESS OF TPRC STRATEGY FOR TEACHING READING OF DESCRIPTIVE TEXT
b. Tempat / Lokasi : SMAN 1 Ungaran
c. Bidang penelitian : Pendidikan
d. Waktu penelitian : 14 Agustus s/d 14 November 2015
e. Penanggung Jawab : Prof Dr Agus Nuryatin, MHum
f. Status Penelitian : Baru
g. Anggota Peneliti : -
h. Nama Lembaga : UNNES

Ketentuan yang harus ditaati adalah :

a. Sebelum melakukan kegiatan terlebih dahulu melaporkan kepada Pejabat setempat / Lembaga swasta yang akan di jadikan obyek lokasi ;
b. Pelaksanaan kegiatan dimaksud tidak disalahgunakan untukm tujuan tertentu yang dapat mengganggu kestabilan pemerintahan ;
c. Setelah pelaksanaan kegiatan dimaksud selesai supaya menyerahkan hasilnya kepada Kepala Kantor Kesatuan Bangsa Dan Politik Kabupaten Semarang ;
d. Apabila masa berlaku Surat Rekomendasi ini sudah berakhir, sedang pelaksanaan kegiatan belum selesai, perpanjangan waktu harus diajukan kepada instansi pemohon dengan menyertakan hasil penelitian sebelumnya ;
e. Surat rekomendasi ini dapat diubah apabila di kemudian hari terdapat kekeliruan dan akan diadakan perbaikan sebagaimana mestinya.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Ungaran, 13 Agustus 2015

A.n. KEPALA KANTOR KESATUAN BANGSA DAN POLITIK
KASI BINA ORGANISASI MASYARAKAT
DAN ORGANISASI POLITIK

PONGKI SUSKINDARTO, SH
Penata Tingkat I
NIP. 19590523 198003 1 005

Tembusan : Kepada Yth :
1. Kepala Bappeda Kabupaten Semarang ;
2. Kepala Dinas Pendidikan dan Kebudayaan Kab Semarang;
3. Kepala SMA N 1 Ungaran;
4. Dekan FBS UNNES Semarang;
5. Sdr.Yang bersangkutan

Appendix 23
Surat Keterangan Telah Melakukan Penelitian

PEMERINTAH KABUPATEN SEMARANG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 1 UNGARAN
Jln. Diponegoro No. 42 Ungaran 50514, Telp. (024) 6921101, Fax. (024) 6922791
email : sman1ung@yahoo.com, website : www.sman1-ungaran.sch.id
NSS : 301032219001, NPSN : 20320242, NIS : 300080

SURAT KETERANGAN
Nomor : 421 / 971 / 2015

Berdasarkan surat dari UNNES No: 3278/UN37.1.2/PM/2015, tentang Permohonan Penelitian, Plt Kepala SMA Negeri 1 Ungaran menerangkan bahwa :

Nama	**: EDO ERSANDA**
NIM	**: 2201411084**
Semester	**: IX (sembilan)**
Jurusan	**: Bahasa dan Sastra Inggris**
Fakultas	**: Bahasa dan Seni**

Yang bersangkutan benar – benar telah melaksanakan penelitian dengan judul "The Effectiveness of TPRC Strategy for Teaching Reading of Descriptive Text " pada tanggal 1 September sampai dengan 16 September 2015 di SMA N 1 Ungaran.

Demikian surat keterangan ini, agar dapat dipergunakan sebagaimana mestinya.

Ungaran, 17 September 2015
Plt Kepala Sekolah,

Drs. [illegible]IKAL SOEDIJARTO
NIP 19630121 198803 1 008

LAM.06.a/SMAN1UNG/TU