

Appendix 01.

Sample of study (Experimental group)

No	Name	Sex
1	DESAK KOMANG JULIASTINI	P
2	GEDE BUDA KERTIASA	L
3	GEDE KERTIASA	L
4	GEDE MAS PRANAJAYA CHARYA	L
5	GEDE PUTRA ADITYA	L
6	GEDE PUTRA JANUARTA	L
7	GEDE SEBAWA PUTRA	L
8	I KETUT SUDARMA WIDIASA	L
9	I KOMANG ODE	L
10	IDA BAGUS KADE ANGGA ADITYA	L
11	KADEK ARTIWI	P
12	KADEK BAYU DWI PRADNYA	L
13	KADEK BUDA SASTRAWAN	L
14	KADEK DWI HERMAWAN	L
15	KADEK SISKA AGUSTINI	P
16	KADEK WIRA DWI ANDIKA	L
17	KETUT AKAS MELANGGA PUTRA	L
18	KETUT YOGA SAPUTRA ARTAWAN	L
19	KOMANG DESI MELITASARI	P
20	KOMANG DESI WULANDARI	P
21	KOMANG INDAH BUDI KARTINI	P
22	KOMANG PREMA SANTI	P
23	KOMANG RUDY JULIARTA	L
24	LUH BUDA RESTIANI	P
25	LUH GITA PRATIWI INDRAYANI	P
26	LUH PUTU PRANITA DEWI	P
27	NI KADEK OKTA WINDASYAHARANI	P
28	NI PUTU EKA PUTRI	P
29	NYOMAN GUNTUR SAKETI	L
30	PUTU GEDE ADYANTA PUTRA	L
31	PUTU SUTA WIJAYA	L

Appendix 02.

Sample of study (Control group)

No	Name	Sex
1	AGUS KADEK ARDY SAPUTRA	L
2	GEDE RUDI PUJA ERAWAN	L
3	GUSTI AYU DIVA CHRISTIANI DEVI	P
4	I GEDE ARIF FRADILA PUTRA	L
5	IDA BAGUS KADE PRADNYA WIDIANA	L
6	KADEK ALIT DARMA KUSUMA	L
7	KADEK ASRI	P
8	KADEK AYU KEMBAR RANI	P
9	KADEK DINA APRILIA DEWI	P
10	KADEK HERY JUNI HERMAWAN	L
11	KADEK OKA SATRIAWAN	L
12	KADEK REDIANA	L
13	KADEK REDIANINGSIH	P
14	KADEK RESTIANI	P
15	KADEK SOMA PUTRAWAN	L
16	KADEK YOGA PRATAMA	L
17	KADEK YUDI ARTA	L
18	KETUT AYU ARYANTINA	P
19	KETUT WAHYU ADI ARTHA	L
20	KOMANG ARI MERTADANA	L
21	KOMANG KENCANA ARTHA VIVEKANANDA SUYASA	L
22	KOMANG RADEA ADI SETIANA	L
23	KOMANG SRI WAHYUNI	P
24	KOMANG SUCI ARNITI	P
25	LUH CANDRA SASIA DEWI	P
26	NI KOMANG AULYA SANDITA DEWI	P
27	NI LUH PUTU AYU LIDNI ARIANTINI	P
28	NI LUH PUTU IKA MARSYAENI	P
29	NYOMAN ARDANA YASA	L
30	PUTU ANGGA ADI PUTRA	L
31	PUTU EKA JAYANTI KORI	P
32	PUTU SINTIA PRADNYAN DARI	P

Appendix 03.

Blue Print of Try-Out Test

No	BASIC COMPETENCY	CLASS/ SEMESTER	MATERIAL	INDICATOR OF QUESTIONS	LEVEL OF COGNITIVE DOMAINS	
					C1	C2
1	4.7 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang dan benda.	VIII (8)/ I	Descriptive Text	1. Determine main idea and topic of descriptive text.		1,2,3,5,7, 36, 37
				2. Determine specific information of descriptive text.	6,9,12,13, 14, 15,16, 17,18, 19, 20,21, 22, 23, 24,27, 28,29, 32, 33, 34, 50	
				3. Determine meaning of words or sentence in descriptive text.		8,30, 35, 38
				4. Determine the word reference in the descriptive text.		4,11, 39
				5. Determine information which can concluded from the descriptive text.		10,25,26, 31

Appendix 04.

Blue Print of Post-Test

No	BASIC COMPETENCY	CLASS/ SEMESTER	MATERIAL	INDICATOR OF QUESTIONS	LEVEL OF COGNITIVE DOMAINS	
					C1	C2
1	4.7 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, sangat pendek dan sederhana, terkait orang, binatang dan benda.	VIII (8)/ I	Descriptive Text	1. Determine main idea and topic of descriptive text.		1,2,3,5,7, 31, 32
				2. Determine specific information of descriptive text.	6,9,11, 12, 13,14, 15,16, 17, 18,19, 20, 21, 22,25, 26, 28, 29, 35	
				3. Determine meaning of words or sentence in descriptive text.		8, 30, 33
				4. Determine the word reference in the descriptive text.		4, 34
				5. Determine information which can concluded from the descriptive text.		10,23,24, 27

Appendix 05.

Try Out of Reading Comprehension Text

Time Allotment: 50 minutes

Read the following text to answer the question number 1 - 6

I love dogs very much. I keep some dogs in my house. They are Casper, Midas, Brownie and Dottie. Casper is a dachshund. He's short with long body and four strong legs. Brownie is a collie. She has long and thick fur. What color is her fur? Brown, of course that's why I call her Brownie. Dottie is a Dalmatian. She has a slim body and four long legs. She has thin fur and dots all over her body. The last is Midas. He is a bulldog. He has a large head, a short neck and thick short legs. He's very strong. I always take care of my dogs every day.

1. What kind of text is the text above?
 - a. Recount
 - b. Descriptive
 - c. Narrative
 - d. Report
2. The generic structure of the text is
 - a. description – identification
 - b. Identification – description
 - c. Orientation – events – Reorientation
 - d. Reorientation – events – Orientation
3. What is the topic of text above?
 - a. People
 - b. Pet
 - c. Animal
 - d. Things

4. “She has long and thick fur”. The antonym of the underlined word is...
- Heavy
 - Length
 - Short
 - Fragrant
5. He’s short with long body and four strong legs’
the sentence is one of the of the text.
- Events
 - Orientations
 - Identifications
 - Descriptions
6. How many dogs does the writer have?
- | | |
|------|------|
| a. 3 | c. 5 |
| b. 2 | d. 4 |

Read the following text to answer the question number 7 -10

Doraemon is one of the characters in a Japanese manga series created by Fujiko Fujio. Doraemon is a robotic cat. He has small body and white hands and feet. Although he can hear perfectly well, Doraemon has no ears.

Doraemon possesses a large pocket that can produce many gadgets from the future. The pocket is called *yojigen-pocket*, or fourth- dimensional pocket. Doraemon’s favorite food is *dorayaki*, a Japanese treat filled with red bean paste.

This robotic cat has the tendency to panic during emergencies. In an emergency situation, he will frantically pull out every unnecessary gadget from his pocket. Nevertheless, Doraemon is a good cat. He always helps Nobita.

7. What does the text mainly talk about?
- Doraemon
 - Fujiko Fujio
 - Robotic cats
 - Nobita

8. "... he will frantically pull out every unnecessary ... "(paragraph 3).

The underline word can be best replaced by ...

- a. Happily
- b. Calmly
- c. Worriedly
- d. Diligently

9. What is the weakness of Doraemon?

- a. He has a magic pocket
- b. He gets panic easily
- c. He is only a robotic cat
- d. He likes eating *Dorayaki*

10. From the text above we can conclude that...

- a. Doraemon is a cat and likes eating Dorayaki.
- b. Doraemon is robotic cat and have magic pocket to help Nobita.
- c. Doraemon has large body and white hands and feet.
- d. Doraemon can hear perfectly well, he has ear.

Read the following text to answer the question number 11 - 14

My classroom is very big. There are twenty classroom and forty chairs for students. The teacher's table is in front of the classroom. The teacher sits behind the table. Behind her is the whiteboard. Beside the whiteboard is a map of Indonesian archipelago. Under the map, there is a bookshelf. There are two windows in the room. Between the windows is a picture of Prambanan temple. I like my classroom very much.

11. "My classroom is very big ". The underlined word ...

- a. Large
- b. Great
- c. Fat
- d. Clean

12. How is the writer's classroom?
- It is very big
 - It is very clean
 - It is in front of the school
 - It has forty chairs for students

13. Where does the teacher sit?
- In front of the classroom.
 - Behind the whiteboard.
 - Behind the table.
 - Under the map.

14. Where is the white board?
- Behind the table.
 - Beside the teacher.
 - Behind the wall
 - Behind the teacher.

Read the following text to answer the question number 15 -17

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

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

15. What are the color of the robot's eyes?
- Red
 - Blue
 - Black
 - White

16. What is the main idea of paragraph two?
- a. A medium sized battery must be put to make the robot strong
 - b. Two batteries are needed to make the robot move
 - c. The writer's robot difficult to move
 - d. The robot can move without batteries
17. From the text we know that...
- a. The robot can't move backward
 - b. The robot's feet are bendable
 - c. The robot can't move at all
 - d. The robot has no arms

Read the following text to answer the question number 18 - 20

My Uncle

My Uncle Martin is my mother's elder brother. He is my favorite among my mother's brothers. He is a very interesting man. He lives quite near us with my Aunt Angela and my cousins Anne and Bob. I often go to his house.

He is about 45 with grey hair. He is still quite good-looking. He is tall and well-built. He has blue eyes and a strong face. He wears glasses. He is short sighted. He takes them off when he doesn't work.

Uncle Martin is a textile engineer. He works for a big firm in the city. He travels widely in his job. He is an expert in solving problems with machines. At present, he is in the United States. He is visiting the firm's customers there. He is very fond of the sea. He has a boat at seaside. He goes there every weekend in summer to sail it.

I sometimes stay with my cousins at their house on the coast. When Uncle Martin is at home, he usually takes us out in the boat.

18. Who is Uncle Martin?
- a. Bob's father.
 - b. Anne's uncle.
 - c. My mother's uncle.
 - d. Aunt Angela's neighbor.

19. Which paragraph talks about the physical description of Uncle Martin?

- a. 1
- b. 2
- c. 3
- d. 4

20. How many children does Uncle Martin have?

- a. One
- b. Two
- c. Three
- d. Four

Read the following text to answer the question number 21 - 26

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do. Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

21. How old is Peter? He is ... years old.

- a. Four
- b. Fourteen
- c. Forty
- d. Ten

22. The writer is ... years old.

- a. Fourteen
- b. Sixteen
- c. Eighteen
- d. Nineteen

23. Which of the following statement is not true about Peter?

- a. He has long and straight hair.
- b. He has bright eyes.

- c. He is interested in sports.
- d. He plays football and tennis.

24. According to the passage, we know that Peter is

- a. The writer's youngest brother
- b. The writer's elder brother
- c. A naughty boy
- d. A friendly boy

25. It is implied in the passage that

- a. Peter is naughty.
- b. Peter is lazy.
- c. Peter is unfriendly.
- d. Peter is diligent.

26. From the text, we may conclude that....

- a. Many people do not like Peter.
- b. Peter is older than the writer.
- c. Peter is a welcoming person.
- d. Peter is not diligent at all.

Read the following text to answer the question number 27 - 31

My best friend

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

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

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

27. What does the second paragraph tell you about?
- a. Rohmi and her family
 - b. Rohmi and her father
 - c. Rohmi and her brother
 - d. Rohmi and her friends
28. Where did the writer sit?
- a. in front of Rohmi
 - b. behind Rohmi
 - c. next to Rohmi
 - d. far from Rohmi
29. What are Rohmi and her Brother sell during class break and after school, **except**?
- a. Foods
 - b. Newspapers
 - c. Magazines
 - d. Flowers
30. What is the antonym of “younger” in the sentence “She has a younger brother”?
- a. Young
 - b. Junior
 - c. Older
 - d. Old
31. From the text above we can conclude that...
- a. Rohmi is lazy people
 - b. Rohmi is diligent people
 - c. Rohmi is arrogant people
 - d. Rohmi is welcome people

Read the following text to answer the question number 32 - 35

Mr. Solihin is a famous tailor. He always does his works on time and he is very friendly. He has many customers so he can't do his work by himself anymore. Now he

has some workers. They are Dodi, Santi, and Yuni, Dodi is responsible for the measurement and make the pattern. Santi and Yuni are sewers. They like working there because they get good salary. When they work overtime, Mr. Solihin pays them more.

32. Why is Mr. Solihin famous?
- He has some workers
 - He has many customers
 - He gives good salaries to his workers.
 - He does his work on time and he is friendly.
33. Do the workers enjoy working at Mr. Solihin's place?
- Yes, they are
 - No, they aren't
 - Yes, they do.
 - No, they don't.
34. Which statement is not correct based on the text above?
- Mr. Solihin does all his works by himself.
 - Mr. Solihin pays his workers well.
 - Mr. Solihin needs some workers to help him.
 - Santi and Yuni are responsible for the sewing.
35. What is the synonym of "famous" in the sentence "Mr. Solihin is a famous tailor."?
- Popular
 - Beautiful
 - Handsome
 - Ugly

Read the following text to answer the question number 36 – 40

Rafflesia Arnoldi

Rafflesia can be found in the forests of Malaysia, Sounthern Thailand, Sumatra and Java. But, Rafflesia flowers are Fairly hard to locate. It is especially difficult to see

them in bloom. Its buds take up to 10 months to develop while its blossom lasts for just a few days.

Rafflesia has brownish, scale like leaves and fleshy, smelling flowers of various sizes, from few inches to meter big in diameter. We usually notice its large fleshy flowers. There is deep well in the center of the flowers. The sexual organs are located beneath the rim of the disk. Male and female flowers are separate.

The reddish-brown colors of the petals, sprinkled with white freckles produce unpleasant stench, similar to rooting flesh. This would attract flies and insects which help disperse the seeds. Rafflesia is parasite, which means it takes the nutrient out of its host.

36. What is the purpose of the text?

- a. To persuade the readers to buy Rafflesia
- b. To entertain the readers about Rafflesia
- c. To inform the readers about Rafflesia
- d. To satisfy the readers about Rafflesia

37. What is the main idea of the second paragraph?

- a. The kinds of Rafflesia
- b. The characteristics of Rafflesia
- c. The price of Rafflesia
- d. The organs of Rafflesia

38. The word **notice** in lines 5 means

- a. See
- b. Look
- c. Find
- d. Locate

39. "... sexual organs are located **beneath** the rim..." (in line 6)

The underline word is closely related with word ...

- a. Below
- b. Above
- c. Outside
- d. Inside

40. What takes 10 months to develop for Rafflesia?

- a. Its buds
- b. Its blossom
- c. Its leaf
- d. Its organ

GOOD LUCK!

Key Answers

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

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



21. B
22. C
23. C
24. A
25. D
26. C
27. A
28. C
29. D
30. C

31. B
32. D
33. A
34. C
35. A
36. C
37. B
38. A
39. A
40. A

Appendix 06.

Post-Test of Reading Comprehension Text

Time Allotment: 50

Read the following text to answer the question number 1 - 6

I love dogs very much. I keep some dogs in my house. They are Casper, Midas, Brownie and Dottie. Casper is a dachshund. He's short with long body and four strong legs. Brownie is a collie. She has long and thick fur. What color is her fur? Brown, of course that's why I call her Brownie. Dottie is a Dalmatian. She has a slim body and four long legs. She has thin fur and dots all over her body. The last is Midas. He is a bulldog. He has a large head, a short neck and thick short legs. He's very strong. I always take care of my dogs every day.

1. What kind of text is the text above?
 - a. Recount
 - b. Descriptive
 - c. Narrative
 - d. Report
2. The generic structure of the text is
 - a. description – identification
 - b. Identification – description
 - c. Orientation – events – Reorientation
 - d. Reorientation – events – Orientation
3. What is the topic of text above?
 - a. People
 - b. Pet
 - c. Animal
 - d. Things

4. “She has long and thick fur”. The antonym of the underlined word is...

- a. Heavy
- b. Length
- c. Short
- d. Fragrant

5. He’s short with long body and four strong legs’
the sentence is one of the of the text.

- a. Events
- b. Orientations
- c. Identifications
- d. Descriptions

6. How many dogs does the writer have?

- a. 3
- b. 2
- c. 5
- d. 4

Read the following text to answer the question number 7 -10

Doraemon is one of the characters in a Japanese manga series created by Fujiko Fujio. Doraemon is a robotic cat. He has small body and white hands and feet. Although he can hear perfectly well, Doraemon has no ears.

Doraemon possesses a large pocket that can produce many gadgets from the future. The pocket is called *yojigen-pocket*, or fourth- dimensional pocket. Doraemon’s favorite food is *dorayaki*, a Japanese treat filled with red bean paste.

This robotic cat has the tendency to panic during emergencies. In an emergency situation, he will frantically pull out every unnecessary gadget from his pocket. Nevertheless, Doraemon is a good cat. He always helps Nobita.

7. What does the text mainly talk about?

- a. Doraemon
- b. Fujiko Fujio

- c. Robotic cats
 - d. Nobita
8. "... he will frantically pull out every unnecessary ... "(paragraph 3).
The underline word can be best replaced by ...
- a. Happily
 - b. Calmly
 - c. Worriedly
 - d. Diligently
9. What is the weakness of Doraemon?
- a. He has a magic pocket
 - b. He gets panic easily
 - c. He is only a robotic cat
 - d. He likes eating *Dorayaki*
10. From the text above we can conclude that...
- a. Doraemon is a cat and likes eating Dorayaki.
 - b. Doraemon is robotic cat and have magic pocket to help Nobita.
 - c. Doraemon has large body and white hands and feet.
 - d. Doraemon can hear perfectly well, he has ear.

Read the following text to answer the question number 11 - 12

My classroom is very big. There are twenty classroom and forty chairs for students. The teacher's table is in front of the classroom. The teacher sits behind the table. Behind her is the whiteboard. Beside the whiteboard is a map of Indonesian archipelago. Under the map, there is a bookshelf. There are two windows in the room. Between the windows is a picture of Prambanan temple. I like my classroom very much.

11. Where does the teacher sit?
- a. In front of the classroom.
 - b. Behind the whiteboard.

- c. Behind the table.
- d. Under the map.

12. Where is the white board?

- a. Behind the table.
- b. Beside the teacher.
- c. Behind the wall
- d. Behind the teacher.

Read the following text to answer the question number 13 -15

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

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

13. What are the color of the robot's eyes?

- a. Red
- b. Blue
- c. Black
- d. White

14. What is the main idea of paragraph two?

- a. A medium sized battery must be put to make the robot strong
- b. Two batteries are needed to make the robot move
- c. The writer's robot difficult to move
- d. The robot can move without batteries

15. From the text we know that...
- a. The robot can't move backward
 - b. The robot's feet are bendable
 - c. The robot can't move at all
 - d. The robot has no arms

Read the following text to answer the question number 16 - 18

My Uncle

My Uncle Martin is my mother's elder brother. He is my favorite among my mother's brothers. He is a very interesting man. He lives quite near us with my Aunt Angela and my cousins Anne and Bob. I often go to his house.

He is about 45 with grey hair. He is still quite good-looking. He is tall and well-built. He has blue eyes and a strong face. He wears glasses. He is short sighted. He takes them off when he doesn't work.

Uncle Martin is a textile engineer. He works for a big firm in the city. He travels widely in his job. He is an expert in solving problems with machines. At present, he is in the United States. He is visiting the firm's customers there. He is very fond of the sea. He has a boat at seaside. He goes there every weekend in summer to sail it.

I sometimes stay with my cousins at their house on the coast. When Uncle Martin is at home, he usually takes us out in the boat.

16. Who is Uncle Martin?
- a. Bob's father.
 - b. Anne's uncle.
 - c. My mother's uncle.
 - d. Aunt Angela's neighbor.
17. Which paragraph talks about the physical description of Uncle Martin?
- a. 1
 - b. 2
 - c. 3
 - d. 4

18. How many children does Uncle Martin have?

- a. One
- b. Two
- c. Three
- d. Four

Read the following text to answer the question number 19 - 24

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do. Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

19. How old is Peter? He is ... years old.

- a. Four
- b. Fourteen
- c. Forty
- d. Ten

20. The writer is ... years old.

- a. Fourteen
- b. Sixteen
- c. Eighteen
- d. Nineteen

21. Which of the following statement is not true about Peter?

- a. He has long and straight hair.
- b. He has bright eyes.
- c. He is interested in sports.
- d. He plays football and tennis.

22. According to the passage, we know that Peter is

- a. The writer's youngest brother
- b. The writer's elder brother

- c. A naughty boy
- d. A friendly boy

23. It is implied in the passage that

- a. Peter is naughty.
- b. Peter is lazy.
- c. Peter is unfriendly.
- d. Peter is diligent.

24. From the text, we may conclude that....

- a. Many people do not like Peter.
- b. People is older that the writer.
- c. Peter is a welcoming person.
- d. Peter is not diligent at all.

Read the following text to answer the question number 25 - 27

My best friend

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

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

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

25. What does the second paragraph tell you about?

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

26. What are Rohmi and her Brother sell during class break and after school, **except?**

- a. Foods
- b. Newspapers
- c. Magazines
- d. Flowers

27. From the text above we can conclude that...

- a. Rohmi is lazy people
- b. Rohmi is diligent people
- c. Rohmi is arrogant people
- d. Rohmi is welcome people

Read the following text to answer the question number 28 - 30

Mr. Solihin is a famous tailor. He always does his works on time and he is very friendly. He has many customers so he can't do his work by himself anymore. Now he has some workers. They are Dodi, Santi, and Yuni, Dodi is responsible for the measurement and make the pattern. Santi and Yuni are sewers. They like working there because they get good salary. When they work overtime, Mr. Solihin pays them more.

28. Do the workers enjoy working at Mr. Solihin's place?

- a. Yes, they are
- b. No, they aren't
- c. Yes, they do.
- d. No, they don't.

29. Which statement is not correct based on the text above?

- a. Mr. Solihin does all his works by himself.
- b. Mr. Solihin pays his workers well.
- c. Mr. Solihin needs some workers to help him.
- d. Santi and Yuni are responsible for the sewing.

30. What is the synonym of “famous” in the sentence “Mr. Solihin is a famous tailor.”?
- Popular
 - Beautiful
 - Handsome
 - Ugly

Read the following text to answer the question number 31 – 35



Reafflesia Arnoldi

Rafflesia can be found in the forests of Malaysia, Sounthern Thailand, Sumatra and Java. But, Rafflesia flowers are Fairly hard to locate. It is especially difficult to see them in bloom. Its buds take up to 10 months to develop while its blossom lasts for just a few days.

Rafflesia has brownish, scale like leaves and fleshy, smelling flowers of various sizes, from few inches to meter big in diameter. We usually notice its large fleshy flowers. There is deep well in the center of the flowers. The sexual organs are located beneath the rim of the disk. Male and female flowers are separate.

The reddish-brown colors of the petals, sprinkled with white freckles produce unpleasant stench, similar to rooting flesh. This would attract flies and insects which help disperse the seeds. Rafflesia is parasite, which means it takes the nutrient out of its host.

31. What is the purpose of the text?
- To persuade the readers to buy Rafflesia
 - To entertain the readers about Rafflesia
 - To inform the readers about Rafflesia
 - To satisfy the readers about Rafflesia
32. What is the main idea of the second paragraph?
- The kinds of Rafflesia
 - The characteristics of Rafflesia

- c. The price of Rafflesia
- d. The organs of Rafflesia

33. The word **notice** in lines 5 means

- a. See
- b. Look
- c. Find
- d. Locate

34. "... sexual organs are located **beneath** the rim..." (in line 6)

The underline word is closely related with word ...

- a. Below
- b. Above
- c. Outside
- d. Inside

35. What takes 10 months to develop for Rafflesia?

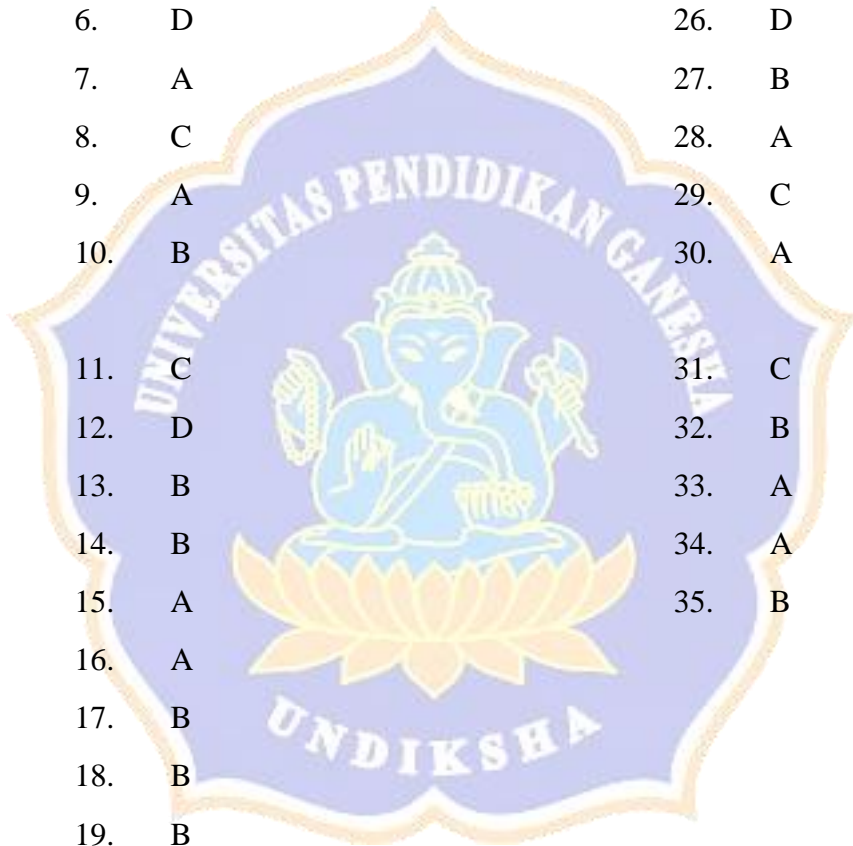
- a. Its buds
- b. Its blossom
- c. Its leaf
- d. Its organ

GOOD LUCK!



Key Answers

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



Appendix 07.

Students' Reading Comprehension Score of Post-Test

No	Students	Score	
		Experimental	Control
1	Student 1	86	71
2	Student 2	89	74
3	Student 3	80	71
4	Student 4	83	69
5	Student 5	77	80
6	Student 6	74	66
7	Student 7	71	60
8	Student 8	89	60
9	Student 9	83	80
10	Student 10	86	83
11	Student 11	80	60
12	Student 12	80	63
13	Student 13	74	71
14	Student 14	89	74
15	Student 15	66	71
16	Student 16	69	80
17	Student 17	71	69
18	Student 18	83	86
19	Student 19	86	66
20	Student 20	80	71
21	Student 21	80	71
22	Student 22	86	80
23	Student 23	86	74
24	Student 24	77	83
25	Student 25	77	74
26	Student 26	71	69
27	Student 27	74	86
28	Student 28	71	63
29	Student 29	86	80
30	Student 30	80	71
31	Student 31	81	60

32	Student 32	-	70
Total		2465	2306



Appendix 08.

LESSON PLAN FOR EXPERIMENTAL GROUP (1)

Name of School : SMP Negeri 1 Sawan

Grade/ Semester : VIII/ 1

Subject : English

Skill : Reading

Time Allotment : 2 x 40 minutes

Genre : Descriptive

1. Core Competency

KI 1	Respect and appreciate the teaching of their religion.
KI 2	Respect and appreciate the honest behavior, discipline, responsibility, caring (tolerance, mutual aid), polite, and confident, in interacting effectively with the social and natural environment within reach of the association and its existence.
KI 3	Understanding knowledge (factual, conceptual and procedural) based on curiosity about science, technology, art, culture, phenomena and events looking eyes.
KI 4	Attempting to process and present in the realm of concrete (using, parse, compose, modify, and create) and abstract domains (reading, counting, drawing, and making up) in accordance with the learned in school and other sources in the same viewpoint.

2. Basic Competency and indicators.

No	Basic Competency	Indicators
4.7.1	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, and unsur kebahasaan teks deskriptif lisan dan tulisan, sangat pendek dan sederhana, terkait orang binatang, dan benda.	1. Determine main idea and topic of descriptive text.
		2. Determine specific information of descriptive text.
		3. Determine meaning of words or sentence in descriptive text.
		4. Determine the word reference in the descriptive text.
		5. Determine information which can concluded from the descriptive text.

3. Learning Objective

The students are expected to be able to identify the generic structure in descriptive text, and also identify simple present tense in form of descriptive text.

4. Teaching Material

Descriptive Text

a. Definition of Descriptive text

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

b. Language Features

Descriptive text

- Specific participant: has a certain object, is not common and unique (only one). For example: my house, Kuta Beach, Uncle Kadek, my Pet, etc.
- The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, a cute animal, the famous place in Korea, etc.
- The use of simple present tense: the sentence pattern used is simple present because it tells the fact of the object described.
- Action verb: verbs that show an activity (for example, sleep, run, cut, walk, and ect.)

c. Generic Structure

Descriptive Text

Identification : Identifies phenomenon (person, place, or thing) that will be described. (berisi tentang identifikasi hal / seseorang yang akan dideskripsikan.)

Description : Describes parts, qualities, characteristics, etc. (berisi tentang penjelasan/ penggambaran tentang hal/ seseorang.

Descriptive text

My best friend

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

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

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

5. Teaching Method

- Method : Cooperative Learning
- Technic : Small Group Discussion

6. Learning Media

a. Media : Worksheet, white board, marker,

b. Learning Resources :

1. <http://englishlollipop.blogspot.com/p/soal-soal-descriptive-text.html>

7. Teaching activity

First Meeting			
Learning Phase	Teachers' Activity	Students' Activity	Time Allocation
Opening	<ul style="list-style-type: none"> • Teacher is greeting the students • The teacher leads the students to pray together • The teacher check students' attendance • The teacher tells the purpose of this study • The teacher asks the students about descriptive text 	<ul style="list-style-type: none"> • The students respond teachers' greeting • The students pray together • The students tell the attendance in the class to the teacher. • The students listen teachers' explanation • The students answer teachers' question 	10 Minutes
Main activity	Explanation		

	<ol style="list-style-type: none"> 1. The teacher gives an explanation about what does descriptive text means. 2. The teacher gives an example of descriptive text entitled “My best friend” in front of the class. 3. The teacher explains about the definition and generic structure of descriptive text. 4. The teacher divides the students in to several groups, consist of 4 until 5 students in the group. 5. The teacher asks to students to sit with their group in order to make 	<ol style="list-style-type: none"> 1. The students listen to the teachers’ explanation. 2. The students listen the example of descriptive text. 3. The students listen teachers’ explanation. 4. The students make several groups. 5. The students move to sit with their groups in circle forms. 	<p>25 Minutes</p>
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	<p>them easier to discuss with their group.</p>		
Study Team Phase			
	<ol style="list-style-type: none"> 1. The teacher gives text of descriptive for each group. 2. The teacher gives the students time about 10-15 minutes to read and discuss the text. 3. The teacher asks the students to find the topic sentence of the text. 4. The teacher asks the students to make 5 questions about that text with their group. 5. The teacher also asks the students 	<ol style="list-style-type: none"> 1. The students get the text about descriptive text. 2. The students read and discuss the text with their group. 3. The students find out the find out the topic sentence of the text. 4. The students make 5 questions based on the text that was given by the teacher. 5. The students also make the key 	<p>30 Minutes</p>

	<p>to make the key answer of their questions.</p> <p>6. The teacher controls each group, one by one, it's made the students in the group more focus to read and answer the text.</p>	<p>answer with their group.</p> <p>6. The students work in the group.</p>	
Scoring Phase			
	<p>1. The teacher asks the students to exchange their answer to another group and lead the discussion.</p> <p>2. The teachers scoring the students in the discussion season.</p>	<p>1. The students to exchange their answer to another group.</p> <p>2. The students listen teachers' information.</p>	10 Minutes
Confirmation			
	<p>1. The teachers ask some questions that related with the topic today's learning.</p>	<p>1. The students answer teachers' questions.</p>	5 Minutes

	2. The teacher asks the students to back to their sit.	2. The students back to the sit individually.	
Closing	<p>1. The teacher leads the students to conclude the material which has been studied.</p> <p>2. The teacher asks the students' feeling.</p> <p>3. The teacher gives a feedback to the process and also the result of students' learning.</p> <p>4. The teacher leads the students to pray together before end the class.</p> <p>5. The teacher left the class by saying "thank you and see you"</p>	<p>1. The students conclude the materials.</p> <p>2. The students tell their feelings after teaching and learning process.</p> <p>3. The students listen feedback from the teacher.</p> <p>4. The students and the teacher pray together with the teacher.</p> <p>5. The students say "thank you and good bye to the teacher"</p>	10 Minutes

- Media: First Text

My best friend

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

Rohmi comes from a very simple family. Her father is a pedicab driver and her mother has passed away. She has a younger brother. His name is Rahmat. In order to help their father, Rohmi and her brother work part-time to earn some money. Rohmi sells food during our class break, while her brother sells newspapers and magazines after school. One thing that I always admire about her is that she can manage her time well, and she always looks cheerful.

- Instruments

Questions:

1. Who is Rohmi?
2. What does the second paragraph tell you about?
3. Where did the writer sit?
4. What is Rohmi sells during class break?
5. From the text, what we conclude?

Key Answers:

1. Is a quite girl and very simple on the look.
2. Rohmi's Family
3. Beside Rohmi.
4. Sells Food.
5. Rohmi is diligent people.

Appendix 09.

LESSON PLAN FOR EXPERIMENTAL GROUP (2)

Name of School : SMP Negeri 1 Sawan

Grade/ Semester : VIII/ 1

Subject : English

Skill : Reading

Time Allotment : 2 x 45 minutes

Genre : Descriptive

1. Core Competency

KI 1	Respect and appreciate the teaching of their religion.
KI 2	Respect and appreciate the honest behavior, discipline, responsibility, caring (tolerance, mutual aid), polite, and confident, in interacting effectively with the social and natural environment within reach of the association and its existence.
KI 3	Understanding knowledge (factual, conceptual and procedural) based on curiosity about science, technology, art, culture, phenomena and events looking eyes.
KI 4	Attempting to process and present in the realm of concrete (using, parse, compose, modify, and create) and abstract domains (reading, counting, drawing, and making up) in accordance with the learned in school and other sources in the same viewpoint.

2. Basic Competency and indicators.

No	Basic Competency	Indicators
4.7.1	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, and unsur kebahasaan teks deskriptif lisan dan tulisan, sangat pendek dan sederhana, terkait orang binatang, dan benda.	6. Determine main idea and topic of descriptive text.
		7. Determine specific information of descriptive text.
		8. Determine meaning of words or sentence in descriptive text.
		9. Determine the word reference in the descriptive text.
		10. Determine information which can concluded from the descriptive text.

3. Learning Objective

The students are expected to be able to identify the generic structure in descriptive text, and also identify simple present tense in form of descriptive text.

4. Teaching Material

Descriptive Text

a. Definition of Descriptive text

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

b. Language Features

Descriptive text

- Specific participant: has a certain object, is not common and unique (only one). For example: my house, Kuta Beach, Uncle Kadek, my Pet, etc.
- The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, a cute animal, the famous place in Korea, etc.
- The use of simple present tense: the sentence pattern used is simple present because it tells the fact of the object described.
- Action verb: verbs that show an activity (for example, sleep, run, cut, walk, and ect.)

c. Generic Structure

Descriptive Text

Identification : Identifies phenomenon (person, place, or thing) that will be described. (berisi tentang identifikasi hal / seseorang yang akan dideskripsikan.)

Description : Describes parts, qualities, characteristics, etc. (berisi tentang penjelasan/ penggambaran tentang hal/ seseorang.)

Descriptive text

My Uncle

My Uncle Martin is my mother's elder brother. He is my favorite among my mother's brothers. He is a very interesting man. He lives quite near us with my Aunt Angela and my cousins Anne and Bob. I often go to his house.

He is about 45 with grey hair. He is still quite good-looking. He is tall and well-built. He has blue eyes and a strong face. He wears glasses. He is short sighted. He takes them off when he doesn't work.

Uncle Martin is a textile engineer. He works for a big firm in the city. He travels widely in his job. He is an expert in solving problems with machines. At present, he is in the United States. He is visiting the firm's customers there. He is very fond of the sea. He has a boat at seaside. He goes there every weekend in summer to sail it.

I sometimes stay with my cousins at their house on the coast. When Uncle Martin is at home, he usually takes us out in the boat.

5. Teaching Method

- Method : Cooperative Learning
- Technic : Small Group Discussion

6. Learning Media

- Media : Worksheet, white board, marker,
- Learning Resources : <http://englishlollipop.blogspot.com/p/soal-soal-descriptive-text.html>

7. Teaching activity

First Meeting			
Learning Phase	Teachers' Activity	Students' Activity	Time Allocation
Opening	<ol style="list-style-type: none"> 1. Teacher is greeting the students 2. The teacher leads the students to pray together 3. The teacher check students' attendance 	<ol style="list-style-type: none"> 1. The students respond teachers' greeting 2. The students pray together 3. The students tell the attendance in the class to the teacher. 	10 Minutes

	<p>4. Teacher brainstorming the students about descriptive text.</p> <p>5. Teacher gives explanation about learning objective or what students expected to able after teaching and learning process.</p>	<p>4. The students responded by listen teachers' explanation</p>	
Main activity	Explanation		
	<p>1. The teacher introduces and explains the topic that will be discussed.</p> <p>2. Teacher guides the students to the topic that will be discussed by asking some question related to the topic.</p> <p>3. The teacher gives an example of</p>	<p>1. The students respond by listen the teachers' explanation.</p> <p>2. The students listen the example of descriptive text.</p> <p>3. The students listen teachers' explanation.</p>	<p>25 Minutes</p>

	<p>descriptive text entitled “My Uncle” in front of the class.</p> <p>4. The teacher explains about the definition and generic structure of descriptive text.</p> <p>5. The teacher divides the students in to several groups, consist of 4 until 5 students in the group.</p> <p>6. The teacher asks to students to sit with their group in order to make them easier to discuss with their group.</p>	<p>4. The students make several groups.</p> <p>5. The students move to sit with their groups in circle forms.</p>	
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Study Team Phase		
<ol style="list-style-type: none"> 1. The teacher gives text of descriptive for each group. 2. The teacher gives the students time about 10-15 minutes to read and discuss the text. 3. The teacher asks the students to find the topic sentence of the text. 4. The teacher asks the students to make 5 questions about that text with their group. 5. The teacher also asks the students to make the key answer of their questions. 6. The teacher monitoring each group, one by 	<ol style="list-style-type: none"> 1. The students get the text about descriptive text. 2. The students read and discuss the text with their group. 3. The students find out the find out the topic sentence of the text. 4. The students make 5 questions based on the text that was given by the teacher. 5. The students also make the key answer with their group. 6. The students work in the group. 	<p>30 Minutes</p>

	one, it's made the students in the group more focus to read and answer the text.		
Scoring Phase			
	<ol style="list-style-type: none"> The teacher asks the students to exchange their answer to another group and lead the discussion. The teachers scoring the students in the discussion season. 	<ol style="list-style-type: none"> The students to exchange their answer to another group. The students listen teachers' information. 	10 Minutes
Confirmation			
	<ol style="list-style-type: none"> The teachers ask some questions that related with the topic today's learning. The teacher asks the students to back to their sit. 	<ol style="list-style-type: none"> The students answer teachers' questions. The students back to the sit individually. 	5 Minutes
Closing	<ol style="list-style-type: none"> The teacher leads the students to conclude the 	<ol style="list-style-type: none"> The students conclude the materials. 	10 Minutes

	<p>material which has been studied.</p> <p>2. The teacher asks the students' feeling.</p> <p>3. The teacher gives a feedback to the process and also the result of students' learning.</p> <p>4. The teacher leads the students to pray together before end the class.</p> <p>5. The teacher left the class by saying "thank you and see you"</p>	<p>2. The students tell their feelings after teaching and learning process.</p> <p>3. The students listen feedback from the teacher.</p> <p>4. The students and the teacher pray together with the teacher.</p> <p>5. The students say "thank you and good bye to the teacher"</p>	
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- Media: First Text

My Uncle

My Uncle Martin is mother's elder brother. He is my favorite among my mother's brothers. He is a very interesting man. He lives quite near us with my Aunt Angela and my cousins Anne and Bob. I often go to his house.

He is about 45 with grey hair. He is still quite good-looking. He is tall and well-built. He has blue eyes and a strong face. He wears glasses. He is short sighted. He takes them off when he doesn't work.

Uncle Martin is a textile engineer. He works for a big firm in the city. He travels widely in his job. He is an expert in solving problems with machines. At present, he is in the United States. He is visiting the firm's customers there. He is very fond of the sea. He has a boat at seaside. He goes there every weekend in summer to sail it.

I sometimes stay with my cousins at their house on the coast. When Uncle Martin is at home, he usually takes us out in the boat.

- Instruments

Questions:

1. Who is Uncle Martin?
2. How old is Uncle Martin?
3. What is the main idea of the second paragraph?
4. How many children does Uncle Martin have?
5. Where is Uncle Martin work?

Key Answers:

1. Uncle Martin is the writer's uncle, the brother of the writers Mothers'
2. 45 years
3. The physical of Uncle Martin
4. 2, Bob and Anne
5. In big firm.

Appendix 10.

LESSON PLAN FOR EXPERIMENTAL GROUP (3)

Name of School : SMP Negeri 1 Sawan

Grade/ Semester : VIII/ 1

Subject : English

Skill : Reading

Time Allotment : 2 x 45 minutes

Genre : Descriptive

1. Core Competency

KI 1	Respect and appreciate the teaching of their religion.
KI 2	Respect and appreciate the honest behavior, discipline, responsibility, caring (tolerance, mutual aid), polite, and confident, in interacting effectively with the social and natural environment within reach of the association and its existence.
KI 3	Understanding knowledge (factual, conceptual and procedural) based on curiosity about science, technology, art, culture, phenomena and events looking eyes.
KI 4	Attempting to process and present in the realm of concrete (using, parse, compose, modify, and create) and abstract domains (reading, counting, drawing, and making up) in accordance with the learned in school and other sources in the same viewpoint.

2. Basic Competency and indicators.

No	Basic Competency	Indicators
4.7.1	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, and unsur kebahasaan teks deskriptif lisan dan tulisan, sangat pendek dan sederhana, terkait orang binatang, dan benda.	11. Determine main idea and topic of descriptive text.
		12. Determine specific information of descriptive text.
		13. Determine meaning of words or sentence in descriptive text.
		14. Determine the word reference in the descriptive text.
		15. Determine information which can concluded from the descriptive text.

3. Learning Objective

The students are expected to be able to identify the generic structure in descriptive text, and also identify simple present tense in form of descriptive text.

4. Teaching Material

Descriptive Text

a. Definition of Descriptive text

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

b. Language Features

Descriptive text

- Specific participant: has a certain object, is not common and unique (only one). For example: my house, Kuta Beach, Uncle Kadek, my Pet, etc.
- The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, a cute animal, the famous place in Korea, etc.
- The use of simple present tense: the sentence pattern used is simple present because it tells the fact of the object described.
- Action verb: verbs that show an activity (for example, sleep, run, cut, walk, and ect.)

5. Generic Structure

Descriptive Text

Identification : Identifies phenomenon (person, place, or thing) that will be described. (berisi tentang identifikasi hal / seseorang yang akan dideskripsikan.)

Description : Describes parts, qualities, characteristics, etc. (berisi tentang penjelasan/ penggambaran tentang hal/ seseorang.

Descriptive text

Rafflesia Arnoldi

Rafflesia can be found in the forests of Malaysia, Sounthern Thailand, Sumatra and Java. But, Rafflesia flowers are Fairly hard to locate. It is especially difficult to see them in bloom. Its buds take up to 10 months to develop while its blossom lasts for just a few days.

Rafflesia has brownish, scale like leaves and fleshy, smelling flowers of various sizes, from few inches to meter big in diameter. We usually notice its large fleshy flowers. There is deep well in the center of the flowers. The sexual

organs are located beneath the rim of the disk. Male and female flowers are separate.

The reddish-brown colors of the petals, sprinkled with white freckles produce unpleasant stench, similar to rooting flesh. This would attract flies and insects which help disperse the seeds. Rafflesia is parasite, which means it takes the nutrient out of its host.

6. Teaching Method

- Method : Cooperative Learning
- Technic : Small Group Discussion

7. Learning Media

- Media : Worksheet, white board, marker,
- Learning Resources : <http://englishlollipop.blogspot.com/p/soal-soal-descriptive-text.html>

8. Teaching activity

First Meeting			
Learning Phase	Teachers' Activity	Students' Activity	Time Allocation
Opening	<ol style="list-style-type: none"> 1. Teacher is greeting the students 2. The teacher leads the students to pray together 3. The teacher check students' attendance 4. Teacher brainstorming the 	<ol style="list-style-type: none"> 1. The students respond teachers' greeting 2. The students pray together 3. The students tell the attendance in the class to the teacher. 	10 Minutes

	<p>students about descriptive text.</p> <p>5. Teacher gives explanation about learning objective or what students expected to able after teaching and learning process.</p>	<p>4. The students responded by listen teachers' explanation</p>	
Main activity	Explanation		
	<p>1. The teacher introduces and explains the topic that will be discussed.</p> <p>2. Teacher guides the students to the topic that will be discussed by asking some question related to the topic.</p> <p>3. The teacher gives an example of descriptive text</p>	<p>1. The students respond by listen the teachers' explanation.</p> <p>2. The students listen the example of descriptive text.</p> <p>3. The students listen teachers' explanation.</p>	<p>25 Minutes</p>

	<p>entitled “Reafflesia Arnoldi” in front of the class.</p> <p>4. The teacher explains about the definition and generic structure of descriptive text.</p> <p>5. The teacher divides the students in to several groups, consist of 4 until 5 students in the group.</p> <p>6. The teacher asks to students to sit with their group in order to make them easier to discuss with their group.</p>	<p>4. The students make several groups.</p> <p>5. The students move to sit with their groups in circle forms.</p>	
	Study Team Phase		
	<p>1. The teacher gives text of descriptive for each group.</p>	<p>1. The students get the text about descriptive text.</p>	<p>30 Minutes</p>

	<p>2. The teacher gives the students time about 10-15 minutes to read and discuss the text.</p> <p>3. The teacher asks the students to find the topic sentence of the text.</p> <p>4. The teacher asks the students to make 5 questions about that text with their group.</p> <p>5. The teacher also asks the students to make the key answer of their questions.</p> <p>6. The teacher monitoring each group, one by one, it's made the students in the group more focus</p>	<p>2. The students read and discuss the text with their group.</p> <p>3. The students find out the find out the topic sentence of the text.</p> <p>4. The students make 5 questions based on the text that was given by the teacher.</p> <p>5. The students also make the key answer with their group.</p> <p>6. The students work in the group.</p>	
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	to read and answer the text.		
	Scoring Phase		
	<ol style="list-style-type: none"> The teacher asks the students to exchange their answer to another group and lead the discussion. The teachers scoring the students in the discussion season. 	<ol style="list-style-type: none"> The students to exchange their answer to another group. The students listen teachers' information. 	10 Minutes
	Confirmation		
	<ol style="list-style-type: none"> The teachers ask some questions that related with the topic today's learning. The teacher asks the students to back to their sit. 	<ol style="list-style-type: none"> The students answer teachers' questions. The students back to the sit individually. 	5 Minutes
Closing	<ol style="list-style-type: none"> The teacher leads the students to conclude the material which has been studied. 	<ol style="list-style-type: none"> The students conclude the materials. The students tell their feelings after 	10 Minutes

	<p>2. The teacher asks the students' feeling.</p> <p>3. The teacher gives a feedback to the process and also the result of students' learning.</p> <p>4. The teacher leads the students to pray together before end the class.</p> <p>5. The teacher left the class by saying "thank you and see you"</p>	<p>teaching and learning process.</p> <p>3. The students listen feedback from the teacher.</p> <p>4. The students and the teacher pray together with the teacher.</p> <p>5. The students say "thank you and good bye to the teacher"</p>	
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- Media: First Text

Rafflesia Arnoldi

Rafflesia can be found in the forests of Malaysia, Southern Thailand, Sumatra and Java. But, Rafflesia flowers are Fairly hard to locate. It is especially difficult to see them in bloom. Its buds take up to 10 months to develop while its blossom lasts for just a few days.

Rafflesia has brownish, scale like leaves and fleshy, smelling flowers of various sizes, from few inches to meter big in diameter. We usually notice its large fleshy flowers. There is deep well in the center of the flowers. The sexual

organs are located beneath the rim of the disk. Male and female flowers are separate.

The reddish-brown colors of the petals, sprinkled with white freckles produce unpleasant stench, similar to rotting flesh. This would attract flies and insects which help disperse the seeds. Rafflesia is parasite, which means it takes the nutrient out of its host.

- Instruments

Questions:

1. What is the purpose of the text?
2. What is the main idea of the second paragraph?
3. Where we can find Rafflesia?
4. What the means of the word **notice** in lines 5?
5. What takes 10 months to develop for Rafflesia?

Key Answers:

1. To inform the readers about Rafflesia
2. The characteristics of Rafflesia
3. Malaysia, Sounthern Thailand, Sumatra and Java.
4. See
5. Its Buds

Appendix 11.

LESSON PLAN FOR CONTROL GROUP (1)

Name of School : SMP Negeri 1 Sawan

Grade/ Semester : VIII/ 1

Subject : English

Skill : Reading

Time Allotment : 2 x 45 minutes

Genre : Descriptive

1. Core Competency

KI 1	Respect and appreciate the teaching of their religion.
KI 2	Respect and appreciate the honest behavior, discipline, responsibility, caring (tolerance, mutual aid), polite, and confident, in interacting effectively with the social and natural environment within reach of the association and its existence.
KI 3	Understanding knowledge (factual, conceptual and procedural) based on curiosity about science, technology, art, culture, phenomena and events looking eyes.
KI 4	Attempting to process and present in the realm of concrete (using, parse, compose, modify, and create) and abstract domains (reading, counting, drawing, and making up) in accordance with the learned in school and other sources in the same viewpoint.

2. Basic Competency and indicators.

No	Basic Competency	Indicators
4.7.1	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, and unsur kebahasaan teks deskriptif lisan dan tulisan, sangat pendek dan sederhana, terkait orang binatang, dan benda.	16. Determine main idea and topic of descriptive text.
		17. Determine specific information of descriptive text.
		18. Determine meaning of words or sentence in descriptive text.
		19. Determine the word reference in the descriptive text.
		20. Determine information which can concluded from the descriptive text.

3. Learning Objective

The students are expected to be able to identify the generic structure in descriptive text, and also identify simple present tense in form of descriptive text.

4. Teaching Material

Descriptive Text

a. Definition of Descriptive text

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

b. Language Features

Descriptive text

- Specific participant: has a certain object, is not common and unique (only one). For example: my house, Kuta Beach, Uncle Kadek, my Pet, etc.
- The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, a cute animal, the famous place in Korea, etc.
- The use of simple present tense: the sentence pattern used is simple present because it tells the fact of the object described.
- Action verb: verbs that show an activity (for example, sleep, run, cut, walk, and ect.)

c. Generic Structure

Descriptive Text

Identification : Identifies phenomenon (person, place, or thing) that will be described. (berisi tentang identifikasi hal / seseorang yang akan dideskripsikan.)

Description : Describes parts, qualities, characteristics, etc. (berisi tentang penjelasan/ penggambaran tentang hal/ seseorang.)

Descriptive text

My best friend

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

Rohmi comes from a very simple family. Her father is a pedicab driver and her mother has passed away. She has a younger brother. His name is Rahmat. In order to help their father, Rohmi and her brother work part-time to earn some money. Rohmi

sells food during our class break, while her brother sells newspapers and magazines after school.

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

5. Teaching Method

- Method : Conventional Method.
- Technic : Conventional Strategy.

6. Learning Media

- Media : Worksheet, white board, marker,
- Learning Resources : <http://englishlollipop.blogspot.com/p/soal-soal-descriptive-text.html>

7. Teaching activity

First Meeting			
Learning Phase	Teachers' Activity	Students' Activity	Time Allocation
Opening	<ol style="list-style-type: none"> 1. Teacher is greeting the students 2. The teacher leads the students to pray together 3. The teacher check students' attendance 4. The teacher tells the purpose of this study 	<ol style="list-style-type: none"> 1. The students respond teachers' greeting 2. The students pray together 3. The students tell the attendance in the class to the teacher. 4. The students listen teachers' explanation 	10 Minutes

	5. The teacher asks the students about descriptive text	5. The students answer teachers' question	
Main activity	Explanation		
	<ol style="list-style-type: none"> 1. The teacher gives an explanation about what does descriptive text means. 2. The teacher gives an example of descriptive text entitled "My best friend" in front of the class. 3. The teacher explains about the definition and generic structure of descriptive text. 	<ol style="list-style-type: none"> 1. The students listen to the teachers' explanation. 2. The students listen the example of descriptive text. 3. The students listen teachers' explanation. 	25 Minutes
	Study Team Phase		
	<ol style="list-style-type: none"> 1. The teachers give text of descriptive for each student. 2. The teacher gives the students time about 10-15 minutes to read and discuss the text. 	<ol style="list-style-type: none"> 1. The students get the text about descriptive text. 3. The students read the text individually. 	30 Minutes

	<p>3. The teacher asks the students to find the topic sentence of the text.</p> <p>4. The teacher asks the students to make 5 questions about that text with individually.</p> <p>5. The teacher also asks the students to make the key answer of their questions.</p> <p>6. The teacher controls the students works</p>	<p>4. The students find out the find out the topic sentence of the text.</p> <p>5. The students make 5 questions based on the text that was given by the teacher.</p> <p>6. The students also make the key answer.</p> <p>7. The students work individually.</p>	
Scoring Phase			
	<p>1. The teacher asks the students to exchange their answer to other students and lead the discussion.</p>	<p>1. The students to exchange their answer to other students.</p>	<p>10 Minutes</p>

	2. The teachers scoring the students in the discussion season.	2. The students listen teachers' information	
	Confirmation		
	1. The teachers ask some questions that related with the topic today's learning.	1. The students answer teachers' questions.	5 Minutes
Closing	<p>1. The teacher leads the students to conclude the material which has been studied.</p> <p>2. The teacher asks the students' feeling.</p> <p>3. The teacher gives a feedback to the process and also the result of students' learning.</p> <p>4. The teacher leads the students to pray together</p>	<p>1. The students conclude the materials.</p> <p>2. The students tell their feelings after teaching and learning process.</p> <p>3. The students listen feedback from the teacher.</p> <p>4. The students and the teacher pray together with the teacher.</p>	10 Minutes

	<p>before end the class.</p> <p>5. The teacher left the class by saying “<i>thank you and see you</i>”</p>	<p>5. The students say “<i>thank you and good bye to the teacher</i>”</p>	
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- Media: First Text

My best friend

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

Rohmi comes from a very simple family. Her father is a pedicab driver and her mother has passed away. She has a younger brother. His name is Rahmat. In order to help their father, Rohmi and her brother work part-time to earn some money. Rohmi sells food during our class break, while her brother sells newspapers and magazines after school. One thing that I always admire about her is that she can manage her time well, and she always looks cheerful.

- Instruments

Questions:

1. Who is Rohmi?
2. What does the second paragraph tell you about?
3. Where did the writer sit?
4. What is Rohmi sells during class break?
5. From the text, what we conclude?

Key Answers:

1. Is a quite girl and very simple on the look.
2. Rohmi's Family
3. Beside Rohmi.
4. Sells Food.
5. Rohmi is diligent people.



Appendix 12.

LESSON PLAN FOR CONTROL GROUP (2)

Name of School : SMP Negeri 1 Sawan

Grade/ Semester : VIII/ 1

Subject : English

Skill : Reading

Time Allotment : 2 x 45 minutes

Genre : Descriptive

1. Core Competency

KI 1	Respect and appreciate the teaching of their religion.
KI 2	Respect and appreciate the honest behavior, discipline, responsibility, caring (tolerance, mutual aid), polite, and confident, in interacting effectively with the social and natural environment within reach of the association and its existence.
KI 3	Understanding knowledge (factual, conceptual and procedural) based on curiosity about science, technology, art, culture, phenomena and events looking eyes.
KI 4	Attempting to process and present in the realm of concrete (using, parse, compose, modify, and create) and abstract domains (reading, counting, drawing, and making up) in accordance with the learned in school and other sources in the same viewpoint.

2. Basic Competency and indicators.

No	Basic Competency	Indicators
4.7.1	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, and unsur kebahasaan teks deskriptif lisan dan tulisan, sangat pendek dan sederhana, terkait orang binatang, dan benda.	21. Determine main idea and topic of descriptive text.
		22. Determine specific information of descriptive text.
		23. Determine meaning of words or sentence in descriptive text.
		24. Determine the word reference in the descriptive text.
		25. Determine information which can concluded from the descriptive text.

3. Learning Objective

The students are expected to be able to identify the generic structure in descriptive text, and also identify simple present tense in form of descriptive text.

4. Teaching Material

Descriptive Text

a. Definition of Descriptive text

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

b. Language Features

Descriptive text

- Specific participant: has a certain object, is not common and unique (only one). For example: my house, Kuta Beach, Uncle Kadek, my Pet, etc.
- The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, a cute animal, the famous place in Korea, etc.
- The use of simple present tense: the sentence pattern used is simple present because it tells the fact of the object described.
- Action verb: verbs that show an activity (for example, sleep, run, cut, walk, and ect.)

c. Generic Structure

Descriptive Text

Identification : Identifies phenomenon (person, place, or thing) that will be described. (berisi tentang identifikasi hal / seseorang yang akan dideskripsikan.)

Description : Describes parts, qualities, characteristics, etc. (berisi tentang penjelasan/ penggambaran tentang hal/ seseorang.)

Descriptive text

My Uncle

My Uncle Martin is my mother's elder brother. He is my favorite among my mother's brothers. He is a very interesting man. He lives quite near us with my Aunt Angela and my cousins Anne and Bob. I often go to his house.

He is about 45 with grey hair. He is still quite good-looking. He is tall and well-built. He has blue eyes and a strong face. He wears glasses. He is short sighted. He takes them off when he doesn't work.

Uncle Martin is a textile engineer. He works for a big firm in the city. He travels widely in his job. He is an expert in solving problems with machines. At present, he is in the United States. He is visiting the firm's customers there. He is very fond of the sea. He has a boat at seaside. He goes there every weekend in summer to sail it.

I sometimes stay with my cousins at their house on the coast. When Uncle Martin is at home, he usually takes us out in the boat.

5. Teaching Method

- Method : Conventional Method.
- Technic : Conventional Strategy.

6. Learning Media

- Media : Worksheet, white board, marker,
- Learning Resources : <http://englishlollipop.blogspot.com/p/soal-soal-descriptive-text.html>

7. Teaching activity

First Meeting			
Learning Phase	Teachers' Activity	Students' Activity	Time Allocation
Opening	1. Teacher is greeting the students 2. The teacher leads the students to pray together 3. The teacher check students' attendance	1. The students respond teachers' greeting 2. The students pray together 3. The students tell the attendance in the class to the teacher.	10 Minutes

	<p>4. Teacher brainstorming the students about descriptive text</p> <p>5. Teacher gives explanation about learning objective or what students expected to able after teaching and learning process.</p>	<p>4. The students responded by listen teachers' explanation</p>	
Main activity	Explanation		
	<p>1. The teacher gives an explanation about what does descriptive text means.</p> <p>2. The teacher gives an example of descriptive text entitled “My Uncle” in front of the class.</p> <p>3. The teacher explains about the definition and generic structure of descriptive text.</p>	<p>1. The students listen to the teachers' explanation.</p> <p>2. The students listen the example of descriptive text.</p> <p>3. The students listen teachers' explanation.</p>	<p>25 Minutes</p>

Study Team Phase		
<ol style="list-style-type: none"> 1. The teachers give text of descriptive for each student. 2. The teacher gives the students time about 10-15 minutes to read and discuss the text. 3. The teacher asks the students to find the topic sentence of the text. 4. The teacher asks the students to make 5 questions about that text with individually. 5. The teacher also asks the students to make the key answer of their questions. 6. The teacher controls the students works 	<ol style="list-style-type: none"> 1. The students get the text about descriptive text. 2. The students read the text individually. 3. The students find out the find out the topic sentence of the text. 4. The students make 5 questions based on the text that was given by the teacher. 5. The students also make the key answer. 6. The students work individually. 	<p>30 Minutes</p>

	Scoring Phase		
	<ol style="list-style-type: none"> The teacher asks the students to exchange their answer to other students and lead the discussion. The teachers scoring the students in the discussion season. 	<ol style="list-style-type: none"> The students to exchange their answer to other students. The students listen teachers' information 	10 Minutes
	Confirmation		
	<ol style="list-style-type: none"> The teachers ask some questions that related with the topic today's learning. 	<ol style="list-style-type: none"> The students answer teachers' questions. 	5 Minutes
Closing	<ol style="list-style-type: none"> The teacher leads the students to conclude the material which has been studied. The teacher asks the students' feeling. 	<ol style="list-style-type: none"> The students conclude the materials. The students tell their feelings after teaching and learning process. 	10 Minutes

	<p>3. The teacher gives a feedback to the process and also the result of students' learning.</p> <p>4. The teacher leads the students to pray together before end the class.</p> <p>5. The teacher left the class by saying <i>"thank you and see you"</i></p>	<p>3. The students listen feedback from the teacher.</p> <p>4. The students and the teacher pray together with the teacher.</p> <p>5. The students say <i>"thank you and good bye to the teacher"</i></p>	
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- Media: First Text

My Uncle

My Uncle Martin is my mother's elder brother. He is my favorite among my mother's brothers. He is a very interesting man. He lives quite near us with my Aunt Angela and my cousins Anne and Bob. I often go to his house.

He is about 45 with grey hair. He is still quite good-looking. He is tall and well-built. He has blue eyes and a strong face. He wears glasses. He is short sighted. He takes them off when he doesn't work.

Uncle Martin is a textile engineer. He works for a big firm in the city. He travels widely in his job. He is an expert in solving problems with machines. At present, he is in the United States. He is visiting the firm's customers there. He is very fond of the sea. He has a boat at seaside. He goes there every weekend in summer to sail it.

I sometimes stay with my cousins at their house on the coast. When Uncle Martin is at home, he usually takes us out in the boat.

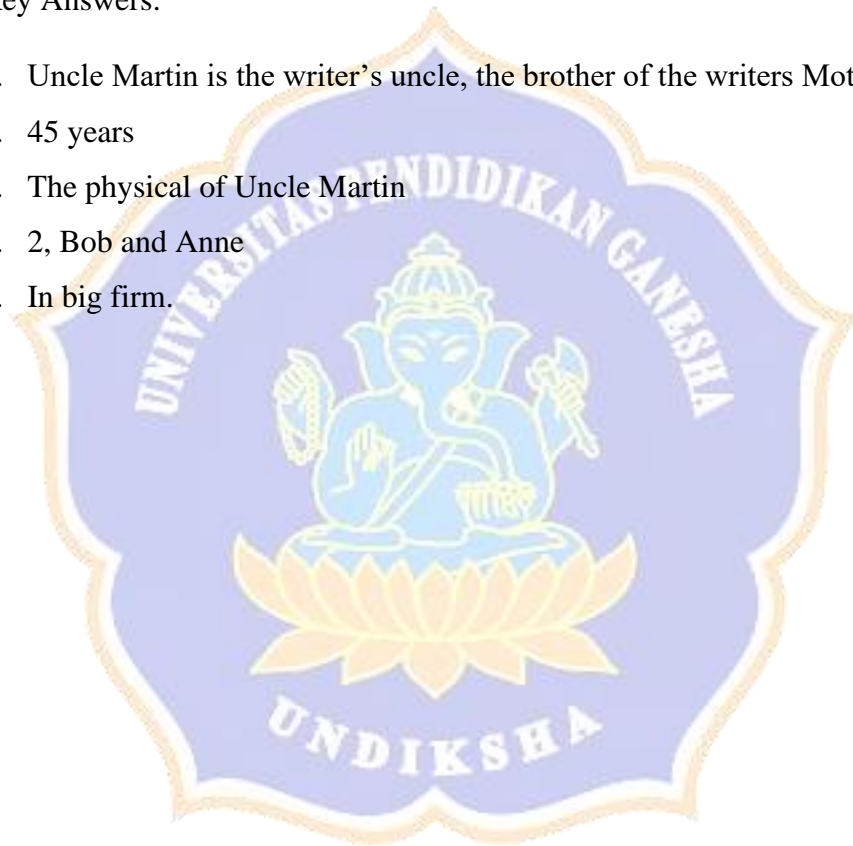
- Instruments

Questions:

1. Who is Uncle Martin?
2. How old is Uncle Martin?
3. What is the main idea of the second paragraph?
4. How many children does Uncle Martin have?
5. Where is Uncle Martin work?

Key Answers:

1. Uncle Martin is the writer's uncle, the brother of the writers Mothers'
2. 45 years
3. The physical of Uncle Martin
4. 2, Bob and Anne
5. In big firm.



Appendix 13.

LESSON PLAN FOR CONTROL GROUP (3)

Name of School : SMP Negeri 1 Sawan

Grade/ Semester : VIII/ 1

Subject : English

Skill : Reading

Time Allotment : 2 x 45 minutes

Genre : Descriptive

1. Core Competency

KI 1	Respect and appreciate the teaching of their religion.
KI 2	Respect and appreciate the honest behavior, discipline, responsibility, caring (tolerance, mutual aid), polite, and confident, in interacting effectively with the social and natural environment within reach of the association and its existence.
KI 3	Understanding knowledge (factual, conceptual and procedural) based on curiosity about science, technology, art, culture, phenomena and events looking eyes.
KI 4	Attempting to process and present in the realm of concrete (using, parse, compose, modify, and create) and abstract domains (reading, counting, drawing, and making up) in accordance with the learned in school and other sources in the same viewpoint.

2. Basic Competency and indicators.

No	Basic Competency	Indicators
4.7.1	Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, and unsur kebahasaan teks deskriptif lisan dan tulisan, sangat pendek dan sederhana, terkait orang binatang, dan benda.	26. Determine main idea and topic of descriptive text.
		27. Determine specific information of descriptive text.
		28. Determine meaning of words or sentence in descriptive text.
		29. Determine the word reference in the descriptive text.
		30. Determine information which can concluded from the descriptive text.

3. Learning Objective

The students are expected to be able to identify the generic structure in descriptive text, and also identify simple present tense in form of descriptive text.

4. Teaching Material

Descriptive Text

a. Definition of Descriptive text

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

b. Language Features

Descriptive text

- Specific participant: has a certain object, is not common and unique (only one). For example: my house, Kuta Beach, Uncle Kadek, my Pet, etc.
- The use of the adjective (an adjective) to clarify the noun, for example: a beautiful beach, a handsome man, a cute animal, the famous place in Korea, etc.
- The use of simple present tense: the sentence pattern used is simple present because it tells the fact of the object described.
- Action verb: verbs that show an activity (for example, sleep, run, cut, walk, and ect.)

c. Generic Structure

Descriptive Text

Identification : Identifies phenomenon (person, place, or thing) that will be described. (berisi tentang identifikasi hal / seseorang yang akan dideskripsikan.)

Description : Describes parts, qualities, characteristics, etc. (berisi tentang penjelasan/ penggambaran tentang hal/ seseorang.)

Descriptive text

Rafflesia Arnoldi

Rafflesia can be found in the forests of Malaysia, Sounthern Thailand, Sumatra and Java. But, Rafflesia flowers are Fairly hard to locate. It is especially difficult to see them in bloom. Its buds take up to 10 months to develop while its blossom lasts for just a few days.

Rafflesia has brownish, scale like leaves and fleshy, smelling flowers of various sizes, from few inches to meter big in diameter. We usually notice its large fleshy flowers. There is deep well in the center of the flowers. The sexual

organs are located beneath the rim of the disk. Male and female flowers are separate.

The reddish-brown colors of the petals, sprinkled with white freckles produce unpleasant stench, similar to rotting flesh. This would attract flies and insects which help disperse the seeds. Rafflesia is parasite, which means it takes the nutrient out of its host.

5. Teaching Method

- Method : Conventional Method.
- Technic : Conventional Strategy.

6. Learning Media

- Media : Worksheet, white board, marker,
- Learning Resources : <http://englishlollipop.blogspot.com/p/soal-soal-descriptive-text.html>

7. Teaching activity

First Meeting			
Learning Phase	Teachers' Activity	Students' Activity	Time Allocation
Opening	1. Teacher is greeting the students 2. The teacher leads the students to pray together 3. The teacher check students' attendance	1. The students respond teachers' greeting 2. The students pray together 3. The students tell the attendance in the class to the teacher.	10 Minutes

	<p>4. Teacher brainstorming the students about descriptive text</p> <p>5. Teacher gives explanation about learning objective or what students expected to able after teaching and learning process.</p>	<p>4. The students responded by listen teachers' explanation</p>	
Main activity	Explanation		
	<p>1. The teacher gives an explanation about what does descriptive text means.</p> <p>2. The teacher gives an example of descriptive text entitled “Reafflesia Arnoldi” in front of the class.</p> <p>3. The teacher explains about the definition and generic structure of descriptive text.</p>	<p>1. The students listen to the teachers' explanation.</p> <p>2. The students listen the example of descriptive text.</p> <p>3. The students listen teachers' explanation.</p>	<p>25 Minutes</p>

Study Team Phase		
<ol style="list-style-type: none"> 1. The teachers give text of descriptive for each student. 2. The teacher gives the students time about 10-15 minutes to read and discuss the text. 3. The teacher asks the students to find the topic sentence of the text. 4. The teacher asks the students to make 5 questions about that text with individually. 5. The teacher also asks the students to make the key answer of their questions. 6. The teacher controls the students works 	<ol style="list-style-type: none"> 1. The students get the text about descriptive text. 2. The students read the text individually. 3. The students find out the find out the topic sentence of the text. 4. The students make 5 questions based on the text that was given by the teacher. 5. The students also make the key answer. 6. The students work individually. 	<p>30 Minutes</p>

	Scoring Phase		
	<ol style="list-style-type: none"> 1. The teacher asks the students to exchange their answer to other students and lead the discussion. 2. The teachers scoring the students in the discussion season. 	<ol style="list-style-type: none"> 1. The students to exchange their answer to other students. 2. The students listen teachers' information 	10 Minutes
	Confirmation		
	<ol style="list-style-type: none"> 1. The teachers ask some questions that related with the topic today's learning. 	<ol style="list-style-type: none"> 1. The students answer teachers' questions. 	5 Minutes
Closing	<ol style="list-style-type: none"> 1. The teacher leads the students to conclude the material which has been studied. 2. The teacher asks the students' feeling. 3. The teacher gives a feedback to the 	<ol style="list-style-type: none"> 1. The students conclude the materials. 2. The students tell their feelings after teaching and learning process. 	10 Minutes

	<p>process and also the result of students' learning.</p> <p>4. The teacher leads the students to pray together before end the class.</p> <p>5. The teacher left the class by saying <i>"thank you and see you"</i></p>	<p>3. The students listen feedback from the teacher.</p> <p>4. The students and the teacher pray together with the teacher.</p> <p>5. The students say <i>"thank you and good bye to the teacher"</i></p>	
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- Media: First Text

Rafflesia Arnoldi

Rafflesia can be found in the forests of Malaysia, Sounthern Thailand, Sumatra and Java. But, Rafflesia flowers are Fairly hard to locate. It is especially difficult to see them in bloom. Its buds take up to 10 months to develop while its blossom lasts for just a few days.

Rafflesia has brownish, scale like leaves and fleshy, smelling flowers of various sizes, from few inches to meter big in diameter. We usually notice its large fleshy flowers. There is deep well in the center of the flowers. The sexual organs are located beneath the rim of the disk. Male and female flowers are separate.

The reddish-brown colors of the petals, sprinkled with white freckles produce unpleasant stench, similar to rooting flesh. This would attract flies and insects which help disperse the seeds. Rafflesia is parasite, which means it takes the nutrient out of its host.

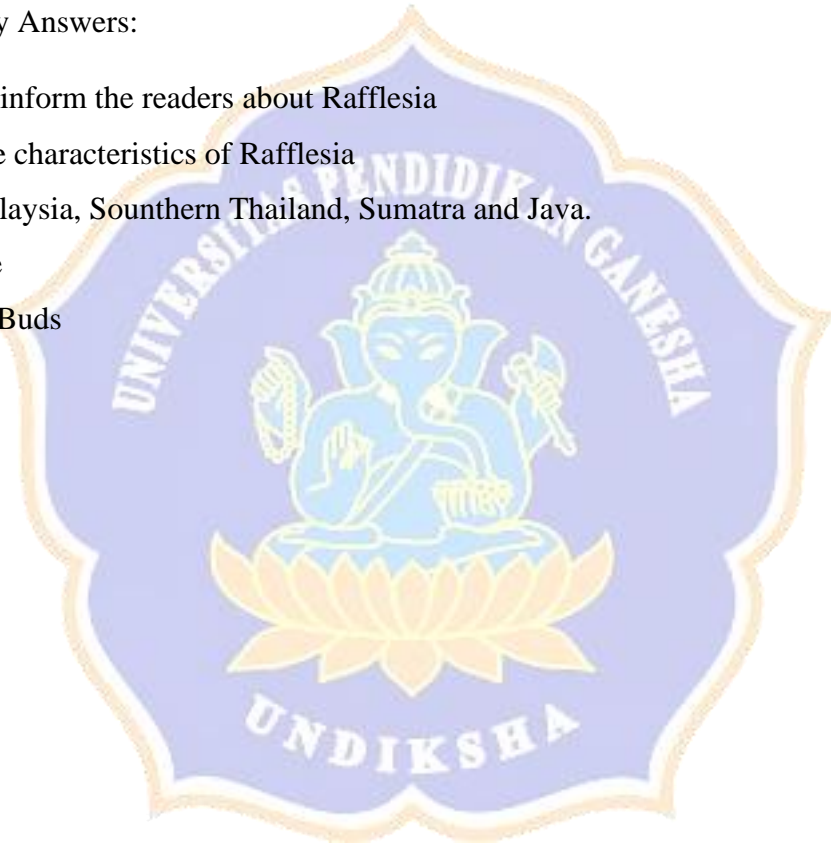
- Instruments

Questions:

1. What is the purpose of the text?
2. What is the main idea of the second paragraph?
3. Where we can find Rafflesia?
4. What the means of the word **notice** in lines 5?
5. What takes 10 months to develop for Rafflesia?

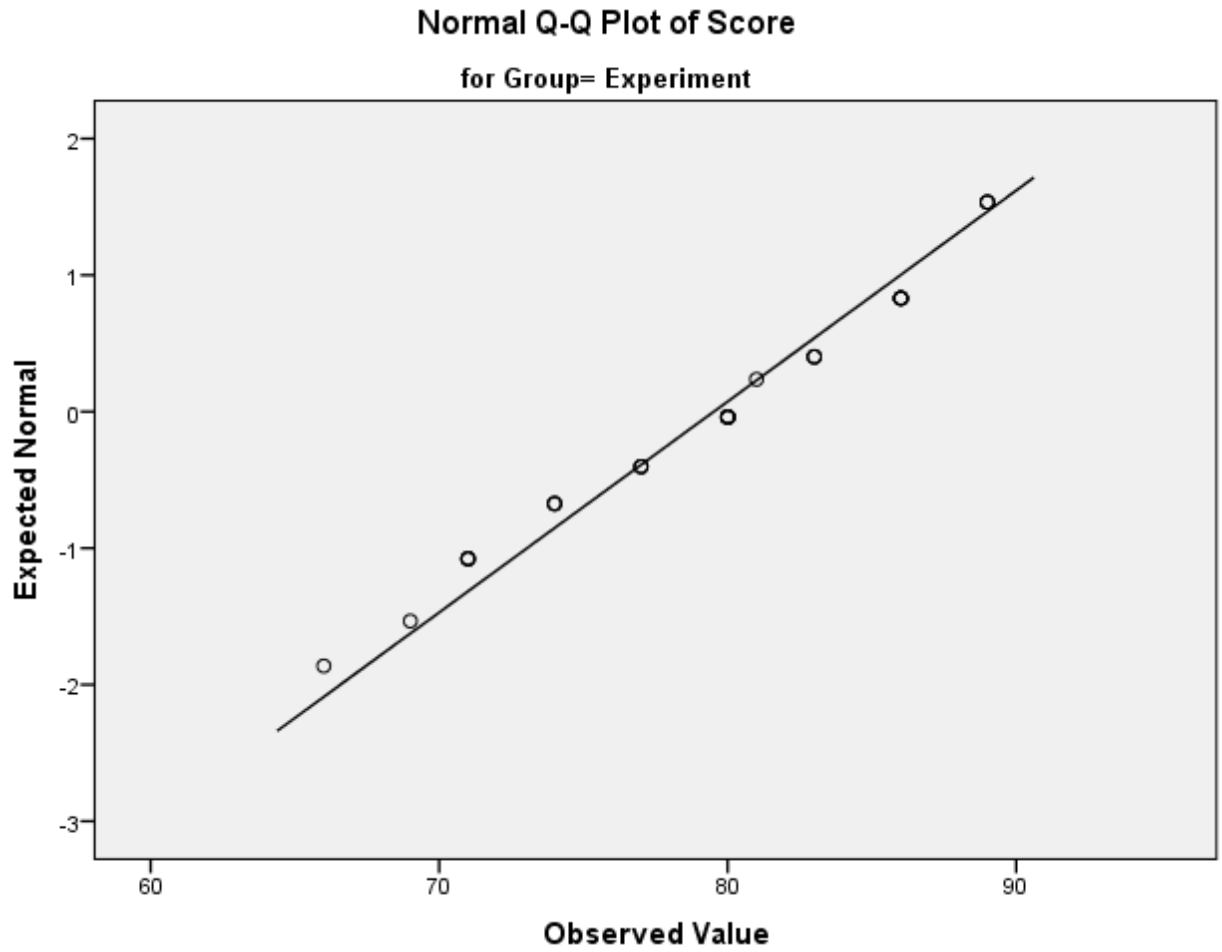
Key Answers:

1. To inform the readers about Rafflesia
2. The characteristics of Rafflesia
3. Malaysia, Sounthern Thailand, Sumatra and Java.
4. See
5. Its Buds

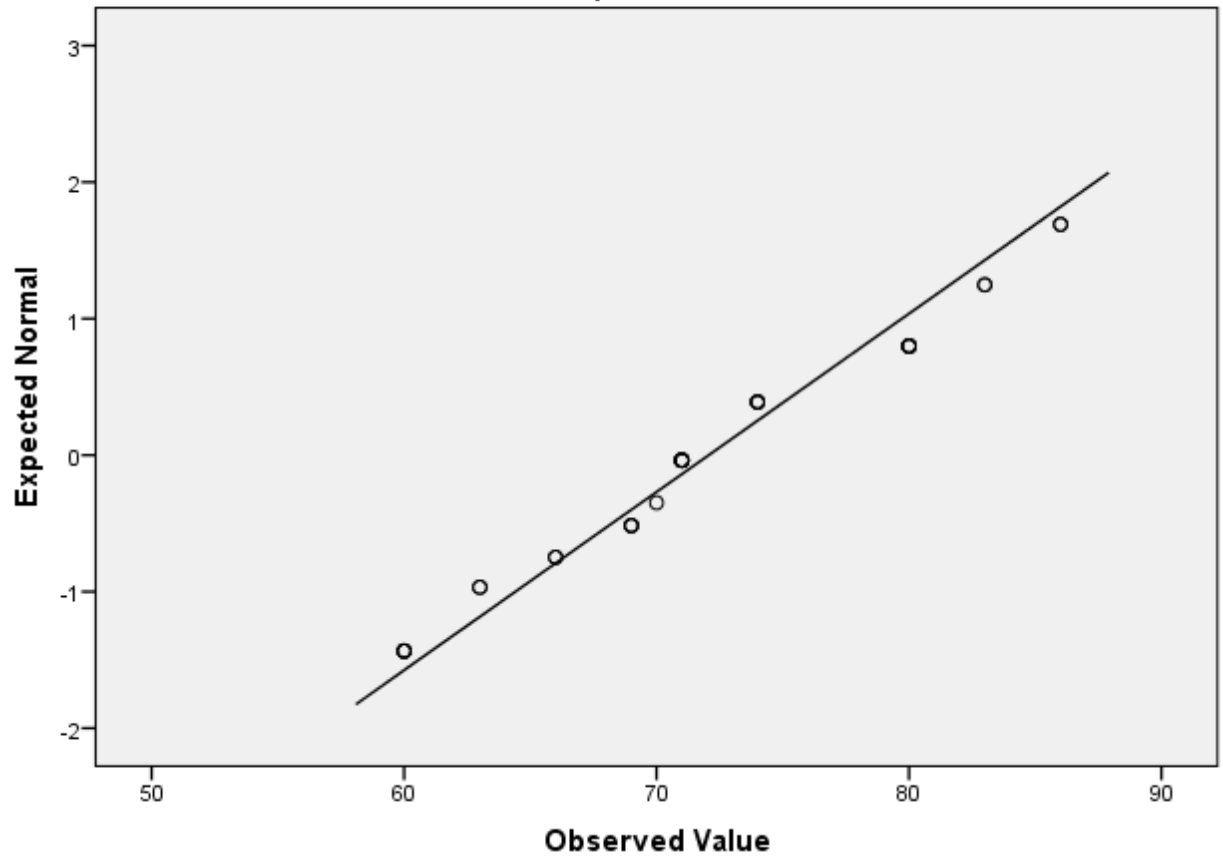


Appendix 14.

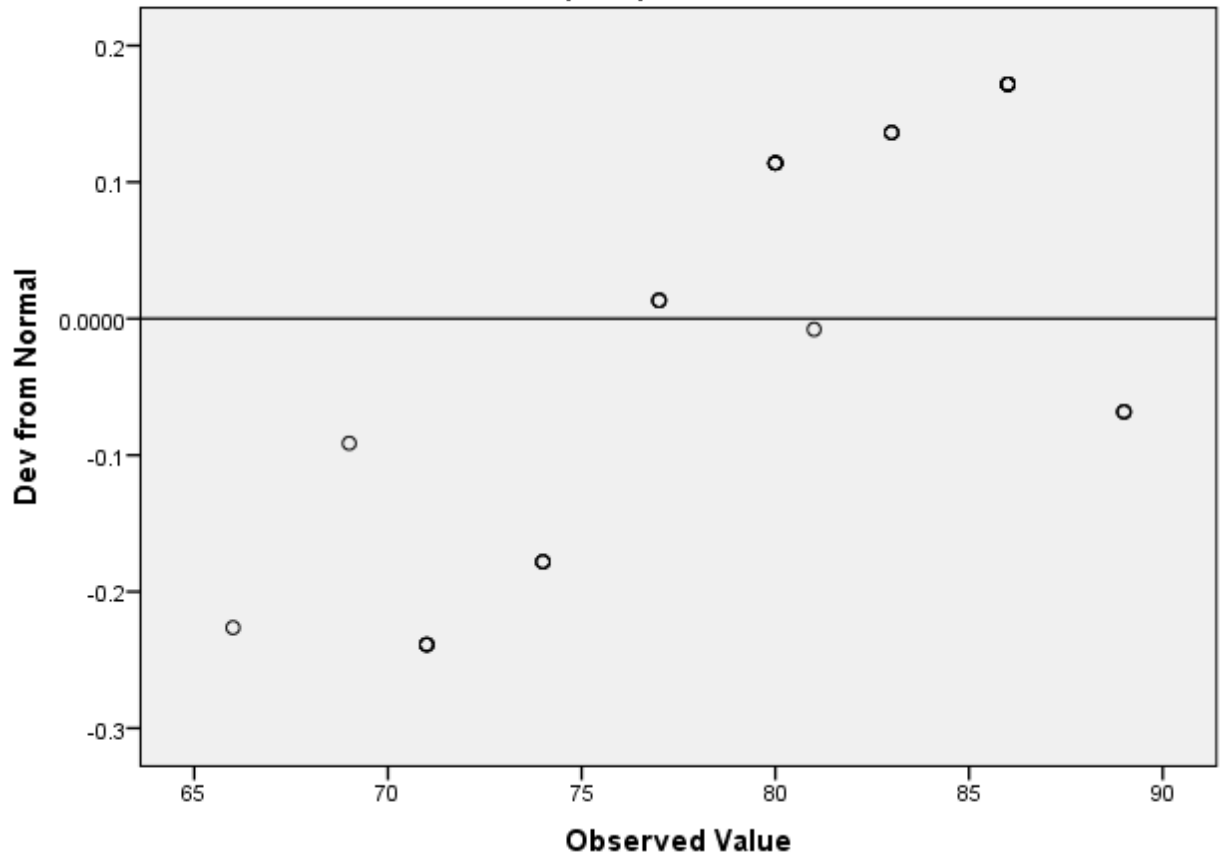
SPSS Analysis of Post-Test



Normal Q-Q Plot of Score
for Group= Control



Detrended Normal Q-Q Plot of Score
for Group= Experiment



Appendix 15.

Form of Content Validity

FORM OF CONTENT VALIDITY

1st Expert

Name : Dr. Dewa Putu Ramendra, S.Pd., M.Pd.

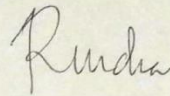
Position : Lecturer in Ganesha University of Education.

Please give a checklist mark in column relevant and checklist mark in column irrelevant if the item is irrelevant.

Number of Question	Judge		Comment
	Relevant	Irrelevant	
1	✓		
2	✓		
3	✓		
4	✓		
5	✓		
6	✓		
7	✓		
8	✓		
9	✓		
10	✓		
11	✓		
12		✓	
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14	✓		
15	✓		
16	✓		
17	✓		
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26	✓		
27	✓		
28	✓		
29	✓		
30	✓		
31	✓		

32		✓	
33	✓		
34	✓		
35	✓		
36	✓		
37	✓		
38	✓		
39	✓		
40	✓		

First Expert,



Dr. Dewa Putu Ramendra, S.Pd., M.Pd.
NIP. 197609022000031001

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FORM OF CONTENT VALIDITY

2nd Expert

Name : Nyoman Karina Wedhanti, S.Pd., M.Pd.

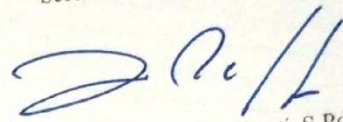
Position : Lecturer in Ganesha University of Education.

Please give a checklist mark in column relevant and checklist mark in column irrelevant if the item is irrelevant.

Number of Question	Judge		Comment
	Relevant	Irrelevant	
1	✓		
2	✓		
3	✓		
4	✓		
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40	✓		

Second Expert,



Nyoman Karina Wedhanti, S.Pd., M.Pd.
NIP. 198204212008122003

Appendix 16.

Picture of Trying Out the Instruments at SMP Negeri 3 Singaraja



Appendix 17.

Picture During the Treatment

In VIIIJ Class (Experimental Group)



In VIII F class (Control Group)



Appendix 18.

Pictures during the Post Test

In VIIIJ Class (Experimental Group)



In VIIF Class (Control Group)



Appendix 19.

Attachment Letter



KEMENTERIAN RISET, TEKNOLOGI, DAN PENDIDIKAN TINGGI
UNIVERSITAS PENDIDIKAN GANESHA
FAKULTAS BAHASA DAN SENI
Jalan A. Yani No. 67 Singaraja Bali Kode Pos 81116
Tetepon (0362) 2t541 lax. (0362) 2756t
Laman: fbs.undiksha.ac.id

Nomor : 4026/UN48.7.I/DT/2019

13 November 2019

Perihal : **Permohonan Izin Penelitian**

Yth. Kepala SMP Negeri 1 Sawan
di Buleleng

Dalam rangka pengumpulan data untuk menyelesaikan Skripsi/Tugas Akhir, dengan hormat kami mohon agar Bapak/Ibu mengizinkan mahasiswa di bawah ini:

Nama	. Ketut Bayu Sari Utami
NIM	- 1512021132
Program Studi	Pendidikan Bahasa Inggris
Jenjang	. S1
Tahun Akademik	2019/2020
Judul	- The Use of Small Group Discussion In Teaching Reading Comprehension On Eight Grade Students At SMP Negeri 1 Sawan

untuk mencari data yang diperlukan pada institusi yang Bapak/Ibu pimpin. Atas perhatian dan bantuan Bapak/Ibu, kami ucapkan terima kasih.

Wakil Dekan,
Wakil Dekan I,

Dr. Dewa Putu Ramadana, S.Pd., M.Pd.
NIP. 197609022000031001

Tembusan:

1. Dekan FBS Undiksha Singaraja
2. Kaprodi. Pendidikan Bahasa Inggris
3. Sub Bagian Pendidikan FBS

Appendix 19.

Attachment Letter



PEMERINTAH KABUPATEN BULELENG
DINAS PENDIDIKAN
SMP NEGERI 1 SAWAN
Alamat : Desa Sawan, Kec. Sawan, Kab. Buleleng. Telp. (0362) 330549

SURAT KETERANGAN

Yang bertanda tangan di bawah ini, Kepala SMP Negeri 1 Sawan menerangkan dengan sebenarnya bahwa:

Nama : Ketut Bayu Sari Utami
NIM : 1512021132
Jurusan/Prodi : Pendidikan Bahasa Asing/ Pendidikan Bahasa Inggris
Fakultas : Bahasa dan Seni
Universitas : Pendidikan Ganesha
Judul Skripsi : The Use Of Small Group Discussion In Teaching Reading Comprehension For Eight Grade Students at SMP Negeri 1 Sawan

Memang benar Mahasiswa tersebut di atas telah melaksanakan Penelitian pada SMP Negeri 1 Sawan, pada kelas VIII F dan VIII J pada SMP Negeri 1 Sawan dari Tanggal 15 November s/d 5 Desember Tahun 2019

Demikian surat keterangan ini di buat untuk dapat dipergunakan sebagaimana mestinya.

Singaraja, 2 Desember 2019
Kepala SMP Negeri 1 Sawan



Made Suarsana, S.Pd.
NIP. 19631231 198601 1 067



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RIWAYAT HIDUP



Ketut Bayu Sari Utami lahir di Singaraja pada tanggal 11 Desember 1996. Penulis lahir dari pasangan suami istri Bapak Gede Sukanta dan Ibu Made Trinadi. Penulis berkebangsaan Indonesia dan beragama Hindu. Kini penulis beralamat di Jln. Pulau Batam, No 15b Penarukan, Singaraja, Bali.

Penulis menyelesaikan Pendidikan dasar di SD Negeri 5 Kampung Baru dan lulus 2009. Kemudian penulis melanjutkan kejenjang Sekolah Menengah Pertama yaitu SMP Negeri 3 Singaraja dan lulus pada tahun 2012. Pada tahun 2015, penulis lulus dari SMA Negeri 4 Singaraja dan melanjutkan ke Perguruan Tinggi Negeri yaitu di Universitas Pendidikan Ganesha dengan mengambil program studi S1 Pendidikan Bahasa Inggris. Pada awal semester tahun 2020 penulis telah menyelesaikan skripsi penelitian yang berjudul “THE EFFECT OF SMALL GROUP DISCUSSION ON READING COMPREHENSION FOR EIGHT GRADE STUDENTS AT SMP NEGERI 1 SAWAN”