THE EFFECITVENESS OF USING TEAMS-GAMES-TOURNAMENT (TGT) ON STUDENTS’ READING COMPREHENSION ON DESCRIPTIVE TEXT
(A Quasi-experimental Study at the Eighth Grade of SMPN 166 Jakarta in the Academic Year 2016/2017)

A Skripsi

Presented to the Faculty of Educational Sciences in Partial Fulfillment of the Requirements for the Degree of S.Pd. (S-I) in English Education

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DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATIONAL SCIENCES
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA
2017
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ENDORSEMENT SHEET

The Examination Committee of the Faculty of Educational Sciences certifies that this “skripsi” (Scientific Paper) entitled “The Effectiveness of Using Teams-Games-Tournament (TGT) on Students’ Reading Comprehension on Descriptive Text” (A Quasi-experimental Study at the Eighth Grade of SMPN 166 Jakarta), written by Rizki Amaliyah, students’ registration number 1112014000024 was examined by the Committee on January 17th 2017. The “skripsi” has been accepted and declared to have fulfilled one of the requirements for the degree of “S.Pd.” (S-1) in English Education.

Jakarta, January 17th 2017

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Jakarta, Januari 2017
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ABSTRACT


Advisor I : Dr. Atiq Susilo, M.A.
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This research was conducted in order to get empirical evidence of the effectiveness of Teams-Games Tournament (TGT) on teaching reading descriptive text at the eighth grade of SMPN 166 Jakarta. The research was carried out in a quantitative method with a pre-test and posttest quasi-experimental design. The sample was obtained by using purposive sampling technique resulting in two classes with 35 students in each class. Those classes were then assigned into the experimental and control class. The experimental class was taught by implementing TGT while the control class was taught by implementing a conventional teaching technique or without implementing the TGT. The research, furthermore, was conducted by following the procedure: giving pre-test, implementing the intervention, and giving posttest. The data was collected through tests. The data of the tests was then calculated by using t-test in SPSS with sig. 5% and the data of the interview was described. The t-test was done by calculating the posttest and gained scores in both classes showing that the t-value in both post-test (2.125) and gained scores (3.297) are higher than the t-table (1.668) with df = 68 in the significance level of 0.05. It means t-value > t-table. Moreover, significance 2 tailed based on post-test was 0.037 and significance 2 tailed based on gained was 0.02, it were below 0.05 (p < α). Which means that the H_0 (null hypothesis) is rejected and H_a (alternative hypothesis) is accepted. It proved that using TGT is effective on teaching Reading descriptive text at eighth grade of SMPN 166 Jakarta.

Keywords : Teams-Games-Tournament, Reading, Descriptive Text
ABSTRAK


Pembimbing I : Dr. Atiq Susilo, M.A.
Pembimbing II : Drs. Sunardi Kartowisastro, Dipl.Ed.

Penelitian ini dilakukan untuk mendapatkan bukti empiris keefektifan Teams-Games-Tournament (TGT) untuk mengajar membaca teks deskriptif di tingkat VIII SMPN 166 Jakarta. Penelitian ini dilakukan dengan metode kuantitatif dengan desain pre dan posttest kuasi-eksperimental. Sampel diperoleh dengan menggunakan teknik purposive sampling yang menghasilkan dua kelas dengan jumlah 35 siswa di tiap kelas. Kedua kelas tersebut kemudian ditempatkan ke dalam kelas eksperimental dan kontrol. Kelas eksperimental diajarkan dengan menerapkan teknik TGT sedangkan kelas kontrol diajarkan dengan menggunakan teknik mengajar biasa atau tanpa menggunakan TGT. Penelitian ini, selanjutnya, dilakukan dengan melaksanakan prosedur berikut: pemberian pre-test, penerapan intervensi, dan pemberian posttest. Data didapatkan melalui tes. Data yang diperoleh melalui tes kemudian dihitung dengan menggunakan t-test di SPSS dengan level signifikansi 5%. Penghitungan t-test dilakukan dengan menghitung skor posttest dan perolehan (gained) di dua kelas yang menunjukkan t_{hitung} untuk skor posttest (2,125) dan gained (3,297) lebih tinggi dari t_{table} (1,668) dengan dk=68 pada level signifikansi 0,05. Dengan demikian, t_{hitung} > t_{table}. Selain itu level signifikansi berdasarkan posttest 0.037 dan berdasarkan gained 0.002 yang berarti berada dibawah level 0.05 (p < α). artinya H₀ ditolak dan Hₐ diterima. Ini menunjukan bahwa pengunaan TGT efektif untuk mengajar membaca teks descriptive di kelas delapan SMPN 166 Jakarta.

Kata kunci : Teams-Games-Tournament, Membaca, Teks Descriptif
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All praise be to Allah The Lord of the Worlds for the blessing, the strength, and the guidance to the writer in completing this research. Peace and bless be upon to the prophet Muhammad, his families, his companions, and his followers.

It is a precious work to the writer to finish her skripsi entitled “The Effectiveness of Using Teams-Games-Tournament (TGT) on Students’ Reading Comprehension on Descriptive Text” (A Quasi-experimental study at the eight grade of SMPN 166 Jakarta). It is presented to the Faculty of Educational Sciences in partial fulfillment of the requirements of the degree of Strata I (S-I) in Department of English Education.

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Jakarta, January 2017

The writer

Rizxi Amaliyah
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CHAPTER I
INTRODUCTION

A. Background of the Research

English is used as a foreign language in Indonesia. Based on School Based Curriculum (Kurikulum Tingkat Satuan Pendidikan), it is taught as a compulsory subject in junior high school and Senior high school. The curriculum has been stated that English is one of the languages used to communicate. It means students should comprehend to produce oral or written text, which means they have to comprehend four language skills; namely listening, speaking, reading and writing.\(^1\) It is in agreement with Jeremy Harmer’s opinion that people who learn English for communication and travel want to learn how to speak, read and write effectively.\(^2\)

One of the language skills that should be mastered is reading. Reading is very important to students because it has some influence on the other skills. According to Harmer, reading gives positive impact on vocabulary, spelling and writing. When students read, they also learn about grammar, vocabulary, and punctuation. In addition, it also provides samples of good writing. Students also can learn about construction of sentence, paragraph and text by reading.\(^3\)

Furthermore, in School Based Curriculum (Kurikulum Tingkat Satuan Pendidikan), students should have the ability to understand short functional text, monolog and some texts such as procedure, descriptive, recount, narrative, and report. One of the texts that should be comprehended by eighth grade of junior high school is descriptive text.

Nevertheless, based on the experience of the writers during PPKT (Praktek profesi keguruan terpadu) in SMPN 166 Jakarta, students find difficulties to understand when they read descriptive text. There are some factors that became the causes. First, teacher centered learning in the class, learning is focused on the

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\(^1\) Depdiknas, *Standar Isi Untuk Satuan Pendidikan Dasar Dan Menengah (Standar Kompetensi dan Kompetensi Dasar SMP/MTs, BNSP)*, (Badan Standar Nasional Pendidikan, 2006).


\(^3\) *Ibid*, p. 12.
teacher, teachers give the material and students just listening passively. Second, Most of the communication in the class is in one-side communication (teacher to students). The opportunity to communicate between students is very limited, they usually just listen to what teachers say. In addition, they also do their task individually, so the students opportunities to work together in learning is limited. The other reason is generally the big number of students, in SMPN 166 Jakarta the number of student in the class is 36 students. The teacher cannot give the attention fully to each student. In addition they also get difficulties in understanding the text when reading because they have limited vocabulary.

Based on the causes of the problem, the research used a technique to improve student reading comprehension on descriptive text. The technique that must be used should motivate students, make them active and work in group. As Harmer said that peer group is more appropriate to adolescent students who still search their identity and need self-esteem. Adolescent also have big learning capacity, enormous potential creative thought, and enthusiastic with interesting thing.4

In addition, making students work in group help teachers to teach in big classroom, all students have the same opportunity to learn, so there are not students that get less attention. It is in agreement with Harmer’s suggestion that pair work and group work are usually used in big class teaching because there are more chance of students to interact with other, and it also more feasible and time-efficient.5

In addition, Macalister state that many teachers that teach reading by only practicing. Teachers think that teaching reading is practicing reading, the teaching process demand students to read quickly or answer the question correctly. This approach does not teach learners how to read. Moreover the teaching process of reading should have meaning-focused input. It means that first, it is focus on meaning. Second, the task and the test interest the students. Third, there is new

4 Harmer, *op. cit.*, p. 15.
learning. Fourth, the input is understandable for the students. The last, the tasks are designed to reduce students’ stress.\textsuperscript{6}

As explained above, cooperative learning is used as a technique to teach reading in this research. Based on Slavin, cooperative learning is used to increase student’s achievement, such as increasing intergroup relation, self-esteem and admission of the academic weaknesses of classmates. Furthermore, cooperative learning is really appropriate to solve the problem above.\textsuperscript{7}

There are some methods on cooperative learning, such as; Student Team Achievement Division (STAD), Teams-Games-Tournament (TGT), Jigsaw, Team Accelerated Instruction (TAI), Cooperated integrated reading and composition (CIRC). TGT is used in this research.

According to Slavin, Teams-Games-Tournament is originally developed by David DeVeries and Keith Edwards. It uses teacher presentation and team work. TGT use tournament, in which students play academic games. Each student represents the group to contribute point to their team.\textsuperscript{8} In this case Slavin in Pederson said that the teams should be heterogeneous in sex, ethnicity, and level of performance.\textsuperscript{9}

Teams-Games-Tournament is chosen in this research because it gives chance to students to help each other to understand the material when they do teamwork, on other hand it can also help students be independent when they do games because they cannot ask their teammates to help them. In addition the games also increase their motivation, because they want to give points to their team.

As the result of the background above, the writer did the research by using Teams-Games-Tournament to teach reading in SMPN 166 Jakarta. The title of this research is “The Effectiveness of Teams-Games-Tournament (TGT) on


\textsuperscript{8} \textit{Ibid.}, p. 6.

Students’ Reading Comprehension on Descriptive Text” (A Quasi-experimental Study in the eighth grade of SMPN 166 Jakarta.)

B. Identification of the Problem

In learning reading descriptive text students find many problems. Such as:
1. Teaching and learning process in the class is teacher centered. Teacher is the one who gives the lesson, students do not have the opportunity to give feedback and to share their ideas about the material.
2. Lack of communication between students. The communication in the class just give by one side, it is teacher to students. The students cannot
3. The number of student in class is too large. The number of students in a class is 36 students, it is difficult to teacher to teach and monitor the students one by one. The teacher cannot give all students the same attention.
4. Students have limited vocabulary. When student reading they feel confused about the message of the text because they don’t know some of the vocabulary.
5. The teaching technique just asks student practicing reading. The technique that just asks student to practice reading without teaches students how to read effectively.

C. Limitation of the Problem

From the identification of the problem above the research focus on the effectiveness of using Teams-Games-Tournament on student’s reading comprehension on descriptive text in SMPN 166 Jakarta. Moreover, the research is limited on problem in point one, two and three which relate to the problem of reading and technique for better reading at eighth grade of SMPN 166 Jakarta.
D. Formulation of the Problem

Based on the limitation above, it is formulated the problem in a research question “Is there any effectiveness of using Teams-Games-Tournament (TGT) in students’ reading comprehension on descriptive text at eighth grade of SMPN 166 Jakarta?”

E. Objective of the study

This study is aimed to find out the empirical evidence of effectiveness of using Teams-Games-Tournament (TGT) on students’ reading comprehension on descriptive text at eighth grade of SMPN 166 Jakarta.

F. Significant of the study

The result of the study hopefully can be useful for:

1. Students
   Students are motivated to learn more due to appropriate technique and help them to learn. Students improve the interaction with the other students or the teacher.

2. Teacher
   Teacher’s knowledge about technique in teaching can be improved. This study can help teachers to teach the material with other innovative technique.

3. School
   The quality of students and teachers can be improved. Practical technique that can be made to be a curriculum can be improved.
CHAPTER II
THEORITICAL FRAMEWORK

A. Reading

1. The Definition of Reading

Reading is the skill that should be learned when studying English. Reading is needed to get information in written language. Moreover Reading is very important to students because it has some influence on the other skills According to Harmer, reading gives positive impact on vocabulary, spelling and writing.\(^{10}\) It is because when people read they get more vocabulary; if students read new text it means that they also add new vocabulary. Reading a lot also train student to pronounce word correctly. Moreover by reading text people get information or idea to write.

Furthermore, Aebersold and Field state that “Reading is what happens when people look at text and assign meaning from written symbols in a text.”\(^{11}\) It means that reading is process when reader understands what the meaning of the text they read. Moreover in reading process, reader and text is the main physical aspect that needed. It is similar to Heilman’s statement “reading is a process of getting meaning from printed word symbols.”\(^{12}\) It means that reading is not only read words by making voice based on word or sentence, but also get meaning or the message of the text. Based on the definition above, meaning is the important aspect of reading. Moreover, from the passage there may be more than one meaning that can every reader gets. Readers can get different meanings of the text that they read because it has influence on their background knowledge, experience, and vocabulary.

Meanwhile Smith and Robinson stated that “reading is an active attempt, on the part of the reader, to understand the writer’s message”. Moreover they said

\(^{10}\) Harmer, op. cit., p. 11.
that the reading process is process interacting and reconstructing with what a writer tries to communicate. Based on the definition, it can be said that a reader should understand what a writer wants to say. In order to do that reader should anticipate or predict what the message that wants to be communicated by the writer. Moreover a reader needs enough background to contact with a writer. It is like a process of communication which the message of the writer that should be received correctly by the reader.

In addition, Grabe and Stoller added that “Reading is the ability to draw meaning from printed page and interpret the information appropriately.” Similar to the definition above reading is not only getting the meaning but also interpreting it appropriately in order to know what the writer means. Moreover, reading is a process of thinking which requires responses on the part of the reader. When reading, a reader can make different generalization, draw new inferences and plan new next steps on the basis of it. The next level of reader not only interpret the meaning but also make different generalization that has the same message with text, make conclusion, or predict what the next passage. It is a response to a thinking process that readers do.

Based on the definition above, it can be seen that reading is a thinking process by getting meaning from the text and interpreting the information that writer tries to communicate. Moreover reading a text is not only getting the meaning of the text. Students need to understand the meaning of the whole text which is usually called comprehension.

Furthermore, comprehension is acquiring and deriving meaning process and understanding the idea from text, it involves cognitive functioning related to what people read. It means that readers have to use their cognitive ability in order to comprehend a text. In order to understand the meaning reader uses their

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16 John F. Savage and Jean F. Mooney, Teaching Reading to Children with Special Need. (London; Allyn and Bacon, 1979), p.7
background knowledge or their ideas. The reader connect them in order to get appropriate meaning.

According to Bond and Wagner, comprehension consists of basic abilities, such as recognizing word and their meaning, grouping word into thought unit, giving proper emphasis to the thought units in order to understand the sentences. Moreover it is the readers’ ability to ascertain the relationship between sentences, and then they can understand the meaning of the paragraph, until they arrive in the meaning of the total passage.\(^{17}\) It means comprehension is an ability to understand from the smallest aspect of the text such as vocabulary and grammar, to the whole meaning of the text such as finding main idea, making a conclusion and predicting what the next passage.

In Addition Jean, et.al, said that good comprehenders use their background knowledge about the topic of the reading, during the reading the question about the topic with summon up, then summarize it, make conclusion and make mental image from the world in the text.\(^{18}\) According to the view of comprehension a writer needs active and confident reader in order to connect their background knowledge with the topic. The readers also have to be curious in order to question the ideas of the text. Moreover they also have to summarize and make some inferences based on the text.

In addition Dechant stated that the good comprehender possesses the ability to:\(^{19}\)
\begin{enumerate}
\item Associate background knowledge and meaning of the text. Background knowledge can be the educational or social knowledge, or the experience that connected with the topic of the text;
\item Understand words in context. Reader must choose the meaning of the world appropriate enough with the context of the text;
\end{enumerate}

c. Give meaning to units of increasing size: the phrase, clause, sentence, paragraph, and whole selection;

d. Develop literal and denotative meaning such as; understand the main idea, recognize and restate significant facts or details, follow direction given, recognize sequence of passage, and identify explicitly stated expression of relationship.

In conclusion, reading comprehension is a process of reading to get meaning by using the readers’ background knowledge, and their ideas related to the topic in order to understand the text appropriately. Moreover reader can also summarize and make appropriate inferences of the text.

2. The Purpose of Reading

The general purpose of reading is to get information. Furthermore, when people read, they have different purposes; there are some purposes of reading. Grabe and Stoler divided the purpose of reading as\(^\text{20}\):

a. Reading to search for simple information;
b. Reading to skim quickly;
c. Reading to learn from text;
d. Reading to integrate information;
e. Reading to write;
f. Reading to criticize text;
g. Reading for general comprehension.

Based on the purposes above we can see that many people have their own purposes when they are reading. There are students that read book in order to learn from their exam beside that there are writers that read a book in order to get idea for his/her book and many others.

According to Harmer, the purposes of reading are\(^\text{21}\):

a. Reading to confirm expectation;
b. Reading to extract specific information;
c. Reading for communicative task;
d. Reading for general understanding;
e. Reading for detail comprehension: information;
f. Reading for detail comprehension: function and discourse.

\(^{20}\) Grabe, \textit{op. cit.}, p.6
Different from Grabe and Stoller, Harmer also defines purposes of reading to confirm expectation and communicative task. He also divided reader to detailed comprehension to two parts; reading for detail comprehension of information and Reading for detail comprehension of function and discourse.

Reader should decide the purpose of reading when they read, it makes their reading more effective. It help them to reach their purposes and to choose the technique of reading that is used based on the purposes.

B. Descriptive Text

1. The Definition of Descriptive Text

There are some types of text that should be learned in junior high school. One of them is descriptive text. According to Siahaan and Shinoda, descriptive text is a written English text which describes an object. The object can be abstract or concrete object. It can be a person, or animal, or tree or a house or camping and the other topics. Based on description above, descriptive is a text that describe concrete or abstract object based on fact. In addition, Adjectives are used to describe the characteristic of the object in order to give factual image to the reader.

In addition Anderson and Anderson stated that descriptive text or description describes particular person, place or thing. It describes subject by describing its feature without including personal opinion. Descriptive text consists of two components, they are identification and description. Its purpose is to describe a particular person, place or thing.

On the other hand, Buscemi and Smith stated that description makes for diversity. The object described in the six selection that follow vary as widely as

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the distinctive style and perspectives of the writer. Nonetheless, each essay is a portrait sketch in details that are at once concrete, specific, and vivid.\textsuperscript{24}

Based on that, description is a way of imaging object verbally in speech or writing. Here, the writer may illustrate that the word “drug” to an elderly person suffering the pains of age related disease is positive, but to people with family or friends hooked on heroin, the word “drug” is negative. Denotative language, on the other hand, does not carry any emotional overtones or value judgments.

Based on the definition above, it can be concluded that descriptive text is a factual text which describes object. It can be person, place or thing. The description is arranged in identification part and description part which are the components of the text.

2. The Linguistic Features of Descriptive Text

Similar to the other text, descriptive text also has Linguistic feature, Linguistic features of descriptive text based on the Andersons are:\textsuperscript{25}

a. The form of verb is present tense

Present tense is used because the text talks about factual condition. It can be possible to use past tense if the object dead or extinct.

b. Using adjectives to describe the feature of the subject

Adjective is needed to describe characteristic of the object to enhance the reader the image of the object described, it can be physical such as color, shape or personalities such as kind, friendly, wise, smart, and many others.

c. Topic sentence

Topic sentence is to begin and organize the various aspect of the description.

On the other hand, Siahaan and Shinoda said that the language features of descriptive are:\textsuperscript{26}

a. Focus on specific participant. The object that is described is specific, in order to give real image to the reader about the object.

\textsuperscript{25} \textit{Ibid.}, p.26
\textsuperscript{26} Siahaan,\textit{op. Cit.}, p. 89.
b. Use of attributive and identifying processes.
c. Frequent use of adjectives and classifiers in nominal group. The adjective is used in order to give the reader clear image about the object when they read a text, it can be situation, the characteristic, and the personalities.
d. Use of simple present tense. The descriptive text is text that describe factual object. It means that It have to use simple present tense, except the object was died or extinct.

All the language features above such as simple present tense, adjective, and topic sentence are important to arrange descriptive text. In order to describe object based on fact and to give imaginary picture to the reader it needs the entire feature.

3. The Schematic Structure of Descriptive Text

Generally descriptive text consists of two structures i.e., identification and description. Identification is the part which identifies the object or phenomenon to be described. While description describes parts, qualities, characteristic of the part of the object. 27

Moreover, according to Anderson descriptive text is constructed by opening paragraph as an introduction of subject described. This paragraph introduce the subject of the description to the reader and it can be the reader brief details about when, where, who or what of the subject. The next part is description that consists of some description paragraphs, each paragraph begin with topic sentence, the topic sentence previews the details, each paragraph describes one feature of the subject. There can also be the final paragraph concluding section as the end of the description. 28

Furthermore, descriptive text consists of two parts, identification as general identification of the object and description as detail paragraphs that describe the object. A concluding paragraph is optionally added in order to close the text.

27 Siahaan, op. cit., p. 89
28 Anderson, op. cit., pp. 26—27
C. Teams-Games-Tournament (TGT)

1. The Understanding of Team Games Tournament

Teams-Games-Tournaments is one of the oldest technique of cooperative learning. Teams-Games-Tournaments and Students Teams Achievement Division (STAD) are the most applicable forms of cooperative learning. Teams-Games-Tournament is the first cooperative learning method in John Hopkins Universities which is originally developed by David Devries and Keith Edwards. It is a technique that asks students to cooperate with their friends. Cooperating with other students gives chance students to teach and study together with their friends.

In addition, Devries et.al. said that Teams-Games-Tournament is sequence of teaching learning activities which is severely structured. Three educational techniques, such as small groups, instructional games and tournaments, are combined in this technique. It is designed to accomplish the regular teaching in upper elementary school, junior high school, and senior high school. TGT give students chance to get fun from study when they do game. In addition, the competition in the tournament gives motivation to student to study seriously. It is also applicable to levels from elementary school to senior high school.

Furthermore, Slavin said that TGT uses teams, instructional formats, and work sheets. Nevertheless, weekly tournament is used to show individual mastery of the subject matter. The advantage of this technique is there is weekly tournament that asks students to do game individually therefore students not only study in group but also have to do tournament individually, it helps them to be independent.

Therefore, TGT is a cooperative learning method that is combined games and tournament in order to make student cooperate with others and also show their individual subject comprehension.

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29 Slavin, op. cit., p. 71.
2. **The Features of Teams-Games-Tournament**

Implementing TGT there are some Features that necessary. They are:

a. Small team. Based on group size research, small and face to face teams are more efficient and cohesive.

b. Heterogeneous teams. Each of team must have heterogeneous students due to the aim of the teams which is to give opportunity for peer tutoring.

c. Performance at the individual level. Each student must be individually responsible for his or her performance. The performance must be evaluated and teammates are not permitted to help.

d. Team incentives must be sufficient to motivate team performance and must be delivered frequently. It is needed to motivate team performance, to have team engage in team competition and to recognize successful teams.

e. The contribution of team members must be equally valuable. It is needed to give opportunity for less valued student as the higher valued students.\(^{32}\)

In conclusion, the team in TGT must be small and heterogeneous; moreover the students must have individual performance to contribute to their team. Incentives are needed to motivate them and the contributions of each student to the team must be equal.

3. **The Procedure of Teams-Games-Tournament**

Teams-Games-Tournament was designed to be easy when it is used, involving minimal expense and only minor additional preparation. TGT has 5 components, they are; class presentation, team, game, tournament, and team recognition. More over to implement TGT there are some procedure as follow:

a. Class presentation. Material in TGT is initially introduced in a classroom presentation. This is most often direct teaching or lecture discussion conducted by the teacher, but could include audio visual presentation.

b. Teams. Students are set to four members in a teams, in which each team consists of students from all achievement level, sex, race or ethnicity. The major function of the team is to make sure that all team members are learning.

\(^{32}\) Devries, *op. cit.*, pp. 15—16.
and to prepare its member to do their best in tournament. The students in the teams usually study worksheet or other material to discuss problems together, comparing answer, and correcting any misconceptions.

c. Games. The games are composed of content relevant question designed to test the students’ knowledge from class presentation and team practice. Games are played at tables of four students from different team. Most games are simply numbered question on a ditto sheet. A numbered card picked by a student. Then, the student attempts to answer the question corresponding to the number.\(^{33}\)

d. Tournament. Students play the games in frequently held tournaments. Each tournament needs more or less 40 minutes. In the tournament students compete as individuals to contribute points to their teams, they play at three students, ability homogenous tables. At each table the higher scorer brings six points to each his or her team. The middle scorers bring four points; and the low scorers bring two points. The scoring system is used to show that every member has roughly equal change of bringing six points to his or her team.\(^{34}\)

e. Last, Team recognition. Team may earn rewards such as certificate or others if their average scores exceed a certain criterion. Students’ team scores may also be used to determine up to 20 percent of their grades.\(^{35}\)

4. **The Advantages of Team-Games-Tournament**

Teams-Games-Tournament has many advantages in teaching and learning activities .Based on DeVries research on TGT, it has some intentions:

a. Increase academic achievement.

b. Improve students’ attitudes.

c. Create students peer tutoring.

d. Stimulate the outside world.

e. Dissolves social barriers.\(^{36}\)

\(^{33}\) Slavin, *op. cit.*, pp. 71—84

\(^{34}\) DeVries, *op. cit.*, pp. 17—18.

\(^{35}\) Slavin, *op. cit.*, p. 73.

\(^{36}\) DeVries, *op. cit.*, pp. 5—6.
Therefore, Teams-Games-Tournament is useful not only for the improvement of cognitive aspect but also for the affective aspect. Besides it can improve understanding of material taught and also useful for students’ social life by training them to cooperate and help each other.

D. Relevant Previous Study

There are some relevant studies related to this research. First is ‘Skripsi’ written by Agung Sedayu entitled “The Effectiveness of Using Teams-Games-Tournaments (TGT) in Teaching Reading of Narrative Text”\(^\text{37}\). There are similarity and differences between his study and the writer’s research. First same as this research his research also study about students comprehension of reading, nevertheless the text types that is used in this research are different, if this research studied about reading comprehension of descriptive text, his research studied about students reading comprehension of narrative text.

The second research related to this study is study written by Hery Fitriyanto entitled “The Effectiveness of Teams-Games-Tournament (TGT) Technique on Students’ Mastery of Simple Past Tense.”\(^\text{38}\). The result of this research is that there was effectiveness of TGT on students’ mastery of simple past tense. There are some similarities and difference between his research and this research. First, both of the researches used TGT technique to teach grammar. Second, both of the researches are quasi-experimental research. Nevertheless, the subject taught is different, his research studied about grammar aspect, especially simple past tense, while this research is about reading skill, especially on reading descriptive text.

The third research related to the study is research done by the developer of TGT, David L. Devries, together with Mescon and Shackman, entitled “Teams-Games-Tournament in Elementary Classroom: a Replication. Devries studied

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\(^{37}\)Agung Sdayu, “The Effectiveness of Using Teams-Games-Tournaments (TGT) in Teaching reading of narrative text”, skripsi in Faculty of Tarbiya and Teachers Training UIN Jakarta, 2014, unpublished.

\(^{38}\)Hery Fitriyanto, “The Effectiveness of Teams-Games-Tournament (TGT) Technique on Students’ Mastery of Simple Past Tense.” skripsi in Faculty of Tarbiya and Teachers Training UIN Jakarta, 2014, unpublished.
about the effect of TGT on language art skill and classroom social processes in primary school.\footnote{David L. DeVries, Ida T. Mescon, Susan L. Shackman, Teams-Games-Tournament in Elementary Classroom. Research on John Hopkins University centre for the study of social organization of school, 1975, unpublished.} In conclusion, the research showed that TGT has positive impact on both of them. The similarities of his research and this research are first both of the researches used the same method of research. Second, both researches study about TGT. Whereas, there are some differences between them. First, when his research studies on language art skill, while this research study about students reading comprehension on descriptive text without social aspect. Second, the population and sample used. If his research used third grade of elementary school, while this research use eight grade of junior high school as sample and population.

E. Thinking Framework

Reading is one of the skills that is important to master English. In addition, Reading is very important to students because it influences the other skills. According to Harmer, reading gives positive impact on vocabulary, spelling and writing.\footnote{Jeremy Harmer, How to Teach English, (Edinburgh; Pearson ELT,2007), p.11.} Based on School Based Curriculum (\textit{Kurikulum Tingkat Satuan Pendidikan}), students should have the ability to understand short functional text, monolog and some text such as procedure, descriptive, recount, narrative, and report. One of texts that should be comprehended by eight grade of junior high school is descriptive text.

However, students sometimes find difficulties in understanding when they read descriptive text. There are some factors that become the causes. The causes are learning process in class when teaching is still teacher centered, less communication between students, the big number of students in class, and lack of vocabulary building activities of the students.

In order to solve the difficulties, TGT can be used. Because by using TGT, learning process in the class is students centered, students are more active in order to share information in group and also when they do game. In addition when they do group working and tournament, there is more chance for students to
communicate with each other. They also can share their vocabulary or search for new vocabulary in dictionary together effectively. However by making students work in group help teacher to teach in big class because it is easier for teacher to monitor students in groups rather than to monitor students individually.

Based on the explanation above and the previous study, the writer used Teams-Games-Tournament to teach descriptive text. As said above, TGT is one of cooperative teaching techniques that combines classroom presentation, team work, games, and tournament that can help teachers teach in the large class. It also has many uses and it can help students to increase academic achievement.

F. Research Hypotheses

Based on the theory and the previous study, the research hypothesis is there is effectiveness of using TGT (Teams-Games-Tournament) on students’ reading comprehension on descriptive text at eighth grade of SMPN 166 Jakarta.
CHAPTER III
RESEARCH METHODOLOGY

A. Method and Design

This research was quantitative research. Moreover, it used Quasi-experimental design. Quasi-experimental design is a design that does not use random assignment. It means the researcher cannot randomly assign participants to groups because the researcher cannot create group for the experiment. Quasi-experimental design uses pretest and posttest to both controlled class and experimental class. The researchers teach two classes. First in the experimental class researcher used TGT as technique of teaching reading of descriptive text, while in controlled class researcher didn’t use TGT as technique of teaching reading descriptive text.

The design can be figured as follow:

<table>
<thead>
<tr>
<th>Group</th>
<th>Pre-Test</th>
<th>Treatment</th>
<th>Post-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>$O_1$</td>
<td>X</td>
<td>$O_2$</td>
</tr>
<tr>
<td>Controlled class</td>
<td>$O_1$</td>
<td>-</td>
<td>$O_2$</td>
</tr>
</tbody>
</table>

O = measurement
X = Treatment given

There are two variables in this research, independent variable and the dependent variable. The independence variable in this research was TGT technique and dependent variable in this research was students reading comprehension on descriptive text.

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B. Place and Time

This research was conducted to 8th grade of SMPN 166 South Jakarta in which located at Jl. Kedondong No. 5 Jagakarsa South Jakarta on November 2016.

This research was done for 6 meetings both in experimental and controlled class. First meeting is used for pretest. And second, third, four and five meetings were used for treatment. Therefore, the last meeting was used as posttest to both experimental and controlled class.

C. Population and Sample

The population of this study was students of eighth grade in SMPN 166 Jakarta. The eighth grade was divided into seven classes, a number of each class was 36 students. They were VIII.1-VIII.7.

Purposive sampling was sampling technique used in this research. Purposive sampling is technique sampling that select sample based on personal judgment of previous knowledge and purpose of research. This technique was used because it was appropriate to the research. The information and the data from teacher was used to choose which classes that have homogeny type.

Based on data and judgment from the teacher of two classes were chosen as sample of this study. They are VIII-4 and VIII-5. Moreover based on pre-test, both classes were homogenous. VIII-5 was chosen as experimental class and VIII 4 as Controlled class. The class of VIII-5 consists of 36 students but there is 1 student who cannot join the research, so there are 35 students in Experimental class.in addition, the class of VIII-4 consisted of 36 students but there was 1 student who could not join the research, so there were 35 students in controlled class.

\[42\text{ Ibid., p. 100.}\]
D. Instrument of the Study

The instrument of this research was test. The test was reading test passage. The tests consist of 17 multiple choice items taken from some reading book and 8 matching question items. The score was 1 for each correct item and 0 for incorrect item. The students’ total correct answer timed with four in order to get perfect score, a hundred. It was held before treatment and after treatment. In addition the test should be valid and reliable.

1. Validity

A good instrument in research has to be valid. A test is valid if it measure what should be measure.\(^{43}\) PEARSON analytic through Ms Excel program was used to know validity of the test which consists of 25 multiple choice items and 10 matching task items. Therefore 17 multiple choice items and 8 Matching task items had been valid both of pre-test and Post-test. Each of test items reaches above 0, 48 based on r Person Correlation table.

2. Reliability

Beside valid, a good instrument in research has to be reliable. A test is reliable if it is consistent and dependable. It means if the test is given to the same students or matched students on different occasion the result of the test should be similar.\(^{44}\) By using SPSS the pre-test reach Conbrach’s Alpha 0.89 and the Post-Test reach Conbrach’s Alpha 0.92. It meant both of the tests were reliable.

E. Technique of Data Collection

The research technique for collecting data used was pretest and post-test:

1. Pretest

Pretest was given before treatments are conducted. In addition, the purposes of pretest were not only to know the homogeneity ability of experimental class and controlled class but also to know students’ basic reading comprehension.

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2. Treatment

Treatment was given to experimental group by teaching reading descriptive text using TGT technique. In contrary, researcher thought reading descriptive text in controlled class without TGT technique.

3. Post-test

Post-test was given both to experimental and controlled class in the last meeting. The purpose of posttest was to know the students’ reading after being taught and comprehension given treatment.

F. Technique of Data Analysis

After getting score from pre-test and post-test, the writer analysed the data by using requirement test before. It consisted of normality test and homogeneity test.

1. Test Normality and Homogeneity.

Test of normality in this research were conducted through SPSS 20 version. Normality test was used in order to know whether the distributions from the two classes were normal or not. The test of normality was using Komogorov-Smirnov and Shapiro-Wilk. Significant score in Komogorov-Smirnov and Shapiro-Wilk table should be above 0.05 in order to have normal distributed data.

In addition, the homogeneity in this research were conducted through SPSS 20 version. Homogeneity test was used in order to know whether the distributions from the two classes were have the same or different variant. The test of homogeneity was using Levine Table. Significant score in Levene table should be above 0.05 in order to have homogeneity distributed data. Both of the Normality and Homogeneity test were conducted in pre-test score and post-test Score.

2. Test of Hypothesis

In order to find out the different score of the students’ reading comprehension, the researcher used pre-test and post-test. After getting result of Normality and Homogeneity test, t-test conducted. The researcher uses SPSS 20 to conduct t-test. t-test was conducted to test whether the means of two samples differ or not.
T-test was conducted through Independence-sample t-test in SPSS 20. It was used because it compares different means of tests both from experimental and controlled class was meant between two ratio-scale classes. If Sig. 2 tailed (p) value > α (alpha), Ho was accepted and Ha was rejected. Contrary, if Sig. 2 tailed (p) value < α (alpha), Ha was accepted and Ho was rejected. In other words the two classes had significant different mean score if sig. 2 tailed below than α (alpha), 0.05.

G. Statistical Hypothesis

Statistical hypothesis used as follow:
Ho : μ1 = μ2
Ha : μ1 ≠ μ2

Ho = Null hypothesis
Ha = Alternative hypothesis
μ1 = Students’ reading comprehension on descriptive text who are taught by using TGT technique.
μ2 = Students’ reading comprehension on descriptive text who are taught without using TGT technique.

The assumption of this hypothesis as follow:
If (p) value > α (alpha), Null Hypothesis (Ho) are rejected and Alternative Hypothesis (Ha) are accepted. It means that there is significant difference of students’ reading comprehension on descriptive text between students taught by using TGT and students taught without using TGT technique.

If (p) value < α (alpha), Null Hypothesis (Ho) are accepted and Alternative Hypothesis (Ha) are rejected. It means that there is no significant difference of students’ reading comprehension on descriptive text between students taught by using TGT and students taught without using TGT technique.
CHAPTER IV
RESEARCH FINDING

A. Description of The Data

1. The Students’ Scores of Experimental Class

Conducting the research the researcher obtains two kinds of data; the pre-test score and post test score.

Table 4.1
The Pre-test and Post-test Score of Experimental Class

<table>
<thead>
<tr>
<th>NO.</th>
<th>STUDENT CODE</th>
<th>PRE-TEST</th>
<th>POST-TEST</th>
</tr>
</thead>
<tbody>
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<td><strong>100</strong></td>
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</tr>
<tr>
<td><strong>MINIMUM SCORE</strong></td>
<td><strong>40</strong></td>
<td><strong>40</strong></td>
<td></td>
</tr>
</tbody>
</table>

Based on the table above the highest pre-test score of the students in experimental class was 84, and the lowest was 40. Meanwhile the highest post-test score of the students in experimental class was 100, and the lowest was 40. Moreover the mean of pre-test was 58.97 and the mean of post-test was 70.74.
2. The Students’ Scores of Controlled Class

Table 4. 2

<table>
<thead>
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<td>19</td>
<td>ST19</td>
<td>60</td>
<td>64</td>
</tr>
<tr>
<td>20</td>
<td>ST20</td>
<td>60</td>
<td>64</td>
</tr>
<tr>
<td>21</td>
<td>ST21</td>
<td>68</td>
<td>72</td>
</tr>
<tr>
<td>22</td>
<td>ST22</td>
<td>52</td>
<td>52</td>
</tr>
<tr>
<td>23</td>
<td>ST23</td>
<td>52</td>
<td>80</td>
</tr>
<tr>
<td>24</td>
<td>ST24</td>
<td>72</td>
<td>52</td>
</tr>
<tr>
<td>NO.</td>
<td>STUDENT CODE</td>
<td>PRE-TEST</td>
<td>POST-TEST</td>
</tr>
<tr>
<td>-----</td>
<td>--------------</td>
<td>----------</td>
<td>-----------</td>
</tr>
<tr>
<td>25</td>
<td>ST25</td>
<td>52</td>
<td>88</td>
</tr>
<tr>
<td>26</td>
<td>ST26</td>
<td>64</td>
<td>68</td>
</tr>
<tr>
<td>27</td>
<td>ST27</td>
<td>76</td>
<td>80</td>
</tr>
<tr>
<td>28</td>
<td>ST28</td>
<td>36</td>
<td>44</td>
</tr>
<tr>
<td>29</td>
<td>ST29</td>
<td>72</td>
<td>80</td>
</tr>
<tr>
<td>30</td>
<td>ST30</td>
<td>48</td>
<td>52</td>
</tr>
<tr>
<td>31</td>
<td>ST31</td>
<td>72</td>
<td>84</td>
</tr>
<tr>
<td>32</td>
<td>ST32</td>
<td>60</td>
<td>64</td>
</tr>
<tr>
<td>33</td>
<td>ST33</td>
<td>52</td>
<td>56</td>
</tr>
<tr>
<td>34</td>
<td>ST34</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>35</td>
<td>ST35</td>
<td>76</td>
<td>84</td>
</tr>
<tr>
<td></td>
<td>SUM</td>
<td>2066</td>
<td>2200</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>MEAN</th>
<th>MAXIMUM SCORE</th>
<th>MINIMUM SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>59.03</td>
<td>82</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>62.86</td>
<td>92</td>
<td>36</td>
</tr>
</tbody>
</table>

Based on the table above the, the highest pre-test score of the students in experimental class was 82, and the lowest was 32. Meanwhile the highest post-test score of the students in experiment class was 92, and the lowest was 36. Moreover the mean of pre-test was 59.03 and the mean of post-test was 62.86.

In addition the tables above show that both classes increased their score. However, the score in experimental class increased higher than the score in controlled class. The sum of gained score in experimental class was 413 while the sum of gained score in controlled class was 134. The progress of both classes can be seen in diagram below:
B. Analysis of Data

1. Normality of Pre-test and Post-test

The normality test is conducted before calculating t-test, in order to know whether the distributions from the two classes are normal or not. The test of normality is using Komogorov-Smirnov and Shapiro-Wilk. The researcher used SPSS to analyze the data. The result as follow:

<table>
<thead>
<tr>
<th>Class</th>
<th>Kolmogorov-Smirnov$^a$</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic</td>
<td>Df</td>
</tr>
<tr>
<td>Experiment</td>
<td>.127</td>
<td>35</td>
</tr>
<tr>
<td>Control</td>
<td>.133</td>
<td>35</td>
</tr>
</tbody>
</table>

$^a$ Lilliefors Significance Correction
Based on table 4.3 the significance of the experimental class was 0.167 and the significance of the controlled class was 0.122. It means both significance of pre-test in experimental class and controlled class are above 0.05. Therefore the distribution of pre-test of experimental class and controlled class were normal.

Table 4.4

<table>
<thead>
<tr>
<th>Class</th>
<th>Kolmogorov-Smirnov(^a)</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic</td>
<td>Df</td>
</tr>
<tr>
<td>Experiment</td>
<td>.135</td>
<td>35</td>
</tr>
<tr>
<td>Control</td>
<td>.145</td>
<td>35</td>
</tr>
</tbody>
</table>

\(^a\) Lilliefors Significance Correction

Based on table 4.4 the significance of the experimental class was 0.110 and the significance of the controlled class was 0.060. It means both significance of post-test in experimental class and controlled class are above 0.05. Therefore the distribution of post-test of experimental class and controlled class were normal.

2. Homogeneity of Pre-Test and Post-Test

Table 4.5

<table>
<thead>
<tr>
<th></th>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>2.728</td>
<td>1</td>
<td>68</td>
<td>.103</td>
</tr>
</tbody>
</table>

The researcher used Levene statistic in SPSS to analyze the homogeneity of pre-test with significance level 0.05. The result showed that significant of pre-test was 0.103. It was higher than 0.05. It means that the data of pre-test was homogenous. Moreover the result of homogeneity test of post-test was:
Table 4.6
Homogeneity Test of Post-test

<table>
<thead>
<tr>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.977</td>
<td>1</td>
<td>68</td>
<td>.164</td>
</tr>
</tbody>
</table>

The researcher used Levene statistic in SPSS to analyse the homogeneity of post-test with significant level 0.05. The result showed that significance of post-test was 0.164. It was higher than 0.05. It means that the data of post-test was homogenous.

3. Hypothesis Test

The researcher used t-test in SPSS to analyse the data. t-test is using to know the significant differences between two group of score. The researcher used this test to know the effectiveness of using TGT on teaching reading descriptive text. The researcher not only used data from post-test of experimental group and controlled group but also gained score from both classes. Furthermore, the result of the t-test would answer whether null hypothesis is accepted or rejected. Hypothesis stated:

If \( (p) \text{ value} > \alpha \) (alpha), Null Hypothesis \( (H_0) \) are rejected and Alternative Hypothesis \( (H_a) \) are accepted. It means that there is significant difference of students’ reading comprehension on descriptive text between students taught by using TGT and students taught without using TGT technique.

If \( (p) \text{ value} < \alpha \) (alpha), Null Hypothesis \( (H_0) \) are accepted and Alternative Hypothesis \( (H_a) \) are rejected. It means that there is no significant difference of students’ reading comprehension on descriptive text between students taught by using TGT and students taught without using TGT technique.
Furthermore the results of t-test with SPSS are presented in tables below:

### Table 4.7
**Post-test Group Statistics**

<table>
<thead>
<tr>
<th>Class</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiment</td>
<td>35</td>
<td>70.7429</td>
<td>14.51235</td>
<td>2.45304</td>
</tr>
<tr>
<td>Control</td>
<td>35</td>
<td>62.8571</td>
<td>16.48019</td>
<td>2.78566</td>
</tr>
</tbody>
</table>

### Table 4.8
**Independent Samples Test of Post-test**

<table>
<thead>
<tr>
<th></th>
<th>F</th>
<th>Sig.</th>
<th>T</th>
<th>Df</th>
<th>Sig. (2-tailed)</th>
<th>t-value</th>
<th>Std. Error Difference</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equal variances assumed</td>
<td>1.977</td>
<td>.164</td>
<td>2.125</td>
<td>68</td>
<td>.037</td>
<td>7.88571</td>
<td>3.71178</td>
<td>.47898  15.29245</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>2.125</td>
<td>66.929</td>
<td>.037</td>
<td>7.88571</td>
<td>3.71178</td>
<td>.47683</td>
<td>15.29460</td>
<td></td>
</tr>
</tbody>
</table>

The tables above show the result of t-test for post-test score. Table 4.7 describes the mean, standard deviation, and standard error of mean. The other table shows the result of independent sample test analyzed using SPSS. Based on table 4.8 sig. 2 tailed of post-test was 0.037 (p=0.037) and \( t_{value} \) was 2.125. I means that p<0.05 or (p<\( \alpha \)). Moreover, the table also showed that df (degree of freedom) was 68. The value of \( t_{table} \) with df 68 was 1.668. Then \( t_{value} \) was 2.125, it means that \( t_{table} < t_{value} \) (1.668<2.125). Therefore null hypothesis was rejected and alternative hypothesis was accepted. In other words there was significant effect of using TGT on teaching reading descriptive text.

Furthermore, the researcher also use gained score data in order to know significant effect of using TGT on teaching reading descriptive text. Gained score
is the score of progress after classes are given the treatment. It takes from score of post-test minus score of pre-test. The result of t-test from gained score is as bellow:

### Table 4.9
**Gained Score Group Statistics**

<table>
<thead>
<tr>
<th>Class</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experiment</td>
<td>35</td>
<td>11.7714</td>
<td>8.06986</td>
<td>1.36406</td>
</tr>
<tr>
<td>Control</td>
<td>35</td>
<td>3.8286</td>
<td>11.74605</td>
<td>1.98545</td>
</tr>
</tbody>
</table>

### Table 4.10
**Independent Samples Test of Gained score**

<table>
<thead>
<tr>
<th></th>
<th>Levene's Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig.</td>
</tr>
<tr>
<td>Equal variances</td>
<td>.286</td>
<td>.595</td>
</tr>
<tr>
<td>not assumed</td>
<td>3.297</td>
<td>60.249</td>
</tr>
</tbody>
</table>

Based on table 4.10 sig. 2 tailed of post-test was 0.002 (p = 0.002). It means that p < 0.05 or p < α. Moreover, the table also showed that df (degree of freedom) was 68. The value of $t_{table}$ with df 68 was 1.668. Then $t_{value}$ was 3.297, it means that $t_{table} < t_{value}$ (1.668 < 3.297). Therefore null hypothesis was rejected and alternative hypothesis was accepted. This result is supported the result of t-test based on post test score. In other words, the result approve that there was significant effect of using TGT on teaching reading descriptive text.
4. Effect Size Formulation

The researcher added Cohen calculation in order to know what level the effect size of the research he formulation used was:

\[ d = \frac{\text{Mean of group A} - \text{Mean of group B}}{\text{Pooled Standard Deviation}(SD_p)} \]

\[ SD_p = \sqrt{\frac{SD_A^2 - SD_B^2}{2}} \]

Mean of Group A = 70.84
Mean of Group B = 62.86
Standard Deviation of Group A = 14.51
Standard Deviation of Group B = 16.48
Pooled Standard Deviation = 15.53

\[ d = \frac{70.84 - 62.86}{15.53} = \frac{8.02}{15.53} = 0.51 \]

The criteria:

0.2 = small effect size
0.5 = medium effect size
0.8 = large effect size

Based on the calculation above, it can be inferred that \( d = 0.51 \). Based on criteria of Cohen calculation, the result of this research is that using TGT has medium size effect on Students’ reading Comprehension.

C. Discussion

The study approves that using TGT is effective for teaching reading descriptive text. According to the data analysis both classes showed improvement. However improvement of controlled class is not as high as experimental class. The data above showed that mean score of pre-test in experimental class was 58.97 while in controlled class was 59.03. It means there
was no significant difference between them before treatment given. Meanwhile post-test score of experimental class was 70.74 and controlled class was 65.86. Moreover by using data from post-test, t-test analysis showed that significant 2 tailed was 0.37 it is below 0.05 or \( p < \alpha \). Moreover, the data also showed that df (degree of freedom) was 68. The value of \( t_{table} \) with df 68 was 1.668. Then \( t_{value} \) was 2.125, it means that \( t_{table} < t_{value} \) (1.668 < 2.125). It meant that there was significant different between experimental and controlled class after treatment.

In addition, gained score which show the progress of the classes after since pre-test to post-test, there was significant different between gained score of experimental class and controlled class. Based on t-test analysis using gained score data, sig. 2 tailed was 0.002 it is below 0.05 or \( p < \alpha \). Moreover, the data also showed that df (degree of freedom) was 68. The value of \( t_{table} \) with df 68 was 1.668. Then \( t_{value} \) was 3.297, it means that \( t_{table} < t_{value} \) (1.668 < 3.297). It meant that there was significant different of gained score between Experimental class and controlled class. Based on the data above, it is concluded that using TGT is effective on teaching reading descriptive text.
CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

This study is quasi-experimental design which is held to get an empiric evidence of the effectiveness of using TGT on teaching reading descriptive text at eight grade students of SMPN 166 Jakarta. Based on statistical analysis and hypothesis after giving treatment, it showed that significance 2 tailed are below 0.05. The result of t-test analysis showed significance 2 tailed based on post-test was 0.037 and significance 2 tailed based on gained score was 0.002. It means $p < \alpha$. Furthermore t-value was higher than t- table at 2.125 and 3.297. It means that null hypothesis is rejected and alternative hypothesis is accepted. It means that there is significant effect of using TGT on teaching reading descriptive text.

B. Suggestion

Based on the research, the researcher would like to give suggestion as follow:

1. Teacher should implement creative techniques to teach reading in class, Such as TGT. implementing TGT teacher should be wise enough in order to choose students work in group. Teacher should pay attention to students’ emotional aspect. Moreover teacher can use TGT to teach other material such as grammar.

2. Implementing TGT students should cooperate with the other students when doing group work. By cooperating with their friend students not only help their friend but also themselves.

3. Further researcher perhaps can conduct TGT research to teach other major such as grammar. Because it will be more practical and effective when students do group working if students help their friend by teach subject that have formula or exact form rather than teach skill. Moreover the further researcher can do research by using senior high
school students as participant, in order to know the response of the higher grade student in TGT technique.
REFERENCES


Fitriyanto, Hery “the Effectiveness of Teams-Games-Tournament (TGT) Technique on Students’ Mastery of Simple Past Tense.” skripsi in Faculty of Tarbiya and Teachers Training UIN Jakarta. 2014. unpublished.


### APPENDIX 1

**SILABUS**

**Sekolah**: SMPN 166 JAKARTA  
**Kelas**: VIII (Delapan)  
**Mata Pelajaran**: BAHASA INGGRIS  
**Semester**: 1 (Satu)

**Standar Kompetensi**: Mendengarkan

1. Memahami makna dalam percakapan transaksional dan interpersonal sederhana untuk berinteraksi dengan lingkungan sekitar.

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok/Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
</table>
| 1.1 Merespon makna yang terdapat dalam percakapan transaktional (to get things done) dan interpersonal (bersosialisasi) sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: meminta, memberi, menolak jasa, meminta, memberi, menolak barang, mengakui, mengingkari fakta, dan meminta dan | Percakapan singkatan memuat ungkapan -ungkapan:  
A: Let me help you.  
B: Thank you so much.  
A: Can I have a bit?  
B: Yes. Here you are.  
A: What do you think of this?  
B: Not bad.  
| 1. Brainstorming bertanya dan menjawab tentang berbagai hal terkait tema topik yang akan dibicarakan.  
Membahas kosakata (noun phrase, verb phrase, adverb phrase) tata bahasa (kalimat sederhana tentang tawaran jasa, meminta sesuatu, informasi fakultas, pendapat terkait materi percakapan.  
Mendengarkan percakapan yang memuat | • Merespon ungkapan meminta, memberi, menolak jasa  
• Merespon ungkapan meminta, memberi, menolak barang  
• Mengakui, mengingkari fakta  
• Merespon ungkapan meminta dan memberi pendapat | Tes lisan | 8x 40 menit | 1. Script percakapan  
2. Rekaman Percakapan:  
   - Cassette  
   - Tape Recorder  
   - CD  
   - CD Player  
   - TV  
3. Gambar-gambar/ benda terkait |
|                      |                             |                      | Tes lisan |             |               |               |
|                      |                             |                      | Tes lisan | Pertanyaan lisan | Merespon secara lisan | Respond the following statement  
Q: Let me help you  
A:............  
Q: Can I have a bit?  
A:............  
Q: Did you break the glass?  
A. Yes, I did  
b. I don't know  
c. I'm not sure  
d. All right  
Q: What do you think of my new dress  
A:............ |               |               |               |               |               |  
|                      |                             |                      | Tes lisan | Pertanyaan lisan | Pilihan ganda | Choose the right response  
Q: Did you break the glass?  
a. Yes, I did  
b. I don't know  
c. I'm not sure  
d. All right  
Q: What do you think of my new dress  
A:............ |               |               |               |               |               |  
<p>|                      |                             |                      | Tes lisan |             |               |               |
|                      |                             |                      | Tes lisan |             |               |               |</p>
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok/Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td>memberi pendapat</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.2 Merespon makna yang terdapat dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: mengundang, menerima dan menolak ajakan, menyetujui/tidak menyetujui, memuji, dan memberi selamat</td>
<td>Percakapan singkatan memuat ungkapan – ungkapan: A: Would you come to my party? B: I'd love to / I want to, but ........ A: I do agree B: Thanks for the support. A: No way .... B: It's O.K. No problem A: You have beautiful hair. B: Thank you. A: Happy birthday. B: Thank you.</td>
<td>1. Memberi respons lisan Curah pendapat tentang hal-hal terkait topik/ungkapan yang akan dibahas Membahas kosakata dan tata bahasa terkait topik/ungkapan yang dibahas Mendengarkan percakapan memuat ungkapan terkait materi</td>
<td>• Merespon ungkapan mengundang, menerima, dan menolak ajakan • Merespon ungkapan menyetujui/tidak menyetujui • Merespon ungkapan memuji • Merespon ungkapan memberi selamat</td>
<td>Tes lisan</td>
<td>8 x 40 menit</td>
<td>1 Script percakapan 2 Rekaman percakapan 3 Tape recorder 4 Gambar yang relevan Buku teks yang relevan</td>
</tr>
</tbody>
</table>
Standar Kompetensi: **Mendengarkan**

2. Memahami makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar.

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok/Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
</table>
| 1.3 | Merespon makna yang terdapat dalam teks lisan fungsional pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar. | - Teks fungsional pendek berupa Undangan Contoh: *Dear Rio, I want you to come to my house for lunch on Sunday at 12 a.m. Thanks.* Mona.
- Ciri kebahasaan teks fungsional pendek.
2. Membahas kosakata yang terkait tema/topik undangan (noun phrase, verb phrase) membahas ungkapan-ungkapan yang sering muncul dalam undangan: *I want you to come to......* 
- *Please come to ......* 
- *Don't forget to come to......* 
3. Mengidentifikasi informasi yang terdapat dalam teks fungsional pendek berupa undangan.
4. Mendengarkan teks fungsional pendek (undangan) menjawab pertanyaan tentang berbagai informasi yang terdapat dalam teks fungsional, undangan. | - Mengidentifikasi informasi yang terdapat dalam teks fungsional pendek berupa undangan. | 8 x 40 menit |
| | | | Teknik | Bentuk Instrumen | Contoh Instrumen | |
| | | | Tes tertulis | Melengkapi rumpang | Complete the following sentences based on the text you hear |

1. Script teks undangan
2. Rekaman undangan
   - cassette
   - tape recorder
   - CD
   - CD Player
   - TV
3. Gambar/realia terkait tema/topik/ jenis teks
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok/Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
</table>
| 1.4 Merespon makna yang terdapat dalam monolog pendek sederhana secara akurat, lancar, dan berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount* | Teks lisan berbentuk • *descriptive* • *recount* | Langkah retorika teks : • *descriptive* (identification – descriptions) • *recount* (orientation events – reorientation) | 6. Mendengarkan contoh-contoh undangan lainnya dari teman.  
7. Mengidentifikasi ciri kebahasan teks fungisional pendek : undangan - invitee - occasion - time - place - Invitor | **Tes lisan** **Pertanyaan lisan** **Answer the questions orally based on the text you listen to** | 8 x 40 menit | 1 Buku teks yang relevan  
2 Gambar terkait tema / topik  
3 Script teks: *descriptive* / *recount*  
4 Rekaman teks  
5 Tape recorder  
6 OHP  
7 Lingkungan sekitar |
Standar Kompetensi : Berbicara
3. Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan pendek sederhana untuk berinteraksi dengan lingkungan sekitar

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok/Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Teknik</td>
<td>Bentuk Instrumen</td>
<td>Contoh Instrumen</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>A: <em>Let me help you.</em> B: <em>Thank you so much.</em> A: <em>Can I have a bit.</em> B: <em>Sure. Here you are.</em> A: <em>Did you break the glass?</em> B: <em>Yes, I did / No, it wasn't me.</em> A: <em>What do you think of this?</em> B: <em>Not bad.</em></td>
<td>2. Tanya jawab menggunakan ungkapan-ungkapan tersebut</td>
<td>Bertanya dan menjawab tentang meminta, memberi, menolak jasa</td>
<td>Bermain peran</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. Bermain peran melakukan percakapan berdasarkan situasi (gambar yang disediakan) Menggunakan ungkapan yang telah dipelajari dalam real life situation</td>
<td>Bertanya dan menjawab tentang mengakui, mengingkari fakta</td>
<td>Bermain peran</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5. Menggunakan ungkapan yang telah dipelajari dalam real life situation</td>
<td>Bertanya dan memberi pendapat</td>
<td>Bermain peran</td>
<td></td>
</tr>
<tr>
<td>3.2</td>
<td>Memahami dan merespon percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) sederhana dengan</td>
<td></td>
<td>1. Review kosakata terkait tema, topik sebelumnya</td>
<td>Bertanya dan menjawab tentang mengundang, menerima, menolak ajakan</td>
<td>Tes lisan</td>
<td>8 x 40 menit</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A: <em>It's O.K. I understand.</em></td>
<td>2. Memperkenalkan kosakata baru / ungkapan-ungkapan yang akan dibahas</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Tanya jawab menggunakan</td>
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<tr>
<td>Kompetensi Dasar</td>
<td>Materi Pokok/Pembelajaran</td>
<td>Kegiatan Pembelajaran</td>
<td>Indikator</td>
<td>Penilaian</td>
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<td></td>
</tr>
</tbody>
</table>
| menggunakan ragam bahasa lisan secara akurat, lancar, dan berinteraksi dengan lingkungan sekitar yang melibatkan tindak tutur: mengundang, menerima dan menolak ajakan, menyertujui/tidak menyertujui, memuji, dan memberi selamat | A: You have beautiful hair.  
B: Thank you.  
A: Happy birthday.  
B: Thank you. | unggkapan-unggkapan terkait materi  
4. Menirukan percakapan yang diucapkan guru  
5. Melakukan percakapan yang diberikan  
6. Melakukan tanya jawab menggunakan unggkapan | • Bertanya dan menjawab tentang menyertujui/tidak menyertujui  
• Bertanya dan menjawab tentang memuji  
• Bertanya dan menjawab tentang memberi selamat |
Standar Kompetensi : **Berbicara**

4. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana yang berbentuk *descriptive* dan *recount* untuk berinteraksi dengan lingkungan sekitar

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok/Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2. Tanya jawab tentang isi teks &quot;undangan&quot;</td>
<td>- Bertanya dan menjawab secara lisan berbagai informasi tentang teks fungsional pendek berbentuk undangan</td>
<td>Performance</td>
<td></td>
<td>2. Gambar terkait tema/topik</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Tanya jawab tentang struktur teks</td>
<td></td>
<td></td>
<td></td>
<td>3. Benda-benda sekitar</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Membuat kalimat sederhana terkait jenis teks bentuk undangan</td>
<td>- I want to come to.... - Please come to....</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kompetensi Dasar</td>
<td>Materi Pokok/Pembelajaran</td>
<td>Kegiatan Pembelajaran</td>
<td>Indikator</td>
<td>Penilaian</td>
<td>Alokasi Waktu</td>
<td>Sumber Belajar</td>
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<td>----------------------</td>
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<td>-----------</td>
<td>--------------</td>
<td>--------------</td>
</tr>
</tbody>
</table>
Standar Kompetensi: **Membaca**

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

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok/Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5.1.</strong> Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk <em>descriptive</em> dan <em>recount</em> pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar</td>
<td>Teks fungsional pendek berupa: Undangan</td>
<td>1. Brain storming tentang berbagai hal terkait teks fungsional pendek berbentuk &quot;undangan&quot;</td>
<td>• Membaca dengan nyaring dan bermakna teks fungsional pendek berbentuk undangan</td>
<td>Tes lisan</td>
<td>8 x 40 menit</td>
<td>1. Buku teks yang relevan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Mendengarkan undangan yang dibacakan oleh guru/teman</td>
<td>• Mengidentifikasi berbagai informasi dalam teks fungsional pendek berbentuk undangan</td>
<td>Tes tertulis</td>
<td>8 x 40 menit</td>
<td>2. Gambar terkait tema/topik</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Membaca nyaring teks fungsional pendek tentang undangan menjawab pertanyaan tentang isi teks fungsional pendek &quot;undangan&quot;</td>
<td>• Mengidentifikasi fungsi sosial teks fungsional pendek berbentuk undangan</td>
<td>Uraian</td>
<td>8 x 40 menit</td>
<td>3. Benda-benda sekitar</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4. Menyebutkan tujuan komunikatif teks fungsional pendek &quot;undangan&quot;</td>
<td>• Mengidentifikasi ciri kebahasaan teks fungsional pendek berbentuk undangan</td>
<td>Tes tulis</td>
<td>8 x 40 menit</td>
<td>1. Buku teks yang relevan</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5. Menjawab pertanyaan tentang ciri kebahasaan teks fungsional pendek &quot;undangan&quot;</td>
<td>• Makna gagasan, Makna tekstual dalam teks <em>descriptive</em> dan <em>recount</em></td>
<td>PG</td>
<td>8 x 40 menit</td>
<td>2. Koran/majalah</td>
</tr>
<tr>
<td></td>
<td></td>
<td>6. Tujuan komunikatif teks <em>descriptive</em> dan <em>recount</em></td>
<td>• Makna gagasan, Makna tekstual dalam teks <em>descriptive</em> dan <em>recount</em></td>
<td>Tes lisan</td>
<td>8 x 40 menit</td>
<td>3. Gambar peristiwa/tempat</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Membaca nyaring teks fungsional pendek berbentuk undangan</td>
<td>Membaca nyaring</td>
<td>8 x 40 menit</td>
<td>4. Lingkungan sekitar</td>
</tr>
</tbody>
</table>

1. Buku teks yang relevan
2. Gambar terkait tema/topik
3. Benda-benda sekitar
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok/Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator</th>
<th>Penilaian</th>
</tr>
</thead>
<tbody>
<tr>
<td>recount</td>
<td></td>
<td></td>
<td>1. Tanya jawab berbagai hal terkait tema/topik bacaan</td>
<td>Teknik</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2. Review kosakata dan tatabahasa terkait jenis teks descriptive/recount</td>
<td>Bentuk Instrumen</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Membaca teks descriptive/recount</td>
<td>Contoh Instrumen</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>4. Menjawab pertanyaan tentang informasi yang terdapat dalam teks</td>
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<td></td>
<td>5. Menjawab pertanyaan tentang tujuan komunikatif dan langkah retorika teks descriptive/recount</td>
<td></td>
</tr>
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<td></td>
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<td></td>
<td>6. Menyebutkan ciri-ciri kebahasaan teks yang dibaca</td>
<td></td>
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<td></td>
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<td></td>
<td>7. Membaca nyaring dan bermakna teks descriptive/recount</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Langkah retorika teks descriptive dan recount</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Tujuan komunikatif teks descriptive dan recount</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Ciri kebahasaan teks descriptive dan recount</td>
<td></td>
</tr>
</tbody>
</table>

Sumber Belajar
Standar Kompetensi : **Menulis**

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok/Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
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<tbody>
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<td>Teknik Instrumen</td>
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<td>Bentuk Instrumen</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Contoh Instrumen</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
|                  |                          |                      |           |              | 8 x 40 menit | 1. Buku teks yang relevan  
1. Buku teks yang relevan  
2. Gambar yang relevan |
|                  |                          |                      |           |              | 8 x 40 menit | 2. Gambar terkait tema/topik  
3. Benda-benda sekitar |

6.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok/Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
<tbody>
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<td>Teknik Instrumen</td>
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<td>Bentuk Instrumen</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Contoh Instrumen</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
|                  |                          |                      |           |              | 8 x 40 menit | 1. Buku teks yang relevan  
1. Buku teks yang relevan  
2. Gambar yang relevan |
|                  |                          |                      |           |              | 8 x 40 menit | 2. Gambar terkait tema/topik  
3. Benda-benda sekitar |

6.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok/Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
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</thead>
<tbody>
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<td></td>
<td></td>
<td>Teknik Instrumen</td>
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<td></td>
<td></td>
<td>Bentuk Instrumen</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Contoh Instrumen</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
|                  |                          |                      |           |              | 8 x 40 menit | 1. Buku teks yang relevan  
1. Buku teks yang relevan  
2. Gambar yang relevan |
|                  |                          |                      |           |              | 8 x 40 menit | 2. Gambar terkait tema/topik  
3. Benda-benda sekitar |
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pokok/Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
<th>Indikator</th>
<th>Penilaian</th>
<th>Alokasi Waktu</th>
<th>Sumber Belajar</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Melengkapi rumpang dalam teks deskriptif dengan kata yang tepat.</td>
<td>bentuk descriptive</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>4. Menyusun kalimat acak menjadi teks deskriptif yang terpadu.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>5. Membuat draft teks deskriptif secara mandiri.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Mengetahui:  
Kepala ....................................................  
Guru Mata Pelajaran,  
Jakarta, Juli 2016  

NIP ...........................................  
NIP  

Jakarta, Juli 2016  
Guru Mata Pelajaran,
APPENDIX 2

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)
SMPN 166 Jakarta

Sekolah : Rizxi Amaliyah
Mata Pelajaran : Bahasa Inggris
Kelas : VIII 5 (Experimental-Class)
Alokasi Waktu : 4x40 Menit
Topik Pembelajaran : Descriptive Text
Pertemuan : ke-1-2

A. Standar Kompetensi

Membaca

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

B. Kompetensi Dasar

5.1 Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk descriptive dan recount pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar

5.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat lancar dan berterima yang berkaitan dengan lingkungan sekitar

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

C. Indikator Pencapaian Kompetensi

1. Mengidentifikasi Makna gagasan (ide pokok) Teks descriptive
2. Mengidentifikasi Makna tekstual dalam teks descriptive
3. Menyebutkan Langkah retorika teks descriptive
4. Mengidentifikasi Tujuan komunikatif teks *descriptive* dan *recount*
5. Menyebutkan Ciri kebahasaan teks *descriptive* dan *recount*

D. Tujuan Pembelajaran

Pada akhir pembelajaran:

a. Siswa dapat mengidentifikasi Makna gagasan (ide pokok) dalam Teks *descriptive*

b. Siswa dapat mengidentifikasi Makna tekstual dalam teks *descriptive*

c. Siswa dapat menyebutkan Langkah retorika teks *descriptive*

d. Siswa dapat mengidentifikasi Tujuan komunikatif teks *descriptive* dan *recount*

e. Siswa dapat menyebutkan Ciri kebahasaan teks *descriptive* dan *recount*

E. Materi Pokok

Definisi Descriptive Teks

Descriptive text is a written English text which describes an object. The object can be abstract or concrete object. It can be a person, or animal, or tree or a house or camping and the other topics. The purpose of descriptive text is to describe a particular person, place or thing.

Generic structure of Descriptive text:

1. Identification (identifies the object or phenomenon to be described).
2. Description (describes parts, qualities, characteristic of the part of the object).
**Tuk-tuk**

The Bangkok Tuk-tuks are probably every visitor’s favorite means of transport. They have an undeniable appeal and quality that makes them irresistible to everyone who come to Bangkok or Thailand.

The Tuk-tuk is three wheeled, motorized rickshaw and can seat two adults comfortably, but it is common to see 6 to 7 students crammed in it. All of them share the fare.

Bangkok Tuk-tuk are a great way of traveling short distances if you are not expecting any sightseeing along the way. We say this because the canopy that covers the Tuk-tuk slants downwards towards at exactly eye level so that the passenger are losing their chances to see what is going on around unless one sits on another person’s lap.

---

**F. Metode Pembelajaran/ Teknik**

Teams-Games-Tournament

**G. Langkah-langkah Kegiatan Pembelajaran**

<table>
<thead>
<tr>
<th>Kegiatan Awal</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas</td>
<td></td>
</tr>
<tr>
<td>• Mengecek kehadiran siswa</td>
<td></td>
</tr>
<tr>
<td>• Memberikan motivasi dan mereview materi</td>
<td>7 Menit</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kegiatan Inti</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Guru menjelaskan tentang Descriptive text secara general</td>
<td></td>
</tr>
<tr>
<td>• Guru membagi siswa kedalam kelompok yang</td>
<td>55 Menit</td>
</tr>
</tbody>
</table>
telah dipesiapkan sebelumnya

- Siswa bekerja sama mengerjakan worksheet bersama (menetukan main idea, specific information, vocabulary) tentang Descriptive text
- Guru membagi siswa kedalam grup game yang berbeda
- Siswa melaksanakan game dengan cara menjawab pertanyaan secara begantian
- Siswa diberi kesempatan untuk menantang jawaban temannya jika jawaban yang ia miliki berbeda
- Siswa membuka kunci jawaban dari pertanyaan
- Setiap kelomok game menulis poin yang pesertanya dapatkan
- Setelah game selesai poin akan dihitung
- Guru akan menyampaikan grup mana yang memiliki poin paling tinggi dengan menyampaikan poin seluruh grup

<table>
<thead>
<tr>
<th>Kegiatan Akhir</th>
<th>8 Menit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Menyampaikan kesimpulan dan rencana pembelajaran pada pertemuan berikutnya</td>
<td></td>
</tr>
<tr>
<td>Membaca doa</td>
<td></td>
</tr>
<tr>
<td>Salam</td>
<td></td>
</tr>
</tbody>
</table>

**H. Sumber Belajar**

1. Power Point Slide
2. Worksheet
## I. Penilaian

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik Penilaian</th>
<th>Bentuk Instrumen</th>
<th>Instrumen/Soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Menjawab mau tau pertanyaan tentang :</td>
<td>Tes tulis</td>
<td>PG</td>
<td>1. Choose the best option based on the text.</td>
</tr>
<tr>
<td>Makna gagasan</td>
<td></td>
<td></td>
<td>2. State whether the statements are TRU or FALSE.</td>
</tr>
<tr>
<td>Makna tekstual dalam teks descriptive dan recount</td>
<td></td>
<td>T / F</td>
<td>3. Answer the questions Read the text aloud.</td>
</tr>
<tr>
<td>Langkah retorika teks descriptive dan recount</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tujuan komunikatif teks descriptive dan recount</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ciri kebahasaan teks descriptive dan recount</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Membaca nyaring teks descriptive dan recount</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Pedoman penilaian**

<table>
<thead>
<tr>
<th></th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Isi benar</td>
<td>1</td>
</tr>
<tr>
<td>Salah/ Tidak menjawab</td>
<td>0</td>
</tr>
</tbody>
</table>

Jakarta, Oktober 2016

Guru Peneliti

Rizxi Amaliyah
APPENDIX 3

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)
SMPN 166 Jakarta

Sekolah : Rizxi Amaliyah
Mata Pelajaran : Bahasa Inggris
Kelas : VIII 4 (Controlled-Class)
Alokasi Waktu : 4x40 Menit
Topik Pembelajaran : Descriptive Text
Pertemuan : ke-1-2

J. Standar Kompetensi

Membaca

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

K. Kompetensi Dasar

5.4 Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk descriptive dan recount pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar
5.5 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat lancar dan berterima yang berkaitan dengan lingkungan sekitar
5.6 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk descriptive dan recount

L. Indikator Pencapaian Kompetensi

6. Mengidentifikasi Makna gagasan (ide pokok) Teks descriptive
7. Mengidentifikasi Makna tekstual dalam teks descriptive
8. Menyebutkan Langkah retorika teks descriptive
9. Mengidentifikasi Tujuan komunikatif teks descriptive dan recount
10. Menyebutkan Ciri kebahasaan teks descriptive dan recount

M. Tujuan Pembelajaran

Pada akhir pembelajaran:

a. Siswa dapat mengidentifikasi Makna gagasan (ide pokok) dalam Teks descriptive
b. Siswa dapat mengidentifikasi Makna tekstual dalam teks descriptive
c. Siswa dapat menyebutkan Langkah retorika teks descriptive
d. Siswa dapat mengidentifikasi Tujuan komunikatif teks descriptive dan recount
e. Siswa dapat menyebutkan Ciri kebahasaan teks descriptive dan recount

N. Materi Pokok

Definisi Descriptive Teks

Descriptive text is a written English text which describes an object. The object can be abstract or concrete object. It can be a person, or animal, or tree or a house or camping and the other topics. The purpose of descriptive text is to describe a particular person, place or thing.

Generic structure of Descriptive text:

3. Identification (identifies the object or phenomenon to be described).
4. Description (describes parts, qualities, characteristic of the part of the object).
**Tuk-tuk**

The Bangkok Tuk-tuks are probably every visitor’s favorite means of transport. They have an undeniable appeal and quality that makes them irresistible to everyone who come to Bangkok or Thailand.

The Tuk-tuk is three wheeled, motorized rickshaw and can seat two adults comfortably, but it is common to see 6 to 7 students crammed in it. All of them share the fare.

Bangkok Tuk-tuk are a great way of traveling short distances if you are not expecting any sightseeing along the way. We say this because the canopy that covers the Tuk-tuk slants downwards towards at exactly eye level so that the passenger are losing their chances to see what is going on around unless one sits on another person’s lap.

---

**O. Metode Pembelajaran/ Teknik**

Grammar Translation Method

**P. Langkah-langkah Kegiatan Pembelajaran**

<table>
<thead>
<tr>
<th>Kegiatan Awal</th>
<th>7 Menit</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas</td>
<td></td>
</tr>
<tr>
<td>• Mengecek kehadiran siswa</td>
<td></td>
</tr>
<tr>
<td>• Memberikan motivasi dan mereview materi</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kegiatan Inti</th>
<th>55 Menit</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Guru menjelaskan tentang Descriptive text</td>
<td></td>
</tr>
<tr>
<td>• Guru memberi contoh contoh descriptive teks</td>
<td></td>
</tr>
<tr>
<td>• Siswa mengartikan sebuah teks descriptive</td>
<td></td>
</tr>
</tbody>
</table>
Siswa menjawab beberapa pertanyaan dimana mereka harus menemukan ide pokok, tujuan dan beberapa informasi detail
- Guru memastikan jawaban dengan menunjuk beberapa siswa secara bergantian menjawab pertanyaan dipapan tulis
- Guru mengoreksi jawaban siswa

Kegiatan Akhir
- Menyampaikan kesimpulan dan rencana pembelajaran pada pertemuan berikutnya
- Membaca doa
- Salam

Q. Sumber Belajar
3. Power Point Slide
4. Worksheet

R. Penilaian

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik Penilaian</th>
<th>Bentuk Instrumen</th>
<th>Instrumen/ Soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Menjawab mau tau pertanyaan tentang :</td>
<td>Tes tulis</td>
<td>PG</td>
<td>1. Choose the best option based on the text.</td>
</tr>
<tr>
<td>Makna gagasan</td>
<td></td>
<td></td>
<td>2. State whether the statements are TRU or FALSE.</td>
</tr>
<tr>
<td>Makna tekstual dalam teks descriptive dan recount</td>
<td></td>
<td>T / F</td>
<td>3. Answer the questions Read the text aloud.</td>
</tr>
<tr>
<td>Langkah retorika teks descriptive dan recount</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Tujuan komunikatif teks descriptive dan recount</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ciri kebahasaan teks descriptive dan recount</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Membaca nyaring teks descriptive dan recount</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Pedoman penilaian

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</tr>
<tr>
<td>Salah/ Tidak menjawab</td>
<td>0</td>
</tr>
</tbody>
</table>

Jakarta, Oktober 2016
Guru Peneliti
Rizxi Amaliyah
Read the text!

The Bangkok Tuk tuks are probably every visitor’s favorite means of transport. They have an undeniable appeal and quality that makes them irresistible to everyone who come to Bangkok or Thailand.

The tuk tuk is three wheeled, motorized rickshaw and can seat two adults comfortably, but it is common to see 6 to 7 students crammed in it. All of them share the fare.

Bangkok Tuk tuk are a great way of traveling short distances if you are not expecting any sightseeing along the way. We say this because the canopy that covers the tuk-tuk slants downwards towards at exactly eye level so that the passenger are losing their chances to see what is going on around unless one sits on another person’s lap.

Discuss with your friend about text descriptive above!

1. Find the meaning of unknown vocabulary.
2. Find the main idea of each paragraph and the text.
3. Write the purpose of the text.

Answer the following question!

1. What text is about?
2. How many grown-ups can be carried restfully in tuk-tuk?
3. Passenger of Tuk-Tuk cannot see what is going on around them because....
4. What is the first paragraph about?
APPENDIX 5

Worksheet
Tournament 2

Read the text!

Located just 60 km from Malaysia’s capital city, Kuala Lumpur, Port Dickson “PD”, as it is known to everyone, is the nearest place to find sandy beaches and five-star beach resort. The public beaches for everyone in Port Dickson are Teluk Kemang and The Blue Lagoon, where people can enjoy the waters of the Straits of Malacca in peace. They have been visited by many tourists and local people.

Beside beaches, there are several other attractions in Port Dickson: the Fest and the international Ironman Triathlon. Those who are looking for history can visit the Malaysian army museum, which is near Port Dickson and shows the history of the army from the Malakan Sultanate to the current period.

Discuss with your friend about text descriptive above!

1. Find the meaning of unknown vocabulary.
2. Find the main idea of each paragraph and the text.
3. Write the purpose of the text.

Answer the following question!
1. The text tells about……
2. Tourist can get information on the history of the Malaysian army in……
3. “They have been visited by many tourists…..” (paragraph 1) they refers to…..
4. What does the second paragraph tell about?
## APPENDIX 6

### Games 1

<table>
<thead>
<tr>
<th>What text is about?</th>
<th>What is the first paragraph about?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Tuk-tuks in Bangkok</td>
<td>a. the reason why tourist like tuk-tuk in Bangkok</td>
</tr>
<tr>
<td>b. Bangkok traditional transportations</td>
<td>b. quality that makes Bangkok irresistible for people</td>
</tr>
<tr>
<td>c. All means of transportation in Bangkok</td>
<td>c. the undeniable transportation that all Thai people like</td>
</tr>
<tr>
<td>d. Visitors’ favorite transportation.</td>
<td>d. the visitors use tuk tuk as a means of transportation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Which statement is not true based on the text?</th>
<th>From the text, we know that Tuk-tuk…</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. 6-7 students can crammed in Tuk-tuk by sharing the fare</td>
<td>a. doesn’t attract visitor to travel with it</td>
</tr>
<tr>
<td>b. The passengers can see view along the way if they use Tuk-tuk</td>
<td>b. is a good transportation for all journeys</td>
</tr>
<tr>
<td>c. Tuk tuk is visitor’s favorite transportation in Bangkok</td>
<td>c. is one of students favorite transport</td>
</tr>
<tr>
<td>d. Tuk tuks have undeniable appeal and quality</td>
<td>d. is the only way for sightseeing in Bangkok</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How many grown-ups can be carried restfully In tuk-tuk?</th>
<th>“……undeniable appeal and quality that makes them…”(paragraph 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. One</td>
<td>The underlined word refers to….</td>
</tr>
<tr>
<td>b. Two</td>
<td>a. visitors</td>
</tr>
<tr>
<td>c. Six</td>
<td>b. Drivers</td>
</tr>
<tr>
<td>d. Seven</td>
<td>c. Tuk-tuks</td>
</tr>
<tr>
<td></td>
<td>d. Readers</td>
</tr>
</tbody>
</table>

Passenger of Tuk-Tuk cannot see what is going on around them because…

<table>
<thead>
<tr>
<th>a. The covers of Tuk-Tuk slant downwards</th>
<th>Visitor can see what is going on around by…..</th>
</tr>
</thead>
</table>

<p>| Visitor can see what is going on around by…..            |
|----------------------------------------------------------|-----------------------------------------------------------------|
| a. stand on Tuk tuk                                      | a.                                                                 |
| b. open the canopy                                       | b.                                                                 |
| c. one sits on another person’s lap                       | c.                                                                 |
| d. open the window                                        | d.                                                                 |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Their position during the journey is great</td>
<td></td>
</tr>
<tr>
<td>c. The sight along the way is not good enough</td>
<td></td>
</tr>
<tr>
<td>d. Their views are blocked by tuk-tuk’s canopy</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>How many wheeled does Tuk Tuk have?</th>
<th>What is the purpose of the text?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Four</td>
<td>a. to entertain the reader</td>
</tr>
<tr>
<td>b. Three</td>
<td>b. To retell the story about tuk-tuk</td>
</tr>
<tr>
<td>c. Two</td>
<td>c. To describe tuk-tuk</td>
</tr>
<tr>
<td>d. Five</td>
<td>d. To tell how to make tuk-tuk</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>“but it is common to see 6 to 7 students…..” (paragraph 2) The underline word has similar meaning as….</th>
<th>Which one is not the characteristic of Tuk tuk?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. usual</td>
<td>a. It is three wheeled</td>
</tr>
<tr>
<td>b. always</td>
<td>b. It is motorized rickshaw</td>
</tr>
<tr>
<td>c. rare</td>
<td>c. It can carry 6 adults comfortably</td>
</tr>
<tr>
<td>d. cannot</td>
<td>d. It is means of transportation for short distance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>“All of them share the fare” paragraph 2 The underlined word refers to….</th>
<th>What is the meaning of adult?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Tuk-tuk</td>
<td>a. Orang dewasa</td>
</tr>
<tr>
<td>b. Students</td>
<td>b. Turis</td>
</tr>
<tr>
<td>c. Visitors</td>
<td>c. Orang tua</td>
</tr>
<tr>
<td>d. Driver</td>
<td>d. Anak anak</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>the main idea of third paragraph is…..</th>
<th>What is the meaning of crammed?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Using Tuk-tuk The passengers cannot see view because of the canopy</td>
<td>a. Menaiki</td>
</tr>
<tr>
<td></td>
<td>b. Memenuhi</td>
</tr>
<tr>
<td></td>
<td>c. Mengendarai</td>
</tr>
<tr>
<td></td>
<td>d. Mendorong</td>
</tr>
</tbody>
</table>
b. one should sit on another person’s lap when using Tuk tuk

c. Bangkok Tuk tuk are a great way of traveling long distances
d. Canopy is part of Tuk-tuk

<table>
<thead>
<tr>
<th>Why do the visitors like using Tuk-tuk?</th>
<th>What is the meaning of downward?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Because it is cheap</td>
<td></td>
</tr>
<tr>
<td>b. Because it can carry for 6-7 passenger</td>
<td></td>
</tr>
<tr>
<td>c. Because the appeal and quality that make them irresistible</td>
<td></td>
</tr>
<tr>
<td>d. Because passengers can see view when used it</td>
<td></td>
</tr>
<tr>
<td>a. Kesamping</td>
<td></td>
</tr>
<tr>
<td>b. Kebawah</td>
<td></td>
</tr>
<tr>
<td>c. Keatas</td>
<td></td>
</tr>
<tr>
<td>d. Keblakang</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>“.unless one sits on another person’s lap” (paragraph 3)</th>
<th>What is the meaning of undeniable?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The underline word has similar meaning as….</td>
<td></td>
</tr>
<tr>
<td>a. but</td>
<td></td>
</tr>
<tr>
<td>b. Or</td>
<td></td>
</tr>
<tr>
<td>c. Because</td>
<td></td>
</tr>
<tr>
<td>d. Except</td>
<td></td>
</tr>
<tr>
<td>a. Tak dapat diterima</td>
<td></td>
</tr>
<tr>
<td>b. Tak dapat dimengerti</td>
<td></td>
</tr>
<tr>
<td>c. Tak dapat dianggap</td>
<td></td>
</tr>
<tr>
<td>d. Dapat disangkal</td>
<td></td>
</tr>
<tr>
<td>1. The text tells about…..</td>
<td>2. Tourist can get information on the history of the Malaysian army in….</td>
</tr>
<tr>
<td>---------------------------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>a. tourist attraction in Port Diction</td>
<td>a. the port diction fest</td>
</tr>
<tr>
<td>b. the beaches in Port Diction</td>
<td>b. the Malaysian Army Museum</td>
</tr>
<tr>
<td>c. tourist activities on Port Diction</td>
<td>c. the International Port Diction Ironman Triathlon</td>
</tr>
<tr>
<td>d. historical building of Port Diction</td>
<td>d. the Malaka Sultanate Building</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3. “They have been visited by many tourists…..” (paragraph 1)</th>
<th>4. What does the second paragraph tell about?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The underlined word refers to…..</td>
<td>a. The other attractions in port Dickson Beside beaches</td>
</tr>
<tr>
<td>a. capital city and Port Dickson</td>
<td>b. Port Diction beach</td>
</tr>
<tr>
<td>b. the Fest And the international Ironman Triathlon</td>
<td>c. history of the army aches</td>
</tr>
<tr>
<td>c. the Malaysian army museum and the Malakan Sultanate</td>
<td>d. Malakan Sultanate to the current period.</td>
</tr>
<tr>
<td>d. Teluk Kemang and The Blue Lagoon</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5. Where is Port Dickson located?</th>
<th>6. “there are several other attractions in port Dickson…” (paragraph 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Near from capital city of Malaysia</td>
<td>The underline word has similar meaning to….</td>
</tr>
<tr>
<td>b. 60 km from Singapore</td>
<td>a. attack</td>
</tr>
<tr>
<td>c. In five star beach resort</td>
<td>b. magnet</td>
</tr>
<tr>
<td>d. Teluk Kemang</td>
<td>c. place</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7. “as it is known to everyone…”(paragraph 1)</th>
<th>8. What are the attractions in Port Diction?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The underlined word refers to…..</td>
<td>a. the Fest And the international Ironman Triathlon, and the Malaysian army museum, Old City</td>
</tr>
<tr>
<td>a. Malaysia</td>
<td>b. Port Dickson</td>
</tr>
<tr>
<td>b. Port Dickson</td>
<td>c. Capital city</td>
</tr>
<tr>
<td>9. where can people enjoy the waters of the Straits of Malacca in peace?</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td></td>
</tr>
<tr>
<td>a. Teluk Kemang and The Blue Lagoon</td>
<td></td>
</tr>
<tr>
<td>b. All beach in the world</td>
<td></td>
</tr>
<tr>
<td>c. In Malaysia and Singapore</td>
<td></td>
</tr>
<tr>
<td>d. the Fest And the international Ironman Triathlon</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10. Based on the text we know that…\ldots\ldots</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Port Dickson is visited by local people only</td>
</tr>
<tr>
<td>b. Port Dickson is the nearest place to find sandy beaches</td>
</tr>
<tr>
<td>c. Malaysian army museum is far from Port Dickson</td>
</tr>
<tr>
<td>d. Teluk kemang is private beach in Port Dickson</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>11. “Those who are looking for history…” (paragraph 2) The underline word has similar meaning to….</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. See</td>
</tr>
<tr>
<td>b. Have</td>
</tr>
<tr>
<td>c. Want</td>
</tr>
<tr>
<td>d. Search</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>13. Which statement is not true based on the text?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Port Diction is the most far place to find sandy beaches and five-star beach resort</td>
</tr>
<tr>
<td>b. Port Diction is Located just 60 km from Malaysia’s capital city</td>
</tr>
<tr>
<td>c. Teluk Kemang and the Blue lagoon are beaches in Port Diction</td>
</tr>
<tr>
<td>d. Teluk Kemang and the Blue</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>14. What is the place which is near Port Dickson and shows the history of the army from the Malakan Sultanate to the current period?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Teluk Kemang</td>
</tr>
<tr>
<td>b. the Blue lagoon</td>
</tr>
<tr>
<td>c. the Malaysian army museum</td>
</tr>
<tr>
<td>d. the international Ironman Triathlon</td>
</tr>
<tr>
<td>lagon have been visited by many tourists and local people.</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>15. Based on the text, what are the places that have been visited by many tourists and local people?</td>
</tr>
<tr>
<td>a. Teluk Kemang and Teluk malaka</td>
</tr>
<tr>
<td>b. the Blue lagon and the Fest And the international Ironman Triathlo</td>
</tr>
<tr>
<td>c. Teluk Kemang and the Blue lagon</td>
</tr>
<tr>
<td>d. the Fest And the international Ironman Triathlo,and the Malaysian army museum</td>
</tr>
<tr>
<td>16. what is the purpose of the text?</td>
</tr>
<tr>
<td>a. To tell where Port dickson is</td>
</tr>
<tr>
<td>b. To describe Port dickson</td>
</tr>
<tr>
<td>c. To persuade reader to go to Port Dickson</td>
</tr>
<tr>
<td>d. To entertain the reader</td>
</tr>
<tr>
<td>17. “people can enjoy the waters of the Straits of Malacca in peace…” (paragraph 1) the meaning of Straits is…..</td>
</tr>
<tr>
<td>a. Laut</td>
</tr>
<tr>
<td>b. pantai</td>
</tr>
<tr>
<td>c. Selat</td>
</tr>
<tr>
<td>d. Samudra</td>
</tr>
<tr>
<td>18. “….the army from the Malakan Sultanate to the current period.” (paragraph 1) the meaning of current is…..</td>
</tr>
<tr>
<td>a. Dulu</td>
</tr>
<tr>
<td>b. Yang akan datang</td>
</tr>
<tr>
<td>c. Sekarang</td>
</tr>
<tr>
<td>d. Sebelumnya</td>
</tr>
<tr>
<td>19. “The public beaches for everyone in Port Dickson…..” (paragraph 1) the meaning of public is…..</td>
</tr>
<tr>
<td>a. Pribadi</td>
</tr>
<tr>
<td>b. Sendiri</td>
</tr>
<tr>
<td>c. Umum</td>
</tr>
<tr>
<td>d. swasta</td>
</tr>
<tr>
<td>20. “ which is near Port Dickson and shows the history…..” (paragraph 2) the meaning of show is…..</td>
</tr>
<tr>
<td>a. Mengingat</td>
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<tr>
<td>b. Menunjukan</td>
</tr>
<tr>
<td>c. meramaikan</td>
</tr>
<tr>
<td>d. menyembunyikan</td>
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<td>Kompetensi Dasar</td>
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<tr>
<td>5.3.</td>
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A. Choose the correct answer by crossing A, B, C or, D on your answer sheet.

Read the text below to answer question 1-3

I live in in a village called Amed, about a two-hour drive from Kuta, Bali. It is a beach village and one of the best places for scuba-diving in Bali. To reach my village you need a lot of energy because it is an exhausting trip. The road is winding and there are many ups and downs too. But as soon as you arrived in Amed, your efforts will be repaid by the beauty of my village.

Unlike other places in Bali, Amed is calm and peaceful place. The bay, part sandy and part rocky, appears to be lined with traditional fishing boats called jukung. From the top of the hill, people can enjoy beautiful views. There are no factories or industries in Amed, so the water and the soil are still clean and polluted. This is needed for the people in the village to produce salt.

1. What makes Amed different from other places in Bali?
   a. Amed is a place for Scuba-diving
   b. It needs a lot of energy to get there
   c. Amed is calm and peaceful place
   d. Amed has many star-rated hotel

2. Where can people enjoy beautiful scenery in Amed?
   a. On the top of the hill.
   b. On the top of factory.
   c. On the beach of the village
   d. On the roads of the village

3. "... because it is an exhausting trip." (paragraph 1)
   The underline words are similar in meaning to....
   a. tiring
   b. exciting
   c. confusing
   d. challenging

Read the text below to answer question 4-5

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

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

The Yogya Kembali Monument is surrounded by fish ponds. It is divided into four alleys which lead to the main building. The main building consists of different floors displaying a wide
range of collections during and after the war times. It shows dioramas, carved reliefs or collection of clothes and weapons.

4. What can be found in the western entrance of the monument?
   a. Two wheeled machine guns.
   c. A replica of the Cureng Aircraft.
   d. A wall engraved with 420 names of freedom fighters.

5. What is the topic of the text above?
   a. Yogyakarta.
   b. The Guntai Aircraft.
   c. The Yogya Kembali Monument.
   d. The history of Indonesian struggle.

Read the text below to answer question 6-8

My name is Maria Gonzales, I am 20 years old. I live in Los Angeles, California. I live with my friends from Mexico. I work in clothing factory, decorating clothes. For example, I sew jewelry on fancy dresses. Sometimes movie stars wear them.

I like to listen to Mexican Banda music. Banda music is like a cross between America country music and rock and roll, but the bands sing in Spanish. My favorite TV program is the national geographic special. I like them because I am very interested in foreign countries. I would like to travel to China and France someday.

6. What does paragraph two tell us about?
   a. Maria’s school
   b. Maria’s job
   c. Maria’s friends
   d. Maria’s hobby

7. Maria Gonzales lives in….
   a. Los Angeles
   b. Mexico
   c. France
   d. Spain

8. What is the purpose of the text?
   a. To retell Maria’s experience in the past
   b. To describe who Maria is
   c. To entertain the readers
   d. To inform Maria’s hobby

Read the text below to answer question 9-11

My favorite toy is a kite. *Layang-layang* or a kite is a very popular pastime toy in Indonesia. Many people like to play it. There are two distinct types of kites. The first are those which have tails attached to them to balance the kite; and those that will be used for one on one dogfights among kite flyers.

Kites for dogfights are popular among boys. They do not have tails attached to them. They are made from light bamboo and waxed paper. The string is the most important part in kites for dogfighting. It must be sharp so it can cut other strings easily. To make such kind of string is not easy. It must be coated with crushed glass. The string is dipped in a solution of crushed glass, which has been boiled with glue, chemicals and dye. The mixture acts as an adherent so the tiny
particles of glass will cling to the string. The string is strung out on a small rack to let it dry. This string is used for dogfights.

9. What makes a kite keep its balance?
   a. The bamboo.
   b. The string.
   c. The paper.
   d. The tail.

10. What is the main idea of the second paragraph?
    a. The string for kites for dogfights must be dry.
    b. Kites for dogfights don't have tails.
    c. The strings for the kites are popular.
    d. The kites don't have tails.

11. From the text we know that ....
    a. flying a kite is a common activity of Indonesian people
    b. fighting kites have tails attached to them
    c. the kite strings are made from glass
    d. the string for the kites must be dry

---

Read the text below to answer question 12-14

I have a cat. Her name is Kitty. She is my beautiful gray Persian cat. She has small body. She also has two ears. Kitty has smooth fur. She has four legs. She walks with pride and grace, performing a dance of disdain as she slowly lifts and lowers each paw with the delicacy of a ballet dancer. Her pride, however, doesn’t extend to her appearance, for the spend most of her time indoors watching television and growing fat.

12. What does the text tell us about?
    a. Kitty, a Persian cat
    b. A cat’s small body
    c. A cat ballet dancer
    d. Kitty’s four legs

13. From the text, we can conclude that….
    a. Kitty likes to stay outside of the house
    b. Kitty’s hobby is sleeping all the time
    c. Kitty’s body is getting over weight
    d. Kitty usually runs with pride and grace

14. One of the kitty’s hobbies is….
    a. Sleeping indoors
    b. Walking with pride
    c. Performing a dance
    d. Watching television

---

Read the text below to answer question 15--17

The national monument (Monument Nasional) is a 132 meter tower in center of Merdeka Square, Central Jakarta. It symbolizes the fight for Indonesian independence. The monument consists of 1. 117,7 m obelisk on 45 square platform at the height of 17 m.
The towering monument symbolizes the philosophy of lingga and yoni. Linga resembles a rice pestle (alu) and yoni resembles a rice mortal (lesung). They are two important items in Indonesia agricultural tradition.

The construction began in 1961 under the instruction of president Soekarno and the monument was opened to the public in 1975. It is topped by flame covered with gold foil. The monument and museum is open daily from 8.00 a.m. to 3.00 p.m. every day throughout the week, except for the last Monday of the month.

15. “it symbolizes the fight…” (paragraph 1)
   The underlined word means….
   a. The opening day
   b. The construction
   c. The monument
   d. The gold foil

16. What is the main idea of the paragraph one?
   a. An obelisk is clad with Italian marble
   b. The monument consists of 1.117.7 m obelisk
   c. The national monument (Monument Nasional) is a 132 meter tower
   d. It symbolizes the fight for Indonesian independence

17. The text mainly tells us about….
   a. The construction of National monument
   b. The meaning of lingga and yoni
   c. Schedule of the visit
   d. The national monument

B. Fill the blank of text by matching the world available below.

Mrs. Margaretha is my new art teacher. She (18) ………… to Jakarta last month. Before moving to my school she taught at SMP 3 Cilacap. Her husband is Engineer. He (19)……………for private company.

Although she is a new (20)…………, I feel interested in her teaching. (21) ………… has good style of teaching. Many of my friends also like her. She motivates her student well therefore students study her lesson enthusiastically as the result we got good score in the last test.

Read the text below to answer question 24-29

Yogyakarta is an artwork’s paradise because a lot of well-known artist originated from this place. These (22)……………artists have influenced local artisans in silver, leather, batik and other branches of crafts

Even wood, rattan and bamboo can be (23)……………into very attractive craft items not only for home, but also used international (24)……………. One can find these items (25)……………in several stores along Malioboro street of Yogyakarta.

Read the text below to answer question 30-35

Yogyakarta is an artwork’s paradise because a lot of well-known artist originated from this place. These (22)……………artists have influenced local artisans in silver, leather, batik and other branches of crafts

Even wood, rattan and bamboo can be (23)……………into very attractive craft items not only for home, but also used international (24)……………. One can find these items (25)……………in several stores along Malioboro street of Yogyakarta.
Choose the correct answer by crossing A, B, C or, D on your answer sheet.

Read the text below to answer question 1-3

I live in a small village called Dempet in Demak, Central Java. It is a nice and quiet place. My house is near a bridge which goes to a market. Behind my house is a big river. The street in front of my house is about ten meters wide.

People in my village are mostly farmers. They grows paddy, watermelons, and Cucumbers. Some people earn their living by raising cattle, such as goats, seeps, and caws. Some others are traders. They sell crops and other stuff at the market.

Early in the morning, the street in front of my house is always crowded by people going to the market. The goods are carried by horse carts and bicycles.

1. What do the people in the writer's village mostly do for a living? By being a / an ...
   a. Farmer.
   b. Seller.
   c. Shepherd.
   d. Trader.

2. How do the villagers earn their living? They are ...
   a. Growing flowers.
   b. Raising chicken.
   c. Selling paddy.
   d. Driving horse carts.

3. "They sell crops and other stuff at the market." (Paragraph 2)
   The underlined word has similar meaning with ....
   a. merchandises
   b. harvest goods
   c. Cattles
   d. Gifts

Read the text below answer to question 4-6

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

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

4. Masjid Sultan Suriansyah was constructed in the era of ....
   a. Banjar people.
   b. Colonial Dutch.
   c. Kalimantan King.
   d. Sultan Suriansyah.

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

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

Read the text below to answer question 7-8
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 colour 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 is powered by 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 it moves forward only.

7. What is the main idea of paragraph three?
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 is difficult to move.
d. The robot can move without batteries.

8. From the text we know that ...
a. the robot can't move back ward.
b. the robot's feet are bendable.
c. the robot can't move at all.
d. the robot has no arms.

Read the text below to answer question 9-11
My mom is pretty woman. She is smart and very artistic. She loves painting so much. She always encourages other people to paint as well. She owns an art gallery in the center of town. Although she is busy with her gallery, she always takes care of us, for me she is the most patient woman in the world she is rarely angry with us.

9. What is the text about?
a. An art gallery
b. The writer's mother
c. An artistic woman
d. The patient woman in the world

10. We conclude that the writer's mother is a.....
Jenifer Lopez (J.Lo) is highly successful actress, singer and dancer. Her new films and album usually go straight to the top.

What typical working day for her? Making a film is hard work. She usually gets up at half past five in the morning and she is always on the film at half past six. She never drinks coffee and she always has a light lunch of just green salad. She doesn’t like working late at night. She is usually in bed by half past ten. If she stays out late, she will be too tired in the next morning.

Adam Shankman, a director of one of her films says, ‘ J.Lo is actually a quite person. She doesn’t like going out all the time she often stay at home on Saturday nights and watches videos.’

If J.Lo isn’t working on a film or making a record, her life style is very different. When she has time off, she’s quite happy to go out. She loves New York restaurants. She loves dancing. She sometimes dances until three o’clock in the morning.

J.Lo’s family lives in New York. They are very close family. She sees her parents every weekend and always phones them if she has a problem. She has two elder sisters and they get on very well together. They are not just her sister, they are her best friends.
Read the text below to answer question 15-17

My father has a new black car. He bought it after saving the money from three years. He bought it so that my family can travel together easily.

Father uses the car to drive my sister and me to school every morning. Twice a week, father driver my mother to the traditional market for shopping.

The car has a good design, and it has eight seats: two seats in front, three seats in the middle, and another three seats at the back row.

It is very easy to drive. My mother can drive it by herself if my father is too busy in his office to take her to go shopping.

15. What does the text tell you about?
   a. The car that the writer got
   b. The writer’s father and mother
   c. The new car of the writer’s father
   d. The good design of the car

16. Who bought the car?
   a. Mother
   b. Father
   c. Her sister
   d. The writer

17. How did the writer’s father buy the new car?
   a. His children dropped it at school
   b. He went shopping twice a week
   c. He saved money for 3 years
   d. He spent money in traditional market

B. Fill the blank of text by matching the world available below.

Read the text below to answer question 18-21

Ki Hajar Dewantara is named as bapak pendidikan indonesia because of his (18)…………. ideas in Indonesia education. Although he was (19)………….during colonial times, he had modern views. He also thought that everybody had the right to get (20)…………..he was also chosen as the minister of Indonesian education under president Soekarno’s Administration. He did his job (21)………….and was bestowed Bintang Mahapura.

a. Brilliant  b. independence  c. Raised  d. responsibly
Bandung is one of the largest cities in Indonesia and the capital of West Java province. It is situated in the uplands of western Java at elevation of 715m in scenic region dominated by high volcanoes. The city is a major industrial center, producing textile, dyes, chemicals, aircraft, machinery and quinine. It is also an important center for education and research such as the Bandung Institute of Technology, Padjajaran State University, the Pasteur Institute and the National Research Institute. Bandung is the cultural capital of the Sudanese people and is famous for its angklung bamboo orchestra and its tradition of classical Sudanese theater. Dance and gamelan music.

Read the text below to answer question 22-25

- a. education
- b. industrial
- c. it
- d. situated
KUNCI JAWABAN PRETEST

1. C
2. A
3. A
4. B
5. C
6. D
7. A
8. B
9. D
10. B
11. A
12. A
13. C
14. D
15. C
16. C
17. D
18. MOVED
19. WORKS
20. TEACHER
21. SHE
22. FAMOUS
23. MADE
24. HOTEL
25. EASILY
APPENDIX 12

KUNCI JAWABAN POST TEST

1. A
2. C
3. B
4. D
5. D
6. A
7. B
8. A
9. B
10. B
11. C
12. B
13. C
14. C
15. C
16. B
17. C
18. BRILIAN T
19. RAISED
20. INDEPENDENCE
21. RESPONSIBLY
22. SITUATED
23. INDUSTRIAL
24. IT
25. EDUCATION
### APPENDIX 13

**Upper critical values of Student's distribution with degrees of freedom**

Probability of exceeding the critical value

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Kepada Yth.

Udr. Atiq Susilo, MA
Drs. Sunardi Kartowisastro, Dipl. Ed.
Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah
Jakarta.

Assalamualaikum wr.wb.

Dengan ini diharapkan kesediaan Saudara untuk menjadi pembimbing (materi/teknis) penulisan skripsi mahasiswa:

Nama : Rizxi Amaliyah
NIM : 1112014000024
Jurusan : Pendidikan Bahasa Inggris
Semester : 8 (delapan)
Judul Skripsi : The Effectiveness of Using Teams, Games, Tournaments (TGT) on Students’ Reading Comprehension


Bimbingan skripsi ini diharapkan selesai dalam waktu 6 (enam) bulan, dan dapat diperpanjang selama 6 (enam) bulan berikutnya tanpa surat perpanjangan.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamualaikum wr.wb.

[Signature]
Kajur Pendidikan Bahasa Inggris

[Stamp]
NIP.1960912509011008

Tembusan:
1. Dekan FITK
2. Mahasiswa ybs.
SURAT PERMOHONAN IZIN PENELITIAN

Nomor : Un.01/F.1/KM.01.3/I.3,39/2016
Lamp. : Outline/Proposal
Hal : Permohonan Izin Penelitian

Jakarta, 17 Oktober 2016

Yang terhormat,
Kepala SMP N 166 Jakarta
di Tempat

Assalamu'alaikum wr wb.

Dengan hormat kami sampaikan bahwa,

Nama : Rizxi Amalyyah
NIM : 1112014000024
Jurusan : Pendidikan Bahasa Inggris
Semester : 9 (sembilan)
Tahun Akademik : 2012/2013
Judul Skripsi : The Effectiveness of Using Teams-Games-Tournament (TGT) in Teaching Reading on Descriptive Text (A Quasi-Experimental Study at Eight Grade Students of SMP N 166 Jakarta)

adalah benar mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Jakarta yang sedang menyusun skripsi, dan akan mengadakan penelitian (riset) di sekolah yang Saudara pimpin.

Untuk itu kami mohon Saudara dapat mengizinkan mahasiswa tersebut melaksanakan penelitian dimaksud.

Atas perhatian dan kerja sama Saudara, kami ucapkan terima kasih.

Wassalamu'alaikum wr wb.

[Signature]
	[
	Nama: [Name]
	Jurusan: [Degree]

Tembusan:
1. Dekan FITK
2. Pembantu Dekan Bidang Akademik
3. Mahasiswa yang bersangkutan
SURAT KETERANGAN
Nomor : 135 / 1.851.522

Yang bertanda tangan dibawah ini Kepala Sekolah Menengah Pertama (SMP) Negeri 166 Jakarta, dengan ini

MENERANGKAN

Nama : RIZXI AMALIYAH
NIM : 1112014000024
Jurusan : Pendidikan Bahasa Inggris
Semester : 9 (sembilan)
Tahun Akademik : 2012/2013

Nama tersebut di atas telah mengambil data penelitian dalam rangka penulisan tugas Skripsi yang berjudul "The Effectiveness of Using Teams-Games-Tournament (TGT) in Teaching Reading on Descriptive Text (A Quasi Experimental Study at Eight Grade Students of SMP N 166 Jakarta)

Demikian surat keterangan ini kami berikan, agar dapat dipergunakan sebagaimana mestinya.

Jakarta, 4 November 2016
Kepala SMP Negeri 166 Jakarta

MUHAMMAD IRMAWAN, S.Pd,MM

Kode Pos 12620