THE EFFECT OF JIGSAW STRATEGY ON STUDENTS’ READING COMPREHENSION OF DESCRIPTIVE TEXT

(A Quasi-Experimental Research at the Tenth-Grade Students of MAN 12 Jakarta Academic Year 2018-2019)

A “Skripsi”

Presented to the Faculty of Tarbiya and Teachers’ Training in Partial Fulfillment of Requirements for the Degree of S.Pd. (Strata 1) in English Language Education

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF EDUCATIONAL SCIENCES

SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY JAKARTA

2019
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DEPARTMENT OF ENGLISH EDUCATION
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ENDORSEMENT SHEET

The Examination Committee of the Faculty of Educational Sciences certifies that the Skripsi (Scientific Paper) entitled "The Effect of Jigsaw Strategy on Students’ Reading Comprehension of Descriptive Text" (A Quasi-experimental Study at the Tenth Grade of MAN 12 Jakarta in Academic Year 2018/2019), written by Ratu Erlinda Kurniatillah. Student’s registration number 11150140000007, was examined by the Committee on October 3rd, 2019. The skripsi has been accepted and declared to have fulfilled one of the requirements for the degree of S.Pd. (Bachelor of Arts) in English Education Department.

Jakarta, October 3rd 2019

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ABSTRACT


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This research was aimed to get the empirical evidence on the effect of Jigsaw Strategy on students’ Reading Comprehension of Descriptive Text at the Tenth Grade of MAN 12 Jakarta in Academic Year 2018/2019. This research used quantitative method and the research design used is a quasi-experimental design. The population of this research is the Tenth-grade students of MAN 12 Jakarta. The sample technique used purposive sampling that consist of 60 students. The samples are assigned into two groups: class X MIPA 1 as an experimental class and X MIPA 2 as a control class and each class consist of 30 students. The instrument of this research was multiple choice test, including pre-test and post-test. The result of this research was obtained from calculating the data using t-test with the significance level (α) = 0.05 and also calculated the effect size. The result of this research showed that there was improvement of the students’ comprehension in reading descriptive text. Gained score of the experimental class (15.83) is higher than controlled class (9.33). From the result of statistic calculation it is obtained that the value of t-observation (t₀) is 2.78 and degree of freedom (df) is 58 in the table of significance 5% the value of degree of significance is 2.00 Comparing those values, the result is 2.78>2.00 which mean t-observation (t₀) score is higher than t-table (t₀). In order word, the Alternative Hypothesis (Hₐ) is accepted and the Null Hypothesis (H₀) is rejected. Therefore, Jigsaw strategy is effective toward students’ reading comprehension of descriptive text.

Keywords: Jigsaw Strategy, Descriptive text, Reading Comprehension
ABSTRAK


Dosen Pembimbing I: Dr. Farida Hamid, M.Pd
Dosen Pembimbing II: Atik Yuliyani, M.A. TESOL

Penelitian ini bertujuan untuk mendapatkan bukti empiris tentang pengaruh strategi Jigsaw terhadap pemahaman membaca siswa dalam teks deskriptif di kelas X MAN 12 Jakarta pada tahun akademik 2018/2019. Penelitian ini menggunakan metode kuantitatif dan desain penelitian yang digunakan adalah desain quasi-eksperimental. Populasi penelitian ini adalah siswa kelas X MAN 12 Jakarta. Teknik sampel menggunakan purposive sampling yang terdiri dari 60 siswa. Sampel dikelompokkan menjadi dua kelompok: kelas X MIPA 1 sebagai kelas eksperimen dan X MIPA 2 sebagai kelas kontrol yang setiap kelas terdiri dari 30 siswa. Instrumen penelitian ini menggunakan tes pilihan ganda yang terdiri dari pre-test dan posttest. Hasil penelitian ini diperoleh dari penghitungan data menggunakan uji-t dengan tingkat signifikansi (α) = 0.05 dan juga menghitung besar efeknya. Hasil dari penelitian ini menunjukkan bahwa ada peningkatan pemahaman murid-murid dalam membaca teks deskriptif. Gained score yang diperoleh kelas eksperimen (15.83) lebih tinggi daripada kelas control (9.33). Dari hasil kalkulasi statistik, dapat diperoleh bahwa nilai dari t-observasi (t₀) adalah 2.78 dan degree of freedom (df) adalah 2.00. Dengan membandingkan nilai-nilai tersebut, hasilnya adalah 2.78>2.00 yang berarti skor t-observasi (t₀) lebih besar dari skor t-table (t₀). Dengan kata lain, Hipotesis Alternatif (Hₐ) diterima dan Hipotesis Null (H₀) ditolak. Oleh karena itu, strategi Jigsaw efektif terhadap pemahaman membaca murid-murid dalam teks descriptive.

Kata kunci: Strategi Jigsaw, Teks Descriptive, Pemahaman Membaca.
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In the name of Allah, the Beneficent, the Merciful

All praise be to Allah, the Lord of the world, the Almighty God, and there is no God but Allah, who has given the gracious mercy and very great blessing so that the writer can accomplish her skripsi. Peace and salutation may be addressed to the Prophet Muhammad, Peace be upon him, his family, his companions, and his followers.

This research entitled “The Effect of Jigsaw Strategy on Students’ Reading Comprehension of Descriptive Text (A Quasi-Experimental study at the Tenth Grade Students of MAN 12 Jakarta in Academic Year 2018/2019)” is presented to the Department of English Education, Faculty of Educational Sciences, State Islam University Syarif Hidayatullah Jakarta in partial fulfillment the requirements for the degree of “S.Pd” in English education. Many challenges and obstacles were encountered by the writer in the process of completing this paper. Indeed, it couldn’t be resolved without the help and support from many sides, including lecturers, families, friends, and school institution.

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Jakarta, July 15th 2019

Ratu Erlinda Kurniatillah
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CHAPTER I
INTRODUCTION

A. Background of Study

Reading is a way to get knowledge and information from the text. Therefore, reading is important to be learned and mastered by students for several considerations. First, reading help students to absorb any knowledge and ideas which are very useful to support their materials in the classroom activity. Regarding the statement above, Hirai stated that the more we read, the better we get it, the more we like it, the more we do it.¹ Second, reading is also to develop our skill or ability in transferring the author’s purpose. When the readers know the authors purposes, it will help them to identify the main idea of the text and make the readers can easily understand what they have read. According to Al Udaini, indicates that reading is an interactive process in which the reader interacts with the text and employs his/her experience and knowledge to get meaning.² Consequently, reading is a basic, purposeful skill in which the teacher has to get students to encode the symbols and understand the meaning.

In addition, reading is not only about how to pronounce and know the meaning of words but also how the readers comprehend the author's ideas in written form. It supported by Patel and Jain who says that reading means that understanding the meaning of the word printed. This is an active process consisting of recognition and comprehension skills.³ The last, reading is one of the most essential skills in language learning. It is in line with McDonough and Christopher Saw who state that “.... reading is the most important foreign language skill.”⁴ Reading becomes essential for everyone in order to increase his

or her knowledge. This idea is supported by Grabe and Stoller in John Cabansag’s statement that “Of the fourth skill, reading can be regarded as specifically important because reading is assumed to be a central means of learning new information.”

Thus, reading is an important subject to be learnt by the students, because it can help them to get new information in order to enhance their knowledge. Further, regarding to the importance of the reading skill, it is taught in the school as a part of English subject starting from junior high school until university level in Indonesian educational system.

In line with the importance of reading, reading skill for Senior High School has regulated in 2013 Curriculum. Based on the 2013 Curriculum, in reading skills for Senior High School, there are three basic competencies should be achieved by the students. First, the students are able to read aloud the meaning of a functional text and short essay in a descriptive text by spelling, stressing, and intonation. Second, the students are able to respond to the meaning of functional texts and short essays accurately, fluently and understandable with the closest environment, such as a particular person, place, or thing. Third, the students are able to respond the meaning in short essay accurately, fluently and understandable in daily life, especially in descriptive text. To develop students’ reading comprehension, the students are introduced in many types of reading text. The variety of texts used is chosen in accordance with mandate of the 2013 curriculum, namely long functional texts in the form of narrative, descriptive, and recount as well as interactional texts with various themes.

But the writer only focuses on descriptive text. Descriptive text is a text that describes the characteristic of something like person place or thing. It means that descriptive text is a text which describes something and includes of the characteristics of...

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something. It tells the readers with detail information that can be help them to imagine and to describe in their mind about what the content of the text.

During the Integrated Teaching Practice Program (*Pengenalan Lapangan Persekolahan*), the writer found out that the students at the Tenth-grade of MAN 12 Jakarta have difficulties on Reading Comprehension of Descriptive Text. The problems appear are, the students have difficulty to get main idea and supporting detail of the text. Besides, the other problem in reading is lack of vocabulary mastery. They have difficulty in comprehending reading descriptive text when they found unfamiliar words. Consequently, the students could not identify the generic structure of the text well. Students also have low motivation, the limited time to explain the material, unsupported situation in the class. Besides that, one of the factors is probably method and technique of teaching. In the teaching and learning process in the classroom, the teacher do not apply different variety method only uses conventional way, where the teacher focuses on explaining the text in general not too detailed, the teacher usually just ask the students to read the full descriptive text, and focusing on teaching how to pronounce difficult words that are in the text to students. From the case, the writer assumes that the technique may be could not motivate the students to learn the text. Consequently the students’ interest is low and they get some difficulties in comprehending reading of descriptive text.

To overcome students’ difficulties, there are several methods that can be used by teachers to improve the students’ reading comprehension in descriptive text, one of the methods is cooperative learning. According to Richard, cooperative learning is one of approach of teaching that apply grouping students in which student can help each other in learning the subject and the class is organized in groups of four or six students in order to fulfill a learning task cooperatively. In other words, cooperative learning is learning in small groups where the interaction is structured according to carefully worked out principles.

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One of the great strategies that can be used to teach reading comprehension is to use the Jigsaw strategy. Based on what Maden said, the Jigsaw strategy can improve cooperative learning by making each student responsible for teaching some of the materials to the group. The Jigsaw strategy itself is a cooperative learning method that has special skills used to teach various language skills, such as writing, reading, listening, and speaking. Using this strategy, students are required to master the text, because they are given the opportunity to understand the reading very well.

According to the explanation above, writer applied Jigsaw strategy to improve students' understanding in reading. It is expected that by using Jigsaw, students can take information from the text properly. Writer also has thought in assuming the theory that Jigsaw provides an opportunity for students to understand text more easily. In addition to generating student understanding, applying this strategy can also make more active students and they can easily share ideas with other students. Students are believed to get more motivation. It is desirable that students' reading problems will be overcome using this strategy. Based on these problems and reasons, the writer is interested in carrying out a research entitled: “The Effect of Jigsaw Strategy on Students’ Reading

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Comprehension of Descriptive Text. (A Quasi-Experimental Research at Tenth-Grade Students of MAN 12 Jakarta).

B. Identification of the Problem

Based on the background, there are some problems found in the teaching of reading. The problems are identified as follows:

1. Students have difficulty to get main idea and supporting detail of descriptive text.
2. Students have lack of vocabulary mastery when they found unfamiliar words.
3. Students could not identify the generic structure of the text well.
4. Students also get low participation and motivation in learning descriptive text.

C. Limitation of the Problem

From the identification of the problem above, the writer limits the research focus on the effect of jigsaw strategy on students’ reading comprehension of descriptive text on the tenth grade students of MAN 12 Jakarta in academic year 2018/2019.

D. Formulation of the Problem

Based on the limitation of the problem, the writer will formulate the problems as the following question: “Is there any effect of using Jigsaw strategy on students’ reading comprehension of descriptive text on the tenth grade students of MAN 12 Jakarta in academic year 2018/2019?”

E. Objective of the Study

The Objective of the study is to find out empirical evidence on the effect of jigsaw strategy on students’ reading comprehension of descriptive text on the tenth grade students of MAN 12 Jakarta in academic year 2018/2019.
F. Significance of the Study

Related to the objectives of the study above, the significance of the study are as follows:

a. Students

This study will help the students to improve their English reading skill, especially in reading descriptive text by using jigsaw strategy.

b. Teachers

For Teachers, the results are expected can provide information about Jigsaw strategy as one of effective way to teach Reading Comprehension in Descriptive text which can be applied in classroom.

c. Further Researchers

For further researchers, the results are expected can be a reference in conducting deeper further research about jigsaw strategy in teaching and learning Descriptive text.
CHAPTER II
THEORETICAL FRAMEWORK

A. General Concept of Reading

1. The Nature of Reading

Reading is one of four skills that is very important to be mastered by the students. Reading is activity that enriches the students’ knowledge. It helps students know how to use English well. Reading is one of the basic life skills. Without having the ability to read well, opportunities for personal fulfillment and job success inevitably will be lost. Reading plays an important role in the teaching and learning process. We can get new insight and information by reading. In the teaching and learning English as foreign language process, there are many reading activities, reading the materials, reading the text, and even reading the questions in the task.

Some experts have opinions related to the reading. Brown states that reading is a process of negotiation of meaning. In this process, the readers bring their early thought to the next parts of reading process to finally reaches their understanding about the meaning of the texts that they read.\(^1\) It can be said that the readers’ understanding about the text is the result of interaction between their thought and the meaning of the texts they read.

Nunan points out that reading is a fluent process of reader combining information from a text and their own background knowledge to build meaning.\(^2\) It requires students to know or what information can be got from the texts. The students’ background knowledge integrates with the text to create the meaning.

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In addition, Celcia-Murcia\textsuperscript{3} states that reading is to learn unique thinking skills in which ESL/EFL learners must have ability to comprehend the material from a text by using their own thought activities which help them to analyze texts, to determine main idea and contrast or cause and effect example, following an argument in the text, and to choose relevant topic under discussion.

As a common knowledge, reading is what happens when people look at a text and assign meanings the written symbols in a text. In reading, the students should have background experience in order to make sense out of the written material. In order to enable the students to understand what they have read, the teacher should give them an opportunity to demonstrate what they have gained from reading; the students have enough time to express, to comment their own ideas about the reading text.

As it has been stated by Grabe and Stoller, reading is the ability to draw meaning from the printed page and interpret this information appropriately.\textsuperscript{4} However, without quibbling over the exact wording of such a definition, it is, nonetheless, insufficient as a way to understand the true nature of reading abilities.

M. F Patel said reading means to understand the meaning of printed word i.e written symbols. Reading is an active process which consists of recognition and comprehension skill. Reading is an important activity in life with which one can update his/her knowledge. Reading skill is an important tool for academic success.\textsuperscript{5}

Based on the theories above, it can be concluded that reading is a complex activity, it is more than just interaction between the reader and

\textsuperscript{3} Marrienne Celcia-Murcia. *Teaching English as a Second or Foreign Language.* (California: Heinle Publisher, 1991), p.200


\textsuperscript{5} Dr. M. F. Patel and Praveen M. Jain. *English Language Teaching.* (Jaipur: Sunrise, 2008), p. 113
the text, it involves researcher purpose, the social context, the reader past experiences language background, and cultural framework.

In term of comprehension, Puskorius states that comprehension in reading is the understanding that one acquires from text. It is the process in which meaning is constructed and is a main goal of reading instruction for students.

Reading comprehension is so important in reading. In reading we must comprehend the content of the text to avoid the misunderstanding. Reading without comprehending may lose some messages or information. Reading cannot be separated from comprehension because in understanding and interpreting the written symbols, one must comprehend the text. Reading is a process of getting information from the text. Therefore, reading comprehension means understanding what has been read. Reading is an active process that depends not only on comprehension abilities, but also on the readers’ experiences and prior knowledge.

Furthermore, there are many theories which discuss the reading comprehension. One of them is proposed by Boardman, et al. They define reading comprehension as a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).

According to Brassell and Rasinski, reading comprehension refers to the ability to comprehend or make meaning from written text. It means that when someone read a text he also needs to comprehend it.

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On the other hand, Snow points out that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.9

The theories above suggests that reading comprehension is the ability of getting the information or meaning from text. It is influenced by the reader's past experiences, knowledge, language background, and the reader's culture. Reading comprehension is the ability to find the stated or unstated researcher’s idea in the text. The essence of reading comprehension is understanding all information delivered by the researcher. It also refers to the ability to connect between the words in a text, to understand the ideas and the relationships between ideas conveyed in a text.

2. The Kinds of Reading
There are two kinds of reading according to Jeremy Harmer.10

a. Extensive reading
The term refers to reading which students do often (but not exclusively) away from the classrooms. Where possible, extensive reading should involve reading for pleasure or a joyful reading. This is enhanced if students have a chance to choose what they are willing to read.

b. Intensive reading
It refers to the detailed focus on the construction of reading texts which takes place usually (but not always) in classrooms. Teachers may ask the students to look at extracts from magazines, poems, Internet websites, novels, newspaper, plays, and wide range of other text genres. Intensive reading is usually accompanied by study activities.

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9 Catherine Snow, Chair, Reading for Understanding Toward a Research and Development Program in Reading Comprehension, (Santa Monica, California: RAND, 2002), p. 11
To be able to read well, there are ways to read that need attention. In connection with reading to get the maximum benefit from reading, the reader should also be involved in extensive and intensive kinds of reading.

While Francoise Grellet divided the kinds of reading into:¹¹

a. Skimming, it is a process of reading in which happen quickly running one’s eyes over a text to get the gist of it.

b. Scanning, it is a process of reading in which quickly going through a text to find a particular piece of information.

The writer considers that if people have different purposes in reading, it will as well influence the way they read. For instance, people probably will read some lessons or materials in the limited amount of time then people just skim the text. On the contrary, when people need to look up a name in the address book or word in the dictionary, they should know what they are looking for so they scan it and read it word by word.

3. The Purposes of Reading

Every person has their own purpose in reading a text. For instance, when people want to get information or knowledge, they read a textbook, a newspaper, a journal, an article. When people read to get pleasure or to get entertained, they may read some kinds of magazine, comic, or novel.

Good readers are different with usual readers because good readers have a purpose for reading and use their experiences and background knowledge to make sense of the text. We don’t comprehend a text unless we make connections and are able to process the words that we read at the thinking level.

The purpose of reading is important to understand by readers because it is closely linked to what the reader need to gain from the

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¹¹ Francoise Grellet, *Developing Reading Skills*, (Cambridge: Cambridge University Press, 2010), p. 4
material. Basically, the essential purposes of reading are to get information and to get a pleasure. Readers read differently when they read for pleasure than when they read to answer a specific question or summarize key information from a textbook.

The other purpose of reading besides to get pleasure is reading for information. Grabe and Stoller identify that reading purposes can be as:

1) Reading to search for simple information and reading to skim

Reading to search for simple information is also called scanning which the reader to find the specific words, specific piece of information, or a few representative phrases. In other hand, skimming is can be described as combination of strategies of guessing where important information might be located in the text, and then using basic reading comprehension skills on those segments of the text until a general ideas is formed.

2) Reading to learn from text

Reading to learn is condition when the reader needs to learn considerable amount of information from a text.

3) Reading to integrate information, write, and critique texts

Reading to integrate information requires critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for reader’s goal. Reading to write and to critique task may be task variants of reading to integrate information.

4) Reading for general comprehension

Reading for general comprehension, when accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skills in forming a general meaning representation of main ideas,

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and efficient coordination of many processes under very limited time constraints.

To sum up, when the students have purpose in reading materials, the purpose let the students to focus on what they want to get. Whatever the purpose, the students will have new information and will be useful for their needs when the purpose has decided. Moreover, through the suitable technique in comprehending their reading materials, the students will be more focus in the learning process and maximize the information gotten.

4. The Process of Reading

As it has been mentioned before, reading comprehension is the process in which the reader constructs meaning from the text. There are some types of constructing meaning processes proposed by some experts. The three processes of constructing the meaning of the text presented below.14

1. Bottom-up processing

Bottom-up processing is a process of decoding letter-by-letter. After readers begin to decode the letters of word level and syntactic features of the text, they can build their textual meaning. They read texts by ways of focusing on linguistic forms at the level of word and sentence. As familiarities with the words increase, the readers will automatically recognize the words. It means that the reader has to recognize the words from one to another, associate among phrases, clauses, and sentences, and finally it is processed into phonemic units representing lexical meaning and attains some comprehension of the text. This helps them to read fluently.

2. Top-down processing

In this process, the reader constructs the meaning by bringing their early thought to the text being read. It means that prior knowledge of the reader is very important in getting the meaning

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of the text. In top-down processing, the reader makes some prediction of the text. The process is continued by taking samples which will be confirmed or not to the predictions have been made before. Finally, the reader checks the predictions.

3. Interactive processing

Interactive processing is a combination of two processes before. In interactive processes, the reader predicts the probable meaning of the text, then moving to the bottom-up processes to check whether that is the idea of the writer. It means that the reader both recognizes words and predicts the implied information in constructing the meaning of the text.

So, it can be concluded that there are three types in the process of reading comprehension. They are bottom-up processing, top-down processing, and interactive processing. Bottom-up processing focuses on linguistic forms at the level of word and sentence. Top-down processing deals with the readers’ background knowledge. The last, interactive processing combines of the two processes. It means, combining word recognition and background knowledge of the readers. The three processes help the readers to comprehend the text.

5. Teaching Reading

Teaching is learning and teaching process between students and teachers in the classroom. It can give information to somebody what they do not know to be known. According to Brown\textsuperscript{15}, teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand. Moreover, teaching is guiding and facilitating learning enabling the learner to learn, setting the condition for learning.

The aim of teaching reading is to develop the students’ ability, so that they can read and understand the text efficiently. According to Brown\textsuperscript{16}, a good rubric to try to keep in mind for teaching reading is the following:

a. **Before reading.** Spend some time introducing the topic, encouraging skimming, scanning, and activating. Students can bring the best of their knowledge and skills to a text when they have been given a chance to “ease into” the passage.

b. **While reading.** Not all reading is simply extensive reading—global reading. There may be certain facts or rhetorical devices that students should take note of while they read. This gives them a sense of purpose rather than just reading because the teachers order it.

c. **After reading.** Comprehension question are just one form of activity appropriate for post reading. Consider vocabulary study, identify the authors’ purpose, discussing the authors’ reasoning, examining grammatical structures, or steering students toward a follow up writing exercise.

The teacher should know that the principle for teaching reading is to get successful in teaching. According to Nunan\textsuperscript{17}, the principles for teaching reading are follows:

a. Exploit the readers’ background knowledge.

b. Build a strong vocabulary.

c. Teach for comprehension.

d. Work on increasing reading rate.

e. Teach reading strategies.

f. Encourage readers to transform strategies into skills.

g. Build assessment and evaluation into your teaching.

h. Strives for continues improvement as a reading teacher.


B. General Concept of Descriptive text

1. Definition of Descriptive text

Description is the part of the paragraph that describes the character. We could say a descriptive text is a text that describes the features of someone, something, or a certain place.  

Description recreates sense impression by translating into words, the feel, sound, taste, and look of things. Emotion may be describing too, feeling such as happiness, fear, loneliness, gloom, and joy. Description helps the reader through his or her imagination to visualize a scene or person, or to understand a sensation or an emotion.

Description represents in words our sensory impression usually of a place, a person, or an object. Description is writing the way persons, animals, or things appear. It normally takes one of three forms, describing people, place and thing. Which has an informative description simply enables the reader to identify an object.

Based on the explanation above, descriptive text is description of someone, or something, or a place that described into words. It includes details as real as possible which make the reader easy to imagine what the text is being described.

2. The Purpose of Descriptive Text

The purpose of descriptive text is to present the description of a person, a place, or an object for the readers. It also can be said that the goal is to say something about the subject by describing its details without containing individual view. On the other hand, Dietsch divides three general purposes of descriptive text, they are:

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1) To create imaginary, a mood, or an aura of place.
2) To stimulate understanding and convince.
3) To urge the listener to action.²²

From those purpose, they can guide the emotional expressions of readers by describing details that create a dominant impression of readers’ main idea. In addition, according to Barbara, the purpose of description text are:²³

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Sample Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>To entertain</td>
<td>An amusing description of a teenager’s bedroom</td>
</tr>
<tr>
<td>To express feelings</td>
<td>A description of your favorite outdoor retreat so your reader understands why you enjoy it so much</td>
</tr>
<tr>
<td>To relate experiences</td>
<td>A description of your childhood home to convey a sense of the poverty you grew up in</td>
</tr>
<tr>
<td>To inform (for a reader unfamiliar with the subject)</td>
<td>A description of a newborn calf for a reader who has never seen one</td>
</tr>
<tr>
<td>To inform (to create a fresh appreciation for the familiar)</td>
<td>A description of an apple to help the reader rediscover the joys of this simple fruit</td>
</tr>
<tr>
<td>To persuade (to convince the reader that some music videos degrade women)</td>
<td>A description of a degrading music video</td>
</tr>
</tbody>
</table>

3. The Generic Structure of Descriptive Text

Every genre of the text has a certain structure or stages in order to get something done through language. There are two elements as a requirement for a text to be identified as descriptive text, they are:24

1) Identification: the identification element aims at introducing and identifying specific participant (a person, thing, place, animal or event) to be described in the descriptive text.

2) Description: the description aims at describing the specific participant in the text. It contains descriptive details or information of the specific participant by providing a description of its characteristics, appearances, personality, habits or qualities.

MY BEST FRIEND

I have a lot of friends in my school, but Dinda has been my best friend since junior high school. We don’t study in the same class, but we meet at school everyday during recess and after school. I first met her at junior high school orientation and we’ve been friends ever since.

Dinda is good-looking. She’s not too tall, with fair skin and wavy black hair that she often puts in a ponytail. At school, she wears the uniform. Other than that, she likes to wear jeans, casual t-shirts and sneakers. Her favourite t-shirts are those in bright colors like pink, light green and orange. She is always cheerful. She is also very friendly and likes to make friends with anyone. Like many other girls, she is also talkative. She likes to share her thoughts and feelings to her friends. I think that’s why many friends enjoy her company. However, she can be a bit childish sometimes. For example, when she doesn’t get what she wants, she acts like a child and stamps her feet.

Dinda loves drawing, especially the manga characters. She always has a sketchbook with her everywhere she goes. She would spend some time to draw the manga characters from her imagination. Her sketches are amazingly great. I’m really glad to have a best friend like Dinda.
4. **The Language Features of Descriptive Text**

   Related to its language features, that a descriptive text employs the following linguistic features:\(^{26}\)

   1. Focus on specific participants as the main character;
   2. Use present tense;
   3. Use linking verbs or relational process frequently (is, are, has, have, belongs to) in order to classify and describe appearance or qualities and parts or functions of phenomena);
   4. Use action verbs or material process and behavioral process in giving additional description regarding action and behavior did by the participants in the text;
   5. Use a mental verb or mental process when describing feelings;
   6. Use the nominal group frequently to describe;
   7. Use adjective and adverbs to add information to nouns and add information to verbs to provide more detailed descriptions of the topic;
   8. Use adverbial phrases to add more information about manner, place, or time and sometimes realized in the embedded clause which functions as circumstances.

C. **General Concept of Jigsaw Strategy**

   1. **The Understanding of Jigsaw Strategy**

   Jigsaw strategy was developed by Elliot Aronson in 1971 with his students from Texas University and California University. Jigsaw cooperative teaching is one that places much emphasis on providing students the opportunity to actually help each other build comprehension. This strategy assigns students to small groups composed of varying skill levels. Each group member is responsible for becoming an “Expert” on one

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section of the assigned materials and then teaching it to the other members of the team.

According to Judy Clarke, jigsaw is an excellent arrangement for learning in a group or team that contains of four members to create interdependence and interesting learning tasks to reach goals that surpass those that can be achieved by individual members.\textsuperscript{27} In other word, jigsaw strategy applies grouping in learning materials in order to create attractive learning and communication with each student.

Mengduo stated that Jigsaw is said to be able to increase students’ learning since “a) it is no threat for many students, b) it increases the amount of student participation in the classroom, c) it reduces the need for competitiveness and d) it reduces the teacher’s dominance in the classroom”. Consequently, jigsaw strategy can successfully reduce students’ reluctance to participate in the classroom activities and help create an active learner-centered atmosphere. Studies showed that it was only under certain conditions that cooperative efforts may be expected to be more productive than competitive and individualistic efforts.\textsuperscript{28}

It can be concluded that jigsaw is a model learning strategy of cooperative learning, which the students work in a small groups.

Based on the statement above, the writer concluded that jigsaw strategy is a strategy of learning which groups students into small group will assign to solve the learning material that is given to them by the teacher, each group get different part of learning material. After the students solve the learning material of their own group, they have to discuss and combine their learning material until each group has all learning the material from all other groups.


2. Advantages and Disadvantages Jigsaw Strategy

There are some advantages and disadvantages of using jigsaw. They are:

1. The Advantages of Jigsaw Strategy:

   According to Mengduo and Xiaoling, “The jigsaw classroom reduces students’ reluctance and anxiety to participate in the classroom activities, while increasing self-esteem and self-confidence.”

   The jigsaw technique is an effective way to promote student participation and enthusiasm as well as a useful technique for language learners to accomplish learning tasks in the classroom. Jigsaw learning makes it possible for students to be introduced to material and yet bear a high level of personal responsibility. It helps develop teamwork and cooperative learning skills within all students and a depth of knowledge not possible if the students learn all of the material on their own. Finally, since students are supposed to report their own findings to the home group in jigsaw learning, it quite often discloses a student’s own understanding of a concept as well as reveals any misunderstandings.

   The benefits of Jigsaw strategy are engaging students in cooperative learning. One of the primary advantages of the Jigsaw and most other cooperative learning strategies is that they tend to eliminate competition in the classroom and increase the cooperation among the students.

   In addition to helping students learn new material. Marhamah and Mulyadi confirm that the Jigsaw method provides a way to help students become active in classroom activities and/or lessons. When students are anxious or sometimes even afraid to contribute,

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29 Ibid., 122
they are going to miss information that is needed to fully understand the material. The jigsaw allows students to work with one another and develop a sense of being needed. By involving in the activities, the students focus on listening, speaking, cooperation, reflection, and problem-solving skills.\(^{31}\)

In conclusion, as far as language learners are concerned, jigsaw strategy is, by trial and error, a proper way to promote learners’ participation and enthusiasm as well as a useful technique to focus on the language use to accomplish learning tasks in the EFL classroom.

2. The Disadvantages of Jigsaw Strategy

Besides the advantages have discussed before, Sharan mentions several disadvantages when using the jigsaw strategy in teaching, such as follow:

a. The Pressure of Accountability

For some students it may create an overwhelming sense of pressure to perform when they return to their home group.

b. Fairness with Assessment and Evaluation

Assessment and evaluation are challenging for teachers with all student learning, the issues of assessing group product and group process provide additional concerns.

c. Contrived Interdependence\(^ {32}\)

Students need to believe in the worth of the contributions of others. These beliefs develop over time when students are involved in relevant, stimulating, rich activities with many ways of contributing and participating.


3. **Procedure of Applying Jigsaw strategy towards Reading Comprehension in Descriptive Text**

   Jigsaw activity in reading skill is developed for each student within group in order to reach a good understanding of one reading form an assigned set to explain it to other in the groups. When all the pieces of stories are put together, the students in the groups should have the whole part of the stories. Explaining material to one another helps students to understand the material in a way that is far deeper than when they read material on their own or when they only discuss it in a conventional. Based on the implementation of the jigsaw classroom Aronson\(^{33}\), the researcher modified the activities of teaching reading comprehension process. The procedures areas follow:

   1. The teacher divides the class into four to five groups. This group is also called as the home group.
   2. After being separated into home groups, each of students in the class is asked to mention number from one up to four. The one up to four refers to expert 1, expert 2, expert 3, and expert 4.
   3. For those who get the same number will be gathering around into one group. These new formed group are called as expert groups.
   4. When they have already known their expert group, the students will be leaving their home group and be together with the expert group.
   5. Each of the expert group is given the different segments of the texts. The segments are coming from the part of the text.
   6. As each of students has already gathered around with the expert group, so it's their time to dig the information about the segment they have.
   7. Each student is assigned one segment from each recount text to learn. Students will only have direct access to only their own segment.

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8. They are given several minutes to read and discuss it together with their expert group members.

9. Students will be given time to read over their segment at least twice to become familiar with it. Students do not to memorize it.

10. Students in this expert group should be given time to discuss the main points of their segment and rehearse the presentation they are going to make to their jigsaw group.

11. When the expert group has already been familiar enough with the segment they read, now it's their time to come back to their jigsaw home group.

12. As they have already gathered around with their jigsaw home group, each of the experts that masters their own part segments start to deliver the information that they get from the expert group.

13. Since each of the students in the groups is the combination of experts who master different segments, so in this step they are required to be responsible in retelling their own segments.

14. The students are given time to give presentation one by one based on the number of the expert group in each of their home jigsaw group.

15. The students are required to give the presentation based on the order of the number of the expert group they have.

16. All of the students work on group in delivering presentation simultaneously.

17. To make the condition stay conducive, the teacher asks the students to pay attention to each of the students delivering the information from their own segments.

18. The teacher visits around the group and facilitate the students in case they have difficulties on explaining the segment.

19. After all the members of the jigsaw group have done presenting their segments, the teacher will give several question as task to each group related about the entire text.
20. The students will discuss and work on the task together with their partner in groups.

Based on the Jigsaw strategy procedures above, Aronson shows that each of the procedures has a strong correlation to the application of reading skill. It is convinced that the Jigsaw strategy is able in covering the aspect which needs to be mastered in reading. The researcher thinks that by implementing this strategy, the students can easily comprehend the material very well. In the implementation of Jigsaw reading, the text given to group is in form of jumbled text. The main benefit of jigsaw reading is, it can cover more reading in a shorter amount of time and allows students to think deeply about an important part of the text. It is believed that the Jigsaw strategy would be very useful in order to increase students’ reading ability.

D. Previous Study

In this research the writer summarizes the previous study to prove the originality of the research. The first research entitle: The Use Of Jigsaw Method To Improve The Students’ Reading Comprehension Of Narrative Text of The Eighth Grade Students Of Mts Tarqiatul Himmah Pabelan Semarang District In The Academic Year 2016/2017 was conducted by Sachibul Ulla. The purpose of this research to find out whether Jigsaw method can improve students’ reading comprehension at the eighth grade students of Mts Tarqiyatul Himmmah Pabelan Semarang District. The design of the research was Classroom Action Research (CAR). It was conducted in two cycles. The teachers analyzed the students’ reading comprehension in each cycle. The results showed that (1) The students improved their reading comprehension step by step from cycle 1 and 2. It was inform when the writer conducted the cycle 2, (2) The result of the t-test of cycle 2 was 5.67. Before the effect has not seen by the writer in the cycle 1; the result of t-test of cycle 1 was 1. The passing grade was 70 and the target of the passing grade was 70%. The outcome of the post-test of cycle 2 was 73% from the students. The
students passed the passing grade. The target of cycle 2 was achieved, so the writer stopped the research. Thus instruments proved that it could improve the students reading comprehension.\(^{34}\)

The second research has been conducted by Muhammad Yusuf Mauludi (2011) entitled *The Effectiveness of Jigsaw technique to improve students’ reading ability in narrative text*. The purpose of the research is to find out the effectiveness of *Jigsaw* technique to improve students’ reading narrative text ability. To achieve the objectives of the study, the research conducted experimental research. This experimental research was held at MAN Kendal. The population in this research is all students of grade eleventh of MAN Kendal in academic year of 2010/2011. The number of the entire students is 387. The researcher used purposive sampling technique to determine class of research. The subject of the study was the grade XI IPS-1 and XI IPS-2. There were 43 students each class. The writer conducted research in two classes. The first class (XI IPS-1) was as experimental class and the second class (XI IPS-2) was as control class. The experimental class was taught reading narrative text using *Jigsaw* technique, whereas the control class was taught reading narrative text without using *Jigsaw* technique. In analyzing the data, the writer used a quantitative measurement to find the result. The analysis of the data showed that there was a significant difference of the students’ achievement between experimental class and control class. The average of the students’ achievement before conducted treatment 47.91 for experimental class and 47.79 for control class. The average of the students’ achievement after conducted treatment in experimental class was 78.14 and in control class was 74.42. Based on this finding, it is suggested that *Jigsaw* technique can

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\(^{34}\) Sachibul Ulla, “The Use Of Jigsaw Method To Improve The Students’ Reading Comprehension Of Narrative Text of The Eighth Grade Students Of Mts Tarqiatul Himmah Pabelan Semarang District In The Academic Year 2016/2017”, (Skripsi on IAIN Salatiga,2017), p. 68-69
be used by the teachers to improve students’ ability in reading narrative text.\textsuperscript{35}

The third research has been conducted by Erniyanti Nur Fatahhela Dewi (2018). The title of her research is \textit{The Effectiveness of Word Jigsaw on Students’ Vocabulary of Descriptive Text}. She did this research in 2017-2018. The method of this research was quasi-experimental study. The sample of this study are consist of 25 students from VIII-3 class in the Experimental Group and 25 students from VIII-4 in the controlled group. In this study, the experimental class was taught by using Word Jigsaw as strategy in teaching Vocabulary, while controlled class was taught without Word Jigsaw. The research instruments was test that consisted of pre-test and post-test form. The technique used in collecting data was quantitative with t-test. The result of this study showed that the use of Word Jigsaw strategy is effective on students’ vocabulary of descriptive text. It can be seen from the result of calculation that the students’ score in experimental class was higher than controlled class. Based on the statistical calculation with the significance level 5\%, it showed that $t_0 = 2.778$ is higher than $t_1 = 2.021$ as the effect size that ranged in moderate level. It means the Word Jigsaw strategy is effective on students’ vocabulary of Descriptive text.\textsuperscript{36}

From those previous studies, the writer will apply the different way to conduct the research. This research will used experimental method with design of quasi experimental research. The writer chooses the subject from the tenth grade students of MAN 12 Jakarta. It also uses quota and sampling to get the sample. The sample is divided into two classes there are; experimental group and control group. The experimental group is taught by using jigsaw strategy and the control group is taught not using jigsaw strategy.

\textsuperscript{35} Muhammad Yusuf Mauludi, “\textit{The Effectiveness of Jigsaw technique to improve students’ reading ability in narrative text.}” Thesis Walisongo State Institute for Islamic Studies Semarang. (Semarang : 2011), p. 56-60  
\textsuperscript{36} Erniyanti Nur Fatahhela Dewi, \textit{The Effectiveness of Word Jigsaw on Students’ Vocabulary of Descriptive Text}. Skripsi on Syarif Hidayatullah State Islamic University. (Jakarta : 2018), p. 37-38
E. Thinking of Framework

There were a couple of problems students face nowadays related to reading skill comprehension. These problems put them in difficulties of comprehending the text. They apparently get the difficulty in motivation factor mostly. The motivation plays a very important role in determining of how successful the reader in catching the idea or information in the text. Once the reader has a low motivation, thus it can impact to their comprehension. The low motivation leads to the poor comprehension that students can get.

Therefore to overcome such kind of problems, the writer believed that the problem created by low motivation could be solved by implementing one of the interesting strategies. In teaching reading comprehension, there are some strategies that can help the teacher to reach the aim of teaching learning process. For this research, jigsaw was chosen as a strategy in teaching reading comprehension. By applying this strategy, each learner has essential information. No one has the same information. In this case, the students share the information to bridge the gap. This is what makes the jigsaw strategy so effective. Shortly to conclude, the researcher assumes that the better using Jigsaw strategy, the better reading descriptive text ability of the second year students at the tenth grade of MAN 12 Jakarta will be achievement.

F. Theoretical Hypothesis

There is significant effect of students’ ability in reading comprehension in descriptive text before and after using jigsaw strategy of the second year students at the tenth grade of MAN 12 Jakarta.
CHAPTER III
RESEARCH METHODOLOGY

A. Place and Time of Research

The research was held in MAN 12 Jakarta in which is located on Jl. Raya Kosambi No. 3 Cengkareng, Jakarta Barat, 11750. The research was conducted at the Tenth Grade of MAN 12 Jakarta on 22 April - 23 May 2019 by using quasi-Experimental Design, in 2018/2019 of academic year.

B. Method and Design of Research

In this research, the research used quantitative research. According to Creswell, in quantitative research there are three design; experimental, correlation and survey.\(^1\) The writer used experimental design in this research. Experiment is a procedure for testing a hypothesis by setting up a situation in which the strength of the relationship between variables can be tested.\(^2\) Also, it establishes possible cause and effect between independent and dependent variables.\(^3\) This study will use A Quasi Experiment Design specifically. It is because the interactions of selection with other factors are possibilities.\(^4\) It is one of approaches of research that uses two groups; those are experimental class and control class. Experimental groups as a group that gets the treatment and the control group that did not treatment. This study focuses on giving treatment to experimental class by applying Jigsaw strategy in teaching reading of descriptive text, and then the research observes the result through classroom observation and test (pre-test and post-test) in order to know whether or not Jigsaw strategy is effective on students’ reading comprehension on descriptive text.

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\(^3\) John W. Creswell. *Op cit.*, p. 295

\(^4\) *Ibid.* p. 130
The process of this research can be presented by using the illustration below:

Table 3.1
Design of study

<table>
<thead>
<tr>
<th>GROUP</th>
<th>PRE-TEST</th>
<th>TREATMENT</th>
<th>POST-TEST</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental Group</td>
<td>T1</td>
<td>√</td>
<td>T2</td>
</tr>
<tr>
<td>Control Group</td>
<td>T1</td>
<td>X</td>
<td>T2</td>
</tr>
</tbody>
</table>

Explanation:
- T1: Pre-test for experimental group and control group
- T2: Post-test for experimental group and control group
- √: Receiving particular treatment
- X: without particular treatment

C. The Population and Sample of The Research

The population of this research was the Tenth-grade students of MAN 12 Jakarta. The writer took out two classes as a sample of this research which consists of 60 students, 30 students of experimental group and 30 students of control group. The writer used purposive sampling in choosing sample of the study. Purposive sampling was a selecting or choosing a sample based on your own knowledge about population, elements, and the nature of research aims. The writer used that sampling technique because of the urge of an English teacher who wanted to improve reading comprehension of descriptive text of those classes.

D. The Instrument of The Research

The instrument used in this study was test, including pre-test and post-test. The kind of the test which was given to the students was multiple choices. The pre-test used to find out the level of students’ ability in comprehending descriptive text and then the post-test used to find out the

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growth of score as the measurement of achievement. The test was previously validated to check its validity and reliability.

1. Validity

Validity is the criteria of a good test. Cohen et al stated that “validity is an important key to effective research.”6 It meant that the writer needs to test the validity of test items before she give them to the students in order to know whether or not the test is valid. Here, the writer conducted the test validity to the tenth grade students of MAN 12 Jakarta. The writer gave 30 items of multiple choices for pre-test and 40 items for post-test. In order to see whether test valid or not, ANATES program was used in the test to know the validity of the test.

2. Reliability

Reliability is the one of a good degree to which an assessment tool produces stable and the result of the test in controlled and experimental class, the test must be valid and reliable. To know whether the test was reliable or not, ANATES program was used in this research.

E. The Data Collection Technique

The data were collected by using pre-test and post-test. Pre-test will be giving before treatment in order to know and measure background knowledge of students related to descriptive text. The test was given to both experimental and controlled class. Moreover, after giving pre-test, treatment was implemented to experimental class in order to teach descriptive text. The given treatment was implementing Jigsaw strategy for about 4 times. During treatments, controlled class was taught descriptive text with no any treatment as experimental class. After giving some treatments, post-test was given in order to measure the ability of students after given different treatments to experimental and controlled

---

class. After that, the result of pre-test and post-test was compared in order to recognize whether Jigsaw strategy is effective on students’ ability of reading comprehension descriptive text.

F. The Data Analysis Technique

The gathered data are used to find out the differences of students’ achievement in experimental class and controlled class. In line with this, the writer uses statistic calculation through \( t \)-test formula in manual calculation. It is used to examine the significance difference of students’ reading comprehension achievement between experimental class and controlled class. The writer has conducted the test, pre-test and post-test. The data is compared from the mean of the score from pre-test and post-test. After getting the data from the score, then the data was analyzed and processed by using statistic calculation of \( T \)-test formula with significance degree 5% and gained scores.

\( T \)-test in this research used to test the average difference count, was there a significant difference or not between the experimental group and the controlled group. While the gained score is the difference between pre-test and post-test score of each class of the experimental and the control groups. Gain scores are used to determine the increase or decrease in scores and to determine the effectiveness of the strategy used. However, prior to the tests the hypothesis necessary analysis prerequisite tests first, namely the distribution normality test and homogeneity test.

a. Normality Test

A normality test is used to determine whether sample data has been drawn from a normally distributed population or not. Normality test was conducted in order to know whether the distribution from the two classes (experimental and controlled) were normal or not. In this study, Normality test data was using SPSS 23. The data can be normal if the significance should more than 0.05.
b. Homogeneity Test

Homogeneity test is conducted to determine whether the both of groups have same variant or not (homogeneous or not). Similar with normality test, the homogeneity test also used (SPSS) 23. Furthermore, the data could be homogeneous if the significance or probability score was higher than 0.05.

c. T-test

T-test is used to test the significance of the mean gained score of the experimental and control Class. Here the formula for the manual calculation could be describe as Sudijono stated that the formula of t-test as follow:

\[ t_o = \frac{M_1 - M_2}{SEM_1 - M_2} \]

Notes:

- \( t_o \) = The value of “t observe”
- \( M_1 \) = Mean of Variable X (Experimental class)
- \( M_2 \) = Mean of Variable Y (Controlled class)
- \( SEM_1 \) = Standard error of experimental class
- \( SEM_2 \) = Standard error of controlled class

There are several stages taken to get the calculation of t-test, it can be seen as follow:

1. Determining mean of variable X:

   \[ M_1 = \frac{\Sigma X}{n} \]

2. Determining mean of variable Y:

   \[ M_2 = \frac{\Sigma Y}{n} \]

---

3. Determining standard of deviation score of variable X:

\[ SD_1 = \sqrt{\frac{\sum X^2}{n}} \]

4. Determining standard of deviation score of variable Y:

\[ SD_2 = \sqrt{\frac{\sum Y^2}{n}} \]

5. Determining standard error of mean of variable X:

\[ SEM_1 = \frac{SD_1}{\sqrt{N_1 - 1}} \]

6. Determining standard error of mean of variable Y:

\[ SEM_2 = \frac{SD_2}{\sqrt{N_2 - 1}} \]

7. Determining standard error of difference of mean of variable X and Y:

\[ SEM_1 - M_2 = \sqrt{SEM_1^2 + SEM_2^2} \]

8. Determining \( t_0 \):

\[ t_0 = \frac{M_1 - M_2}{SEM_1 - M_2} \]

9. Determining table in significant level 5%, with degree of freedom:

\[ df = (N_1 + N_2) - 2 \]

**Specification:**

\( M_1 \): The mean of gain score of experimental class.

\( M_2 \): The mean of gain score of controlled class.

\( \sum X \): The total score of experimental class’ gain score.

\( \sum Y \): The total score of controlled class’ gain score.

\( \sum X^2 \): The total of experimental class’ gain score minus \( M_1 \).

\( \sum Y^2 \): The total of controlled class’ gain score minus \( M_1 \).

\( SD_1 \): The standard deviation of gain score of experimental class.
**SD₂**: The standard deviation of gain score of controlled class.

**SEM₁**: The standard error mean of experimental class.

**SEM₂**: The standard error mean of controlled class.

**N₁**: The total number of students in experimental class.

**N₂**: The total number of students in controlled class.

d. **The effect of size**

In order to measure whether the effect size of technique was strong, the writer adopted Cohen’s theory with formulation as follows:

\[
\text{d} = \frac{(\text{mean of group A} - \text{mean of group B})}{\text{pooled Standard Deviation}}
\]

Pooled Standard Deviation =

\[
\frac{\text{Standard deviation of group 1} + \text{standard deviation of group 2}}{2}
\]

After gaining the results, it could be interpreted based on the criteria:

- 0-0.20 = weak effect,
- 0.21-0.50 = a modest effect,
- 0.51-1.00 = a moderate effect,
- > 1.00 = a strong effect

G. **The Statistical Hypotheses**

Hypotheses could be used in order to know and to find the answer of the research and also to draw conclusion of the research. The hypotheses of the research could be analyzed as follows:

\[
H₁ = \text{to } > \text{tt} \\
H₀ = \text{to } < \text{tt}
\]

---

**H₁:** There is significant effect of using Jigsaw strategy on students’ ability of reading comprehension descriptive text.

**H₀:** There is no significant effect of using Jigsaw strategy on students’ ability of reading comprehension descriptive text.

**The criteria were used as follows:**

1. If $t₀ > tₙ$, means that the alternative hypotheses ($H₁$) is accepted and null hypotheses ($H₀$) is rejected. It can be concluded that there is significant effect on students’ ability of reading comprehension descriptive text between students who are taught by using Jigsaw strategy and students who are not taught by using Jigsaw strategy.

2. If $t₀ < tₙ$, means that the alternative hypotheses ($H₁$) is rejected and null hypotheses ($H₀$) is accepted. It can be concluded that there is no significant effect on students’ ability of reading comprehension descriptive text between students who are taught by using Jigsaw strategy and students who are not taught by using Jigsaw strategy.
CHAPTER IV
RESEARCH FINDINGS AND INTERPRETATION

A. Research Findings

1. The Data Description

Before giving the test to the sample, the writer has tested the tests to the X IPS 1 class of MAN 12 Jakarta. It was held to know the validity and reliability of pre-test and post-test. The validity and reliability of the instruments were analyzed by using ANATEST software.

The validation test was given to 33 students at X IPS 1 of MAN 12 Jakarta. Total of items was 30. From 30 items, there are 20 items were significance. Thus the writer deleted 10 items. Hence total of items used in pre-test was 20 items.

This part shows the general description of students’ scores in both the experimental class and control class. The description is divided into some section: the pre-test scores, the post-test scores, and the gained scores.

a. The Pre-test Scores

Table 4.1 reports the students’ pre-test scores of the experimental class and the control class. There are 30 students in both the experimental class and the controlled class.

<table>
<thead>
<tr>
<th>Students</th>
<th>The Pre-test of Experimental Class</th>
<th>The Pre-test of Controlled Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>60</td>
<td>50</td>
</tr>
<tr>
<td>2</td>
<td>55</td>
<td>60</td>
</tr>
<tr>
<td>3</td>
<td>55</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>4</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>5</td>
<td>45</td>
<td>70</td>
</tr>
<tr>
<td>6</td>
<td>65</td>
<td>65</td>
</tr>
<tr>
<td>7</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>8</td>
<td>65</td>
<td>70</td>
</tr>
<tr>
<td>9</td>
<td>70</td>
<td>65</td>
</tr>
<tr>
<td>10</td>
<td>65</td>
<td>70</td>
</tr>
<tr>
<td>11</td>
<td>45</td>
<td>55</td>
</tr>
<tr>
<td>12</td>
<td>65</td>
<td>60</td>
</tr>
<tr>
<td>13</td>
<td>45</td>
<td>65</td>
</tr>
<tr>
<td>14</td>
<td>60</td>
<td>50</td>
</tr>
<tr>
<td>15</td>
<td>55</td>
<td>55</td>
</tr>
<tr>
<td>16</td>
<td>60</td>
<td>55</td>
</tr>
<tr>
<td>17</td>
<td>55</td>
<td>60</td>
</tr>
<tr>
<td>18</td>
<td>65</td>
<td>75</td>
</tr>
<tr>
<td>19</td>
<td>50</td>
<td>60</td>
</tr>
<tr>
<td>20</td>
<td>65</td>
<td>65</td>
</tr>
<tr>
<td>21</td>
<td>60</td>
<td>70</td>
</tr>
<tr>
<td>22</td>
<td>70</td>
<td>55</td>
</tr>
<tr>
<td>23</td>
<td>55</td>
<td>65</td>
</tr>
<tr>
<td>24</td>
<td>55</td>
<td>65</td>
</tr>
</tbody>
</table>
The above table shows the students’ pre-test scores of the experimental class and controlled class. The test was given in the first meeting before giving any treatment. The experimental class has 45 as the lowest score and the controlled class has 50 as the lowest score of pre-test. 60 as median score experimental class and 62.5 as the median score of controlled class, and 75 as the highest score of both classes. Besides, the mean score of experimental class is 59.66 and the controlled class is 62.5. Therefore, it can be concluded that the pre-test scores of the experimental class is lower than the controlled class.

### Table 4.2

<table>
<thead>
<tr>
<th></th>
<th>Experimental</th>
<th>Controlled</th>
</tr>
</thead>
<tbody>
<tr>
<td>25</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>26</td>
<td>70</td>
<td>65</td>
</tr>
<tr>
<td>27</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>28</td>
<td>55</td>
<td>70</td>
</tr>
<tr>
<td>29</td>
<td>65</td>
<td>60</td>
</tr>
<tr>
<td>30</td>
<td>60</td>
<td>65</td>
</tr>
<tr>
<td>Σ</td>
<td>1790</td>
<td>1875</td>
</tr>
<tr>
<td>Mean</td>
<td>59.66</td>
<td>62.5</td>
</tr>
</tbody>
</table>

The Post-test Scores

Table 4.2 reports the students’ post-test scores of the experimental class and the controlled class. Each class has 30 students as the sample.
Table 4.2
The Students’ Post-test Scores

<table>
<thead>
<tr>
<th>Students</th>
<th>The Post-test of Experimental Class</th>
<th>The Post-test of Controlled Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>65</td>
<td>75</td>
</tr>
<tr>
<td>2</td>
<td>80</td>
<td>60</td>
</tr>
<tr>
<td>3</td>
<td>75</td>
<td>65</td>
</tr>
<tr>
<td>4</td>
<td>85</td>
<td>75</td>
</tr>
<tr>
<td>5</td>
<td>60</td>
<td>65</td>
</tr>
<tr>
<td>6</td>
<td>65</td>
<td>70</td>
</tr>
<tr>
<td>7</td>
<td>75</td>
<td>70</td>
</tr>
<tr>
<td>8</td>
<td>70</td>
<td>80</td>
</tr>
<tr>
<td>9</td>
<td>70</td>
<td>65</td>
</tr>
<tr>
<td>10</td>
<td>75</td>
<td>75</td>
</tr>
<tr>
<td>11</td>
<td>70</td>
<td>65</td>
</tr>
<tr>
<td>12</td>
<td>70</td>
<td>70</td>
</tr>
<tr>
<td>13</td>
<td>80</td>
<td>75</td>
</tr>
<tr>
<td>14</td>
<td>75</td>
<td>70</td>
</tr>
<tr>
<td>15</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>16</td>
<td>80</td>
<td>75</td>
</tr>
<tr>
<td>17</td>
<td>75</td>
<td>65</td>
</tr>
</tbody>
</table>
The data above are the post-test scores of the experimental class and the controlled class. The post-test was given in the last meeting after the treatment. In the post-test, the lowest score of both classes are 60. Meanwhile, the median of the experimental class is 75 and the controlled class is 70. Besides, the highest score of the experimental class is 90 and the controlled class is 85. The mean of the experimental class is 75.5 and the controlled class is 71.83. Therefore,
it can be seen that the experimental class has higher significant score than the controlled class. Later the writer did T-test to know whether post-test score of the experimental class and the controlled class is different.

c. The Gained Scores

Table 4.3 below reports the gained scores of the experimental class and the controlled class. Both the experimental class and the controlled class have 30 students.

<table>
<thead>
<tr>
<th>Students</th>
<th>The Gained Scores of Experimental Class</th>
<th>The Gained Scores of Controlled Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>2</td>
<td>25</td>
<td>0</td>
</tr>
<tr>
<td>3</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>4</td>
<td>25</td>
<td>15</td>
</tr>
<tr>
<td>5</td>
<td>15</td>
<td>-5</td>
</tr>
<tr>
<td>6</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>7</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>8</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>10</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>11</td>
<td>25</td>
<td>10</td>
</tr>
<tr>
<td>12</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>13</td>
<td>35</td>
<td>10</td>
</tr>
<tr>
<td>14</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td>15</td>
<td>25</td>
<td>25</td>
</tr>
<tr>
<td>16</td>
<td>20</td>
<td>20</td>
</tr>
<tr>
<td>17</td>
<td>20</td>
<td>5</td>
</tr>
<tr>
<td>18</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>19</td>
<td>35</td>
<td>0</td>
</tr>
<tr>
<td>20</td>
<td>20</td>
<td>-5</td>
</tr>
<tr>
<td>21</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td>22</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>23</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>24</td>
<td>25</td>
<td>0</td>
</tr>
<tr>
<td>25</td>
<td>5</td>
<td>-5</td>
</tr>
<tr>
<td>26</td>
<td>20</td>
<td>10</td>
</tr>
<tr>
<td>27</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>28</td>
<td>20</td>
<td>0</td>
</tr>
<tr>
<td>29</td>
<td>15</td>
<td>20</td>
</tr>
<tr>
<td>30</td>
<td>15</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td>Experimental Class</td>
<td>Controlled Class</td>
</tr>
<tr>
<td>-------</td>
<td>--------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Σ</td>
<td>475</td>
<td>280</td>
</tr>
<tr>
<td>Mean</td>
<td>15.83</td>
<td>9.33</td>
</tr>
</tbody>
</table>

The table data above describes that the gained score for the experimental class is higher than controlled class. The lowest gained score of the experimental class is 0 and the controlled class is -5, while the highest gained score of the experimental class is 35 and the controlled class is 25. In addition, the mean of gained score in the experimental class is 15.83 and the controlled class is 9.33.

**Figure 4.1**

Histogram of Pre-test, Post-test, and Gained Score

2. **The Data Analysis**
   This section is intended to research the writer question whether Jigsaw technique effective on students’ reading of descriptive text at the tenth grade of MAN 12 Jakarta. Test of Normality, test Homogeneity, and
*T-test* was used to answer the research question and conducted in both the experimental class and controlled class:

a. Test of Normality

To know whether the data were normally-distributed, the writer initiated to calculate the data by normality testing. The result as follows:

**Table 4.4**

**Normality Test of Pre-test**

<table>
<thead>
<tr>
<th>Group</th>
<th>Kolmogorov-Smirnov</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic</td>
<td>Df</td>
</tr>
<tr>
<td>Pretest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental Class</td>
<td>.151</td>
<td>30</td>
</tr>
<tr>
<td>Controlled Class</td>
<td>.146</td>
<td>30</td>
</tr>
</tbody>
</table>

* a. Lilliefors Significance Correction

From the table above, the result shows that *p > α* in which the significance of experimental class was \((0.110 > 0.05)\) and the significance of controlled class was \((0.135 > 0.05)\). The result shows that the significances of two classes were above 0.05. It means that the pre-test data in this study are normally distributed.

**Table 4.5**

**Normality Test of Post-test**

<table>
<thead>
<tr>
<th>Group</th>
<th>Kolmogorov-Smirnov</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic</td>
<td>Df</td>
</tr>
<tr>
<td>Posttest</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental Class</td>
<td>.148</td>
<td>30</td>
</tr>
<tr>
<td>Controlled Class</td>
<td>.138</td>
<td>30</td>
</tr>
</tbody>
</table>

* a. Lilliefors Significance Correction

The normality test of post-test shows that the significance of experimental class was 0.245 in other words it was \((0.245 > 0.05)\)
while the significance of controlled class was 0.101 > 0.05). Hence, it means that the post-test is normally distributed.

b. Test of Homogeneity

Table 4.6
Homogeneity Test of Pre-test

<table>
<thead>
<tr>
<th>Test of Homogeneity of Variance</th>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest Based on Mean</td>
<td>.055</td>
<td>1</td>
<td>58</td>
<td>.815</td>
</tr>
<tr>
<td>Pretest Based on Median</td>
<td>.023</td>
<td>1</td>
<td>58</td>
<td>.881</td>
</tr>
<tr>
<td>Pretest Based on Median and with adjusted df</td>
<td>.023</td>
<td>1</td>
<td>53,572</td>
<td>.881</td>
</tr>
<tr>
<td>Pretest Based on trimmed mean</td>
<td>.049</td>
<td>1</td>
<td>58</td>
<td>.826</td>
</tr>
</tbody>
</table>

The writer analyzed the homogeneity of pre-test with significant level 0.05. The result showed that the significance of pre-test was 0.815. It means that the significance of pre-test is higher that significant level in other words 0.815 > 0.05. It could be concluded that the data of pre-test were homogenous.

Table 4.7
Homogeneity Test of Post-test

<table>
<thead>
<tr>
<th>Test of Homogeneity of Variance</th>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posttest Based on Mean</td>
<td>.461</td>
<td>1</td>
<td>58</td>
<td>.500</td>
</tr>
<tr>
<td>Posttest Based on Median</td>
<td>.359</td>
<td>1</td>
<td>58</td>
<td>.552</td>
</tr>
<tr>
<td>Posttest Based on Median and with adjusted df</td>
<td>.359</td>
<td>1</td>
<td>57,955</td>
<td>.552</td>
</tr>
<tr>
<td>Posttest Based on trimmed mean</td>
<td>.441</td>
<td>1</td>
<td>58</td>
<td>.509</td>
</tr>
</tbody>
</table>

The writer analyzed the homogeneity of post-test with significant level 0.05. The result showed that the significance of post-test was 0.500. It means that the significance of post-test is higher than significant level in other words 0.500 >
0.05. It could be concluded that the data of post-test were homogenous. Furthermore, the manual calculation of t-test could be done by following process:

Table 4.8
The Comparison Scores of Each Student in The Experimental Class and The Controlled Class

<table>
<thead>
<tr>
<th>STUDENTS</th>
<th>X</th>
<th>Y</th>
<th>X-MX</th>
<th>Y-MY</th>
<th>(X-MX)^2</th>
<th>(Y-MY)^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5</td>
<td>25</td>
<td>-10,83</td>
<td>15,67</td>
<td>117,28</td>
<td>245,54</td>
</tr>
<tr>
<td>2</td>
<td>25</td>
<td>0</td>
<td>-9,17</td>
<td>-9,33</td>
<td>84,08</td>
<td>87,04</td>
</tr>
<tr>
<td>3</td>
<td>20</td>
<td>10</td>
<td>4,17</td>
<td>0,67</td>
<td>17,38</td>
<td>0,44</td>
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<td>20</td>
<td>4,17</td>
<td>10,67</td>
<td>17,38</td>
<td>113,84</td>
</tr>
</tbody>
</table>
The procedures of calculation are as follow:

Firstly, the writer had to find the mean gained score from the experiment class and the controlled class.
From the experiment class the writer got:

\[ M_1 = \frac{\sum X}{n} \]

\[ M_1 = \frac{475}{30} \]

\[ M_1 = 15.83 \]

The next step is to find out the mean gained score from controlled class:

\[ M_2 = \frac{\sum Y}{n} \]

\[ M_2 = \frac{280}{30} \]

\[ M_2 = 9.33 \]

From the calculation above the writer got the mean gained score of each class is 15.83 for experiment class and 9.33 for controlled class.

After the writer got the mean gained score of experiment class and controlled class, she will find the deviation of each class, the calculation as follow:

\[ SD_1 = \sqrt{\frac{\sum X^2}{n}} \]

\[ SD_1 = \sqrt{\frac{2453.9}{30}} \]

\[ SD_1 = 9.04 \]

This score is showed the deviation of the experimental class. The next step is to find out the deviation of controlled class.
\[ SD_2 = \sqrt{\frac{\sum Y^2}{n}} \]

\[ SD_2 = \sqrt{\frac{2286.4}{30}} \]

\[ SD_2 = 8.73 \]

After the writer found the deviation of gained score of each class, experimental class (9.04) and controlled class (8.73), she determines standard error of experiment class as follow:

\[ SEM_1 = \frac{SD_1}{\sqrt{N_1-1}} \]

\[ SEM_1 = \frac{9.04}{\sqrt{30-1}} \]

\[ SEM_1 = \frac{9.04}{\sqrt{29}} \]

\[ SEM_1 = \frac{9.04}{5.38} \]

\[ SEM_1 = 1.68 \]

The next step is to find out standard error of controlled class.

\[ SEM_2 = \frac{SD_2}{\sqrt{N_2-1}} \]

\[ SEM_2 = \frac{8.73}{\sqrt{30-1}} \]

\[ SEM_2 = \frac{8.73}{\sqrt{29}} \]

\[ SEM_2 = \frac{8.73}{5.38} \]

\[ SEM_2 = 1.62 \]
From the calculation above the writer got the mean standard error of each class is (1.68) for experimental class and (1.62) for controlled class. Later, the writer determines the different score of standard error of experiment class and controlled class. The formula is as follow:

\[ SEM_{1-2} = \sqrt{SE_{1}^2 + SE_{2}^2} \]

\[ SEM_{1-2} = \sqrt{1.68^2 + 1.62^2} \]

\[ SEM_{1-2} = \sqrt{2.8224 + 2.6244} \]

\[ SEM_{1-2} = \sqrt{5.4468} \]

\[ SEM_{1-2} = 2.33 \]

Next, she calculated the score to the formula of t-test. The formula is as follow:

\[ t_0 = \frac{M_1 - M_2}{SEM_{1-2}} \]

\[ t_0 = \frac{15.83 - 9.33}{2.33} \]

\[ t_0 = \frac{6.5}{2.33} \]

\[ t_0 = 2.78 \]

Based on the calculation above, it is showed that the result of the t-test from the experiment class and controlled class is 2.78.

After the writer got the result from t-test, she should find the degree of freedom. It is used to find out the value of the t-test score in the t-table. To get the value of the t-test from the t-table, the writer used the value of the significant 5%. The procedure to get the degree of freedom is as follow:
df = (N_1 + N_2) – 2
df = (30 + 30) – 2
df = 60 – 2
df = 58

Thus, based on the calculation above, the degree of freedom (df) is 58 and the critical value of the df 58 by using the degree of significance 5% is 2.00 and the \( t_{\text{observe}} \) is 2.78.

It can be seen that the post-test score of experimental class is higher than the score of controlled class. The result of the comparison between \( t_{\text{observe}} \) and \( t_{\text{table}} \) is \( 2.78 > 2.00 = t_{\text{observe}} > t_{\text{table}} \).

The data that have been calculated using \( t \)-test, based on the result of pre-test and post-test of experimental and controlled class is to prove the research hypothesis below:

a. If \( t_0 > t_i \) = alternative hypotheses (H_1) accepted and null hypotheses (H_0) rejected.
b. If \( t_0 < t_i \) = alternative hypotheses (H_1) rejected and null hypotheses (H_0) accepted.

From the calculation above, the result shows that the value of \( t_0 \) is 2.78 and degree of freedom (df) 58. In this research, the writer uses significance level 5% in which the value is 2.00. By comparing the value of \( t_0 = 2.78 \) and \( t_{\text{table}} \) with significance level 5% = 2.00, the writer draws a conclusion that \( t_0 \) is higher than \( t_{\text{table}} \) in other word \( 2.78 > 2.00 \). It means that alternative hypotheses (H_1) is accepted and null hypotheses (H_0) is rejected, so that using Jigsaw strategy is effective on students’ reading comprehension of descriptive text. In order to strengthen the result of t-test, the writer used size effect by Cohen, the calculation as follows:
Table 4.9

The Result of T-test

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posttest</td>
<td>30</td>
<td>75.50</td>
<td>6.740</td>
<td>1.231</td>
</tr>
<tr>
<td>Controlled</td>
<td>30</td>
<td>71.83</td>
<td>7.130</td>
<td>1.302</td>
</tr>
</tbody>
</table>

\[ d = \frac{\text{mean of group } A - \text{mean of group } B}{\text{pooled Standard Deviation}} \]

\[ d = \frac{75.50 - 71.83}{6.93} \]

\[ d = 0.53 \]

It could be concluded that the size effect is 0.53. It means that the size effect is a moderate effect.

3. Hypotheses Testing

This research was intended to investigate the intervention of using Jigsaw strategy on students’ reading comprehension of descriptive text at the tenth grade students of MAN 12 Jakarta in academic year 2018/2019. In order to get the result, the writer used hypotheses testing. The mechanism of hypotheses testing as follows:

a. \( H_1 \): there is significant effect of using Jigsaw strategy on students’ reading comprehension of descriptive text.

b. \( H_0 \): there is no significant effect of using Jigsaw strategy on students’ reading comprehension of descriptive text.

To prove the hypotheses, the result of t-test calculation could be tested as follows:

a. If \( t_o > t_t \) = alternative hypotheses \( (H_1) \) was accepted and null hypotheses \( (H_0) \) was rejected.

b. If \( t_o < t_t \) = alternative hypotheses \( (H_1) \) was rejected and null hypotheses \( (H_0) \) was accepted.
Furthermore, based on the t-test manual calculation shows that the value of $t_o$ is 2.78 while degree of freedom (df) is 58. The t-table of 58 with significance level 5% is 2.00. Therefore, the value of t-observation is higher than t-table in other word $t_o > t_t$. It means that alternative hypotheses ($H_1$) was accepted and null hypotheses ($H_0$) was rejected. So that it could be concluded that there is significant effect of using Jigsaw strategy on students’ reading comprehension of descriptive text.

**B. The Interpretation of Findings**

The calculated results of this quasi-experimental study indicated that Jigsaw strategy is effective on students’ reading comprehension of descriptive text at the tenth grade of MAN 12 Jakarta. It is also confirmed that the effectiveness is ranged at the moderate level of significance. Therefore, the processed data have finally put up an answer to the research question that was proposed in the beginning of the research. In addition, the research findings is also consistent with the previous studies that revealed Jigsaw as one of reading strategy that is significantly effective on improving students’ reading comprehension. The following paragraphs summarize the interpretation of the overall results.

In the descriptive statistics, it presents the general achievement of the divided class samples in their reading comprehension skill through the administered pretest and post-test. At first, the pre-test result showed the students’ reading comprehension skill in both experimental and control class before treatment. The pre-test data collected scored an average of 59.66 in experimental class and 62.5 in control class informed that only slight difference of 2.84 points is tracked between the classes.

Followed the pre-test was the treatment process by implementing Jigsaw strategy in experimental class. It is then resulted a contrast achievement in the reading test between the classes. The experimental class, who the received treatment, was observed to make an intriguing change in their reading comprehension skill. This is indicated by the significant changes in their post-test mean score that gained 15.83 points, compared to the control
class that gained 9.33 points from its pre-test score. This generally means that after the treatment of Jigsaw strategy, the students in experimental class made improvements unlike the control class who were not trained with the same treatment.

In addition, the main data analysis by using independent-sample t-test showed inferential statistics that proved statistically the effectiveness of Jigsaw strategy used during the treatment period. A statistical significance is shown by the analyzed post-test data which resulted p-value or sig (2-tailed) = 0.000 that is less than the referred significance level sig α = 0.005. This result statistically interpreted that the null hypothesis is rejected and the alternative hypothesis is accepted. Therefore, it is implied that an effect is found on the use of Jigsaw strategy on students’ reading comprehension of descriptive text. Apart from it, an effect size is also calculated to extend the knowledge on the level of significance using the cohen’s d formula. The result of the effect size value is 0.53, in which it indicates Jigsaw strategy is moderate effective in this research.

Overall, the result confirmed the previous studies who investigated Jigsaw strategy to be helpful in improving reading comprehension as well as building active learners. It is similar to this research findings that resulted improvement on the students’ reading comprehension and making students more engaged with reading text. The differences between the previous studies are in the samples, place, level of education, and the text type. Also compared to the previous studies, this research particularly focused on one type of text that is descriptive text. Even many students still struggle in the reading activity; the result somehow prove that Jigsaw strategy is effective on the students’ reading comprehension of descriptive text.
CHAPTER V  
CONCLUSION AND SUGGESTION  

A. Conclusion
This research used quasi-experimental design in order to get empirical evidence on the effect of Jigsaw strategy on students’ reading comprehension of descriptive text at Tenth grade of MAN 12 Jakarta. The data are analyzed by using SPSS to obtain the descriptive statistics and hypothesis test of the results and can prove the theories and previous studies that had been mentioned in the previous chapter.

The finding confirms that Jigsaw strategy has moderate effect on students’ reading comprehension of descriptive text. The data from experimental class shows that the mean score of post-test is higher than the pre-test score; it is $75.5 > 71.83$. Furthermore, in the post-test and gained score of the t-test result proves that $\rho$-value (2-tailed) $= 0.000$ is less than significance level ($\alpha$) $= 0.05$. $(0.000 < 0.05)$ and also $t_{\text{value}} = 2.78$ is higher than $t_{\text{table}} = 2.00$. It indicates that the null hypothesis of the research ($H_0$) is rejected and the alternatives hypothesis ($H_a$) is accepted. The finding also is proven by using the effect size of the result is 0.53. It means that jigsaw strategy has moderate effect. Also, the findings integrate with the goals of curriculum 2013 which is students can be active, productive, and innovative learners with interactive way to build students’ critical thinking. In the other words, Jigsaw strategy shows the significant effect on students’ reading comprehension of descriptive text.

B. Suggestion
Based on the conclusions, some suggestions can be proposed that hopefully will be useful for students, teachers, schools, and other researchers.

1. For students
Students should be responsible for the discussion of the material given by the teachers. In addition, students should participate more actively in groups. When they are formed in groups, they should use
their time wisely by discussing the material well because each student has a responsibility to master the material.

2. For teachers

In applying jigsaw strategy, teachers should use time as efficiently as possible because the teaching learning process by using jigsaw strategy takes a quite long time so teachers should be able to manage the time. Teacher also should provide the material well because when the material provided is not really interesting, students will not get interested in involving in jigsaw strategy process.

The material can come from internet, books, and magazines. It will increase students’ interest as well. Teachers should be well-prepared before coming to the classroom. It means that teachers need to know everything that potentially happens in the classroom not only consciously but also under consciousness as jigsaw strategy is being applied.

3. For schools

School should provide some tools in order as media for helping teachers while teaching in classroom, so that teaching and learning process could be more effective and interesting either for students or teacher. After that, school should organize a seminar for teachers about effective methods that could be implemented in classroom.

4. For other researchers

Researchers should practice what they have known and learned about the knowledge in teaching. Researchers that want to conduct a research should also be well-prepared and make an ambience of teaching learning process to be as good as possible.
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APPENDICES
APPENDIX 1

INSTRUMENT UJI VALIDITAS OF PRE-TEST

Name:                          Class:

Read the text carefully, and answer the following questions by choosing the correct answer between a, b, c, d or e!

Text 1 for No. 1-6

Natural Bridge National Park

Natural Bridge National Park is luscious tropical rainforest.

It is located 110 kilometers from south of Brisbane and is reached by following the Pacific Highway to Nerang and then by travelling through the Numinbah Valley. This scenic roadway lies in the shadow of Lamington National Park.

The phenomenon of the rock formed into a natural ‘arch’ and the cave through which a waterfall cascades is a short one-kilometer walk below a dense rainforest canopy from the main picnic area. Swimming is permitted in the rock pools. Night-time visitors to the cave will discover the unique feature of the glow worms. Picnic areas offers toilets, barbeque, shelter sheds, water and fireplaces; however, overnight camping is not permitted.

1. What is the function of paragraph 1?
   a. as an identification
   b. as an orientation
   c. as a thesis
   d. as a classification
   e. as an abstract

2. The text above is in form of….
   a. hortatory exposition
   b. Narrative
   c. Description
   d. Report
   e. Explanation

3. What is the communicative purpose of the text?
   a. to present two points of views about natural bridge national park
   b. to explain the bridge national park
   c. to describe the bridge national park
   d. to retell the bridge national park
   e. to persuade readers to treat preserve the bridge national park
4. Where is the natural bridge national park located?
   a. 110 kilometers from South of Brisbane
   b. 110 kilometers from Pacific Highway
   c. 110 kilometers from Numinbah Valley
   d. 110 kilometers from Lamington National Park
   e. 110 kilometers from Nerang

4. What the visitors will see in the night?
   a. a common glow worm
   b. the unique feature of the glow worms
   c. a great dark cave
   d. the unique rocks
   e. the fantastic bridge

5. The word ‘luscious’ in the text means……
   a. Succulent
   b. Dense
   c. Dull
   d. Dry
   e. Arid

Text 2 for No. 7-10

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

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

There is a choice of 12 superb settings in which to wine and dine, a large free-form swimming pool that overlooks the river, convention and meeting facilities for up to 2000 people, and a 24-hour business center.

And, from every single guest room and suite, there is a breathtaking view of all the exotic hustle and bustle of the fabled “River of Kings”.

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

From more than 200 years, Bangkok’s granduer has been reflected in the waters of the Chao Phraya. Today, the Shangri-La Bangkok towers beside this majestic river, offers its guests the golden promise of the East.
6. The text mainly focuses on….
   a. Bangkok’s grandeur
   b. Shangri-La Bangkok
   c. Bangkok’s ”River Kings”
   d. the water of the Chao Praya
   e. the majestic river in Bangkok

7. The type of text above is a/an……………
   a. Report
   b. Recount
   c. Anecdote
   d. Narrative
   e. Descriptive

8. For how many people the meeting facilities are up to?
   a. 6000 people
   b. 4000 people
   c. 2000 people
   d. 5000 people
   e. 1000 people

9. The communicative purpose of this text is….
   a. to describe Chao Praya
   b. to retell events for entertainment
   c. to present at least two points of view about an issue
   d. to tell the luxury of Shangri-La Bangkok
   e. to inform readers, listeners, or viewers about events of the day

Text 3 for No. 11-15

Orchard Road

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

Orchard Road runs along about 2.2 km. This road is one-way street flanked by a variety of shopping malls, hotels and restaurants. The shopping area which is nearly 800,000 square meters provides a wide range of Things, food, and entertainment. In this area there are many options that can satisfy visitors from all walks of life starting from the luxury branded things to the Popular branded, from exclusive restaurants to fast food.
There are so many ways that can be accessed to get to Orchard road such as: by taxi, bus or drive your own car. For those who are driving to Orchard Road can be entered from the west through the Napier Road. Vehicles from Dunearn Road can turn to left at the intersection of the Marriott Hotel junction. Vehicles that come from Paterson can turn right onto Orchard Road. Orchard is always crowded so you have to be careful in order not to get lost.

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

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

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

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

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

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

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

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

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

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

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

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

Text 5 for No. 21-30

The Island of Wingo

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

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

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

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

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

20. Fruji is the … on Wingo Island.  
   a. Name of a river  
   b. Name of a mountain  
   c. Name of an animal  
   d. Name of someone who lives  
   e. Name of a tree

21. What are the chairs and tables in that island made of?  
   a. Iron  
   b. Moss  
   c. Trees  
   d. Fruji trees  
   e. Rock
22. What causes windstorms at Wingo?
   a. Moss
   b. The sand
   c. Animals
   d. The sea around Wingo
   e. The winds

23. Where do the people of the island live in?
   a. In the houses
   b. In the forest
   c. In the tree holes
   d. In the big-gloos
   e. In the Fruji trees

24. According to passage, which of the following is not true?
   a. Wingo is an island
   b. Many sharks are in Wingo island
   c. There are televisions in Wingo Island
   d. Rain always falls in Wingo Island
   e. The weather in Wingo Island is tropic all the time.

25. “People can only get to Wingo Island by boat.”
   The sentence implies that Wingo Island is ....
   a. Near to other islands
   b. Close to another island
   c. Near to another island
   d. Far from other islands
   e. Near to an airport

26. What is the story about?
   a. A lake
   b. An island
   c. A river
   d. A continent
   e. A country

27. “It is place to listen to the leaves whispering”
   The underlined word refers to ....
   a. The telephone
   b. The computer
   c. An island
   d. Wingo Island
   e. The sharks
28. “People can only get to Wingo Island by boat.” (paragraph 1). What does the word “boat” mean?
   a. A rocket
   b. An island
   c. A small ship
   d. A helicopter
   e. A large ship

29. “It is place to listen to the leaves whispering.” (last paragraph). The closest meaning of the underlined word is ….
   a. Talking in a soft way
   b. Singing
   c. Laughing
   d. Makes a soft sound
   e. Screaming
**ANSWER KEY OF UJI VALIDITAS OF PRE-TEST**

<p>| | | | | |</p>
<table>
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APPENDIX 2
INSTRUMENT OF PRE-TEST

Name:   
Class:   

Read the text carefully, and answer the following questions by choosing the correct answer between a, b, c, d or e!

Text 1 for No. 1-2

Natural Bridge National Park

Natural Bridge National Park is luscious tropical rainforest.

It is located 110 kilometers from south of Brisbane and is reached by following the Pacific Highway to Nerang and then by travelling through the Numinbah Valley. This scenic roadway lies in the shadow of Lamington National Park.

The phenomenon of the rock formed into a natural ‘arch’ and the cave through which a waterfall cascades is a short one-kilometer walk below a dense rainforest canopy from the main picnic area. Swimming is permitted in the rock pools. Night-time visitors to the cave will discover the unique feature of the glow worms. Picnic areas offers toilets, barbeque, shelter sheds, water and fireplaces; however, overnight camping is not permitted.

1. What is the function of paragraph 1?
   a. as an identification
   b. as an orientation
   c. as a thesis
   d. as a classification
   e. as an abstract

2. The text above is in form of ....
   a. hortatory exposition
   b. Narrative
   c. Description
   d. Report
   e. Explanation
Text 2 for No. 3-5

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

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

There is a choice of 12 superb settings in which to wine and dine, a large free-form swimming pool that overlooks the river, convention and meeting facilities for up to 2000 people, and a 24-hour business center.

And, from every single guest room and suite, there is a breathtaking view of all the exotic hustle and bustle of the fabled “River of Kings”.

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

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

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

4. The type of text above is a/an….
   a. Report
   b. Recount
   c. Anecdote
   d. Narrative
   e. Descriptive

5. The communicative purpose of this text is….
   a. to describe Chao Praya
   b. to retell events for entertainment
   c. to present at least two points of view about an issue
   d. to tell the luxury of Shangri-La Bangkok
   e. to inform readers, listeners, or viewers about events of the day
Orchard Road

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

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

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

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

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

8. In the third paragraph the writer describes about?
   a. The location of Orchard Road
   b. The things that we can see at orchard road
   c. The direction to get to Orchard Road
   d. The history of Orchard Road
   e. The distance of Orchard Road
9. Words “it” in line 4 refers to?
   a. The plantation
   b. Luxury branded things
   c. The plaza
   d. Singapore
   e. Suburban street

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

**Text 4 for No. 11-14**

**Petruk Cave**

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

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

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

12. Why did Petruk cave named as one of character in Punokawan puppet?
   a. Because the cave is belong to Petruk
   b. Because Petruk is the first explorer of the cave
   c. Because Petruk is buried at the cave
   d. Because the cave’s length is as long as Petruk’s nose
   e. Because the cave’s depth is as deep as Petruk’s hair
13. Which part of Petruk Cave which used for place to put foods for ancestor?
   a. In the basic cave
   b. In petruk cave
   c. In Hindu cave
   d. In front of the cave
   e. Inside the cave

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

**Text 5 for No. 15-20**

The Island of Wingo

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

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

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

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

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

15. Fruji is the … on Wingo Island.
   a. Name of a river
   b. Name of a mountain
   c. Name of an animal
   d. Name of someone who lives
   e. Name of a tree
16. What causes windstorms at Wingo?
   a. Moss
   b. The sand
   c. Animals
   d. The sea around Wingo
   e. The winds

17. Where do the people of the island live in?
   a. In the houses
   b. In the forest
   c. In the tree holes
   d. In the big-gloos
   e. In the Fruji trees

18. “It is place to listen to the leaves whispering”
    The underlined word refers to ….
   a. The telephone
   b. The computer
   c. An island
   d. Wingo Island
   e. The sharks

19. “People can only get to Wingo Island by boat.” (paragraph 1).
    What does the word “boat” mean?
   a. A rocket
   b. An island
   c. A small ship
   d. A helicopter
   e. A large ship

20. “It is place to listen to the leaves whispering.” (last paragraph).
    The closest meaning of the underlined word is ….
   a. Talking in a soft way
   b. Singing
   c. Laughing
   d. Makes a soft sound
   e. Screaming
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APPENDIX 3

INSTRUMENT UJI VALIDITAS OF POST-TEST

Name: 
Class: 

Read the text carefully, and answer the following questions by choosing the correct answer between a,b,c,d or e!

Text 1 for No. 1-4

The Houses of the Toraja

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

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

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

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

2. “… and even today they build modern…” (paragraph 3) The underlined word refers to…
   a. Raja
   b. Rengnge
   c. Society
   d. Toraja people
   e. Mountain regions
3. What are the ordinary people commonly called?
   a. Tongkonan
   b. Makaka
   c. Celebes
   d. Rengnge
   e. Kaunan

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

Text 2 for No. 5-8

Cassava

Cassava is the staple food of millions of people in Africa, Asia and South and Central America its swollen tuberous root can be boiled and mashed or grated to produce a meal known as 'farinha' in Brazil and 'garri' in Nigeria, which can be cooked in small cakes. The root is also the source of the manufactured commodity, tapioca, a small field planted with cassava can be insurance against famine, because the crop can be left in the ground for two or three years without deterioration of the tubers. But recent findings suggests that cassava may be responsible for birth defects. It has other serious disadvantages. The tubers consist almost entirely of starch and are particularly low in protein, so dependence on cassava leads to serious malnutrition. To make matters worse, some varieties, when grown under certain conditions of soil and climate, develop a high acid content and become extremely poisonous to people and livestock if eaten raw. These tubers have to be well-prepared for consumption by prolonged and repeated boiling.

The new danger has emerged over the past few years in Nigeria. Doctors have begun to suspect that cassava, if eaten in large amounts during pregnancy, may cause deformities in the developing fetus, there appears to be a correlation between the eating of cassava by pregnant women and the occurrence of various kinds of brain or other neuronal malformations in their babies

5. People can rely on cassava in times of famine because
   a. cassava can grow in any climate throughout the year
   b. the tubers can last for more than one years as long as they are not pulled out
   c. characteristics of people consuming cassava
   d. it is the most important food in many parts of the world
   e. it can be stored for a long time without being rotten
6. Which of the following statements is NOT TRUE according to the text?
   a. Farinha and garri are other names for cassava
   b. Being low in protein, cassava may cause malnutrition
   c. Some cassavas should not be eaten because they are poisonous
   d. People consuming only cassava for long periods of time may endanger their health
   e. Particular conditions of soil and climate can make cassava poisonous

7. It is likely that doctors will advise pregnant women not to eat too much cassava for fear that....
   a. they will be deformed
   b. the flutes will not develop
   c. their bodies will become crippled
   d. their babies' blood will be poisoned
   e. their babies may have malformed brains

8. We may conclude that the writer....
   a. suggests that cassava is a good alternative for staple foods
   b. wants to tell people to stop eating cassava
   c. shows how people in developing countries live
   d. warns the readers of the danger of consuming too much cassava
   e. explains the effect of food shortages in developing countries

Text 3 for No. 9-11

Victoria C. Beckham

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

After The Spice Girl split up, she pursued a solo singer career, but also started her own fashion range called dVb Style. Since this initial foray into fashion Victoria Beckham has brought out her own range of sunglasses and fragrance, entitled "Intimately Beckham" and a range of handbags and jewelry.

In addition she had written two best-selling books: one her autobiography and the other, a fashion guide.

9. What did Victoria do before being a solo singer?
   a. Married to David Beckham
   b. Worked as fashion designer
   c. Joined The Spice Girl
   d. Created fashion style
   e. Wrote many books
10. We found in the text that ....
   a. Victoria named her fragrance by dVb style
   b. Beckham is Victoria's autobiography
   c. Beckham is Victoria's brand for her fragrance
   d. Posh Spice is the title of her new album
   e. Spice Girls is Victoria's label for her wardrobe

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

Text 4 for No. 12-15

TajMahal

TajMahal is regarded as one of the eight wonders of the world. It was built by a Muslim Emperor Shah Jahan in the memory of his dear wife at Agra. TajMahal is a Mausoleum that houses the grave of queen Mumtaz Mahal. The mausoleum is a part of a vast complex comprising of a main gateway, an elaborate garden, a mosque (to the left), a guest house (to the right), and several other palatial buildings.

The Taj is at the farthest end of this complex, with the river Jamuna behind it. With the main structure. It uses the principles of self-replicating geometry and a symmetry of architectural elements. Its central dome is fifty-eighth feet in diameter and rises to a height of 213 feet. It is flanked by four subsidiary domed chambers. The four graceful slender minarets are 162.5 feet each. The central domed chamber and four adjoining chambers include many walls and panels of Islamic decoration.

TajMahal is built entirely of white marble. Its stunning architectural beauty is beyond adequate description, particularly at dawn and sunset. The Taj seems to glow in the light of the full moon. On a foggy morning, the visitors experience the Taj as if suspended when viewed from across the Jamunariver.

12. What is the main topic of the text above?
   a. The faithfulness of a king for his beloved wife
   b. Some parts of TajMahal’s architectural building
   c. The beautiful architectural building of TajMahal
   d. The chambers of TajMahal
   e. The beautiful view of TajMahal seen from Jamuna River
13. “The Taj is at the farthest end of this complex, with the river Jamuna behind it” (1st sentence, paragraph 2). The word “it” refers to:
   a. Taj Mahal
   b. Jamuna River
   c. The beauty of Islamic architecture
   d. the eight wonders
   e. Mumtaz Mahal

14. “The mausoleum is a part of a vast complex comprising of a main gateway, an elaborate garden, a mosque (to the left), a guest house (to the right), and several other palatial buildings” (the first paragraph, the last sentence).
   The underlined word has similar meaning to….
   a. great
   b. huge
   c. extensive
   d. big
   e. enormous

15. There are some main buildings in Taj Mahal, except …
   a. Mosque
   b. Gateway
   c. Garden
   d. a guest house
   e. hot bathing place

Text 5 for No. 16-19

My Pet

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

16. The communicative purpose of this text is….
   a. to describe a particular animal
   b. to share an amusing incident with others
   c. to present two points of view about an issue
   d. to inform the readers about the beauty of Dolgy
   e. to retell events for the purpose of informing and entertaining
17. How does Dolgy look like?
   a. big, fierce, and cute
   b. big, fluffy, and fierce
   c. small, fierce, and stink
   d. small, fluffy, and cute
   e. small, fluffy, and stink

18. Whom Dolgy plays with when the writer goes to school?
   a. the writer’s sister
   b. the writer’s mother
   c. the writer’s cat
   d. the writer’s other dog
   e. the writer’s rabbit

19. What does Dolgy eat every morning?
   a. fish and rice
   b. bread and milk
   c. bone and milk
   d. rice and bone
   e. milk and fish

20. What is the function of paragraph 1?
   a. as an identification
   b. as an orientation
   c. as a thesis
   d. as a classification
   e. as an abstract

Text 6 for No. 21-26

Have you ever seen how some people run a business office? There are some professions that have very important roles in business activities. These professions are related to each other in an organization. The professions discussed here are banker, accountant, and secretary.

A banker is a person who conducts banking. He may be the owner of a bank or he can be the member of the board of directors who operated the bank. Bankers give loans to business offices, firms, factories, to operate or expand their business.

An accountant is a person who has charge of the accounts of a company. He is the one who records, keeps financial accounts and makes financial statements. He plays an important role to make the firms remain in good financial condition.

A secretary is someone who keeps records, handles correspondence, or does the administration for an organization or person. The assistant or private secretary of an executive always deals with the business letter writing of that person. The secretary is, therefore, concerned with any business that the firm undertakes. The secretary must be qualified and able to speak English, fluently.
There are certain types of duties that a secretary is responsible of such as making appointments, receiving orders, making reservations for the manager, sending letters of congratulations or condolence, sending invitations etc. She also makes an agenda for the manager. An office usually has more than one secretary who are always busy doing their duties.

21. What is the topic of the second paragraph?
   a. How a banker gives credits
   b. The financial system of a bank
   c. The job description of a banker
   d. A banking business as a company
   e. The board of directors

22. An accountant who works unprofessionally will …
   a. Bring big profit for the company
   b. Improve the book keeping of the business
   c. Harm the financial management of the firm
   d. Help the manager plan his expenditure
   e. Complete his work properly

23. The main idea of the fourth paragraph is ....
   a. The office can hire two secretaries
   b. Secretary should prepare the manager's agenda
   c. The manager should help the secretary complete her job
   d. English is not so important for a private secretary
   e. A secretary often makes appointments with the manager

24. Which of the following statements is not true?
   a. Manager should follow whatever his secretary says
   b. An accountant must deal with the finance of the firm
   c. Most banks deal with receipt and transmission of money
   d. A professional banker is needed to run money business
   e. A good secretary should master English

25. He plays an important role to make the firms remain in good financial condition, (paragraph 3). The underlined word means ....
   a. Administrative details of a firm
   b. Any credits taken from banks
   c. Loan procedures in a bank
   d. Line of jobs in an office
   e. Monetary position

26. The secretary is, therefore, concerned with any business that the firm undertakes. (paragraph 4). The synonym of the underlined word is ....
   a. Inspects
   b. Observes
   c. Performs
The Shard

The Shard is an 87-storey skyscraper, which sits in the heart of London. It is known as the shard of glass. Construction began in 2009 and was completed three years later in 2012, making it Western Europe's tallest building, and that's also make it famous. People like to live in it because it was located in the heart of London.

Designed by architect Renzo Piano, The Shard is the second tallest free standing structure in the UK. Its exterior boasts 11,000 glass panels, that's equivalent in area to eight football pitches or two-and-a-half Trafalgar Squares.

The building was developed to have multiple uses, describes on the website as a 'vertical city where people can live, work and relax'. This motto was clearly taken on board that was found on the 72nd floor towards the end of construction.

27. What is the text about?
   a. The architect Renzo Piano
   b. The Shard glass panels
   c. The second tallest building in London
   d. The tallest building in London
   e. The heart of London

28. In Europe, the Shard gains popularity on its ...
   a. Location
   b. Function
   c. Height
   d. Age
   e. Motto

29. What probably makes people interested to stay in the Shard?
   a. It has multiple uses
   b. It is the tallest building in UK
   c. It was built by famous architect
   d. It is located in the heart of London
   e. It has a lot of glass panels
30. "... making it Western European's tallest building."

What does the underlined word refer to?

a. The building
b. The glass
c. London
d. Skyscraper
e. The Shard

Text 6 for No. 31-33

Yogyakarta

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

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

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

31. What is the purpose of the text?

a. To amuse the readers with Yogyakarta
b. To describe the location of Yogyakarta
c. To persuade the readers to go to Yogyakarta
d. To promote Yogyakarta as tourist destination
e. To tell the readers the history of Yogyakarta
32. We know from the second paragraph that ....
   a. Plane is the most convenient access to reach Yogyakarta
   b. Many local tourists prefer staying in Sosrowijayan Street
   c. Sosrowijayan is also known as shopping and culinary delight
   d. There are many convenient stores in the streets of Yogyakarta
   e. Malioboro Street is a crowded main road which is alive 24 hours

33. "... spirit of refinement, which has been the hallmark of Yogya's art for centuries. (Paragraph 3) The underlined word is closest in meaning ....
   a. Settlement
   b. Development
   c. Improvement
   d. Involvement
   e. Engagement

Text 7 for No. 34-36
Rowan Atkinson is an English comedian, actor and writer, famous for his title roles in the British television comedies Blackadder, the Thin Blue Line and Mr. Bean. He has been listed in the Observer as one of the 50 funniest actors in British comedy. Atkinson is mostly well known as Mr. Bean.

Rowan Atkinson is a quite thin man. He has fair complexion and black short hair. Some people considered Atkinson “the man with the rubber face.” In fact, he has really funny face with unique smile. He is in medium height of European people. He has a pointed nose, big black eyes and thick eyebrows. His moustache and sideburns are usually well shaved. He usually wears a man’s suit with shirt, collar, trousers and a pair of shiny shoes.

Rowan Atkinson was born in Consett, County Durham on 6th January 1955. He has two elder brothers. Atkinson studied electrical engineering at Newcastle University and continued with an MSc at the Queen’s College, Oxford. Atkinson married Sunetra Sastry in 1990. The couple has two children, Lily and Benjamin, and lives in England in the Northamptonshire. With an estimated wealth of $100 million, Atkinson owns many expensive cars.

34. The text mainly describes ....
   a. Rowan Atkinson
   b. Rowan Atkinson’s school
   c. Rowan Atkinson’s movies
   d. Comedy festivals in England
   e. TV show in England

35. "Rowan Atkinson is a quite thin man." (Paragraph 2) The word “thin” has the same meaning as....
   a. Stocky
   b. Athletic
   c. Skinny
d. Chubby
e. Muscular

36. “The couple has two children, Lily and Benjamin, ….” (Paragraph 3) The underlined words refer to…. 
   a. Atkinson and family  
   b. Lily and Benjamin  
   c. Atkitson and his children  
   d. Atkinson and Sunetra Sastry  
   e. Sunetra Sastry and her children

Text 8 for No. 37-40

Paris

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

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

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

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

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

37. The fifth paragraph tells ….  
   a. The origin of the word Paris  
   b. About the Paris  
   c. The location of Notre Dame  
   d. A village built a thousand years ago  
   e. An island in the middle of the Seine River
38. What is the oldest and most well-known part of the city?
   a. The Seine River
   b. The Pont Neuf
   c. The Sorbonne
   d. The right bank
   e. The left bank

39. From the text we know that Notre Dame is located ….
   a. Near left Louvre
   b. On the left bank
   c. On the right bank
   d. Outside the city of Paris
   e. In the middle of the Seine River

40. What is generic structure of the text above?
   a. Orientation-Complication-Resolution
   b. Classification-Description
   c. Identification-Description
   d. Orientation-Description
   e. Introduction-Events-Reorientation
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Cassava

Cassava is the staple food of millions of people in Africa, Asia and South and Central America its swollen tuberous root can be boiled and mashed or grated to produce a meal known as 'farinha' in Brazil and 'garri' in Nigeria, which can be cooked in small cakes. The root is also the source of the manufactured commodity, tapioca, a small field planted with cassava can be insurance against famine, because the crop can be left in the ground for two or three years without deterioration of the tubers. But recent findings suggests that cassava may be responsible for birth defects.

It has other serious disadvantages. The tubers consist almost entirely of starch and are particularly low in protein, so dependence on cassava leads to serious malnutrition. To make matters worse, some varieties, when grown under certain conditions of soil and climate, develop a high acid content and become extremely poisonous to people and livestock if eaten raw. These tubers have to be well-prepared for consumption by prolonged and repeated boiling.

The new danger has emerged over the past few years in Nigeria. Doctors have begun to suspect that cassava, if eaten in large amounts during pregnancy, may cause deformities in the developing fate, there appears to be a correlation between the eating of cassava by pregnant women and the occurrence of various kinds of brain or other neuronal malformations in their babies.

1. People can rely on cassava in times of famine because….
   a. cassava can grow in any climate throughout the year
   b. the tubers can last for more than one years as long as they are not pulled out
   c. characteristics of people consuming cassava
   d. it is the most important food in many parts of the world
   e. it can be stored for a long time without being rotten

2. Which of the following statements is NOT TRUE according to the text?
   a. Farinha and garri are other names for cassava
   b. Being low in protein, cassava may cause malnutrition
   c. Some cassavas should not be eaten because they are poisonous
   d. People consuming only cassava for long periods of time may endanger their health
   e. Particular conditions of soil and climate can make cassava poisonous
3. We may conclude that the writer….
   a. suggests that cassava is a good alternative for staple foods
   b. wants to tell people to stop eating cassava
   c. shows how people in developing countries live
   d. warns the readers of the danger of consuming too much cassava
   e. explains the effect of food shortages in developing countries

Text 2 for No. 4

Victoria C. Beckham

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

After The Spice Girl split up, she pursued a solo singer career, but also started her own fashion range called dVb Style. Since this initial foray into fashion Victoria Beckham has brought out her own range of sunglasses and fragrance, entitled "Intimately Beckham" and a range of handbags and jewelry.

In addition she had written two best-selling books: one her autobiography and the other, a fashion guide.

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

Text 3 for No. 5-7

TajMahal

TajMahal is regarded as one of the eight wonders of the world. It was built by a Muslim Emperor Shah Jahan in the memory of his dear wife at Agra. TajMahal is a Mausoleum that houses the grave of queen Mumtaz Mahal. The mausoleum is a part of a vast complex comprising of a main gateway, an elaborate garden, a mosque (to the left), a guest house (to the right), and several other palatial buildings.

The Taj is at the farthest end of this complex, with the river Jamuna behind it. With the main structure. It uses the principles of self-replicating geometry and a symmetry of architectural elements. Its central dome is fifty-eight feet in diameter and rises to a height of 213 feet. It is flanked by four subsidiary domed chambers.
The four graceful, slender minarets are 162.5 feet each. The central domed chamber and four adjoining chambers include many walls and panels of Islamic decoration.

Taj Mahal is built entirely of white marble. Its stunning architectural beauty is beyond adequate description, particularly at dawn and sunset. The Taj seems to glow in the light of the full moon. On a foggy morning, the visitors experience the Taj as if suspended when viewed from across the Jamuna river.

5. What is the main topic of the text above?
   a. The faithfulness of a king for his beloved wife
   b. Some parts of Taj Mahal’s architectural building
   c. The beautiful architectural building of Taj Mahal
   d. The chambers of Taj Mahal
   e. The beautiful view of Taj Mahal seen from Jamuna River

6. “The mausoleum is a part of a vast complex comprising of a main gateway, an elaborate garden, a mosque (to the left), a guest house (to the right), and several other palatial buildings” (the first paragraph, the last sentence).
   The underlined word has similar meaning to …
   a. great
   b. huge
   c. extensive
   d. big
   e. enormous

7. There are some main buildings in Taj Mahal, except …
   a. Mosque
   b. Gateway
   c. Garden
   d. a guest house
   e. hot bathing place

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My Pet

I have a pet. It is a dog and I call it Dolgy. Dolgy is a Chinese breed. It is small, fluffy, and cute. It has got thick black fur. When I cuddle it, the fur feels soft. Dolgy does not like bones. Every day it eats soft food like steamed rice, fish, or bread. Every morning I give him milk and bread. When I am at school, Dolgy plays with my rabbit. They get along well, and never fight maybe because Dolgy does not bark a lot. It treats the other animals in our house gently, and it never eats shoes. Dolgy is really sweet and friendly animal.
8. The communicative purpose of this text is….
   a. to describe a particular animal
   b. to share an amusing incident with others
   c. to present two points of view about an issue
   d. to inform the readers about the beauty of Dolgy
   e. to retell events for the purpose of informing and entertaining

9. What is the function of paragraph 1?
   a. as an identification
   b. as an orientation
   c. as a thesis
   d. as a classification
   e. as an abstract

Text 5 for No. 10-12

Have you ever seen how some people run a business office? There are some professions that have very important roles in business activities. These professions are related to each other in an organization. The professions discussed here are banker, accountant, and secretary.

A banker is a person who conducts banking. He may be the owner of a bank or he can be the member of the board of directors who operated the bank. Bankers give loans to business offices, firms, factories, to operate or expand their business.

An accountant is a person who has charge of the accounts of a company. He is the one who records, keeps financial accounts and makes financial statements. He plays an important role to make the firms remain in good financial condition.

A secretary is someone who keeps records, handles correspondence, or does the administration for an organization or person. The assistant or private secretary of an executive always deals with the business letter writing of that person. The secretary is, therefore, concerned with any business that the firm undertakes. The secretary must be qualified and able to speak English, fluently. There are certain types of duties that a secretary is responsible of such as making appointments, receiving orders, making reservations for the manager, sending letters of congratulations or condolence, sending invitations etc. She also makes an agenda for the manager. An office usually has more than one secretary who are always busy doing their duties.

10. What is the topic of the second paragraph?
   a. How a banker gives credits
   b. The financial system of a bank
   c. The job description of a banker
   d. A banking business as a company
   e. The board of directors
11. An accountant who works unprofessionally will …
   a. Bring big profit for the company
   b. Improve the book keeping of the business
   c. Harm the financial management of the firm
   d. Help the manager plan his expenditure
   e. Complete his work properly

12. Which of the following statements is not true?
   a. Manager should follow whatever his secretary says
   b. An accountant must deal with the finance of the firm
   c. Most banks deal with receipt and transmission of money
   d. A professional banker is needed to run money business
   e. A good secretary should master English

Text 6 for No. 13-14

The Shard

The Shard is an 87-storey skyscraper, which sits in the heart of London. It is known as the shard of glass. Construction began in 2009 and was completed three years later in 2012, making it Western European's tallest building, and that's also make it famous. People like to live in it because it was located in the heart of London.

Designed by architect Renzo Piano, The Shard is the second tallest free standing structure in the UK. Its exterior boasts 11,000 glass panels, that's equivalent in area to eight football pitches or two-and-a-half Trafalgar Squares.

The building was developed to have multiple uses, describes on the website as a 'vertical city where people can live, work and relax'. This motto was clearly taken on board that was found on the 72nd floor towards the end of construction.

13. What is the text about?
   a. The architect Renzo Piano
   b. The Shard glass panels
   c. The second tallest building in London
   d. The tallest building in London
   e. The heart of London

14. What probably makes people interested to stay in the Shard?
   a. It has multiple uses
   b. It is the tallest building in UK
   c. It was built by famous architect
   d. It is located in the heart of London
   e. It has a lot of glass panels
Yogyakarta

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

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

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

15. What is the purpose of the text?
   a. To amuse the readers with Yogyakarta
   b. To describe the location of Yogyakarta
   c. To persuade the readers to go to Yogyakarta
   d. To promote Yogyakarta as tourist destination
   e. To tell the readers the history of Yogyakarta

16. We know from the second paragraph that ....
   a. Plane is the most convenient access to reach Yogyakarta
   b. Many local tourists prefer staying in Sosrowijayan Street
   c. Sosrowijayan is also known as shopping and culinary delight
   d. There are many convenient stores in the streets of Yogyakarta
   e. Malioboro Street is a crowded main road which is alive 24 hours
17. "... spirit of **refinement**, which has been the hallmark of Yogya's art for centuries. (Paragraph 3) The underlined word is closest in meaning ....
   a. Settlement
   b. Development
   c. Improvement
   d. Involvement
   e. Engagement

**Text 8 for No. 18-20**

**Paris**

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

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

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

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

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

18. The fifth paragraph tells ....
   a. The origin of the word Paris
   b. About the Paris
   c. The location of Notre Dame
   d. A village built a thousand years ago
   e. An island in the middle of the Seine River
19. What is the oldest and most well-known part of the city?
   a. The Seine River
   b. The Pont Neuf
   c. The Sorbonne
   d. The right bank
   e. The left bank

20. What is generic structure of the text above?
   a. Orientation-Complication-Resolution
   b. Classification-Description
   c. Identification-Description
   d. Orientation-Description
   e. Introduction-Events-Reorientation
# ANSWER KEY OF POST-TEST

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## APPENDIX 5

**KISI-KISI PENULISAN SOAL-SOAL**

### KISI- KISI PENULISAN SOAL UJI VALIDITAS PRE-TEST

**Nama Sekolah:** MAN 12 Jakarta  
**Kelas:** X (Sepuluh)  
**Mata Pelajaran:** Bahasa Inggris  

**Standar Inti:** Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarnya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.

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<th>Indikator</th>
<th>Jenis Butir Soal</th>
<th>Nomor Soal</th>
<th>Jumlah</th>
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<td>Menangkap makna dan menyusun teks deskriptif lisan dan tulis, dengan menggunakan struktur teks secara urut dan runtut serta unsur kebahasaan secara akurat, berterima, dan lancar.</td>
<td>1. Mengidentifikasi makna gagasan utama dalam teks berbentuk deskriptif.</td>
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<td>2,8</td>
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<td></td>
<td></td>
<td>2. Mengidentifikasi informasi dalam sebuah teks berbentuk deskriptif.</td>
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<td>4,5,7,9,11,1</td>
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<td>3. Mengidentifikasi tujuan komunikatif dalam teks berbentuk deskriptif.</td>
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<td>4. Mengidentifikasi generic structure yang ada dalam teks.</td>
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KISI- KISI PENULISAN SOAL PRE-TEST

Nama Sekolah: MAN 12 Jakarta

Kelas : X (Sepuluh)

Mata Pelajaran : Bahasa Inggris

Standar Inti : Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarnya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.

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<tr>
<td>Descriptive Text</td>
<td>Menangkap makna dan menyusun teks deskriptif lisan dan tulis, dengan menggunakan struktur teks secara urut dan runtut serta unsur kebahasaan secara akurat, berterima, dan lancar.</td>
<td>1. Mengidentifikasi makna gagasan utama dalam teks berbentuk deskriptif. 2. Mengidentifikasi informasi dalam sebuah teks berbentuk deskriptif. 3. Mengidentifikasi tujuan komunikatif dalam teks berbentuk deskriptif. 4. Mengidentifikasi generic structure yang ada dalam teks. 5. Memahami makna kosa kata sulit dalam teks berbentuk deskriptif.</td>
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<td>2,4 6,7,8,9,12,13,14,15,16,17,18</td>
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KISI- KISI PENULISAN SOAL UJI VALIDITAS POST-TEST

Nama Sekolah: MAN 12 Jakarta

Kelas : X (Sepuluh)

Mata Pelajaran : Bahasa Inggris

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

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**KISI- KISI PENULISAN SOAL POST-TEST**

**Nama Sekolah:** MAN 12 Jakarta  
**Kelas:** X (Sepuluh)  
**Mata Pelajaran:** Bahasa Inggris  
**Standar Inti:** Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarnya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.

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2. Mengidentifikasi informasi dalam sebuah teks berbentuk deskriptif.  
3. Mengidentifikasi tujuan komunikatif dalam teks berbentuk deskriptif.  
4. Mengidentifikasi generic structure yang ada dalam teks.  
5. Memahami makna kata sulit dalam teks berbentuk deskriptif. | PG | 1,2,3,4,7,10,11,12,14,16,18,19 | 8,15 |
|        |                  |                                                                           |                  | 9,20                                          | 6,17 |

20
APPENDIX 6
ANATES RESULT

Hasil uji validitas

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RELIABILITAS TES

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Simpang Bakar= 3.87
Hasil uji validitas

Korelasinya = 0.50
Reliabilitas Tes = 0.67
Nama berkas: C:\USERS\RATU ERLINDA\DESKTOP\UJI VALIDITAS.ANA

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Bila koefisien = 0,000 berarti tidak dapat dihitung.
APPENDIX 7
RPP EXPERIMENTAL AND CONTROLLED CLASS

(RPP EXPERIMENTAL CLASS)
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah : MAN 12 Jakarta
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/Genap
Materi Pokok : Descriptive Teks
Alokasi Waktu : 2x45 menit
Pertemuan : 1

A. Kompetensi Inti (KI)

1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, dan menganalisis pengetahuan fakultal, konseptual, dan prosedural berdasarkan rasa ingin tahuinya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarnya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.
B. Kompetensi dasar dan indikator pencapaian kompetensi:
Kompetensi Dasar (KD):

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<td>3.4.1 Siswa dapat mengidentifikasi gambaran umum, informasi tertentu dan rinci dari teks deskriptif dengan menggunakan strategi jigsaw</td>
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<td>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <em>deskriptif</em>, lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal</td>
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<td>4.4.2 Menyusun teks <em>deskriptif</em> lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</td>
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C. Materi (Pertemuan 1):

a. **Definition:**
   Descriptive text *is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.*” Or *Is a text which used to describe something, someone, or place.*

b. **Function :**
The function of descriptive text is *used to describe something, someone, or place.*
c. Generic Structure
   Descriptive text has two main parts:
   1. Identification
      This part identifies particular things to be described. What is the text about?
   2. Description
      This part describes the parts and characteristics.

d. Language Feature of descriptive text are:
   - Specific participant: having a specific object, not general and unique (there is only one)
     For example: bandengan beach, my house, borobudur temple, uncle Joko
   - Adjective use to clarify noun (noun)
     For example: a beautiful beach, a handsome man, the famous place in Jepara etc.
   - Use of simple present tense: The sentence pattern used is simple present because it tells the facts of the object description.
   - Action verbs: there is a verb that shows an activity (activities can be seen) for example: run, sleep, walk, cut etc.

e. Example:
   Read the following text, and then answer the following questions.

   **MY BEST FRIEND**

   I have a lot of friends in my school, but Dinda has been my best friend since junior high school. We don’t study in the same class, but we meet at school everyday during recess and after school. I first met her at junior high school orientation and we’ve been friends ever since.

   Dinda is good-looking. She’s not too tall, with fair skin and wavy black hair that she often puts in a ponytail. At school, she wears the uniform. Other than that, she likes to wear jeans, casual t-shirts and sneakers. Her favourite t-shirts are those in bright colors like pink, light green and orange. She is always cheerful. She is also very friendly and likes to make friends with anyone. Like many other girls, she is also talkative. She likes to share her thoughts and feelings to her friends. I think that’s why many friends enjoy her company. However, she can be a bit childish sometimes. For example, when she doesn’t get what she wants, she acts like a child and stamps her feet.

   Dinda loves drawing, especially the manga characters. She always has a sketchbook with her everywhere she goes. She would spend some time to draw the manga characters from her
imagination. Her sketches are amazingly great. I’m really glad to have a best friend like Dinda.

Comprehension Questions

**Answer the following questions briefly.**

1. Who is being described in the text?
2. How long have the writer and Dinda been friends?
3. What does Dinda look like?
4. What are her favourite clothes?
5. What kind of t-shirts does she like?
6. Describe Dinda’s personality briefly.
7. Why do many friends enjoy Dinda’s company?
8. What is Dinda’s bad habit?
9. What is Dinda’s hobby?
10. How does the writer feel about Dinda?

**D. Metode/Strategi Pembelajaran**

1. Pendekatan : Scientific Approach
2. Metode : Inquiry learning
3. Strategi : Jigsaw Strategy

**E. Alat dan Sumber Pembelajaran**

Buku Bahasa Inggris Siswa kelas X Kemendikbud
Kertas Hvs, Papan Tulis, Spidol, Penghapus, dan Sumber lain yang relevan

**F. Kegiatan Pembelajaran**

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pendahuluan</td>
<td>Apersepsi</td>
<td>10 menit</td>
</tr>
<tr>
<td></td>
<td>- Guru memasuki ruangan klas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Guru memberikan salam, dan menyapa siswa sekaligus memeriksa kehadiran siswa</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Guru meminta ketua kelas untuk memimpin doa sebelum memulai kegiatan belajar mengajar.</td>
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<tr>
<td></td>
<td><strong>Motivasi</strong></td>
<td></td>
</tr>
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<td>- Tanya jawab tentang pengetahuan/keterampilan yang terkait dengan KD</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Guru menyampaikan mengenai tujuan pembelajaran yang akan dipelajari yaitu mengenai</td>
<td></td>
</tr>
</tbody>
</table>
memahami teks deskriptif dengan strategi jigsaw

<table>
<thead>
<tr>
<th>Materi</th>
<th>Eksplorasi</th>
<th>70 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>- Guru menjelaskan tentang teks deskriptif dan siswa diminta untuk memperhatikannya</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Guru membagi siswa menjadi 5 kelompok yang dinamakan “home group” dimana setiap kelompok terdiri dari 5-6 orang</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Lalu kelompok “home group” dibagi lagi menjadi “expert group” sesuai dengan nomor urut dan yang diberikan tugas yang sama, dimana kelompok ini juga masih terdiri dari 5-6 orang</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Guru memberikan contoh teks deskriptif dan membaginya ke setiap kelompok yang sudah ditentukan antara home group dan expert group.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Lalu guru, menyuruh semua siswa membaca teks deskriptif yang telah diberikan oleh guru dan diberi waktu</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Setelah semua siswa membaca teks deskriptif, guru membagi setiap “expert group” mendapatkan tugas masing-masing untuk menjawab soal yang telah ditentukan dan diberikan oleh guru</td>
<td></td>
</tr>
</tbody>
</table>

| Elaborasi | - Guru meminta siswa untuk mengidentifikasi general structure, elemen bahasa, beberapa informasi yang terdapat dalam teks deskriptif secara berkelompok dengan “expert group” |          |
|           | - Guru meminta siswa yang ada di “expert group” berdiskusi |          |
|           | - Setelah itu, guru meminta siswa di “expert group” kembali ke “home group” untuk menyatukan tugas mereka masing-masing menjadi satu padu |          |
|           | - Guru memberi kesempatan berpikir, menganalisis dan bertindak tanpa rasa takut |          |
|           | - Siswa difasilitasi oleh guru berupa permainan dalam bentuk kuis untuk mengungkapkan jawaban mereka atas pertanyaan mengenai teks deskriptif |          |

| Konfirmasi | - Guru memberikan umpan balik positif dan pengucap dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik |          |
|            | - Memfasilitasi peserta didik untuk memperoleh pengalaman bermakna dalam mencapai kompetensi dasar |          |
|            | - Guru menjadi fasilitator dalam menghadapi |          |
kesulitan yang dihadapi siswa

<table>
<thead>
<tr>
<th>Penutup</th>
<th>10 menit</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Bersama-sama dengan peserta didik membuat rangkuman/kesimpulan pelajaran</td>
<td></td>
</tr>
<tr>
<td>- Melakukan penilaian atau refleksi terhadap kegiatan yang sudah dilaksanakan</td>
<td></td>
</tr>
<tr>
<td>- Memberikan umpan balik terhadap proses dan hasil pembelajaran</td>
<td></td>
</tr>
</tbody>
</table>

G. Penilaian

Teknik : Tes Tertulis
Bentuk : Pertanyaan Tertulis
Instrument : Terlampir

H. Pedoman Penilaian

a. Untuk setiap jawaban yang benar diberi skor =10
b. Skor maksimal = 10 x 10 =100
c. Nilai maksimal = 100
d. Nilai Siswa

<table>
<thead>
<tr>
<th>No.</th>
<th>Uraian</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Urutan Paragraf Benar</td>
<td>10</td>
</tr>
<tr>
<td>2.</td>
<td>Urutan Paragraf Salah</td>
<td>0</td>
</tr>
</tbody>
</table>

Jakarta, April 2019

Mengetahui,

Guru Pamong
Mata Pelajaran Bahasa Inggris

Boy Agung Subakti, S.Pd
NIP.

Guru Praktikan
Ratu Erlinda Kurniatillah
NIM. 11150140000007
(RPP CONTROLLED CLASS)
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah : MAN 12 Jakarta
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/Genap
Materi Pokok : Descriptive Teks
Alokasi Waktu : 2x45 menit
Pertemuan : 1

A. Kompetensi Inti (KI)
1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, dan menganalisis pengetahuan fakultatif, konseptual, dan prosedural berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban, terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyajikan dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarnya di sekolah secara mandiri dan mampu menggunakan metoda sesuai keilmuan.

B. Kompetensi dasar dan indikator pencapaian kompetensi:
Kompetensi Dasar (KD):

<table>
<thead>
<tr>
<th>KI</th>
<th>Kompetensi Dasar</th>
<th>Indikator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.

3.4.1 Siswa dapat mengidentifikasi gambaran umum, informasi tertentu dan rinci dari teks deskriptif

3.4.2 Siswa dapat menguraikan gambaran umum dan informasi tertentu dari teks deskriptif

3.4.3 Siswa dapat mendeteksi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif

3.4.4 Siswa dapat menjawab pertanyaan dari teks deskriptif

4.4 Teks deskriptif

4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal

4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

4.4.1.1 Siswa dapat membaca dan memahami teks deskriptif

4.4.2.1 Siswa dapat menjelaskan secara lisan dan tertulis tentang isi dari teks deskriptif

C. Materi (Pertemuan 1):
   a. Definiton:
      Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.” Or Is a text which used to describe something, someone, or place.

   b. Function:
      The function of descriptive text is used to describe something, someone, or place.

   c. Generic Structure
      Descriptive text has two main parts:
      1. Identification
         This part identifies particular things to be described. What is the text about?
      2. Description
         This part describes the parts and characteristics.
d. Language Feature of descriptive text are:

- **Specific participant**: having a specific object, not general and
unique (there is only one)
  For example: bandengan beach, my house, borobudur temple,
  uncle Joko

- **Adjective use to clarify noun (noun)**
  For example: a beautiful beach, a handsome man, the famous
  place in Jepara etc.

- **Use of simple present tense**: The sentence pattern used is
  simple present because it tells the facts of the object
description.

- **Action verbs**: there is a verb that shows an activity (activities
can be seen) for example: run, sleep, walk, cut etc.

e. Example:

Read the following text, and then answer the following
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Comprehension Questions

**Answer the following questions briefly.**

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9. What is Dinda’s hobby?
10. How does the writer feel about Dinda?

D. Metode/Strategi Pembelajaran
   1. Pendekatan : Scientific Approach
   2. Metode : Inquiry learning

E. Alat dan Sumber Pembelajaran
Buku Bahasa Inggris Siswa kelas X Kemendikbud
Kertas Hvs, Papan Tufis, Spidol, Penghapus, dan Sumber lain yang relevan

F. Kegiatan Pembelajaran

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<td></td>
</tr>
<tr>
<td></td>
<td>memahami teks deskriptif</td>
<td></td>
</tr>
<tr>
<td>Materi</td>
<td>Eksplorasi</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Guru memberikan penjelasan secara rinci mengenai teks berbentuk deskriptif</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Guru meminta siswa untuk membaca teks deskriptif</td>
<td></td>
</tr>
<tr>
<td>Elaborasi</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Guru memberikan pertanyaan yang bersumber dari teks tersebut</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Guru memberikan kesempatan untuk berpikir,</td>
<td></td>
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</tbody>
</table>
menanganilisa, dan bertindak tanpa rasa takut

**Konfirmasi**
- Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik
- Memfasilitasi peserta didik untuk memperoleh pengalaman bermakna dalam mencapai kompetensi dasar
- Guru menjadi fasilitator dalam menghadapi kesulitan yang dihadapi siswa

**Penutup**
- Bersama-sama dengan peserta didik membuat rangkuman/kesimpulan pelajaran
- Melakukan penilaian atau refleksi terhadap kegiatan yang sudah dilaksanakan
- Memberikan umpan balik terhadap proses dan hasil pembelajaran

<table>
<thead>
<tr>
<th>G. Penilaian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teknik: Tes Tertulis</td>
</tr>
<tr>
<td>Bentuk: Pertanyaan Tertulis</td>
</tr>
<tr>
<td>Instrument: Terlampir</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>H. Pedoman Penilaian</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Untuk setiap jawaban yang benar diberi skor =10</td>
</tr>
<tr>
<td>b. Skor maksimal = 10 x 10 =100</td>
</tr>
<tr>
<td>c. Nilai maksimal = 100</td>
</tr>
<tr>
<td>d. Nilai Siswa</td>
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<td>0</td>
</tr>
</tbody>
</table>

Jakarta, April 2019

Mengetahui,

Guru Pamong: 
Mata Pelajaran Bahasa Inggris
Boy Asung Subakti, S.Pd

Guru Praktikan: 
Ratu Erlinda Kurniatillah
NIM.1115014000007
(RPP EXPERIMENTAL CLASS)
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah : MAN 12 Jakarta  
Mata Pelajaran : Bahasa Inggris  
Kelas/Semester : X/Genap  
Materi Pokok : Descriptive Teks  
Alokasi Waktu : 2x45 menit  
Pertemuan : 2

A. Kompetensi Inti (KI)
1. Menghargai dan menghayati ajaran agama yang dianutnya  
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.  
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan prosedural berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.  
4. Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajariannya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi dasar dan indikator pencapaian kompetensi:  
Kompetensi Dasar (KD):

<table>
<thead>
<tr>
<th>KI</th>
<th>Kompetensi Dasar</th>
<th>Indikator</th>
</tr>
</thead>
</table>


| 3.4 | Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya. |
| 3.4.1 | Siswa dapat mengidentifikasi gambaran umum, informasi tertentu dan rinci dari teks deskriptif dengan menggunakan strategi jigsaw |
| 3.4.2 | Siswa dapat menguraikan gambaran umum dan informasi tertentu dari teks deskriptif dengan menggunakan strategi jigsaw |
| 3.4.3 | Siswa dapat mendeteksi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menggunakan strategi jigsaw |
| 3.4.4 | Siswa dapat menjawab pertanyaan dari teks deskriptif dengan menggunakan strategi jigsaw |

| 4.4 | Teks deskriptif |
| 4.4.1 | Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal |
| 4.4.2 | Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks. |
| 4.4.1.1 | Siswa dapat membaca dan memahami teks deskriptif dengan menggunakan strategi jigsaw |
| 4.4.2.1 | Siswa dapat menjelaskan secara lisan dan tertulis tentang isi dari teks deskriptif |

C. Materi (Pertemuan 2):

a. Definiton:
Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.” Or Is a text which used to describe something, someone, or place.

b. Function :
The function of descriptive text is used to describe something, someone, or place.

c. Generic Structure
Descriptive text has two main parts:
1. Identification
   This part identifies particular things to be described. What is the text about?
2. Description
   This part describes the parts and characteristics.
   d. Language Feature of descriptive text are:
      - Specific participant: having a specific object, not general and unique (there is only one)
        For example: bandengan beach, my house, borobudur temple, uncle Joko
      - Adjective use to clarify noun (noun)
        For example: a beautiful beach, a handsome man, the famous place in Jepara etc.
      - Use of simple present tense: The sentence pattern used is simple present because it tells the facts of the object description.
      - Action verbs: there is a verb that shows an activity (activities can be seen) for example: run, sleep, walk, cut etc.
   c. Example:
   Read the following text, and then answer the following questions.

   **Makassar**

   Makassar is the provincial capital of South Sulawesi, Indonesia, and the largest city on Sulawesi Island. From 1971 to 1999, the city was named Ujung Pandang, after a pre-colonial fort in the city, and the two names are often used interchangeably. The port city is located at 5°8′S 119°25′E, on the southwest coast of the island of Sulawesi, facing the Makassar Strait. Its area is 175.77 km² and has population of around 1.4 million.

   Makassar is home to several prominent landmarks including the 16th century Dutch Fort Rotterdam, Trans Studio Makassar—the third largest indoor theme park in the world and the Karebosi Link—the first underground shopping center in Indonesia.

   Makassar has several famous traditional foods. The most famous is Coto Makassar. It is a stew made from the mixture of nuts and spices with beef parts which include beef brain, tongue and intestine. Konro rib dish is also popular traditional food in Makassar. Both Coto Makassar and Konro are usually eaten with Burasa, glutinous rice with coconut milk and sauted coconut granule.

   In addition, Makassar is the home of pisang epe, or pressed bananas. These are bananas which are pressed, grilled, and covered
with palm sugar sauce and sometimes eaten with Durian. Many street vendors sell pisang epe, especially around the area of Losari beach.

Comprehension Questions

**Answer the following questions briefly.**

1. Where is Makassar located?
2. Based on the text, what is the biggest city on Sulawesi Island?
3. What is the old name of Makassar?
4. According to the text, what is the first underground shopping center in Indonesia?
5. What is the most well-known food in Makassar?
6. It can be inferred from the passage that ...
7. What is the writer’s main point in the passage?
8. It is a stew made from the mixture of nuts…
   Propoun ‘it’ in line 14 refers to …
9. Makassar is home to several prominent landmarks…
   Look at the word “prominent” in the passage. Prominent is probably,…
10. Many street vendors sell pisang epe…
   The underlined word is closest in meaning to …

D. Metode/Strategi Pembelajaran

1. Pendekatan : Scientific Approach
2. Metode : Inquiry learning
3. Strategi : Jigsaw Strategy

E. Alat dan Sumber Pembelajaran

Buku Bahasa Inggris Siswa kelas X Kemendikbud
Kertas Hvs, Papan Tulis, Spidol, Penghapus, dan Sumber lain yang relevan.

F. Kegiatan Pembelajaran

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Alokasi Waktu</th>
</tr>
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<td>Elaborasi</td>
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<td>-</td>
<td>-</td>
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<tr>
<td>-</td>
<td>Guru menyampaikan mengenai tujuan pembelajaran yang akan dipelajari yaitu mengenai memahami teks deskriptif dengan strategi jigsaw</td>
<td>- Guru menjelaskan tentang teks deskriptif dan siswa diminta untuk memperhatikannya</td>
</tr>
<tr>
<td>-</td>
<td>Guru membagi siswa menjadi 5 kelompok yang dinamakan “home group” dimana setiap kelompok terdiri dari 5-6 orang</td>
<td>- Guru membagi setiap “home group” dibagi lagi menjadi “expert group” sesuai dengan nomor urut dan yang diberikan tugas yang sama, dimana kelompok ini juga masih terdiri dari 5-6 orang</td>
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<td>Lalu kelompok “home group” dibagi lagi menjadi “expert group” sesuai dengan nomor urut dan yang diberikan tugas yang sama, dimana kelompok ini juga masih terdiri dari 5-6 orang</td>
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</tr>
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<td>Guru meminta siswa untuk mengidentifikasi general structure, elemen bahasa, beberapa informasi yang terdapat dalam teks deskriptif secara berkelompok dengan “expert group”</td>
</tr>
<tr>
<td>-</td>
<td>Lalu guru, menyerahkan semua siswa membaca teks deskriptif yang telah diberikan oleh guru dan diberi waktu</td>
<td>Guru meminta siswa yang ada di “expert group” berdiskusi</td>
</tr>
<tr>
<td>-</td>
<td>Setelah itu, guru meminta siswa di “expert group” kembali ke “home group” untuk menyatukan tugas mereka masing-masing menjadi satu padu</td>
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</tr>
</tbody>
</table>

- 125 menit
- 70 menit
- 10 menit
<table>
<thead>
<tr>
<th>dasar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guru menjadi fasilitator dalam menghadapi kesulitan yang dihadapi siswa</td>
</tr>
</tbody>
</table>

### Penutup

- Bersama-sama dengan peserta didik membuat rangkuman/kesimpulan pelajaran
- Melakukan penilaian atau refleksi terhadap kegiatan yang sudah dilaksanakan
- Memberikan umpan balik terhadap proses dan hasil pembelajaran

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<td>2.</td>
<td>Urutan Paragraf Salah</td>
<td>0</td>
</tr>
</tbody>
</table>

G. Penilaian

<table>
<thead>
<tr>
<th>Teknik</th>
<th>Tes Tertulis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bentuk</td>
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</tr>
<tr>
<td>Instrument</td>
<td>Terlampir</td>
</tr>
</tbody>
</table>

H. Pedoman Penilaian

a. Untuk setiap jawaban yang benar diberi skor =10
b. Skor maksimal = 10 x 10 =100
c. Nilai maksimal = 100
d. Nilai Siswa

Guru Pamong
Mata Pelajaran Bahasa Inggris

Boy Agung Subakti, S.Pd
NIP. 11150140000007

Guru Praktikan

Ratu Erlinda Kurniatillah
NIM. 11150140000007

Mengetahui,

Jakarta, April 2019

[Signature]

[Signature]
(RPP CONTROLLED CLASS)
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah : MAN 12 Jakarta
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/Genap
Materi Pokok : Descriptive Teks
Alokasi Waktu : 2x45 menit
Pertemuan : 2

A. Kompetensi Inti (KI)
1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menunjukkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, dan menganalisis pengetahuan fakultatif, konseptual, dan prosedural berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarnya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi dasar dan indikator pencapaian kompetensi:
Kompetensi Dasar (KD):

<table>
<thead>
<tr>
<th>KI</th>
<th>Kompetensi Dasar</th>
<th>Indikator</th>
</tr>
</thead>
</table>


3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.

3.4.1 Siswa dapat mengidentifikasi gambaran umum, informasi tertentu dan rinci dari teks deskriptif
3.4.2 Siswa dapat menguraikan gambaran umum dan informasi tertentu dari teks deskriptif
3.4.3 Siswa dapat mendeteksi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif
3.4.4 Siswa dapat menjawab pertanyaan dari teks deskriptif

4.4 Teks deskriptif
4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal
4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

4.4.1.1 Siswa dapat membaca dan memahami teks deskriptif
4.4.2.1 Siswa dapat menjelaskan secara lisan dan tertulis tentang isi dari teks deskriptif

C. Materi (Pertemuan 2):
   a. Definition:
      Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Or Is a text which used to describe something, someone, or place.
   b. Function:
      The function of descriptive text is used to describe something, someone, or place.
   c. Generic Structure
      Descriptive text has two main parts:
      1. Identification
         This part identifies particular things to be described. What is the text about?
      2. Description
         This part describes the parts and characteristics.
   d. Language Feature of descriptive text are:
      - Specific participant: having a specific object, not general and unique (there is only one)
For example: bandengan beach, my house, borobudur temple, uncle Joko

- Adjective use to clarify noun (noun)
  For example: a beautiful beach, a handsome man, the famous place in Jepara etc.

- Use of simple present tense: The sentence pattern used is simple present because it tells the facts of the object description.

- Action verbs: there is a verb that shows an activity (activities can be seen) for example: run, sleep, walk, cut etc.

e. Example:

Read the following text, and then answer the following questions.

**Makassar**

Makassar is the provincial capital of South Sulawesi, Indonesia, and the largest city on Sulawesi Island. From 1971 to 1999, the city was named Ujung Pandang, after a pre-colonial fort in the city, and the two names are often used interchangeably. The port city is located at 5°8′S 119°25′E, on the southwest coast of the island of Sulawesi, facing the Makassar Strait. Its area is 175.77 km² and has population of around 1.4 million.

Makassar is home to several prominent landmarks including the 16th century Dutch fort Fort Rotterdam, Trans Studio Makassar—the third largest indoor theme park in the world and the Karebosi Link—the first underground shopping center in Indonesia.

Makassar has several famous traditional foods. The most famous is Coto Makassar. It is a stew made from the mixture of nuts and spices with beef parts which include beef brain, tongue and intestine. Konro rib dish is also popular traditional food in Makassar. Both Coto Makassar and Konro are usually eaten with Burasa, glutinous rice with coconut milk and sautéed coconut granule.

In addition, Makassar is the home of pisang epe, or pressed bananas. These are bananas which are pressed, grilled, and covered with palm sugar sauce and sometimes eaten with Durian. Many street vendors sell pisang epe, especially around the area of Losari beach.
Comprehension Questions

Answer the following questions briefly.
1. Where is Makassar located?
2. Based on the text, what is the biggest city on Sulawesi Island?
3. What is the old name of Makassar?
4. According to the text, what is the first underground shopping center in Indonesia?
5. What is the most well-known food in Makassar?
6. It can be inferred from the passage that...
7. What is the writer's main point in the passage?
8. It is a stew made from the mixture of nuts....
   Pronoun ‘it’ in line 14 refers to....
9. Makassar is home to several prominent landmarks...
   Look at the word “prominent” in the passage. Prominent is probably....
10. Many street vendors sell pisang epe....
    The underlined word is closest in meaning to....

D. Metode/Strategi Pembelajaran
   1. Pendekatan : Scientific Approach
   2. Metode : Inquiry learning

E. Alat dan Sumber Pembelajaran
   Buku Bahasa Inggris Siswa kelas X Kemendikbud
   Kertas Hvs, Papan Tulis, Spidol, Penghapus, dan Sumber lain yang relevan

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<td><strong>Motivasi</strong></td>
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<tr>
<td>Elaborasi</td>
<td>Konfirmasi</td>
<td></td>
</tr>
<tr>
<td>- Guru meminta siswa untuk membaca teks deskriptif</td>
<td>- Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik</td>
<td></td>
</tr>
<tr>
<td>- Guru memberikan pertanyaan yang bersumber dari teks tersebut</td>
<td>- Memfasilitasi peserta didik untuk memperoleh pengalaman bermakna dalam mencapai kompetensi dasar</td>
<td></td>
</tr>
<tr>
<td>- Guru memberikan kesempatan untuk berpikir, menganalisa, dan bertindak tanpa rasa takut</td>
<td>- Guru menjadi fasilitator dalam menghadapi kesulitan yang dihadapi siswa</td>
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Penutup

- Bersama-sama dengan peserta didik membuat rangkuman/kesimpulan pelajaran
- Melakukan penilaian atau refleksi terhadap kegiatan yang sudah dilaksanakan
- Memberikan umpan balik terhadap proses dan hasil pembelajaran

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H. Pedoman Penilaian

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Jakarta, April 2019

Mengetahui,

Guru Pamong Bahasa Inggris

Boy Agung Subakti, S.Pd

Guru Praktikan

Ratu Erlinda Kurniatillah

NIP. 11150140000007
Rencana Pelaksanaan PembeJajaran (RPP)
Nama Sekolah : MAN 12 Jakarta
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/Genap
Materi Pokok : Descriptive Teks
Alokasi Waktu : 2x45 menit
Pertemuan : 3

A. Kompetensi Inti (KI):
1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan prosedural berdasarkan rasa ingin tahu nya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyajikan dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi dasar dan indikator pencapaian kompetensi: Kompetensi Dasar (KD):

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<th>Indikator</th>
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</table>

(RPP Experimental Class)
### C. Materi (Pertemuan 3):

**a. Definiton:**
Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.” Or Is a text which used to describe something, someone, or place.

**b. Function:**
The function of descriptive text is used to describe something, someone, or place.

c. Generic Structure
Descriptive text has two main parts:
1. Identification

---

| 3 | 3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya. |
| 3.4.1 | Siswa dapat mengidentifikasi gambaran umum, informasi tertentu dan rinci dari teks deskriptif dengan menggunakan strategi jigsaw |
| 3.4.2 | Siswa dapat menguraikan gambaran umum dan informasi tertentu dari teks deskriptif dengan menggunakan strategi jigsaw |
| 3.4.3 | Siswa dapat mendeteksi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menggunakan strategi jigsaw |
| 3.4.4 | Siswa dapat menjawab pertanyaan dari teks deskriptif dengan menggunakan strategi jigsaw |

| 4 | 4.4 Teks deskriptif |
| 4.4.1 | Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal |
| 4.4.2 | Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks. |

| 4.4.1.1 | Siswa dapat membaca dan memahami teks deskriptif dengan menggunakan strategi jigsaw |
| 4.4.2.1 | Siswa dapat menjelaskan secara lisan dan tertulis tentang isi dari teks deskriptif |
This part identifies particular things to be described. What is the text about?

2. **Description**
   
   This part describes the parts and characteristics.

   d. **Language Feature of descriptive text are:**
   
   - **Specific participant:** having a specific object, not general and unique (there is only one)
     
     For example: bandengan beach, my house, borobudur temple, uncle Joko
   
   - **Adjective use to clarify noun (noun)**
     
     For example: a beautiful beach, a handsome man, the famous place in Jepara etc.
   
   - **Use of simple present tense:** The sentence pattern used is simple present because it tells the facts of the object description.
   
   - **Action verbs:** there is a verb that shows an activity (activities can be seen) for example: run, sleep, walk, cut etc.

   e. **Example:**
   
   **Read the following text, and then answer the following questions.**

   **Losari Beach**

   Losari beach is a beautiful beach and located on the edge city of Makassar. It is located only about 3 km from the center of Makassar (Karebosi Park). The beach used to be the longest café in Asia, because many cafes stand in along the beach, but now the cafes are collected in a special place so it does not spread along the coast. Charm of the beach is mainly seen in the evening when the sunset stands out. This is a major attraction of people’s coming to the Losari beach. Every evening hundreds of people come to witness the panorama of red as the sun will disappear into the ocean, so do not miss the sunset at the Losari beach. If the sky is sunny, the scenery is absolutely perfect. Because of its location in a bay, the water of Losari is even often quiet as usual pool water.

   Losari is its waterfront of Makassar. The lengthy of the beach is approximately one kilometer and it is a public space that can be accessed by anyone. On this beach there is a park called the Pelataran Bahari (Marine Park), with semicircular area of nearly one hectare. This place is a plaza with a clean floor for children to play and running around, while parents and teens sit on concrete benches to enjoy the sea breeze. From this place, you are also free to view out to the sea and watch the sunset slowly turns reddish in the line of the horizon. The reflected light also creates sheen on the surface of sea water.
The Pelataran Bahari also serves as the stadium of open water to watch the coastal waters in front of Losari beach. This coastal water is often used as a racecourse jet ski, boat races and traditional boat jolloro katinting, or become a transit point of rely of Sandeq traditional sailboats and yachts.

In Losari there are also a few hotels. Some of them qualified as a three stars hotel. The hotel is offering panoramic beauty of the sea with luxury service treats. There are Losari Beach Hotel, Losari Beach Inn, Makassar Golden Hotel, and Pantai Gapura Hotel. All of the hotels located in Jalan Penghibur.

Comprehension Questions

Answer the following questions briefly.
1. Where is Losari beach located?
2. What attraction does Losari beach offer?
3. Based on the text, how long is Losari beach?
4. What is the name of the place where the children can play and run?
5. How many hotels does the writer mention?
6. According to the text, we may conclude that Losari beach is suitable for whom?
7. What is the main idea of the text?
8. This is a major attraction of people’s coming to the Losari beach. (paragraph 1).
   The underlined word refers to….
9. Every evening hundreds of people come to witness the panorama of red as the sun will disappear into the ocean…. (paragraph 1).
   What does the underlined word mean?
10. Long of the beach is approximately one kilometer and it is a public space that can be accessed by anyone. (paragraph 2).
    The word “approximately” in line 7 is closest in meaning to….

D. Metode/Strategi Pembelajaran
1. Pendekatan : Scientific Approach
2. Metode : Inquiry learning
3. Strategi : Jigsaw Strategy

E. Alat dan Sumber Pembelajaran
Buku Bahasa Inggris Siswa kelas X Kemendikbud
Kertas Hvs, Papan Tulis, Spidol, Penghapus, dan Sumber lain yang relevan
### F. Kegiatan Pembelajaran

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<td></td>
<td>- Guru menyampaikan mengenai tujuan pembelajaran yang akan dipelajari yaitu mengenai memahami teks deskriptif dengan strategi jigsaw</td>
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<tr>
<td><strong>Materi</strong></td>
<td><strong>Eksplorasi</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Guru menjelaskan tentang teks deskriptif dan siswa diminta untuk memperhatikannya</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Guru membagi siswa menjadi 5 kelompok yang dinamakan “home group” dimana setiap kelompok terdiri dari 5-6 orang</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Lalu kelompok “home group” dibagi lagi menjadi “expert group” sesuai dengan nomor urut dan yang diberikan tugas yang sama, dimana kelompok ini juga masih terdiri dari 5-6 orang</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Guru memberikan contoh teks deskriptif dan membaginya ke setiap kelompok yang sudah ditentukan antara home group dan expert group.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Lalu guru, menyuruh semua siswa membaca teks deskriptif yang telah diberikan oleh guru dan diberi waktu</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Setelah semua siswa membaca teks deskriptif, guru membagi setiap “expert group” mendapatkan tugas masing-masing untuk menjawab soal yang telah ditentukan dan diberikan oleh guru</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Elaborasi</strong></td>
<td></td>
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<tr>
<td></td>
<td>- Guru meminta siswa untuk mengidentifikasi general structure, elemen bahasa, beberapa informasi yang terdapat dalam teks deskriptif secara berkelompok dengan “expert group”</td>
<td></td>
</tr>
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<td></td>
<td>- Guru meminta siswa yang ada di “expert group” berdiskusi</td>
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<tr>
<td></td>
<td>- Setelah itu, guru meminta siswa di “expert group” kembali ke “home group” untuk menyatukan tugas mereka masing-masing menjadi satu padu</td>
<td></td>
</tr>
</tbody>
</table>
- Guru memberi kesempatan berpikir, menganalisis dan bertindak tanpa rasa takut
- Siswa difasilitasi oleh guru berupa permainan dalam bentuk kuis untuk mengungkapkan jawaban mereka atas pertanyaan mengenai teks deskriptif

**Konfirmasi**

- Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik
- Memfasilitasi peserta didik untuk memperoleh pengalaman bermakna dalam mencapai kompetensi dasar
- Guru menjadi fasilitator dalam menghadapi kesulitan yang dihadapi siswa

**Penutup**

- Bersama-sama dengan peserta didik membuat rangkuman/kesimpulan pelajaran
- Melakukan penilaian atau refleksi terhadap kegiatan yang sudah dilaksanakan
- Memberikan umpan balik terhadap proses dan hasil pembelajaran

---

**G. Penilaian**

- Teknik: Tes Tertulis
- Bentuk: Pertanyaan Tertulis
- Instrument: Terlampir

**H. Pedoman Penilaian**

- Untuk setiap jawaban yang benar diberi skor =10
- Skor maksimal = 10 x 10 =100
- Nilai maksimal = 100
- Nilai Siswa

<table>
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</tbody>
</table>

Jakarta, April 2019

Mengetahui,

Guru Pamong Bahasa Inggris

[Signature]

Bov Agung Subakti, S.Pd

NIP.

Guru Praktikan

[Signature]

Ratu Erlinda Kurniatillah

NIM. 11150140000007
(RPP CONTROLLED CLASS)
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah : MAN 12 Jakarta
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/Genap
Materi Pokok : Descriptive Teks
Alokasi Waktu : 2x45 menit
Pertemuan : 3

A. Kompetensi Inti (KI)
1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menunjukkan perilaku jujur, disiplin, taugungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, dan menganalisis pengetahuan fakultatif, konseptual, dan prosedural berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji, dalam ranah konkrit dan ranah abstrak terkait dengan pengembangan dari yang dipelajarnya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi dasar dan indikator pencapaian kompetensi:
Kompetensi Dasar (KD):

<table>
<thead>
<tr>
<th>KI</th>
<th>Kompetensi Dasar</th>
<th>Indikator</th>
</tr>
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</table>


| 3 | 3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya. | 3.4.1 Siswa dapat mengidentifikasi gambaran umum, informasi tertentu dan rinci dari teks deskriptif lisan dan tulis.  
3.4.2 Siswa dapat menguraikan gambaran umum dan informasi tertentu dari teks deskriptif lisan dan tulis.  
3.4.3 Siswa dapat mendeteksi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif lisan dan tulis.  
3.4.4 Siswa dapat menjawab pertanyaan dari teks deskriptif. |
|---|---|---|
| 4 | 4.4 Teks deskriptif  
4.4.1 Menangkap makna secara konteksual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal.  
4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks. | 4.4.1.1 Siswa dapat membaca dan memahami teks deskriptif dengan menggunakan  
4.4.2.1 Siswa dapat menjelaskan secara lisan dan tertulis tentang isi dari teks deskriptif. |

**C. Materi (Pertemuan 3):**

a. Definiton:

Descriptive text *is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.* Or *Is a text which used to describe something, someone, or place.*

b. Function:

The function of descriptive text is *used to describe something, someone, or place.*

c. Generic Structure

Descriptive text has two main parts:

1. Identification
   This part identifies particular things to be described. What is the text about?
2. Description
   This part describes the parts and characteristics.
d. Language Feature of descriptive text are:
- Specific participant: having a specific object, not general and unique (there is only one)
  For example: bandengan beach, my house, borobudur temple, uncle Joko
- Adjective use to clarify noun (noun)
  For example: a beautiful beach, a handsome man, the famous place in Jepara etc.
- Use of simple present tense: The sentence pattern used is simple present because it tells the facts of the object description.
- Action verbs: there is a verb that shows an activity (activities can be seen) for example: run, sleep, walk, cut etc.

e. Example:
Read the following text, and then answer the following questions.

**Losari Beach**

Losari beach is a beautiful beach and located on the edge city of Makassar. It is located only about 3 km from the center of Makassar (Karebosi Park). The beach used to be the longest café in Asia, because many cafes stand in along the beach, but now the cafes are collected in a special place so it does not spread along the coast. Charm of the beach is mainly seen in the evening when the sunset stands out. This is a major attraction of people’s coming to the Losari beach. Every evening hundreds of people come to witness the panorama of red as the sun will disappear into the ocean, so do not miss the sunset at the Losari beach. If the sky is sunny, the scenery is absolutely perfect. Because of its location in a bay, the water of Losari is even often quiet as usual pool water.

Losari is its waterfront of Makassar. The length of the beach is approximately one kilometer and it is a public space that can be accessed by anyone. On this beach there is a park called the Pelataran Bahari (Marine Park), with semicircular area of nearly one hectare. This place is a plaza with a clean floor for children to play and running around, while parents and teens sit on concrete benches to enjoy the sea breeze. From this place, you are also free to view out to the sea and watch the sunset slowly turns reddish in the line of the horizon. The reflected light also creates sheen on the surface of sea water.

The Pelataran Bahari also serves as the stadium of open water to watch the coastal waters in front of Losari beach. This coastal water is often used as a racecourse jet ski, boat races and traditional boat jolloro katinting, or become a transit point of rely of Sandeq traditional sailboats and yachts.
In Losari there are also a few hotels. Some of them qualified as a tree stars hotel. The hotel is offering panoramic beauty of the sea with luxury service treats. There are Losari Beach Hotel, Losari Beach Inn, Makassar Golden Hotel, and Pantai Gapura Hotel. All of the hotels located in Jalan Penghibur.

Comprehension Questions

1. Where is Losari beach located?
2. What attraction does Losari beach offer?
3. Based on the text, how long is Losari beach?
4. What is the name of the place where the children can play and run?
5. How many hotels does the writer mention?
6. According to the text, we may conclude that Losari beach is suitable for whom?
7. What is the main idea of the text?
8. This is a major attraction of people’s coming to the Losari beach. (paragraph 1).
   The underlined word refers to….
9. Every evening hundreds of people come to witness the panorama of red as the sun will disappear into the ocean…. (paragraph 1).
   What does the underlined word mean?
10. Long of the beach is approximately one kilometer and it is a public space that can be accessed by anyone. (paragraph 2).
    The word “approximately” in line 7 is closest in meaning to….

D. Metode/Strategi Pembelajaran
   1. Pendekatan: Scientific Approach
   2. Metode: Inquiry learning

E. Alat dan Sumber Pembelajaran
   Buku Bahasa Inggris Siswa kelas X Kemendikbud
   Kertas Hvs, Papan Tulis, Spidol, Penghapus, dan Sumber lain yang relevan.

F. Kegiatan Pembelajaran

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<td></td>
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</tbody>
</table>
sebelum memulai kegiatan belajar mengajar.

**Motivasi**
- Tanya jawab tentang pengetahuan/keterampilan yang terkait dengan KD
- Guru menyampaikan mengenai tujuan pembelajaran yang akan dipelajari yaitu mengenai memahami teks deskriptif

**Materi**

**Eksplorasi**
- Guru memberikan penjelasan secara rinci mengenai teks berbentuk deskriptif
- Guru meminta siswa untuk membaca teks deskriptif

**Elaborasi**
- Guru memberikan pertanyaan yang bersumber dari teks tersebut
- Guru memberikan kesempatan untuk berpikir, menganalisa, dan bertindak tanpa rasa takut

**Konfirmasi**
- Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik
- Memfasilitasi peserta didik untuk memperoleh pengalaman bermakna dalam mencapai kompetensi dasar
- Guru menjadi fasilitator dalam menghadapi kesulitan yang dihadapi siswa

**Penutup**
- Bersama-sama dengan peserta didik membuat rangkuman/kesimpulan pelajaran
- Melakukan penilaian atau refleksi terhadap kegiatan yang sudah dilaksanakan
- Memberikan umpan balik terhadap proses dan hasil pembelajaran

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<th>H. Pedoman Penilaian</th>
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<tr>
<td>Teknik : Tes Tertulis</td>
<td>a. Untuk setiap jawaban yang benar diberi skor =10</td>
</tr>
<tr>
<td>Bentuk : Pertanyaan Tertulis</td>
<td>b. Skor maksimal = 10 x 10 =100</td>
</tr>
<tr>
<td>Instrument : Terlampir</td>
<td>c. Nilai maksimal = 100</td>
</tr>
</tbody>
</table>
d. Nilai Siswa

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Jakarta, April 2019

Mengetahui,

Guru Pamong Bahasa Inggris

Bov Agung Subakti, S.Pd

NIP.

Guru Praktikan

Ratu Erlinda Kurniatillah

NIM. 11150140000007
(RPP EXPERIMENTAL CLASS)
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah : MAN 12 Jakarta
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/Genap
Materi Pokok : Descriptive Teks
Alokasi Waktu : 2x45 menit
Pertemuan : 4

A. Kompetensi Inti (KI)
1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, dan menganalisis pengetahuan fakta, keseptual, dan prosedural berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Menjalankan, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri dan mampu menggunakan metoda sesuai keilmuan.

B. Kompetensi dasar dan indikator pencapaian kompetensi:
Kompetensi Dasar (KD):

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| 3 | 3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya. |
| 4 | 3.4.1 Siswa dapat mengidentifikasi gambaran umum, informasi tertentu dan rinci dari teks deskriptif dengan menggunakan strategi jigsaw  
3.4.2 Siswa dapat menguraikan gambaran umum dan informasi tertentu dari teks deskriptif dengan menggunakan strategi jigsaw  
3.4.3 Siswa dapat mendeteksi fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif dengan menggunakan strategi jigsaw  
3.4.4 Siswa dapat menjawab pertanyaan dari teks deskriptif dengan menggunakan strategi jigsaw |

| 4 | 4.4 Teks deskriptif  
4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal  
4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks. |
| 4 | 4.4.1.1 Siswa dapat membaca dan memahami teks deskriptif dengan menggunakan strategi jigsaw  
4.4.2.1 Siswa dapat menjelaskan secara lisan dan tertulis tentang isi dari teks deskriptif |

C. Materi (Pertemuan 4):  
a. Definiton:  
Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing." Or Is a text which used to describe something, someone, or place.  
b. Function:  
The function of descriptive text is used to describe something, someone, or place.  
c. Generic Structure  
Descriptive text has two main parts:  
1. Identification
This part identifies particular things to be described. What is the text about?

2. Description
   This part describes the parts and characteristics.

d. Language Feature of descriptive text are:
   - Specific participant: having a specific object, not general and unique (there is only one)
     For example: bandengan beach, my house, borobudur temple, uncle Joko
   - Adjective use to clarify noun (noun)
     For example: a beautiful beach, a handsome man, the famous place in Jepara etc.
   - Use of simple present tense: The sentence pattern used is simple present because it tells the facts of the object description.
   - Action verbs: there is a verb that shows an activity (activities can be seen) for example: run, sleep, walk, cut etc.

e. Example:
   Read the following text, and then answer the following questions.

   **Tanjung Puting National Park**

   One of the internationally famous ecotourism destinations in Indonesia is Tanjung Puting National Park in the southwest of Central Kalimantan peninsula. Tanjung Puting National Park offers impressive experience to its visitors. This is called a park, but unlike any park that you have seen in your city, this is a jungle! It is a real jungle, which is home to the most incredible animals in the world: orang utans and proboscis monkeys! The male proboscis monkeys are interesting because they have enormous snout. So, imagine yourself to be in the jungle and meet these special animals in their original habitat. What will you do when you meet them?

   To see orang utans we should go to Camp Leakey. Camp Leaky is located in the heart of Tanjung Puting National Park. This is a rehabilitation place for ex-captive orang utans and also a preservation site. This camp was established by Birute Galdikas, an important scientist who has studied orang utans since 1971.

   To reach the place, we should take a boat down Sekonyer river. The boat is popularly called perahu klotok which is a boathouse that can accommodate four people. The trip by the boat to Camp Leaky takes three days and two nights.

   The traveling in the boat offers another unforgettable experience. You sleep, cook, and eat in that klotok, night and day during your journey into the jungle. In daylight, on your way to Camp Leaky, you can see trees filled with proboscis monkeys. At
night, you can enjoy the clear sky and the amazingly bright stars as the only lights for the night.

Comprehension Questions

**Answer the following questions briefly.**

1. Based on the text, can you guess what ecotourism is?
2. As one of ecotourism destinations, what does Tanjung Puting National Park offer to tourists?
3. How is the park different from the parks in the cities?
4. How is Camp Leaky related to Tanjung Puting National Park?
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9. How interested are you in visiting Tanjung Puting National Park? What makes you interested (or not interested) in the park.
10. Give some examples of other ecotourism destinations that you know.

**D. Metode/Strategi Pembelajaran**

1. Pendekatan: Scientific Approach
2. Metode: Inquiry learning
3. Strategi: Jigsaw Strategy

**E. Alat dan Sumber Pembelajaran**

Buku Bahasa Inggris Siswa kelas X Kemendikbud
Kertas Hvs, Papan Tulis, Spidol, Penghapus, dan Sumber lain yang relevan

**F. Kegiatan Pembelajaran**

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yang terkait dengan KD
- Guru menyampaikan pengenai tujuan pembelajaran yang akan dipelajari yaitu mengenai memahami teks deskriptif dengan strategi jigsaw

<table>
<thead>
<tr>
<th>Materi</th>
<th>Eksplorasi</th>
</tr>
</thead>
<tbody>
<tr>
<td>-</td>
<td>- Guru menjelaskan tentang teks deskriptif dan siswa diminta untuk memperhatikannya</td>
</tr>
<tr>
<td>-</td>
<td>- Guru membagi siswa menjadi 5 kelompok yang dinamakan “home group” dimana setiap kelompok terdiri dari 5-6 orang</td>
</tr>
<tr>
<td>-</td>
<td>- Lalu kelompok “home group” dibagi lagi menjadi “expert group” sesuai dengan nomor urut dan yang diberikan tugas yang sama, dimana kelompok ini juga masih terdiri dari 5-6 orang</td>
</tr>
<tr>
<td>-</td>
<td>- Guru memberikan contoh teks deskriptif dan membaginya ke setiap kelompok yang sudah ditentukan antara home group dan expert group.</td>
</tr>
<tr>
<td>-</td>
<td>- Lalu guru, menyuatu semua siswa membaca teks deskriptif yang telah diberikan oleh guru dan diberi waktu</td>
</tr>
<tr>
<td>-</td>
<td>- Setelah semua siswa membaca teks deskriptif, guru membagi setiap “expert group” mendaapatkan tugas masing-masing untuk menjawab soal yang telah ditentukan dan diberikan oleh guru</td>
</tr>
</tbody>
</table>

| Elaborasi | - Guru meminta siswa untuk mengidentifikasi general structure, elemen bahasa, beberapa informasi yang terdapat dalam teks deskriptif secara berkelompok dengan “expert group” |
|           | - Guru meminta siswa yang ada di “expert group” berdiskusi |
|           | - Setelah itu, guru meminta siswa di “expert group” kembali ke “home group” untuk menyatukan tugas mereka masing-masing menjadi satu padu |
|           | - Guru memberi kesempatan berpikir, menganalisis dan bertindak tanpa rasa takut |
|           | - Siswa difasilitasi oleh guru berupa permainan dalam bentuk kuis untuk mengungkapkan jawaban mereka atas pertanyaan mengenai teks deskriptif |

| Konfirmasi | - Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik |
|            | - Memfasilitasi peserta didik untuk memperoleh |
pengalaman bermakna dalam mencapai kompetensi dasar
- Guru menjadi fasilitator dalam menghadapi kesulitan yang dihadapi siswa

<table>
<thead>
<tr>
<th>Penutup</th>
<th>10 menit</th>
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</thead>
</table>
| - Bersama-sama dengan peserta didik membuat rangkuman/kesimpulan pelajaran  
- Melakukan penilaian atau refleksi terhadap kegiatan yang sudah dilaksanakan  
- Memberikan umpan balik terhadap proses dan hasil pembelajaran |

<table>
<thead>
<tr>
<th>G. Penilaian</th>
</tr>
</thead>
</table>
| Teknik : Tes Tertulis  
Bentuk : Pertanyaan Tertulis  
Instrument : Terlampir |

<table>
<thead>
<tr>
<th>H. Pedoman Penilaian</th>
</tr>
</thead>
</table>
| a. Untuk setiap jawaban yang benar diberi skor =10  
b. Skor maksimal = 10 x 10 =100  
c. Nilai maksimal = 100  
d. Nilai Siswa |

<table>
<thead>
<tr>
<th>No.</th>
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<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
<td>Urutan Paragraf Salah</td>
<td>0</td>
</tr>
</tbody>
</table>

Jakarta, April 2019

Mengetahui,

Guru Pamong Bahasa Inggris  
Guru Praktikan

Boy Agung Subakti, S.Pd  
Ratu Erlinda Kurniatillah

NIP.  
NIM. 11150140000007
(RPP CONTROLLED CLASS)
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah : MAN 12 Jakarta
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/Genap
Materi Pokok : Descriptive Teks
Alokasi Waktu : 2x45 menit
Pertemuan : 4

A. Kompetensi Inti (KI)
1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menunjukkan perilaku jujur, disiplin, taugungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
3. Memahami, menerapkan, dan menganalisis pengetahuan fakultatif, konseptual, dan prosedural berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
4. Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarihnya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi dasar dan indikator pencapaian kompetensi:
Kompetensi Dasar (KD):

<table>
<thead>
<tr>
<th>KI</th>
<th>Kompetensi Dasar</th>
<th>Indikator</th>
</tr>
</thead>
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1. Menghargai dan menghayati ajaran agama yang dianutnya
2. Menunjukkan perilaku jujur, disiplin, taugungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
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| 3 | 3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya. |
| 4 | 4.4 Teks deskriptif |
|    | 4.4.1 Menangkap makna secara konteksual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal |
|    | 4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks |

C. Materi (Pertemuan 4):

a. Definiton:
Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Or Is a text which used to describe something, someone, or place.

b. Function:
The function of descriptive text is used to describe something, someone, or place.

c. Generic Structure
Descriptive text has two main parts:
1. Identification
   This part identifies particular things to be described. What is the text about?
2. Description
   This part describes the parts and characteristics.

d. Language Feature of descriptive text are:
Specific participant: having a specific object, not general and unique (there is only one)
For example: bandengan beach, my house, borobudur temple, uncle Joko

Adjective use to clarify noun (noun)
For example: a beautiful beach, a handsome man, the famous place in Jepara etc.

Use of simple present tense: The sentence pattern used is simple present because it tells the facts of the object description.

Action verbs: there is a verb that shows an activity (activities can be seen) for example: run, sleep, walk, cut etc.

e. Example:
Read the following text, and then answer the following questions.

Tanjung Puting National Park

One of the internationally famous ecotourism destinations in Indonesia is Tanjung Puting National Park in the southwest of Central Kalimantan peninsula. Tanjung Puting National Park offers impressive experience to its visitors. This is called a park, but unlike any park that you have seen in your city, this is a jungle! It is a real jungle, which is home to the most incredible animals in the world: orang utans and proboscis monkeys! The male proboscis monkeys are interesting because they have enormous snout. So, imagine yourself to be in the jungle and meet these special animals in their original habitat. What will you do when you meet them?

To see orang utans we should go to Camp Leakey. Camp Leaky is located in the heart of Tanjung Puting National Park. This is a rehabilitation place for ex-captive orang utans and also a preservation site. This camp was established by Birute Galdikas, an important scientist who has studied orang utans since 1971.

To reach the place, we should take a boat down Sekonyer river. The boat is popularly called perahu klotok which is a boathouse that can accommodate four people. The trip by the boat to Camp Leaky takes three days and two nights.

The traveling in the boat offers another unforgettable experience. You sleep, cook, and eat in that klotok, night and day during your journey into the jungle. In daylight, on your way to Camp Leaky, you can see trees filled with proboscis monkeys. At night, you can enjoy the clear sky and the amazingly bright stars as the only lights for the night.

Comprehension Questions
Answer the following questions briefly.
1. Based on the text, can you guess what ecotourism is?
2. As one of ecotourism destinations, what does Tanjung Puting National Park offer to tourists?
3. How is the park different from the parks in the cities?
4. How is Camp Leaky related to Tanjung Puting National Park?
5. How can people reach Camp Leaky?
6. What does the word *ex-captive* tell you about the orang utans in Camp Leaky?
7. What is special about the means of transportation to Camp Leaky?
8. How interesting or uninteresting is the journey on the way to Camp Leaky? Why do you think so?
9. How interested are you in visiting Tanjung Puting National Park? What makes you interested (or not interested) in the park.
10. Give some examples of other ecotourism destinations that you know.

D. Metode/Strategi Pembelajaran
1. Pendekatan : Scientific Approach
2. Metode : Inquiry learning

E. Alat dan Sumber Pembelajaran
Buku Bahasa Inggris Siswa kelas X Kemendikbud
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<td></td>
<td>- Guru meminta siswa untuk membaca teks deskriptif</td>
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<tr>
<td>Elaborasi</td>
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</tr>
<tr>
<td></td>
<td>- Guru memberikan pertanyaan yang bersumber</td>
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</tr>
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dari teks tersebut
- Guru memberikan kesempatan untuk berpikir, menganalisa, dan bertindak tanpa rasa takut

**Konfirmasi**
- Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik
- Memfasilitasi peserta didik untuk memperoleh pengalaman bermakna dalam mencapai kompetensi dasar
- Guru menjadi fasilitator dalam menghadapi kesulitan yang dihadapi siswa

**Penutup**
- Bersama-sama dengan peserta didik membuat rangkuman/kesimpulan pelajaran
- Melakukan penilaian atau refleksi terhadap kegiatan yang sudah dilaksanakan
- Memberikan umpan balik terhadap proses dan hasil pembelajaran

### G. Penilaian

Teknik: Tes Tertulis  
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Instrument: Terlampir

### H. Pedoman Penilaian

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Jakarta, April 2019

Mengetahui,

Guru Pamong Bahasa Inggris

Guru Praktikan

Bov Agung Subakti, S.Pd

Ratu Erlinda Kurniatiillah

NIP.  
NIP.11150140000007
APPENDIX 8
STUDENTS’ WORKSHEET

INSTRUMENT OF PRE-TEST

Name: Arriah Yura Zaka

Read the text carefully, and answer the following questions by choosing the correct answer between a, b, c, d or e!

Text 1 for No. 1-2

Natural Bridge National Park

Natural Bridge National Park is luscious tropical rainforest.

It is located 110 kilometers from south of Brisbane and is reached by following the Pacific Highway to Nerang and then by travelling through the Numinbah Valley. This scenic roadway lies in the shadow of Lamington National Park.

The phenomenon of the rock formed into a natural ‘arch’ and the cave through which a waterfall cascades is a short one-kilometer walk below a dense rainforest canopy from the main picnic area. Swimming is permitted in the rock pools. Night-time visitors to the cave will discover the unique feature of the glow worms. Picnic areas offers toilets, barbeque, shelter sheds, water and fireplaces; however, overnight camping is not permitted.

1. What is the function of paragraph 1?
   a. as an identification
   b. as an orientation
   c. as a thesis
   d. as a classification
   e. as an abstract

2. The text above is in form of . . .
   a. hortatory exposition
   b. Narrative
   c. Description
   d. Report
   e. Explanation


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

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

There is a choice of 12 superb settings in which to wine and dine, a large free-form swimming pool that overlooks the river, convention and meeting facilities for up to 2000 people, and a 24-hour business center.

And, from every single guest room and suite, there is a breathtaking view of all the exotic hustle and bustle of the fabled “River of Kings”.

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

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

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

4. The type of text above is a/an……………..  
   a. Report  
   b. Recount  
   c. Anecdote  
   d. Narrative  
   X. Descriptive
5. The communicative purpose of this text is....
   a. to describe Chao Praya
   b. to retell events for entertainment
   c. to present at least two points of view about an issue
   d. to tell the luxury of Shangri-La Bangkok
   e. to inform readers, listeners, or viewers about events of the day

Text 3 for No. 6-10

Orchard Road

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

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

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

6. The text mainly focuses on....
   a. Singapore
   b. Orchard Plantation
   c. Plaza and Mall
   d. Orchard road as business and entertainment center
   e. Shopping Center
Which statement is TRUE?

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

8. In the third paragraph the writer describes about?

a. The location of Orchard Road
b. The things that we can see at orchard road
c. The direction to get to Orchard Road
d. The history of Orchard Road
e. The distance of Orchard Road

9. Words “it” in line 4 refers to?

a. The plantation
b. Luxury branded things
c. The plaza
d. Singapore
x Suburban street

10. The word “satisfy” in line eighth has the closet meaning with?

a. Pleased
b. Free
c. Frighten
d. Threat
x Loved

Text 4 for No. 11-14

Petruk Cave

Petruk cave is one of the leading tourist attractions in Kebumen, Central Java. The cave is located in the dukuh Mandayana Candirenggo Village, Ayah District, Kebumen regency. In the petruk cave there is no lighting that illuminates the cave. It is still very natural cave so that petruk cave is very dark to be entered. Petruk cave’s name is taken from the punokawan of puppet characters that is Petruk. The cave named Petruk cave because the length of cave is as long as petruk’s nose.
In the cave there are 3 floors that are the first is a basic cave, Hindu caves and Petruk cave. The base cave is a short cave which is just 100 meters away. The cave is used for tourist attractions. Hindu cave is part of the cave that is usually used to put offerings to the ancestor. Inside Petruk cave there are so many stalactites and stalagmites which are really awesome. If you want to explore this cave, you must be led by guides who are ready to take you through the cave. After arriving at the end of the cave, you can see the beach or waterfall located near at the end of the cave.

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

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

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

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

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

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

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

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

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

15. Fruji is the … on Wingo Island.  
   a. Name of a river  
   b. Name of a mountain  
   c. Name of an animal  
   d. Name of someone who lives  
   e. Name of a tree

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

17. Where do the people of the island live in?  
   a. In the houses  
   b. In the forest  
   c. In the tree holes
18. “It is place to listen to the leaves whispering”
   The underlined word refers to ....
   a. The telephone
   b. The computer
c. An island
d. Wingo Island
e. The sharks

19. “People can only get to Wingo Island by boat.” (paragraph 1).
   What does the word “boat” mean?
   a. A rocket
   b. An island
c. A small ship
d. A helicopter
e. A large ship

20. “It is place to listen to the leaves whispering.” (last paragraph).
   The closest meaning of the underlined word is ....
   a. Talking in a soft way
   b. Singing
c. Laughing
d. Makes a soft sound
e. Screaming
INSTRUMENT OF POST-TEST

Name: Aisyah Yulia Zaha

Class: X-MIPA 1

Read the text carefully, and answer the following questions by choosing the correct answer between a, b, c, d or e!

Text 1 for No. 1-3

Cassava

Cassava is the staple food of millions of people in Africa, Asia and South and Central America. Its swollen tuberous root can be boiled and mashed or grated to produce a meal known as ‘farinha’ in Brazil and ‘garri’ in Nigeria, which can be cooked in small cakes. The root is also the source of the manufactured commodity, tapioca, a small field planted with cassava can be insurance against famine, because the crop can be left in the ground for two or three years without deterioration of the tubers. But recent findings suggest that cassava may be responsible for birth defects.

It has other serious disadvantages. The tubers consist almost entirely of starch and are particularly low in protein, so dependence on cassava leads to serious malnutrition. To make matters worse, some varieties, when grown under certain conditions of soil and climate, develop a high acid content and become extremely poisonous to people and livestock if eaten raw. These tubers have to be well-prepared for consumption by prolonged and repeated boiling.

The new danger has emerged over the past few years in Nigeria. Doctors have begun to suspect that cassava, if eaten in large amounts during pregnancy, may cause deformities in the developing fetus. There appears to have been a correlation between the eating of cassava by pregnant women and the occurrence of various kinds of brain or other neural malformations in their babies.

1. People can rely on cassava in times of famine because...
   a. cassava can grow in any climate throughout the year
   b. the tubers can last for more than one year as long as they are not pulled out
   c. characteristics of people consuming cassava
   d. it is the most important food in many parts of the world
   e. it can be stored for a long time without being rotten

2. Which of the following statements is NOT TRUE according to the text?
   a. Farinha and garri are other names for cassava
   b. Being low in protein, cassava may cause malnutrition
   c. Some cassavas should not be eaten because they are poisonous
   d. People consuming only cassava for long periods of time may endanger their health
   e. Particular conditions of soil and climate can make cassava poisonous
Text 2 for No. 4

Victoria C. Beckham

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

After The Spice Girl split up, she pursued a solo singer career, but also started her own fashion range called dVb Style. Since this initial foray into fashion Victoria Beckham has brought out her own range of sunglasses and fragrance, entitled "Intimately Beckham" and a range of handbags and jewelry.

In addition she had written two best-selling books: one her autobiography and the other, a fashion guide.

Text 3 for No. 5-7

TajMahal

TajMahal is regarded as one of the eight wonders of the world. It was built by a Muslim Emperor Shah Jahan in the memory of his dear wife at Agra. TajMahal is a Mausoleum that houses the grave of queen Mumtaz Mahal. The mausoleum is a part of a vast complex comprising of a main gateway, an elaborate garden, a mosque (to the left), a guest house (to the right), and several other palatial buildings.
The Taj is at the farthest end of this complex, with the river Jamuna behind it. With the main structure. It uses the principles of self-replicating geometry and a symmetry of architectural elements. Its central dome is fifty-eight feet in diameter and rises to a height of 213 feet. It is flanked by four subsidiary domed chambers. The four graceful, slender minarets are 162.5 feet each. The central domed chamber and four adjoining chambers include many walls and panels of Islamic decoration.

The Taj Mahal is built entirely of white marble. Its stunning architectural beauty is beyond adequate description, particularly at dawn and sunset. The Taj seems to glow in the light of the full moon. On a foggy morning, the visitors experience the Taj as if suspended when viewed from across the Jamunariver.

5. What is the main topic of the text above?
   a. The faithfulness of a king for his beloved wife
   b. Some parts of Taj Mahal’s architectural building
   X The beautiful architectural building of Taj Mahal
   d. The chambers of Taj Mahal
   e. The beautiful view of Taj Mahal seen from Jamuna River

6. “The mausoleum is a part of a vast complex comprising of a main gateway, an elaborate garden, a mosque (to the left), a guest house (to the right), and several other palatial buildings” (the first paragraph, the last sentence).
   The underlined word has similar meaning to ....
   a. great
   b. huge
   X extensive
   d. big
   e. enormous

7. There are some main buildings in Taj Mahal, except ...
   a. Mosque
   b. Gateway
   c. Garden
   d. a guest house
   X hot bathing place
Text 4 for No. 8-9

My Pet

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

A. The communicative purpose of this text is:
   a. to describe a particular animal
   X b. to share an amusing incident with others
   c. to present two points of view about an issue
   d. to inform the readers about the beauty of Dolgy
   e. to retell events for the purpose of informing and entertaining

5. What is the function of paragraph 1?
   a. as an identification
   X b. as an orientation
   c. as a thesis
   d. as a classification
   e. as an abstract

Text 5 for No. 10-12

Have you ever seen how some people run a business office? There are some professions that have very important roles in business activities. These professions are related to each other in an organization. The professions discussed here are banker, accountant, and secretary.

A banker is a person who conducts banking. He may be the owner of a bank or he can be the member of the board of directors who operated the bank. Bankers give loans to business offices, firms, factories, to operate or expand their business.

An accountant is a person who has charge of the accounts of a company. He is the one who records, keeps financial accounts and makes financial statements. He plays an important role to make the firms remain in good financial condition.

A secretary is someone who keeps records, handles correspondence, or does the administration for an organization or person. The assistant or private secretary of an executive always deals with the business letter writing of that person. The secretary is, therefore, concerned with any business that the firm undertakes. The secretary must be qualified and able to speak English, fluently. There are certain types of duties that a secretary is responsible of such as
making appointments, receiving orders, making reservations for the manager, sending letters of congratulations or condolence, sending invitations etc. She also makes an agenda for the manager. An office usually has more than one secretary who are always busy doing their duties.

10. What is the topic of the second paragraph?
   a. How a banker gives credits
   b. The financial system of a bank
   x. The job description of a banker
   d. A banking business as a company
   e. The board of directors

11. An accountant who works unprofessionally will ...
   a. Bring big profit for the company
   b. Improve the book keeping of the business
   x. Harm the financial management of the firm
   d. Help the manager plan his expenditure
   e. Complete his work properly

12. Which of the following statements is not true?
   x. Manager should follow whatever his secretary says
   b. An accountant must deal with the finance of the firm
   c. Most banks deal with receipt and transmission of money
   d. A professional banker is needed to run money business
   e. A good secretary should master English

Text 6 for No. 13-14

The Shard

The Shard is an 87-storey skyscraper, which sits in the heart of London. It is known as the shard of glass. Construction began in 2009 and was completed three years later in 2012, making it Western Europe's tallest building, and that's also make it famous. People like to live in it because it was located in the heart of London.

Designed by architect Renzo Piano, The Shard is the second tallest free standing structure in the UK. Its exterior boasts 11,000 glass panels, that's equivalent in area to eight football pitches or two-and-a-half Trafalgar Squares.

The building was developed to have multiple uses, describes on the website as a 'vertical city where people can live, work and relax'. This motto was clearly taken on board that was found on the 72nd floor towards the end of construction.
Yogyakarta

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

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

The key attraction of Yogyakarta is 'Kraton' (the Sultan's Palace), the centre of Yogyakarta's traditional life and despite the advance of modernity; it still emanates the spirit of refinement, which has been the hallmark of Yogyakarta's art for centuries. This vast complex of decaying buildings was built in the 18th century, and is actually a walled city within the city with luxurious pavilions and in which the current Sultan still resides. Yogyakarta is also the only major city, which still has traditional 'Becak' (rickshaw-style) transport.
16. What is the purpose of the text?
   a. To amuse the readers with Yogyakarta
   ✗  To describe the location of Yogyakarta
   c. To persuade the readers to go to Yogyakarta
   d. To promote Yogyakarta as a tourist destination
   e. To tell the readers the history of Yogyakarta

18. We know from the second paragraph that ....
   a. Plane is the most convenient access to reach Yogyakarta
   b. Many local tourists prefer staying in Sosrowijayan Street
   ✗  Sosrowijayan is also known as shopping and culinary delight
   d. There are many convenient stores in the streets of Yogyakarta
   e. Malioboro Street is a crowded main road which is alive 24 hours

17. "... spirit of refinement, which has been the hallmark of Yogya's art for centuries.
   (Paragraph 3) The underlined word is closest in meaning ....
   a. Settlement
   b. Development
   c. Improvement
   ✗  Involvement
   e. Engagement

Text 8 for No. 18-20

Paris

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

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

The Seine River divides the city into two parts. Thirty-two bridges cross this scenic river. The oldest and perhaps the most well-known is Pont Neuf, which was built in the sixteenth century. Sorbonne, a famous university, is located on the left bank (south side) of the river. The beautiful white church Sacre Coeur lies on the top of hill called Montmartre on the right bank (north side) of the Seine.
There are many other famous places in Paris, such as the famous museum the Louvre as well the cathedral of Notre Dame. However, the most famous landmark in this city must be the Eiffel Tower.

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

18. The fifth paragraph tells ....
   a. The origin of the word Paris
   x. About the Paris
   c. The location of Notre Dame
   d. A village built a thousand years ago
   e. An island in the middle of the Seine River

19. What is the oldest and most well-known part of the city?
   a. The Seine River
   x. The Pont Neuf
   c. The Sorbonne
   d. The right bank
   e. The left bank

20. What is generic structure of the text above?
   a. Orientation-Complication-Resolution
   b. Classification-Description
   x. Identification-Description
   d. Orientation-Description
   e. Introduction-Events-Reorientation
APPENDIX 9
DOCUMENTATION
APPENDIX 10

Surat Pengesahan Proposal Skripsi

Nama: Ratu Erlinda Kurniati
NIM: 11150140000087
Jurusan/Prodi: PBI (Pendidikan Bahasa Inggris)
Judul Proposal: The Effect of Jigsaw Strategy on Students’ Reading Comprehension of Descriptive Text

Proposal skripsi dengan judul tersebut di atas telah diuji pada tanggal 28 - Februari - 2019 telah direvisi sesuai dengan saran penguji, dan telah dinyatakan LULUS

Jakarta, 12 - Maret - 2019

Penguji I

Penguji II

Dr. Fanda Harmid, M.Pd
NIP. 19621010 198103 2002

Atik Yulianti, MA, FESI
NIP. 19840102 19815032 0002
APPENDIX 11
Surat Bimbingan Skripsi

KEMENTERIAN AGAMA
UIN JAKARTA
FITK

FORM (FR)

No. Dokumen : FITK-FR-AKD-081
Tgl. Terbit : 1 Maret 2010
No. Revisi : 01
Hal : 1/1

SURAT BIMBINGAN SKRIPSI

Nomor : B-0423/F1/KM.01.3/03/2019
Lamp. : 1
Hal : Bimbingan Skripsi

Jakarta, 11 Maret 2019

Kepada Yth.,
Dr. Farida Hamid, M.Pd

Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah
Jakarta.

Assalamu’alaikum Wr. Wh.

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

Nama : Ratu Erlinda Kurniatillah
NIM : 11150140000007
Jurusan : Pendidikan Bahasa Inggris
Semester : 8 (Delapan)
Judul Skripsi : The Effect of Jigsaw Strategy on Students’ Reading Comprehension of Descriptive Text


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.

Wassalamu’alaikum wr. wb.

A n. Dekan

[Signature]

Juru Pendidikan Bahasa Inggris

Tembusan:
1. Dekan FITK
2. Mahasiswa ybs.
KEPANTJERIAN AGAMA
UNI JAKARTA
FITK

FORM (FR)

No. Dokumen : FITK-FR-AKD-081
Tgl. Terbit : 1 Maret 2010
No. Revisi: : 01
Hal : 1/1

SURAT BIMBINGAN SKRIPSI

Nomor : B-0423/F1/KM.01.3/03/2019
Lamp. : 1
Hal : Bimbingan Skripsi

Jakarta, 11 Maret 2019

Kepada Yth.,
Atik Yulianti, MA. TESOL

Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah
Jakarta.

Assalamu'alaiikum Wr. Wb.

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

Nama : Ratu Erlinda Kurniatiillah
NIM : 11150140000007
Jurusan : Pendidikan Bahasa Inggris
Semester : 8 (Delapan)
Judul Skripsi : The Effect of Jigsaw Strategy on Students' Reading Comprehension of Descriptive Text


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.

Wassalamu'alaiikum wr.wb.

A.p. Dekan,

[Signature]

Ket. Pendidikan Bahasa Inggris

[Signature]

Dr. Atik, M.Pd.

NIP : 19690912 200901 1 008

Tembusan:
1. Dekan FITK
2. Mahasiswa ybs.
APPENDIX 12
Surat Izin Penelitian

KEMENTERIAN AGAMA
UIN JAKARTA
FITK

FORM (FR)

No. Dokumen : FITK-FR-AKD-082
Tgl. Terbit : 1 Maret 2010
No. Revisi : 01
Hal : 1/1

SURAT PERMOHONAN IZIN PENELITIAN

Nomor : B- 0538/F1/KM.01.3/III/2019
Lampiran : Jakarta, 28 maret 2019
Hal : Permohonan Izin Penelitian

Yang terhormat

Kepala MAN 12 Jakarta
di Tempat

Assalamu’alaikum Wr. Wb.

Dengan hormat kami sampaikan bahwa,

Nama : Ratu Erlinda Kurniatillah
NIM : 11150140000007
Jurusan : Pendidikan Bahasa Inggris
Semester : 8 (delapan)

Judul Skripsi: The Effect of Jigsaw Strategy on Students’ Reading
Comprehension of Descriptive Text

adalah benar mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN
Jakarta yang sedang menyusun Skripsi, dan akan mengadakan
penelitian (riset) di madrasah 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.

a.n. Dekan,
Kajur Pendidikan Bahasa Inggris

Dr. Alek, M.Pd
NIP. 19600912 200901 1 1 008

Tembusan:
1. Dekan FITK
2. Wakil Dekan Bidang Akademik
3. Mahasiswa yang bersangkutan
APPENDIX 13
Surat Keterangan Penelitian

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA JAKARTA BARAT
MADRASAH ALIYAH NEGERI 12 JAKARTA
Jalan Raya Duri Kosambi No.3 Cengkareng - Jakarta Barat Telp. (021) 5448566
Faximili 5448566, E-mail : man12jakartabarati@gmail.com

SURAT KETERANGAN MELAKSANAKAN PENELITIAN
NOMOR : B-937/Ma.09.12/PP.00.6/05/2019

Yang bertanda tangan di bawah ini Kepala Madrasah Aliyah Negeri 12 Jakarta Barat, menerangkan bahwa:

Nama : Ratu Erlinda Kurniatillah
NIM : 11150140000007
Program Studi : Pendidikan Bahasa Inggris
Jenjang Pendidikan : Strata Satu (S1)

Adalah benar Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Syarif Hidayatullah Jakarta yang telah melaksanakan penelitian untuk pengumpulan data di Madrasah Aliyah Negeri (MAN) 12 Jakarta Barat dalam rangka penyelesaian tugas Akhir/Skripsi yang di mulai dari tanggal 22 April s.d. 24 Mei 2019.

Demikianlah surat keterangan ini dibuat untuk diketahui dan dipergunakan sebagaimana mestinya.

28 Mei 2019
Kepala
Rojali, M.Pd.
APPENDIX 14

References Examination Paper

Nama : Ratu Erlinda Kurniatiillah

Students’ Number : 11150140000007

Title : The Effect Of Jigsaw Strategy On Students’ Reading Comprehension Of Descriptive Text (A Quasi-Experimental Research at the Tenth-Grade Students of MAN 12 Jakarta Academic Year 2018-2019)

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<tr>
<th>No.</th>
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<th>Advisor I</th>
<th>Advisor II</th>
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<tbody>
<tr>
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<td>[Signature]</td>
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<td>6.</td>
<td>Utami Widyatni, Furaidah, and Zuliai Rohmah. <em>Buku Guru</em></td>
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### Chapter II

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| **Chapter III** |
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