THE EFFECTIVENESS OF INTENSIVE READING ON STUDENTS’ READING COMPREHENSION OF DESCRIPTIVE TEXT

(A Quasi-experimental Study at the Tenth Grade Students of Madrasah Aliyah Jam‘iyyah Islamiyyah in Academic Year 2019/2020)

A Skripsi

Presented to the Faculty of Educational Sciences in Partial Fulfilment of the Requirements for the Degree of S.Pd. (Strata 1) in English Education

by:
Nilam Ayu Diniarti
1115014000075

DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATIONAL SCIENCES
SYARIF HIDAYATULLAH STATE ISLAMIC UNIVERSITY
JAKARTA
2019
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2019
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The examination Committee of the Faculty of Educational Sciences certifies that “Skripsi” (Scientific Paper) entitled The Effectiveness of Intensive Reading on Students’ Reading Comprehension of Descriptive Text (A Quasi-experimental Study at Tenth Grade of MA Jam’iyyah Islamiyyah in Academic Year 2019/2020), written by Nilam Ayu Diaarti, student’s registration number 11150140000075 was examined by the Committee on October 25th 2019. The “Skripsi” has been accepted and declared to have fulfilled one of the requirements for the degree of “S.Pd” (S.-I) in English Education.

Jakarta, October 25th, 2019

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ABSTRACT

This research aimed to obtain the empirical evidence of the effectiveness of intensive reading on students’ reading comprehension of descriptive text at tenth grade of MA Jam’iyyah Islamiyyah. This research used a quantitative method with quasi-experimental research as its design. The sample of this research was 35 students of X MIA class as the experimental class and 32 students of X IIS 2 class as the controlled class. The sample was chosen through purposive sampling. To collect the data from both classes, this research used reading test as the research instrument. The test was divided into two tests, pre-test and post-test. The data from both pre-test and post-test calculated and analyzed by using T-test. The result revealed that the post-test mean score of the experimental class was higher than the controlled class. Additionally, the result of hypothesis analysis showed that the significance 2-tailed was lower than the alpha that was 0.010<0.050. It indicated that H₀ (Null Hypothesis) was rejected and Hₐ (Alternative Hypothesis) was accepted. Then, the result was supported by the result of effect size that was 0.64 which meant in moderate level. All the explanation above simply meant that the use of intensive reading was effective on students’ reading comprehension of descriptive text of tenth grade at MA Jam’iyyah Islamiyyah.

Keywords: Intensive Reading, Reading Comprehension, Descriptive Text.
ABSTRAK


Kata kunci: Membaca Intensif, Pemahaman Membaca, Teks Deskripsi.
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This skripsi entitled “The Effectiveness of Intensive Reading on Students’ Reading Comprehension of Descriptive Text” (A Quasi-experimental Study at Tenth Grade of MA Jam’iyyah Islamiyyah in Academic Year 2019/2020) is proposed to the Department of English Education, Faculty of Educational Sciences, Syarif Hidayatullah State Islamic University of Jakarta, in the Partial Fulfillment of the requirements in accomplishing the study of Bachelor Degree (S-1).

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   Jakarta, 25 October 2019

   Nilam Ayu Diniarti
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CHAPTER I

INTRODUCTION

A. Background of the Research

There are four skills that should be trained in order to have competence in learning English, such as listening, reading, speaking, and writing. Reading, in second and foreign language area gains a special attention. Grabe, as cited in Richard and Renadya, stated that many researchers have conducted the research on reading, both in first language and second language area since the 1980s.\(^1\) Reading is important skill for students to get the information and to extend their knowledge. Patel and Jain described that reading is a way to understand the point of printed text, for example written symbol.\(^2\) In addition, Goodman explained that “Reading is a precise process. It involves exact, detailed, sequential perception and identification of letters, words, spelling patterns and large language units.”\(^3\) Moreover, Bojovic explained that reading is an activity that takes much of time and sources to enhance because its complexity, meaning, interaction, comprehension and flexibility.\(^4\) Based on the statements above, reading is a process of getting information via printed medium which entangled complex language squad.

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4 Milevica Bojovic, “Reading Skill and Reading Comprehension in English for Specific Purposes,” *The paper* was presented on The International Language Conference on The Importance of Learning Professional Foreign Language for Communicative between Cultures, FAC University of Kragujevac, Serbia, 23-24 September 2010, p. 1.
Reading is essential language skill which the primary aim is comprehension. Reading activity is closely related to comprehension. The goal of reading is understand the texts that have been read. Kusdemir and Bulut stated that reading is a process which involves some steps, begin with seeing, then receiving the basic information and perception and producing comprehension in the brain. Furthermore, Uribe as cited in Afriyeni, Mukhaiyar and Hamzah said that reading comprehension is the procedure of discovering and creating the meaning from the text. It can be said that reading comprehension happens when the reader obtains and constructs the main idea of information on the text.

In Indonesia reading is taught integrated at Junior to Senior School level. The goal of reading in Senior School level is not only getting information but also understanding the information on the text provided by the teacher. In curriculum 2013 (K13) there are many kinds of text which are taught in senior high school, such as descriptive, recount, narrative, exposition, explanation, etc. Among those kinds of text, descriptive text will be the topic for this research. Descriptive text is a type of text which focuses on the characteristic feature of a person, an animal, or a particular thing. Descriptive texts usually use neutral and objective language. Reading comprehension of descriptive text involves developing language processing skill. Students have to acknowledge plenty of words to comprehend the text. In K13 students are expected to analyze social function, text structure, and language feature in the form of descriptive text. It means the students of Senior High School are expected to be able to comprehend in analyzing the descriptive text.

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8 File kemendikbud, (https://filekemendikbud.wordpress.com/). Accessed on 10th April 2019 at 09.00 A.M.
Although, many researchers stated that reading comprehension plays a significant role in learning a foreign language, still EFL learner faced difficulties in comprehending written texts even after years learning a foreign language, Grabe and Stoller, as cited in Mohammadian, Saed and Younes Shahi. Moreover, the writer found a similar problem when she did teaching practice at MA Jami’yyah Islamiyyah. The writer informally asked students what are the difficulties when they learn English. Most of them mentioned that they found trouble in understanding the written text. It means they encounter some difficulties in their reading comprehension. These are some problems concluded by the writer after doing a preliminary study. The first, students are hard to get meaning from the text they have read. Febtiasi and Fitrawati explained that some students cannot capture the information from the passage and they have trouble in grasping the meaning of the sentences. However, getting the meaning from the text is important for their reading comprehension. This problem will be a great barrier if it is not immediately resolved.

The next problem, students do not have enough background knowledge about English text being discussed. Koda, as cited in Gurses and Bouvel described that successful comprehension arises when the reader interprets and combines several information from the text with his or her prior knowledge. In addition, Amalia mentioned that students are unable to make a prediction about the topic due to the lack of their prior knowledge about the topic. It indicates that prior knowledge is essential for students reading comprehension.

The last problem is students have a lack of motivation in reading. Grabe and

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10 Mira Febtisari and Fitrawati, Improving Students’ Reading Comprehension on Descriptive Text by Using Collaborative Strategy Reading (CSR) to Eight Grade Students at Junior High School. Journal of English Language Teaching, Vol. 6 (1), (Padang: 2017), p. 335.
Stoller explained that teachers from numerous countries usually mention that their students do not like to read and have low motivation to read. Kusdemir and Bulut explained it is important to remember that reading skill doesn’t only rely on cognitive aspects. Reading is also affected by emotional/affective aspects such as self-efficacy, self-confidence, attitude and motivation. However, students are still less motivated to read the text. They have low curiosity to read.

Referring the problems above, these are some possible causes which might influence those problems. The first, many students still have lack of vocabulary mastery. In fact, vocabulary is an essential tool to understand the meaning of written text. As Snow described that vocabulary knowledge is closely related to reading comprehension and there is reason to consider that vocabulary knowledge plays a great role in understanding the reading troubles in learning for second language learners. Hence student will get difficulty in reading comprehension in case of their vocabulary knowledge is low. As Westwood mentioned that students with low vocabulary face problem on comprehension for clear reasons, they do not know the meanings of plenty words on the text, except that text is extremely simple.

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14 Kusdemir and Bulut, *op. cit.*, p. 98.
16 Ibid.
17 Catherine Snow, *Reading for Understanding toward an R&D Program in Reading Comprehension*, (Santa Monica: RAND Education, 2002), p. 35.
The possible causes of reading difficulty do not only come from the students, but also come from the teachers themselves. Students still had low of prior knowledge because they lack reading activity. Teacher seldom engages students in learning process. Miftah declared that teacher commonly applies teacher-center and conventional activity. Consequently, students rarely exposed to English text except the teacher presented the text. The last, students’ lack of reading comprehension is affected by the use of inappropriate strategy and activity by the teacher. Nasution explained that the teacher did not implement an appropriate activity in teaching reading. She added that the teacher did not apply fun activity to encourage students to read. The activity applied by the teacher does not make classroom become alive. Hence, the teacher should be able to choose and apply appropriate strategy and activity in order to increase students’ reading comprehension.

Fortunately, there have been a few researchers who conducted researches to solve those problems and their causes. The first, Ni Putu Sri Indrawati did a classroom action research which showed that intensive reading activity could increase reading comprehension of the seventh grade students of SMPN 4 Denpasar in the academic year 2013/2014; moreover, the implementation of intensive reading activity got positive respond from students. The next research is conducted by Yeni Afriyeni, Mukhairyah and Hamzah from Postgraduate Program of State University of Padang. They did similar research. The result of this research showed that intensive reading technique could improve students’ reading comprehension for each indicator. There are three

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factors which affect the students’ reading comprehension: learning strategy, material, and test evaluation.\textsuperscript{22}

Additionally, Nasser Rashidi and Marjan Piran from Shiraz University, Iran. The results of the research revealed that both intensive and extensive reading have an effect on students' vocabulary size and depth significantly and it improved students' vocabulary knowledge regarding the size and depth. Furthermore, intermediate level benefited more from intensive reading than extensive reading. Meanwhile, in the advanced level the students carried out more advantage of extensive reading than intensive reading. At the end, the research confirmed that reading both intensively and extensively can lead to vocabulary expansion in a way that the quantity of vocabulary.\textsuperscript{23}

Considering the problems of reading comprehension and the previous researches above, the writer determined to examine the using of intensive reading on students’ reading comprehension of descriptive text. Intensive reading is an important aspect of any English as a foreign or second language in reading program. Intensive reading usually applies in the class under teacher guidance and uses texts based on students’ level. This way, students are asked to read some short texts with similar topic and focus on vocabulary and grammar in order to comprehend the whole text.

Waring as cited in Erfanpour claimed that intensive reading is extremely beneficial for studying vocabulary and understanding how text is structured. Additionally, Stahl exposed that intensive reading activities and overall language proficiency are having connection.\textsuperscript{24} Hence intensive reading is one of ways to enhance students’ reading comprehension. Intensive reading makes students concern on vocabulary and text structure which useful for comprehend

\textsuperscript{22} Afriyeni, Mukhaiyar, and Hamzah, op. cit., p. 14.
the text particularly in descriptive text where consist great amount of peculiar vocabularies, passive voice and simple present.

In line with the idea above, Hedge as cited in Afriyeni, Mukhaiyar and Hamzah strongly argued that “the aim of intensive reading activities are main exposed to relatively short texts which are used either to exemplify specific aspects of the lexical, meaning, syntactic or discourse system of the language, or to provide the basis for targeted reading strategy practice.” Additionally, Patel and Jain described that intensive reading brought effect for greater development in language learning which occurs under teacher’s guidance. It prepares a core for explaining affliction of structure and for enlarging vocabulary and idioms mastery. It means intensive reading insists students to concern on the text regarding the meaning and grammar in depth. Therefore the students have to read and understand word by word the text and if they find peculiar vocabulary they have to find out the meaning immediately. Besides, through this, students will get great opportunities to encounter similar words and grammatical structure repeatedly which make them effortlessly absorbed into their mind which ease them to comprehend the text.

The writer chooses to use intensive reading because she believes that intensive reading is an appropriate activity which can be used to be a good way in improving students’ reading comprehension of descriptive text. Thus, based on the explanation above, the writer intends to conduct a research on “The Effectiveness of Intensive Reading on Students’ Reading Comprehension of Descriptive Text at MA Jam’iyyah Islamiyyah.”

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26 Patel and Jain, *op. cit.*, pp. 117-118
B. Identification of the Problem

As the background of the research above, the writer concludes identification of the problems as follows:

1. Students cannot get the meaning of the written text because of their lack of vocabulary.

2. Students do not have enough prior knowledge regarding to the text because they are lack of reading activity.

3. Students have low motivation because the teacher applied inappropriate activity in teaching reading comprehension.

C. Limitation of the Problem

According to the identification problems above, the writer limits those problems on the problem of applying inappropriate activity in teaching reading comprehension. In this case, the writer focuses on the use of intensive reading which is believed as the appropriate activity in teaching reading comprehension.

D. Formulation of the Problem

Based on the research problems, the writer posts a research question: “Is there any effect of using intensive reading on students’ reading comprehension of descriptive text at MA Jam’iyyah Islamiyyah?”

E. Objective of the Research

The objective of this research is to obtain the empirical evidence of the effectiveness of intensive reading on students’ reading comprehension of descriptive text at tenth grade of MA Jam’iyyah Islamiyyah.
F. Significance of the Research

By conducting this research, the writer hopes to contribute in the improvement of ELT at school theoretically and practically.

1. For teachers
   - If the intensive reading is effective to be used on students’ reading comprehension of descriptive text, the teachers may use the theories of this research to explain this activity to students especially in the type of descriptive text.
   - If the intensive reading is effective to be used on students’ reading comprehension of descriptive text, the teachers may use this activity regularly to expose the students to English reading comprehension especially in the type of descriptive text.

2. For the students
   - The students may use the theories of this research to learn how to comprehend text by using intensive reading, especially in descriptive text.
   - Intensive reading can be practically used to enhance students’ reading comprehension.

3. For the writer
   - The writer can expose herself to intensive reading.
   - Intensive reading can be used in order to enhance her reading comprehension.
CHAPTER II
THEORETICAL FRAMEWORK

A. Reading Comprehension

1. The General Concept of Reading

Reading is one of skills that should be mastered by English learner. Some experts have given their thought about reading definition. According to Ur, reading stands for ‘reading and understanding.’ A foreign language learner, who utters, ‘I can read the words but I don’t know what they mean’ is not read. He or she is simply decoding, converting written form into appropriate sounds.\(^1\)

In addition, Linse stated that reading is a group of skills which entails making sense and acquiring meaning in the form of printed material. The process of reading involves decoding (sound out) and comprehending the printed material.\(^2\) Richard and Schmidt noted reading as a process of discovering a text in written form to understand its contents.\(^3\) It implies that when someone cannot get the meaning from the passage, he or she has not been reading even though he or she pronounces the words correctly. Reading means understanding the meaning of the reading passage not only read the words.

In line with the idea above, Aebersold and Field, as cited in Pascoe and Wilburge stated that reading process entangles the reader, the text and interaction between both of them.\(^4\) Moreover, Kusdemir and Bulut described that “Reading is a process which starts with seeing, continues with the reception of information on the basis perception and results in comprehension in the

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Nunan mentioned that reading is a process of creating meaning by merging idea from the text with reader prior knowledge. It can be said that reading is not a simple activity. The process of reading starts when the readers look at a text then cultivate it in the brain which involve background knowledge to draw a meaning. The prior knowledge of readers plays a great role to help the reader familiar with the text to get its meaning.

From the explanation above, reading is considered as an important skill to be learnt. Reading occurs when someone get an idea from the text. Reading is a complicated process to get the idea of printed passage which is influenced by reader’s prior knowledge. The process of reading involves the interaction between the reader and the text from eyes to their brain.

2. The Understanding of Reading Comprehension

The main purpose of reading skill is reading to comprehend. Comprehension is interpreted as discovering the significance of written or oral message as reported by Richard and Schmidt. The current theories of comprehension define that it is an active process based on information on the text along with prior knowledge, information from the context and the listener’s and speaker’s objective.

Furthermore, Smith wrote down in his book that comprehension is a type of luxurious synonym for understanding in technical and scientific area. In such circumstances the word regularly doesn’t come up individually, but appear in such combination as comprehension skills or comprehension process. Smith mentioned that comprehension may be defined as relating aspects of the world

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7 Richard and Schmidt, op. cit, p. 99.
around people, covering what people read to the knowledge, purposes, and expectation in the reader head.\(^8\)

When reading skill has been obtained, it can be used as an instrument to get the information, analyzing and interpreting the text. Reading comprehension is a way of reader to understand the text. Fahriany explained that reading comprehension is a way to gain information from context then combine some elements to construct new comprehensive. The process involves reader’s background knowledge to comprehend the text in order to interpret the meaning.\(^9\) In the process of comprehend the text, prior knowledge of reader play a great role. It helps the reader to catch the meaning in the text comprehensively.

In addition, Paris and Stahl noted that reading comprehension is known as complex process. It needs complicated interaction of various component process that integrated information from the text that the student is reading with their fundamental knowledge and experience.\(^10\) It can be said that reading comprehension engages two participants, the reader and the writer. Comprehending process means interpret the writer idea in the written text using the basis knowledge and experience.

Based on the explanation above, it can be summed up that reading comprehension is a process of reading which combines the new information from the text and the reader background knowledge to create the whole comprehensive meaning.

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\(^9\) Fahriany, “Reading comprehension (A theory Analysis),” *The paper* was presented on International Conference on Education in Muslim Society, FITK UIN Syarif Hidayatullah Jakarta, Tangerang, 11-12 November 2015, p. 10.

3. The Purposes of Reading

A plenty of text forms indicate that there are many reasons to read. When someone starts to read, he or she has many initial decision to make in order to decide their reading purpose. There are many kinds of reading purpose. Grabe and Stoller classified reading purposes under seven main headings which explain with four big points as follows:11

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

This is general reading ability. It is used frequently in reading task. In reading to search, we usually scan the text for specific piece of information. For example, people scan the telephone directory to seek essential information either an address or a phone number. Skimming is also including in this type. It combines the strategies for guessing the location of important information in the text and basic reading comprehension skill to build the general idea in the text.12

2. Reading to learn from the text

This usually takes place in academic and professional areas when a person requires learning a great number of information from a text. It needs abilities to: 1) Memorize main idea along with various details that elaborate the main and supporting details in the text. 2) Acknowledge and create rhetorical frames that arrange the information in the text. 3) Connect the text to the reader’s prior knowledge.13

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12 Ibid., p. 7.
13 Ibid.
3. Reading to integrate information, write, and critique text

Reading to integrate information needs significant assessment of the information being read so that the reader can determine what information to integrate and how to integrate it for reader’s purpose. Meanwhile reading to write and critique text need abilities to compose, select, and critique information from the text.  

4. Reading for general comprehension

This purpose is the most fundamental for reading, underlying, and supporting most other purposes for reading. It is more complicated than commonly opinion. The word ‘general’ does not imply ‘simple’ or ‘easy’. For fluent reader, it needs very fast and automatic processing of words, stable skills in shaping a general idea representation of main ideas, and competent coordination of many processes under very short period of time constraints. Fluent reader is commonly taken for granted these abilities because they usually appear automatically.

In summary, purposes of reading is commonly divided into four principal sections. They are reading to search for simple information and reading to skim, reading to learn from the text, reading to integrate information, write, and critique the text, and reading for general comprehension. It is important to set purposes of reading to prevent the reader from overwhelming by giving them a specific reason for reading.

14 Ibid., pp. 7-8.
15 Ibid., p. 8.
4. The Stages of Reading

Reading is one of skills which entails a complex process. To improve this skill, students need to know how to read to get information required in order to achieve the purpose of reading effectively. The process of reading involves three stages mentioned by Grabe and Stoller. Those three stages are explained on the table below.

<table>
<thead>
<tr>
<th>Reading Lesson Stage</th>
<th>Objective</th>
</tr>
</thead>
</table>
| **Pre-reading**      | • Establish a purpose for reading  
                      • Tap prior knowledge  
                      • Provide information needed for comprehension (e.g., key vocabulary, important concept, background)  
                      • Set up expectations  
                      • Stimulate interest  
                      • Build confidence and motivation  
                      • Explore text organization  
                      • Model and practice common pre-reading strategies |
| **During-reading**    | • Guide reading to facilitate comprehension (e.g., by asking students to fill in a graphic that reflects relationships among ideas in the text) |

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<table>
<thead>
<tr>
<th></th>
<th>Helps students construct meaning and monitor comprehension</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Give students opportunities to connect what is read with what is known, to evaluate what is being read</td>
</tr>
<tr>
<td></td>
<td>Support ongoing summarization</td>
</tr>
<tr>
<td></td>
<td>Model and practice common strategies used at this stage</td>
</tr>
<tr>
<td></td>
<td>Promote discussion that support comprehension and strategy development</td>
</tr>
<tr>
<td><strong>Post-reading</strong></td>
<td>Check comprehension</td>
</tr>
<tr>
<td></td>
<td>Explore how text organization supports comprehension</td>
</tr>
<tr>
<td></td>
<td>Provide opportunities for fluency development</td>
</tr>
<tr>
<td></td>
<td>Give students opportunities to summarized, synthesize, evaluate, elaborate, integrate, extend, and apply text information</td>
</tr>
<tr>
<td></td>
<td>Ask students to critique the author and aspect of the text (e.g., writing, content)</td>
</tr>
<tr>
<td></td>
<td>Establish and recognize comprehension successes</td>
</tr>
<tr>
<td></td>
<td>Model and practice common post-reading strategies</td>
</tr>
</tbody>
</table>
Form the table above, the three stages of reading are pre-reading, during-reading and post-reading. Pre-reading stage allows the students to develop a purpose for reading, activate the background knowledge and preview the text. During-reading stage directs the students to establish the meaning in order to get comprehension. Post-reading stages allow the students to retell the text, have discussion of the text, and answer questions to check their comprehension. It is important to apply some activities and techniques in three different stages to improve reading skill. In improving reading skill by including those three stages, intensive reading activity can be applied in the classroom.

B. Intensive Reading

1. The Understanding of Intensive Reading

In reading skill there are many ways to develop the skill. Intensive reading is one of the ways that can be used to improve reading skill as well as the language component. Richard and Schmidt explained that intensive reading is a kind of reading and defined as a reading at a low speed that demands a greater degree of understanding than extensive reading. It means reading intensively entangle learner reading in detail with specific learning purposes and tasks. It also involves that interactive reading of a text that contain plentiful of new vocabulary. This kind of reading insists learner to read word by word in order to understand them and accurately convey meaning in the reading experience.

Furthermore, intensive reading occasionally named “Narrow Reading” entangles students reading selections by the same author or various texts about the same topic. When this is applied, the chances for students to encounter the similar words and grammatical structures repeatedly are great. Intensive reading also gives students many chances to comprehend the meanings of the text.

Likewise, Nation stated that intensive reading can be a tool to enhance learners’

\[\text{References:}\]

17 Richards and Schmidt, op. cit., p. 194.
18 Maija MacLeod, Types of Reading, (https://sllc.ucalgary.ca/Brian/611/readingtype.html). Accessed on 27th December 2018 at 10.00 A.M.
knowledge of language feature, their control of reading strategies and also their comprehension skill.\textsuperscript{19}

In addition, Patel and Jain described “intensive reading is related to further progress in language learning under the teacher’s guidance.”\textsuperscript{20} It implies that teacher plays a great role in intensive reading. As Yoshiro stated that applying intensive reading means the teacher slowly leads students through a text, enlightens new words and phrases, studies the grammatical form, and builds understanding for every sentence.\textsuperscript{21} This means teacher should prepare many texts or passages about the same topic or by the same author where require students to read them intensively then discuss it together later on.

Based on the explanation about intensive reading above, it can be summarized that intensive reading is one of ways of reading which aims to understand the text and to learn language features through an intentional focus on the items in the text where occurs under teacher guidance.

2. Focuses in Intensive Reading

Intensive reading engages learners to read in detail with a certain learning purposes and tasks through a conscious focus on the elements on the passage. Intensive reading can focus on the some aspects. Nation mentioned eight aspects which become intensive reading focus. These are the following aspects of intensive reading focus.\textsuperscript{22}

\begin{itemize}
\item \textsuperscript{19} I. S. P. Nation, \textit{Teaching ESL/EFL Reading and Writing}, (New York: Routledge, 2009), p. 25.
\item \textsuperscript{20} M. F. Patel and Praveen M. Jain, \textit{English Language Teaching: Methods, Tools, and Technique}, (New York: Sunrise Publisher and Distribution, 2008), p. 117.
\item \textsuperscript{21} Yoshihiro Omura, Bridging the gap between Extensive reading and Intensive Reading: Vocabulary Acquisition, \textit{World Congress Proceeding}, 1, 2012, p. 37.
\item \textsuperscript{22} Nation, \textit{op. cit.}, p. 27.
\end{itemize}
The first is comprehension. Intensive reading can concern at understanding a certain text. The second is regular and irregular sound-spelling relations. This can be undertaken by teaching of phonics, spelling rules, and reading aloud. The third is vocabulary. The concern of learner can be directed to useful words, and underlying meaning and use of words can be clarified.\(^{23}\)

The fourth focus in intensive reading is grammar. Intensive reading can be described and analyzed complex grammatical characteristic. The fifth is the Cohesion. Learners can train to interpret what pronouns indicate in the text, what the conjunction relation between sentences are, and how variant words are used to refer the same idea. The sixth is information structure. Particular text consist of particular types of information. Learner can practice to identify various types of information.\(^{24}\)

The seventh is genre feature. Communicative effect of a text is assisted by vocabulary, grammatical features, cohesive features and information. Intensive reading can aim on how the text accomplish its communicative goal through these features and what this communicative intention is. The last is strategies. Intensive reading can be applied to aid leaner expand beneficial reading strategies. Learner can practice the steps in guessing from context, using dictionary, simplifying difficult sentences and taking notes.\(^{25}\)

The outcome of this teaching assists learner to learn particular feature or to provide them information of these so that they aware them in future reading and also have better opportunities of learning them later. Language-focused learning for reading can happen using intensive reading with teacher and it also can happen by practicing with a text.\(^{26}\)

\(^{23}\) Ibid.  
\(^{24}\) Ibid.  
\(^{25}\) Ibid.  
\(^{26}\) Ibid.
3. The Roles of the Teacher in Intensive Reading

In intensive reading teacher is very important. The teacher has a big role in applying intensive reading. Harmer mentioned four roles of teacher in intensive reading. These roles are necessary to follow when asking students to read intensively, they are:27

1) Organizer: the teacher needs to inform the students exactly aims of their reading, and provide them clear instruction about how to achieve it, and how long they to do this.28

2) Observer: the teacher requests students to read on their own and let them space to do so. It implies that the teacher have to hold back herself from disturbing that reading, even though there is a desire to add information or instruction.29

3) Feedback organizer: the teacher may provide feedback to students when they have completed the task to check if they have completed the task successfully or not. The feedback may begin by having them compare their answers with the right answer that will be mentioned by the teacher later on and it can be done in pair or in the group. The teacher should keep in mind to ask students to say where in the text they found the information for their answers. It will help them in the future to study the detail and if they find the similar text.30

4) Prompter: the teacher can prompt students to pay attention about the language feature in the text, the teacher may also, as controllers, guide them to particular features of text structure, explaining ambiguities, and raising awareness of issue of text that they never meet before.31

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28 Ibid.
29 Ibid.
30 Ibid.
31 Ibid.
Put it briefly, there are four roles of teacher in intensive reading which are organizer, observer, feedback organizer and prompter. These roles are crucial to gain learners’ attention and make learner more enthusiast in reading class.

4. The Characteristic of Intensive Reading

Intensive reading is passage reading. This reading aims to help learners to get the knowledge or analysis form a short text. Patel and Jain mentioned few characteristics of intensive reading. They are as follows: (1) this reading support learner to promote active vocabulary; (2) teacher is important; (3) linguistics issues are expanded; (4) this reading purposes to active use of language; (5) intensive reading involves reading aloud, (6) speech habit are underlined and accent, stress, intonation and rhythm can be fixed.\(^{32}\)

Additionally, Maija MacLeod mentioned some intensive reading characteristics. They are: (1) commonly occurs on the classroom; (2) students is engage greatly in looking inside the text; (3) linguistic or semantic details of reading are emphasized; (4) students concentrated on surface structure details such as grammar and discourse markers; (5) students identify essential vocabulary; (6) students be allowed to draw pictures to help them (such as in problem solving); (7) texts are read mindfully, closely, and rapidly; (8) the purpose is to develop more language understanding rather than merely practice the skill of reading; (9) seen more habitually than extensive reading in classroom.\(^{33}\)

Shortly, the characteristics of intensive reading are ideally occurs in the classroom, focuses on language feature such as grammar and vocabulary to get comprehension, and also teacher plays a great role in this activity. However this activity is expected to help learners to comprehend the text in details.

\(^{32}\) Patel and Jain, *op. cit.*, p. 119.

\(^{33}\) MacLeod, *loc. cit.*
5. The Advantages of Intensive Reading

Intensive reading is basically and essentially reading for detail information and for gain language component. Through intensive reading the students are surely hoped to find out something new in order to do something with the information and knowledge which they got from the reading text. Intensive reading has some advantages.

Firstly, intensive reading delivers a foundation to learn structure, vocabulary and idioms.\textsuperscript{34} Intensive reading can be used to advance explicit and deliberate vocabulary. There is a good opportunity that learner may have come across the same vocabulary when they involved in intensive reading.\textsuperscript{35} It is believed that intensive reading is beneficial for studying vocabulary and realizing the way text is constructed.\textsuperscript{36}

Secondly, intensive reading delivers a foundation for learner to establish an outstanding control of language.\textsuperscript{37} Intensive reading is required by the teacher to optimize learning the three stages of pre-, during and post-reading to improve language preparation, retention and activation strategies.\textsuperscript{38} Lastly, intensive reading delivers for a review on the degree of comprehension for individual.\textsuperscript{39} Intensive reading is considered as a beneficial instrument for enhancing reading comprehension.\textsuperscript{40}

\textsuperscript{34} Ibid.
\textsuperscript{35} Omura, \textit{op. cit.}, pp. 37-38.
\textsuperscript{37} MacLeod, \textit{loc. cit.}
\textsuperscript{38} Erfanpour, \textit{loc. cit.}
\textsuperscript{39} MacLeod, \textit{loc. cit.}
\textsuperscript{40} Erfanpour, \textit{loc. cit.}
Thus, it means intensive reading supports the learner to learn language feature such as grammar and vocabulary. Moreover, the benefits of intensive reading include improving learner’s reading comprehension through understanding each word and sentence structure. It also develops learner’s critical thinking as students have to answer all required question after reading.

6. Teaching Reading Using Intensive Reading

Intensive reading can be applied in teaching reading in the classroom. Intensive reading is considered as an effective instrument for enhancing vocabulary and reading comprehension. Harmer explained two ways to teach reading using intensive reading. They are:

a) The vocabulary question

A general paradox in reading learning is that while teachers are supporting learner to read for general understanding, without paying attention on the meaning of every single word, the students at the same time desperate to know what each individual word means. Consequently, the teacher can offer learner an opportunity to ask questions about individual word and/or give learner opportunity to look them up. Therefore, to border the duration spent on vocabulary checking the teacher can do the following ways.

The first is time limit. The teacher can provide five minutes for vocabulary obtaining, it can be from dictionary, language corpus searchers or by asking the teacher. The second is word or phrase limit. The teacher will only respond question about five or eight words or phrase. The third is meaning consensus. The teacher can ask learner to work in group to search for and find word meanings. This way, each leaner lists three to five words they desire to know from the text. After that, learners combine their list with another learner and form a new joint list of only five words. Lastly, learner

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41 Harmer, op. cit., pp. 286-287.
42 Ibid.
can find the meaning of their words in the dictionaries and/or the teacher can answer questions about the words which the groups have decided on.\textsuperscript{43}

This procedure function for two reasons. First, learner may share about some of the words which other learner did not know. Especially, the fact that when the teacher questioned for meanings, the learner desperate to know them because the intruding procedure has stimulated them to spend some time in the meaning find.\textsuperscript{44}

b) Letting students in

Commonly, the teacher asked learner to complete an exercise founded on the coursebook for comprehension task. On the other hand, learner are prefer to be engage in a text if they involve their own emotion and knowledge to the task, rather than only answer to someone else’s idea of what they should find out. One of ways to let students in is to permit them to make their own comprehension task. The teacher can persuade them to complete a chart with things they know or don’t know (or would like to know) about the text. This activity delivers an ideal lead-in since learners will engage, will activate their schemata, and will be motivated to read.\textsuperscript{45}

<table>
<thead>
<tr>
<th>Things I/we know</th>
<th>Things I/we are not sure</th>
<th>Things I/we would like to know</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\textsuperscript{43} Ibid.  
\textsuperscript{44} Ibid.  
\textsuperscript{45} Ibid.  
\textsuperscript{46} Ibid., p. 288.
In applying this activity the teacher will combine the two ways in teaching reading using intensive reading which vocabulary question and letting the students in. The teacher also modified the chart into a chart as follow:

### Table 2.3

<table>
<thead>
<tr>
<th>Things we know</th>
<th>Things we are not sure</th>
<th>Things we would like to know</th>
<th>Things we have learnt</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The first step, the first two columns which *Things we know* and *Things we are not sure* is a pre-reading activity. Before students begin to read, teacher starts the class by stating the topic that student will read. The students will think using those two columns about the topic. After that, students will write the information in a list on each column. From this step, students will generate information from the topic mentioned before reading where the information can be used to brainstorm other students’ idea and also to lead students more interest and engage in reading.

The second step, *Things I would like to know* continues directly from the first step. Using the previous lists, students identify the information that they want to discover more. Teacher must inspire each students’ categorized list, because they have different degrees of prior knowledge about any given topic, so students will be curious to discover different aspect of a topic.

The third step, students will be given the text about the topic given. The teacher will ask students to read and pay attention to each word meaning. The teacher let the students to use dictionary to discover the meaning. In this step, the teacher gives the each group a chance to ask five words or phrases.
The final step is *Things we have learnt*. This step is to integrate the information that students already know with the information that they found on the text they read. In this step, the students will write down about what they have leaned after finishing read the text. The text may not give them all the answer, nor may not confirm what they have put in the left-hand column. Nevertheless, the chances are that they will read with considerably more interest than for some more routine task. The teacher may persuade students to read on their own to find the answer or they can go online for further reading.

In short, this activity covers three reading stages which is pre-reading, during-reading and post-reading. The first three columns which *Things we know*, *Things we are not sure* and *Things I would like to know* is a pre-reading activity. Covering the meaning of each word through vocabulary question is a during-reading activity. The last column which *Things we have learnt* is post-reading activity. In reading, many kinds of text are learn, such as narrative, descriptive, recount, exposition, explanation etc. Among those kinds of text, descriptive text will be the topic for this activity.

### C. Descriptive Text

Descriptive text is one of reading types. Fulwiler in his book stated that describing means delivering a verbal statement; revealing a mental image or impression with words.⁴⁷ Gerot & Wignel, Knapp & Watkins as cited in Noprianto explained that descriptive text is a text to describe to the readers or hearers about certain thing, such as, person, animal, place, and or event. Moreover, Noprianto explained the procedure of describing is carried out though arranging the feature vividly, begins with naming, classifying, and elaborating their characteristics, behavior, function and so on in order to ease the reader visualize what the writer is writing about.⁴⁸

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A descriptive text aims to create a visualization of a person, place, or thing so that the reader can see, hear, taste, smell and feel the object. The purpose is to make it real enough for readers to adventure it for themselves.\(^9\) Descriptive text consist of two structures, identification and description. Identification part introduces and identifies certain object for instance a person, a thing, a place, and animal or an event. Description part consists of description about the object on the basis of characteristics, appearances, personality, and habits or qualities.\(^{10}\)

Furthermore, based on Knapp & Watkins there are several grammatical features in descriptive text. First is primarily using present tense when describing object from a technical or factual point of view, such as, has, eat or swims, then, using past tense occasionally, such as, had, was or enjoyed, third, using linking verbs (is, are, has, have, belongs to) for classify and describe the appearance of the object, using action verbs or physical process and behavioral process to add description about the object action and behavior, using mental verb to describe emotion, using adjectives and adverbs for additional information to noun (object) and to verb (actions) to give more detailed description about the topic, and using adverbial phrases for additional information regarding to manner, place or time and few times formed in clause which is used as circumstance.\(^{51}\) The example of descriptive text is presented on the table below.

\(^{49}\) Fulwiler, loc. cit.

\(^{50}\) Noprianto, loc. cit.

### Table 2.4

The Example of Descriptive Text

<table>
<thead>
<tr>
<th>Title</th>
<th>Borobudur Temple</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Identification</strong></td>
<td>Borobudur is a great Buddhist temple. The temple is located in Magelang on the island of Java in Indonesia. Built in 9th century under the Sailendra dynasty of Java, it was abandoned in the 11th century and partially excavated by archaeologist in the early 20th century.</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>Influenced by the Gupta architecture of India, the temple is constructed on a hill 46 m (150 ft) high and consist of eight steplike stone terraces, one on top of the other. The forst five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas-relief; the upper three are circular, each with a circle of bell-shaped stupas (Buddhist shrines). The entire edifice is crowned by a large stupa at the center of the top circle. The way to the center of the top circle. The way to the summit extends through some 4.8 km (some 3 mil) of passage and stairways. The design of Burubudur, a temple-mountain symbolizing the structure of the universe, influenced temples built at Angkor, Cambodia. Borobudur was rededicated as an Indonesian national monument in 1983 following extensive reclamation, aided by the United Nations.</td>
</tr>
</tbody>
</table>

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D. Previous Related Research

Some researchers have conducted some relevant researches. First previous research is conducted by Ni Putu Sri Indrawati from Mahasaraswati Denpasar University. The research aims to find out whether intensive reading activity could be applied to improve the students’ reading comprehension or not. She did a classroom action research which showed that intensive reading activity could increase reading comprehension of the seventh grade students of SMPN 4 Denpasar in the academic year 2013/2014; moreover, the implementation of intensive reading activity got positive respond from students.

The second previous research is conducted by Yeni Afriyeni, Mukhaiyar and Hamzah from Postgraduate Program of State University of Padang. The aims of this research is to know: 1) Does intensive reading technique could improve students reading comprehension, 2) What are the factors that improve students reading comprehension using intensive reading technique. The researcher used Class Room Research (CAR) as methodology. The result of this research showed that intensive reading technique could improve students’ reading comprehension for each indicator. Moreover, it was showed by the increasing score from 67 in pre-test, 72 in cycle 1, and 77 in cycle 2. There are three factors which affect the students’ reading comprehension: learning strategy, material, and test evaluation.

The third previous research is conducted by Yutthasak Chuenchaichon. This research showed a study of the influence of integrating reading into writing on EFL writing of second-year English major students at Naresuan University, Thailand. Intensive reading assignment were integrated into a paragraph-writing classroom. This research examined students’ written performance with regard to grammatical accuracy, grammatical complexity, and coherence, and cohesion. The result emphasized the advantage of paragraph-writing instruction in case a context and may help writing teacher to recognize the importance of reading assignment for EFL writing classroom in university contexts.\(^{55}\)

The forth, Mohammad Ali Erfanpour from Islamic Azad University, Iran. His research was try to examine the effect of intensive reading and extensive reading strategies on EFL learner’ reading comprehension. The third grade high school students became the participants in this research and most of them were male. He used two instrument, reading comprehension test and semi-structure interview. Generally, the results from the interview and reading exam suggested that these two strategies, especially extensive reading had positive effect on EFL learners reading comprehension.\(^{56}\)

The fifth, Nasser Rashidi and Marjan Piran from Shiraz University, Iran. This research explored the effect of Extensive and Intensive Reading on Iranians’ EFL learners’ vocabulary size and depth. The researcher chose 120 participants who studying English as a foreign language at Omid English Language Centre based on their Oxford Quick Placement Test (2004) scores. The results of the research revealed that both intensive and extensive reading have an effect on students' vocabulary size and depth significantly and it improved students' vocabulary knowledge regarding the size and depth. Furthermore, intermediate level benefited more from intensive reading than


extensive reading. Meanwhile, in the advanced level the students carried out more advantage of extensive reading than intensive reading. At the end, the research confirmed that reading both intensively and extensively can lead to vocabulary expansion in a way that the quantity of vocabulary.\textsuperscript{57}

From the previous related researches above, it can be seen the differences this research compared those previous researches. The second research used class room action research methodology while others and this research used quasi experimental. The other difference is the fourth and the fifth previous researchers examined intensive reading parallel with extensive reading. Lastly, the third and the fifth researchers examined different skill, but still used intensive reading as a technique. However, it can be concluded that the objective of this research is similar to those previous researches that is to obtain the empirical evidence of using an intensive reading technique on English skill, while this research is focusing on reading comprehension.

E. Thinking Framework

Reading is one of skills that are learnt in the school. Reading is needed to learn in order to get information and gain knowledge from the text. In fact, the main purpose of reading is comprehension. Reading comprehension means the reader not only read the text but they also have to understand what the text is about. Reading comprehension is a complex process which entangles reader knowledge blend with the new information to comprehend the whole passage. Unfortunately, there are some students cannot get the meaning of the written text, they do not have enough prior knowledge regarding to the text, and students still have low motivation. It occurs because the teacher applied inappropriate activity in teaching reading comprehension.

Considering the statement, the writer decides to use intensive reading in order to be an activity in teaching reading comprehension particularly on descriptive text. Intensive reading makes students read some texts which have similar topic with high focus on meaning and structure. It means students will get great the opportunities to comprehend the text through facing and finding the meaning of the tantamount words. Intensive reading guides students to get the main idea and the details in the text through the chart. Intensive reading activity includes the three stages of reading. The first three columns which *Things we know*, *Things we are not sure* and *Things I would like to know* is a pre-reading activity. Covering the meaning of each word through vocabulary question is a during-reading activity. The last column which *Things we have learnt* is post-reading activity. Intensive reading is assumed can be an effective way to improve students’ reading comprehension since it can motivate students to be more engage in learning process.

**F. Research Hypotheses**

Based on the theory and the objective of the research, it can be assumed that there is significant effect of using intensive reading on students’ reading comprehension of descriptive text at tenth grade students of Madrasah Aliyah Jam’iyyah Islamiyyah.
CHAPTER III
RESEARCH METHOD

A. Place and Time of the Research

The research was carried out at MA Jamm'iyyah Islamiyyah Pondok Aren which is located on Jl. Pesantren, Rt.03 Rw.03, Pondok Aren, Banten. The research was held from August until September 2019.

B. Method and Design of the Research

In this research, the writer used a quantitative method and quasi-experiment as its design. A quantitative research focuses on identifying why the problem on the research occurs and tries to find out the different responses from a large group.¹ Moreover, the result of this method normally showed using statistic, tables, and graphs by gathering the information which can be analyzed numerically.² The purpose of the quantitative research method is to prove predetermined hypotheses and establish generalized result.³

The research used quasi-experimental design. It is an approach of the research that used two groups, which are experimental class and controlled class. In this case, experimental class is given treatment by implementing intensive reading in learning descriptive text while controlled class is taught without intensive reading. A quasi-experiment has two kinds of design, pre-test and post-test design and post-test only design.⁴ The research applied the pre-test and post-test design. The procedure was begun by giving the pre-test for both classes, experimental and controlled class. Then the experiment class got

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⁴ Creswell, op. cit., p. 310.
the treatment, while the controlled class was not. After giving five times of
treatment, the writer gave post-test for both classes to gather the end of the result
of given treatment. Finally, the data were processed by statistic calculation as
quantitative method does. The research used two types of variable. First variable
is intensive reading as independent variable which was going to give effect to
depend variable. Second variable is students’ reading comprehension of
descriptive text as dependent variable which was going to get the effect from
independent variable.

Table 3.1
Design of the Research

<table>
<thead>
<tr>
<th>Group</th>
<th>Measurement</th>
<th>Independent variable</th>
<th>Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental group</td>
<td>Pre-Test</td>
<td>Intensive Reading</td>
<td>Post-test</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(treatment)</td>
<td></td>
</tr>
<tr>
<td>Controlled group</td>
<td>Pre-Test</td>
<td>Without treatment</td>
<td>Post-test</td>
</tr>
</tbody>
</table>

C. Population and Sample

The population of this research was the whole tenth grade of MA Jamm'iyyah Islamiyyah Pondok Aren which consist of 99 students divided into three classes, one class for X MIA and two classes for X IIS. The reasons why the writer chose the tenth grade students as a population is because descriptive text was being taught at the tenth grade. In addition, the writer used purposive sampling in choosing sample of the research. Purposive sampling is a way of choosing sample based on specific purpose and researcher’ judgment.  

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writer conducted the pre-test for whole tenth grade of MA Jamm'iyyah Islamiyyah in order to know which classes have similar characteristic. Thereafter, there are two selected classes which used as sample of this research. X MIA became experimental class which consist of 35 students, while X IIS 2 became controlled class which consist of 32 students. The result of pre-test can be seen at Appendix 11.

D. Instrument of the Research

An instrument is a tool to collect data of the research. The instrument used in this research is a test. Test are valuable measuring instrument for educational research. Therefore, the role of the test is important in collecting data. In this research, the writer used reading comprehension test in the form of multiple choices. The instrument was constructed by following the language assessment book by Douglas Brown. He mentioned several set of questions, such as:

a. main idea (topic)

b. expressions/idiom/phrase in context

c. inference (implied detail)

d. grammatical features

e. detail (scanning for a specifically stated detail)

f. excluding facts not written (unstated details)

g. supporting idea(s)

h. vocabulary in context.6

This research took some indicators from set of questions mentioned above. The writer modified the questions into four indicators, such as identifying main idea, identifying specific information, identifying vocabulary context and identifying pronoun reference. This research consisted of 20 items. This test is used in both pre-test and post-test. The content validity can be observed at

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Appendix 5. In scoring the objective test, the correct answer is counted one point using formula;

\[ S = \frac{R}{N} \times 100 \]

In which,  \( S \) : Score

\( R \) : Total number of right answer

\( N \) : Total Number of Item

The standard of a good test are valid and reliable. Before pre-test and posttest being tested in experiment and controlled class, the writer conducted piloting study. Before piloting study, the writer discussed with the teacher about the curriculum and syllabus. Piloting study was conducted in different class, not in the controlled class nor in the experimental class, it aims to find out the test that is used for the pre-test and post-test is valid and reliable or not. The chosen text are adjusted to the students’ level. After doing piloting study, the test is analyzed its validity and reliability.

Validity is the criteria of a good test. The test with validity means it really measures what is intended to be measured.\(^7\) This research is valid if it measured the students’ reading comprehension. Furthermore, reliability is also required. Reliability is the one of a good degree to which an assessment tool produces stable and the result of the test is consistent in different occasion.\(^8\) Before conducting the test in controlled and experimental class, the test must be valid and reliable. To know whether the test was valid and reliable or not, ANATES program is used in this research, the test is done in another class to measure its reliability. The result of pre-test and post-test instrument validity and reliability can be viewed at Appendix 6 and 7.

E. Technique of Data Collection

In this research, the data is collected by using pre-test and post-test. The pre-test is given before the treatment is implemented, in order to know and to measure background knowledge of the students related descriptive text. The test is given for both experiment and controlled class. Furthermore, after the pre-test is done, the treatment is implemented in the experiment class. The given treatment is implementing intensive reading for about five times. During treatments, controlled class is taught descriptive text with no any treatment as experimental class. After giving some treatments, post-test is 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 is compared in order to recognize whether intensive reading is effective on students’ reading comprehension of descriptive text.

F. Technique of Data Analysis

After the data had been collected, the writer processed and analyzed them. Analyzing the data is done by using IBM Statistics SPSS (Special Package of the Social Sciences) version 24 software. On analyzing the data, the writer used t-test formula. The t-test is one of a number of hypothesis tests. Before calculate t-test, the writer did normality and homogeneity tests first.

a. Normality Test

A normality test is used to determine whether sample data had been drawn from a normally distributed population or not. Normality test is conducted in order to know whether the distributions from the two classes (experimental and controlled) are normal or not. This research followed Kolmogorov-smirnov to conduct the normality test with significant level \( \alpha = 0.05 \). The data can be said normally distributed if the result was more than 0.05. On the contrary, if the result was less than 0.05, it can be said that the data were not distributed normally.
b. **Homogeneity Test**

Homogeneity test is conducted to determine whether the both of groups have same variant or not (homogeneous or not). The *Levene Statistic* on IBM Statistic SPSS 24 was applied in this research with significance degree or alpha ($\alpha=0.05$). Comparable with normality test, the data can be claimed homogeneous if the result was more than 0.05. In contrast, if the result was less than 0.05, it can be reported that the data were not homogeneous.

c. **T-test**

T-test is applied to examine which hypothesis arise in this research, whether the null hypothesis or alternative hypothesis is accepted. The test is used to find out the effect of using intensive reading on students’ reading comprehension of descriptive text. This research used the *Independent sample T-test* with a two-tailed test of significance on IBM Statistic SPSS 24. If the result indicated p-value or sig (2 tailed) higher than the significance level of sig $\alpha=0.05$ (5%), then the null hypothesis is accepted. On the contrary, if the result p-value or sig (2 tailed) lower than the significance level of sig $\alpha=0.05$ (5%), then the alternative hypothesis is accepted.

d. **Effect Size**

The effect size is performed to measure the treatment effect or the level of significance effect. This research followed the Cohen’s $d$ effect size formulation as followed:\(^9\)

\[
Pooled \text{ Std. Deviation} = \frac{Std. \text{ Deviation of Group } A + Std. \text{ Deviation of Group } B}{2}
\]

\[
d = \frac{M^1 - M^2}{Pooled \text{ standard deviation}}
\]

---

\[ d \] = The significance effect of method
\[ M^1 \] = The mean score of the experimental class
\[ M^2 \] = The mean score of the controlled class

After gaining the results, it could be interpreted based on several criteria of Cohen’s d effect size level as followed:\textsuperscript{10}

\begin{itemize}
  \item a. 0 - 0.20 = Weak effect
  \item b. 0.21 – 0.50 = Modest effect
  \item c. 0.51 – 1.00 = Moderate effect
  \item d. >1.00 = Strong effect
\end{itemize}

**G. The Statistical Hypotheses**

Hypotheses are 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:

**H\textsubscript{a}:** Intensive reading is effective on students’ reading comprehension of descriptive text.

**H\textsubscript{0}:** Intensive reading is not effective on students’ reading comprehension of descriptive text.

**The criteria were used as follows:**

1. The p-value or sig (2\text{ tailed}) higher than the significance level of sig \(a=0.05\) (5%), it meant that the alternative hypotheses (H\textsubscript{a}) is accepted and null hypotheses (H\textsubscript{0}) is rejected. It can be concluded that there is significant effect on students’ reading comprehension of descriptive text between students who are taught by using Intensive reading and students who are not taught by using Intensive reading.

\textsuperscript{10}Ibid., p. 139.
2. The p-value or sig (2 tailed) lower than the significance level of sig $\alpha=0.05$ (5%), it meant that the alternative hypotheses ($H_a$) is rejected and null hypotheses ($H_0$) is accepted. It can be concluded that there is no significant effect on students’ reading comprehension of descriptive text between students who are taught by using Intensive reading and students who are not taught by using Intensive reading.
CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

A. Research Finding Description of the Data

1. Description of the Data

Reading test is the primary of the data source for this research. This research was aimed to find out whether the intensive reading effective or not on students’ reading comprehension. The data had been collected from pre-test and post-test score of experimental class and controlled class. Experimental class was students of X MIA which consisted of 35 students, while controlled class was students of X IIS 2 which consisted of 32 students. The following descriptions explain the result of the data.

a. Pre-test Score

The writer conducted the pre-test in order to measure students’ skill before treatments given. The pre-test score are divided into three classifications; low, middle and high with percentage in each categories. The score lower than 70 is classified as a low class, the score between 70 and 80 is classified as a middle class, and the score above 80 is classified as the high class. The following data on the table shows about the pre-test score of both experimental class and controlled class.
Based on the table above, the mean score of pre-test in experimental class is 45.14 with 33 students or 94.29% get the low score below 70 and only two students or 5.71% get the middle score between 70 – 80. In addition, the minimum score of experimental class is 20 meanwhile the maximum score is 70. At the same time, the mean score of controlled class is 46.72 with 30 students or 93.75% obtain the low score below 70 and only two students or 6.25% obtain the middle score between 70 – 80. Moreover, the minimum score of controlled class is 20 meanwhile the maximum score is 70.

It shows that most of the students in both classes still have poor reading skill. For that reason, the writer would give some treatments by using intensive reading to improve students’ reading comprehension. Furthermore, because of having a lower mean than the controlled class, the experimental class was chosen to get some treatments in improving the students’ reading comprehension by using intensive reading.

Moreover, in order to make the data is clearly described, the writer presents the pre-test score data in the diagram below. The diagram shows that pre-test score of controlled class is higher than experimental class.
b. Post-test Score

After the treatment of intensive reading had been given to the experimental class for about five meetings and controlled class was not given any treatment by using intensive reading, the post-test was conducted to both classes. The post-test was intended to know students’ achievement of both classes in reading comprehension. Same applied in the pre-test, the post-test score are divided into three classifications; low, middle and high with percentage in each categories. The score lower than 70 is classified as a low class, the score between 70 and 80 is classified as a middle class, and the score above 80 is classified as the high class. The following data on the table showed about the post-test score of both experimental class and controlled class.
Table 4.2

The Score of Post-Test

<table>
<thead>
<tr>
<th>Score</th>
<th>Experimental Class</th>
<th>Controlled Class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq.</td>
<td>F (%)</td>
</tr>
<tr>
<td>&lt;70</td>
<td>23</td>
<td>65.71</td>
</tr>
<tr>
<td>70 – 80</td>
<td>12</td>
<td>34.29</td>
</tr>
<tr>
<td>&gt;80</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Min.</td>
<td>40</td>
<td>30</td>
</tr>
<tr>
<td>Max.</td>
<td>80</td>
<td>80</td>
</tr>
<tr>
<td>Mean</td>
<td>60.57</td>
<td>52.34</td>
</tr>
</tbody>
</table>

Based on the table above, the mean score of post-test in experimental class is 60.57 with 65.71% or 23 students achieve the low score below 70 and twelve students or 34.29% achieve the middle score between 70 – 80. Additionally, the minimum score of experimental class is 40 while the maximum score is 80. On the other hand, the mean score of controlled class is 52.34 with 27 students or 84.38% receive the low score below 70 and five students or 15.62% receive the middle score between 70 – 80. Moreover, the minimum score of controlled class is 30 and the maximum score is 80.

It can be seen that both of experimental class and controlled class have an improvement. As previously states, the mean score of controlled class is higher than experimental class in the pre-test, but in the post-test the mean score of experimental class is higher than controlled class. It proves that there is an effect of intensive reading on students’ reading comprehension.

In order to make it clear, the writer describes the data in the diagram below. From the diagram, it is clearly seen that experimental class has higher score in post-test after five times treatment by applying intensive reading.
c. Gain Score

After the score of pre-test and post-test were described, the writer presented the gain score of students from experimental class and controlled class. The gain score is gap between the post-test score and the pre-test score. As the other two scores before, the gain score are separated into three classification; low, middle and high with percentage in each categories. The low gap score is classified lower than 0, the middle gap score is classified between 0 and 20, and the high gap score is classified above 20. The following data on the table showed about the gain score of both experimental class and controlled class.

<table>
<thead>
<tr>
<th>Score</th>
<th>Experimental Class</th>
<th>Controlled Class</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq.</td>
<td>F (%)</td>
</tr>
<tr>
<td>&lt;0</td>
<td>2</td>
<td>5.71</td>
</tr>
<tr>
<td>0 – 20</td>
<td>27</td>
<td>77.15</td>
</tr>
<tr>
<td>&gt;20</td>
<td>6</td>
<td>17.14</td>
</tr>
<tr>
<td>Min.</td>
<td>-10</td>
<td></td>
</tr>
<tr>
<td>Max.</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Mean</td>
<td>15.43</td>
<td></td>
</tr>
</tbody>
</table>
Based on the table above, the mean of gain score in experimental class is 15.43 with 5.71% or 2 students obtain the gain score below 0 and 27 students or 77.15% achieve the middle gain score between 0 – 20 then six or 17.14% students achieve the high gain score above 20. Additionally, the minimum gain score of experimental class is -10 while the maximum gain score is 30. On the other hand, the mean score of controlled class is 5.63 with 7 students or 21.88% receive the low gain score below 0 and 25 students or 78.12% receive the middle score between 0 – 20. Moreover, the minimum gain score of controlled class is -10 and the maximum score is 15. In summary, it can be seen that the students’ reading comprehension of experimental class have been improved by some treatments of intensive reading.

Furthermore, the writer presents the diagram below based on the data of pre-test, post-test and gain score above. From the diagram, it shows that experimental class get higher score in the post-test and the gain score.
2. Data Analysis

In this part, the data collected from pre-test and post-test in both of experimental and controlled class were analyzed. Before analyzing the t-test of the data, normality and homogeneity test were conducted first. It was aimed to know whether the data was distributed normally or not and to know whether the samples were homogenous or not. All of the data were analyzed and calculated by using IBM Statistic SPSS 24.

a. Normality test

Normality test was conducted to know whether the data was distributed normally or not. This research followed Kolmogorov-smirnov to conduct the normality test. The normal data occur when the significance of the experimental class and controlled class were higher than the significance of degree or alpha (\(\alpha = 0.05\)). The following data on the table shows about normality test on pre-test.

<table>
<thead>
<tr>
<th>Tests of Normality</th>
<th>Kolmogorov-Smirnov(^a)</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic</td>
<td>Df</td>
</tr>
<tr>
<td>Pre-Test</td>
<td>Experimental Class</td>
<td>.121</td>
</tr>
<tr>
<td></td>
<td>Controlled Class</td>
<td>.105</td>
</tr>
</tbody>
</table>

* This is a lower bound of the true significance.

Based on the normality table above, the result reveals that the significance of pre-test in both experimental class and controlled class is 0.200. It implies that the data of pre-test in both experimental class and controlled class are normally distributed since the significance of both classes higher than the significance alpha namely, \(0.200 > 0.05\). Next, the following data on the table showed about normality test on post-test.
Table 4.5
Normality Test on Post-test

<table>
<thead>
<tr>
<th>Tests of Normality</th>
<th>Kolmogorov-Smirnov</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group</td>
<td>Statistic</td>
<td>Df</td>
</tr>
<tr>
<td>Post-Test</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Experimental Class</td>
<td>.133</td>
<td>35</td>
</tr>
<tr>
<td>Controlled Class</td>
<td>.111</td>
<td>32</td>
</tr>
</tbody>
</table>

* This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the table above, the result shows that the significance of post-test in the experimental class is 0.188 and in the controlled class is 0.200. It means that data of post-test in both classes are normally distributed since the significance of both classes higher than the significance alpha namely (0.118>0.05) and (0.200>0.05). In short, all the data of this research are normally distributed.

b. Homogeneity test

Homogeneity test was performed in order to test the similarity of the sample in both classes. This research used Levene Statistic on IBM Statistic SPSS 24 with significance degree or alpha (α=0.05). The following data on the table showed about homogeneity test on pre-test.

Table 4.6
Homogeneity Test on 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>Pre-Test Based on Mean</td>
<td>.888</td>
<td>1</td>
<td>65</td>
<td>.349</td>
</tr>
<tr>
<td>Based on Median</td>
<td>.867</td>
<td>1</td>
<td>65</td>
<td>.355</td>
</tr>
<tr>
<td>Based on Median and with</td>
<td>.867</td>
<td>1</td>
<td>64.557</td>
<td>.355</td>
</tr>
<tr>
<td>adjusted df</td>
<td>Based on trimmed mean</td>
<td>.890</td>
<td>1</td>
<td>65</td>
</tr>
</tbody>
</table>
According the table above, the result presents that the significance of pre-test between experimental class and controlled class is 0.394. It means that the data of pre-test are homogeneous since the significance of the pre-test is higher than the significance alpha namely, (0.394>0.05). Next, the following data on the table showed about homogeneity test on post-test.

Table 4.7

<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>Post-Test Based on Mean</td>
<td>.408</td>
<td>1</td>
<td>65</td>
<td>.525</td>
</tr>
<tr>
<td>Based on Median</td>
<td>.418</td>
<td>1</td>
<td>65</td>
<td>.520</td>
</tr>
<tr>
<td>Based on Median and with adjusted df</td>
<td>.418</td>
<td>1</td>
<td>59.390</td>
<td>.521</td>
</tr>
<tr>
<td>Based on trimmed mean</td>
<td>.407</td>
<td>1</td>
<td>65</td>
<td>.526</td>
</tr>
</tbody>
</table>

According the table above, the result shows that the significance of post-test between experimental class and controlled class is 0.525. It implies that the data of post-test are homogeneous since the significance of the post-test is higher than the significance alpha namely, (0.525>0.05). Shortly, all the data of this research are homogeneous.

c. Test of Hypothesis

After finishing the normality test and homogeneity test, the data were analyzed by using t-test. T-test was used to examine the hypothesis of the research whether or not the intensive reading give significant effect on students’ reading comprehension. IBM Statistic SPSS 24 was used to calculate the independent sample test. The t-test used data from the pre-test, post-test and gain score of both classes.
1) T-test of Pre-test

Table 4.8

T-test on Pre-test

<table>
<thead>
<tr>
<th></th>
<th>t-test for Equality of Means</th>
<th>Levene's Test for Equality of Variances</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sig. (2-tailed)</td>
<td>Mean Difference</td>
</tr>
<tr>
<td>Post-test</td>
<td>-.465</td>
<td>.644</td>
</tr>
<tr>
<td>Equal variances assumed</td>
<td>.888</td>
<td>.349</td>
</tr>
<tr>
<td></td>
<td>-.467</td>
<td>.642</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>.888</td>
<td>.349</td>
</tr>
</tbody>
</table>

As presented in the table above, the p-value or sig (2-tailed) of the pre-test is 0.644 and it is higher than 0.005. It indicates that there is no statistical difference between experimental class and controlled class in pre-test result.
2) T-test of Post-test

Table 4.9
T-test on Post-test

<table>
<thead>
<tr>
<th></th>
<th>Levene's Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig.</td>
<td>T</td>
</tr>
<tr>
<td>Post-Test</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Equal variances assumed</td>
<td>.408</td>
<td>.525</td>
<td>2.642</td>
</tr>
<tr>
<td>Equal variances not assumed</td>
<td>2.622</td>
<td>61.045</td>
<td>.011</td>
</tr>
</tbody>
</table>

Based on the table above, the independent sample test resulted p-value or sig (2-tailed) is 0.010. The result proves that the null hypothesis (H₀) is rejected and the alternative hypothesis (H₁) is accepted since the p-value (0.010) is lower than sig α (0.050). It means that there is a significant difference between experimental class and controlled class in post test result. In short, there is significant effect of using intensive reading on students’ reading comprehension.
3) T-test of Gained Score

**Table 4.10**

**T-test on Gained Score**

<table>
<thead>
<tr>
<th>Independent Samples Test</th>
<th>Levene's Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>Sig.</td>
</tr>
<tr>
<td>Post-Toxic</td>
<td>Equal variances not assumed</td>
<td>4.538</td>
</tr>
</tbody>
</table>

Referring the table above, the independent sample test resulted p-value or sig (2-tailed) is 0.000. The result confirms that the null hypothesis (H₀) is rejected and the alternative hypothesis (Hₐ) is accepted since the p-value (0.000) is lower than sig α (0.050). It indicates that there is a significant difference statistically between experimental class and controlled class in gained score result. Briefly, there is significant effect of using intensive reading on students’ reading comprehension.
d. Effect size

The effect size was carried out in order to examine how much of the effect, as the hypothesis analyzed with the result that there is an effect of using intensive reading on students’ reading comprehension. The test was used to find out the significance level on the effect. This research followed Cohen’s d analysis. The several criteria of Cohen’s d effect size level as followed:¹

<table>
<thead>
<tr>
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<th>Effect Size Level</th>
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<tbody>
<tr>
<td>e.</td>
<td>0 - 0.20</td>
</tr>
<tr>
<td>f.</td>
<td>0.21 – 0.50</td>
</tr>
<tr>
<td>g.</td>
<td>0.51 – 1.00</td>
</tr>
<tr>
<td>h.</td>
<td>&gt;1.00</td>
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</table>

In calculating the effect size, the writer used group statistic of the post-test which was taken from the previous test. The data presented in the table below:

<table>
<thead>
<tr>
<th>Table 4.11</th>
<th>Group Statistics</th>
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<tr>
<td></td>
<td>Group</td>
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<tr>
<td>Post-Test</td>
<td>Experimental Class</td>
</tr>
<tr>
<td></td>
<td>Controlled Class</td>
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</table>

Based on the table above, the mean score of post-test in experimental class is 60.57 and in the controlled class is 52.34. Additionally, the standard deviation of experimental class is 11.68 meanwhile controlled class is 13.80. Then, the effect size is calculated by using Cohen d analysis with the formulation below:

\[
Pooled \text{ Std. Deviation} = \frac{\text{Std. Deviation of Group A} + \text{Std. Deviation of Group B}}{2}
\]

Stand. Deviation group A = 11.68

Stand. Deviation group B = 13.80

\[
Pooled \text{ Std. Deviation} = \frac{11.68 + 13.80}{2} = 12.74
\]

\[
d = \frac{M^1 - M^2}{Pooled \text{ standard deviation}}
\]

\[
d = \frac{M^1 - M^2}{Pooled \text{ standard deviation}} = \frac{60.57 - 52.34}{12.74} = 0.64
\]

Based on the calculation above, the result of the effect size is 0.64. It indicates that the size effect is moderate. In other words, the effect of using intensive reading on students’ reading comprehension is moderate.

**B. Discussion**

The research question of this research was whether intensive reading could give effect to students’ reading comprehension or not. The calculated result of this research revealed that intensive reading is effective on students’ reading comprehension of descriptive text at the tenth grade of MA Jamiyyah Islamiyyah. The writer explained the following paragraphs to describe the entire data results.
Referring the data description, the tables presented the pre-test and post-test of students' achievement of reading comprehension. The pre-test was performed in order to determine students’ skill before treatments given. The result of pre-test showed that the mean score of experimental class is lower than the controlled class. The mean score of experimental class is 45.14 while the mean score of controlled class is 46.72.

After that, the treatment of intensive reading was given to the experimental class for about five meetings while the controlled class was not. Then, the post-test was held to measure students’ achievement of both classes in reading comprehension. The result of post-test stated that the mean score experimental class was greater than the controlled class. The mean score of experimental class is 60.57 while the mean score of controlled class is 52.34. It confirms that intensive reading was effective on to improve students’ reading comprehension.

Moreover, the writer conducted the statistical hypothesis analyze by using independent-sample t-test to strengthen the previous sentence. The independent sample test shows that p-value or sig (2-tailed) of post-test is 0.010 which is lower than sig $\alpha$ (0.050). It means that there is a significant difference statistically between experimental class and controlled class in post-test since the null hypothesis is rejected and the alternative hypothesis is accepted. It also confirms that there is a significant effect of using intensive reading on students’ reading comprehension.

Additionally, the Cohen d’s effect size test was done to find out the significant level of this research. The result presented that the use of intensive reading on students’ reading comprehension is in moderate level with the size effect value 0.64. It means that intensive reading can give medium effect on students’ reading comprehension. However, based on those explanations above, the result proves that intensive reading can give a significant effect on students’ reading comprehension of descriptive text at tenth grade of MA Jamiyyah Islamiyyah.
Furthermore, this result was supported by some previous researches which conducted by Ni Putu Sri Indrawati, Yeni Afriyeni, Mukhaiyar and Hamzah, Yutthasak Chuenchaichon, Mohammad Ali Erfanpour, and Nasser Rashidi and Marjan Piran. However, there are some differences this research compared to those previous researches. First, the research was performed by Nasser Rashidi and Marjan Pira and also Mohammad Ali Erfanpour used a placement test of Oxford Quick Placement Test to divide the sample while the writer’s research was not. Additionally, those two researchers examined intensive reading parallel with extensive reading, whereas the writer’s research and the rest only examined intensive reading.

Next, Yeni Afriyeni, Mukhaiyar and Hamzah used class room action research as their methodology while others and this research used quasi experiment. Moreover, their researches implemented three cycles which comprising four steps that was planning, acting, observing and reflecting. Then, the other difference came from the sample of the research. The research was done by Mohammad Ali Erfanpour had the similar sample of the writer’s research which was senior high school students. On the other hand, the research was conducted by Ni Putu Sri Indrawati examined junior high school students, Yeni Afriyeni, Mukhaiyar and Hamzah examined elementary school students, Yutthasak Chuenchaichon investigated university students, and Nasser Rashidi

---

and Marjan Pira examined English program students. Nevertheless, the sample of all those researches considered English as their foreign language.

Lastly, those researchers examined the effect of intensive reading on various aspects. The research was carried out by Nasser Rashidi and Marjan Pira investigated intensive reading on students’ vocabulary while Yutthasak Chuenchaichon investigated the effect on students’ writing performance. However, rest of the researchers investigated intensive reading effect on student’s reading comprehension. In conclusion, although those previous researches had some differences with the writer’ research, they were still considered as a supporter of this research. Thus, the researches proved that intensive reading had a significant effect on students’ reading comprehension.
CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This research was aimed to prove whether intensive reading effective or not on students’ reading comprehension of descriptive text at tenth grade of MA Jamiyyah Islamiyyah. Based on the result in Chapter IV, it indicates that intensive reading is effective on students’ reading comprehension of descriptive text.

It can be seen from statistical data of students’ pre-test and post-test after having treatment by using intensive reading. The experimental class has a great improvement in the post-test score than in the pre-test, meanwhile the controlled class showed a barely improvement in the post-test. Furthermore, the alternative hypothesis result proves that the null hypothesis (H₀) is rejected and the alternative hypothesis (Ha) is accepted since the p-value (0.010) is lower than sig α (0.050). In addition, it is supported by the calculation result of effect size that is moderate level of strength in value 0.64.

In summary, this research proves and answers the formulation of the research that intensive reading is effective on students’ reading comprehension of descriptive text at tenth grade of MA Jamiyyah Islamiyyah in academic year 2019/2020.
B. Suggestion

Based on the findings and discussion stated in previous chapter, some suggestions are given to the participants who are closely related to this research. They are presented as follows:

1. For English Teachers

Using intensive reading in the class means build an interactive environment among students and teacher in discussing and learning. Therefore, it is important for the teacher to make sure that all students are involved in the activity. Furthermore, the teacher can modify some steps in applying intensive reading based on teachers’ creativity to create decent activity for the class.

2. For Students

Intensive reading essentially facilitates students to guide them in reading. The vocabulary question section give students opportunities to comprehend text through finding the meaning of plentiful words. Moreover, the chart of intensive reading assists students to comprehend the main idea as well as the details in the text.

3. For Other Researchers

The result of this research can be used as basic information for further research about intensive reading in teaching reading. As suggestion, the other researchers are expected to create more proper activity apart from what already presented in this research. The lack found in this research can be covered through the innovation of the use of intensive reading in another population, sample, or skills.

Afriyeni, Yeni., et al., Improving Students’ Reading Comprehension by Using Intensive Reading Technique At Grade V.D Of Sdn 6 Pekanbaru. *Journal Language Teaching (ELT)*. 1, 2013.


Bojovic, Milevica. “Reading Skill and Reading Comprehension in English for Specific Purposes.” *The paper* was presented on The International Language Conference on The Importance of Learning Professional Foreign Language for Communicative between Cultures. 23-34 September. FAC University of Kragujevac, Serbia, 2010.


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APPENDICES
APPENDIX 1

REFERENCES EXAMINATION PAPER

Name: Nilan Ayu Diniarti
Student Number: 11159140000075
Title: The Effectiveness of Intensive Reading on Students' Reading Comprehension of Descriptive Text (A Quasi-experimental Study at the Tenth Grade Students of MA Jamiyyah Islamiyyah in Academic Year 2019/2020)

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<th>No</th>
<th>References</th>
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<th>Signature Advisor II</th>
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<td>Improving Students' Reading Comprehension by Using Intensive Reading Technique At Grade V.D Of Sdn 6 Pekanbaru</td>
<td><em>Journal Language Teaching (ELT)</em>, Vol. 1(3) (Pekanbaru: 2013), p. 15</td>
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**Chapter II**

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<td>50</td>
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### Chapter III


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10. Ibid., p. 139.

### Chapter IV


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<th>Reference</th>
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APPENDIX 2

PILOT STUDY OF PRE-TEST

Name:
Class:

General instruction:
1. Write your name and class on the answer sheet.
2. Read the text carefully and answer the questions for 70 minutes!
3. Choose the correct answer (a,b,c,d or e) on the answer sheet!
4. Do the test individually!
5. Re-check your answer before submitting the answer sheet!

Disneyland

Disney characters in a lavish ride straight through the heart of the park. Now to the rides! Once of the most popular rides at Disneyland is Space Mountain. It was relaunched bigger and better than before in July 2005 and is the ultimate high-speed interstellar roller coaster adventure. It includes state-of-the-art special effects to enhance the experience of flying through outer space.

One of the park's newer rides is Monsters Inc. Inspired by the Disney Pixar film, this three dimensional attraction includes over 40 characters in 16 district scene—some re-recorded by the original celebrity voices.

The name Pirates of the Caribbean conjures up images of the box office smash movie starring Johnny Depp as a Captain Jack Sparrow. What a lot of fans don't realize is that the movie was inspired by the Pirates of the Caribbean ride—one of the park's top attraction.

Having updated the right to reflect the movie, the attraction is so swashbuckling voyage that transports guests back to the days when pirates roamed the seas. More than 500 million people have experienced the rollicking fun of Pirates since it first opened almost 39 years ago.

Disneyland truly is an once-in-a-lifetime experience although many visitors have been more than once. Such immense park full of a theme that has become a dream of everyone since kids.

1. What is the main idea of the text?
   a. Theme park in United States of America
   b. Various Rides at Disneyland
   c. The Parade of Dreams at Disneyland
   d. Space Mountain rides
   e. Disney films
2. What can visitors do in Space Mountain?
   a. They can experience flying through outer space
   b. They can see Walt Disney characters
   c. They can enjoy three-dimensional attractions
   d. They can enjoy images of the box-office smash movie
   e. They can experience the rollicking fun of Pirates

3. “It was relaunched bigger and better than before…” (Paragraph 2)
   The word ‘It’ refers to:
   a. Disneyland
   b. Rides
   c. Space Mountain
   d. Monster Inc.
   e. Pirates of the Caribbean

4. From the text, we can conclude that Disneyland is…
   a. A plain theme park for everyone
   b. A famous theme park for children only
   c. A symbol of extreme theme park for adult
   d. An icon of childhood fantasy theme park for everyone
   e. A symbol of extreme theme park for everyone

5. “…. In a lavish ride straight through …”
   The underlined word have opposite meaning to…
   a. Glamorous
   b. Economical
   c. Great
   d. Wonderful

Fort Marlborough

One of the most interesting places to visit in Bengkulu Province is Fort Marlborough. For your information, it is the largest fortress ever built by the British during colonialism in Southeast Asia.

The construction building of Fort Marlborough is strongly influenced by the British's 20th Century architecture that showed the grandeur and was sturdy. Fort Marlborough was built in 1713 until 1719 by the East India Company (EIC), during the reign of Governor Joseph Callet as a British Fortress. The fort is located near the beautiful long Beach of Bengkulu Province. The building complex comprises a JAIL, an ammunition storage in Army housing. There is also a tunnel connecting the inside and outside of the fort.

On entering the fort, lies a door made of thick metal. After passing the first door, there is a bridge that extends along approximately 10 meters. After crossing the bridge, we will find a large door as a barrier directly into the heart of the fort. Once there was a prison on the right and left, separated by an iron door. In the complex, there remains the British and Dutch's canons which have been rusty. While on the right side of the castle, there are army barracks that consists of eight doors.

6. “…it is the largest fortress ever built,…” (Paragraph 1)
   The word ‘It’ refers to…
a. British
d. Place
b. Fort Marlborough
e. East India Company
c. Bengkulu Province

7. What were the characteristics of the British’s 20th century?
a. It was dark and gloomy
b. It resembled a turtle’s body
c. It showed the grandeur and was study
d. It symbolized a glory and big power
e. It expressed the sense of high art

8. Where are the army barracks located?
a. On the left side of the castle
b. On the right side of the castle
c. On the second floor of the castle
d. In front of the castle
e. Behind the castle

9. The main idea of the last paragraph is……..
a. The history of Fort Marlborough
b. The center of Bengkulu city
c. The scenery surrounding the fort
d. A short trip inside the fort
e. Things to see from the fort’s top floor

10. “The building complex comprises a JAIL, …” (Paragraph 2)
What is the similar meaning of the underlined word?
a. Resembles
c. Functions
d. Represents
e. Consist of

Batu Basurek

Batu Basurek is a stone with transcription in the old Palava script of India, bearing the legend of Adityawarman in the year 1347. Literally, "Batu Basurek" itself means "The Written Stone". It is 25 cm wide, 80 cm high, and 10 cm thick. Erected above King Adityawarman's resting place centuries ago, this stone was rediscovered in December 16th, 1880.

Batu Basrek told about Adityawarman's legacy. Due to his services to Majapahit Kingdom, Adityawarman became a king in Dharmasraya and moved his kingdom from Siguntur Sawahlunto to Pagaruyung.

Batu Basurek lies about 4 kilometers from Batusangkar, capital of Tanah Datar Regency, West Sumatra. To reach Batusangkar, you first have to go to Padang, the capital city of West Sumatra.

11. What is the conclusion of the text above?
a. Batu basrek is a huge stone
b. Batu basrek is an inscription about Adityawarman's heritages
c. Batu basrek is a name of village of Adityawarman's kingdom
d. Batu basrek is a written stone about Adityawarman's history

e. Batu basrek is the grave of Adityawarman

12. What does Batu Basurek tell us about?
   a. Adityawarman's trip to India
   b. The origin of Pagaruyung
   c. Adityawarman's heritage
   d. The amking of Batu Basurek
   e. The history of Majapahit Kingdom

13. “It is 25 cm wide, 80 cm high, and 10 cm thick…” (Paragraph 2)
   The word ‘It’ refers to…
   a. Palava script
   b. The legend of Adityawarman
   c. An inscription
   d. Batusangkar
   e. Batu Basurek

14. What is the capital of Tanah Datar Regency?
   a. Padang
   b. Pagaruyung
   c. Batusangkar
   d. Batu Basurek
   e. Siguntur

15. “…it now serves as the governor’s office,…”
   The word ‘It’ refers to…
   a. Gedung sate
   b. A neo-classical building mixed with native elements.
   c. West Java
   d. Dutch
   e. Department of Transport

16. When was the building built?
   a. In 1920
   b. In 1930
   c. In 1940
   d. In 1910
   e. In 1908

17. Why does people call it ‘Gedung Sate’?
   a. Because it is built by the Dutch government
   b. Because it is near to the government office
   c. Because it is a reference to the shape of dish called satay
   d. Because people in Bandung like to eat ‘Satay’
   e. Because there are many ‘Satay’ sellers
Karimunjawa National Marine Park

Karimunjawa National Marine Park is located about 45 miles from Jepara. Boats serve regular voyages from Kartini beach of Jepara to Karimunjawa. It takes 4 hours. There is also an air field in Karimunjawa Island to give an access from Semarang by chartered flight.

As National Marine Park, the Karimunjawa island offers various kinds of unique marine life, such as: coral, ornamental sea fishes, mangrove etc. You can also swimming, fishing and boating. Even, hiking, camping, and mountaineering.

Kura-kura beach resort at Menyakawan island is another option for you to visit and can be reached by jet foil Teluk Awur beach of Jepara and Marina beach of Semarang.

18. “Boats serve regular voyages from Kartini beach of Jepara to Karimunjawa”
   (paragraph 1)
   The underlined word can be replaced by…
   a. Traveling by all transportation  
   b. Traveling by sea  
   c. Travelling by land  
   d. Travelling by air  
   e. Travelling by river

19. The second paragraph is implied that …
   a. Visitors can sell hiking equipment at Marine Park  
   b. Visitors can reach Marine Park by helicopter  
   c. Visitors can enjoy both Marine Park and Kura-kura beach  
   d. Visitors can enjoy for both sea and mount tours at Marine Park  
   e. Visitors can enjoy jet foil at Marine Park

20. We can visit to the Marine Park by…
   a. Kura-Kura beach resort  
   b. Ship form beach of Jepara  
   c. Boat form Kartini beach of Jepara  
   d. Chartered transportation form Jepara  
   e. Cruise ship from Semarang

Gamalama

Gamalama, which is often called the peak of Ternate, is a strato-volcano in Ternate, North Maluku, Indonesia. It is one of Indonesia’s active volcanoes. Standing about 1715 meters tall, Mount Gamalama has spewed lava more than 70 times since 1538 A.D.

Although, it may pose a danger to the communities and surroundings, Mount Gamalama keeps the charm and its incredible beauty. Stunning views are spread around. Stretches of clove and nutmeg plantations can be seen by tourists during their trip to the summit. On reaching the summit, tourists can see Ternate Island landscape and other Islands such as Tidore Halmahera Island. Tourists can also find unique places on the mountain, one of which is Abdas Springs.
21. Where is the mountain located?
   a. On Bacan Island  
   b. On Tidore Island  
   c. On Maitara Island  
   d. On Ternate Island  
   e. On Halmahera Island

22. “Stunning views are spread around” (Paragraph 2)
   What is the antonym of the underlined word?
   a. Amazing  
   b. Attractive  
   c. Beautiful  
   d. Astonishing  
   e. Dreadful

23. What kinds of plantations are there around the mountain?
   a. Cacao and wheat  
   b. Cinnamon and tea  
   c. Cloves and nutmeg  
   d. Cotton and rubber  
   e. Carrots and cabbage

24. Which statement is TRUE according to the text?
   a. Mount Gamalama is dormant volcano  
   b. Mount Gamalama is about 1,500 meters tall  
   c. There have been 17 eruptions since 1538 A.D.  
   d. The view around the mountain is stunning  
   e. There is a crater lake called Abdas

**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: orangutans 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 orangutans 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 orangutans 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.

25. What is the text about?
   a. Eco-tourism destination in Indonesia  
   b. Any park in our city  
   c. A dense jungle in Central Kalimantan  
   d. A park with a jungle inside
26. What can we implied from the last paragraph?
   a. The distance form Tanjung Puting National Park to Camp Leakey is far
   b. The distance form Tanjung Puting National Park to Camp Leakey is near
   c. We can take a boat to Camp Leakey with ten people at once
   d. Perahu klotok is big and fast boat
   e. perahu klotok is small and fast

27. The following statement are correct, EXCEPT…
   a. Tanjung Puting National Park is well known
   b. Camp Leakey is located in the heart of the park
   c. The female proboscis monkey have enormous snout
   d. To reach Camp Leakey, we should ride on a boat down Lake Sekonyer
   e. Tanjung Puting National Park is in the southwest of Central Kalimantan peninsula

28. “Camp Leaky is located in the heart of Tanjung Puting National Park”
   The underlined word can be replaced by…
   a. In the frontier
   b. In the west
   c. In the east
   d. In the center
   e. In the peak
APPENDIX 3
PILOT STUDY OF POST-TEST

Name :
Class :

General instruction:
1. Write your name and class on the answer sheet.
2. Read the text carefully and answer the questions for 70 minutes!
3. Choose the correct answer (a,b,c,d or e) on the answer sheet!
4. Do the test individually!
5. Re-check your answer before submitting the answer sheet!

Karimunjawa

Karimunjawa what is an archipelago of 27 islands in the Java sea, stretching approximately 83 kilometers northwest of Jepara, Central Java. It consists of small islands, mostly uninhabited, with the main ones being Karimunjawa, Kemujan, Menjangan Besar and Menjangan kecil islands.

The name of Karimunjawa was derived from the Javanese language "kremun kremun saking tanah jawi" as addressed by one from Wali Songo. The name describes how far these islands from Java, to be exact from Semarang and Jepara.

Designated as a national marine park, Karimunjawa is home to mangrove, coastal forests and a great variety of marine animals such as crabs, anchovy, starfish, sharks, stingray, jellyfish, red snappers, etc. It is also a popular tourist destination, with its white sandy beaches, pristine coral reefs and challenging treks through the hills. The reefs are a mixture of fringing and barrier and patched with bottom depths ranging from 15 to 40 meters.

The islands offer stunning diving and snorkeling trips. Fringing reefs, atolls, wrecks and an excellent variety of species make diving in Karimunjawa an unforgettable adventure.

1. What is the main idea of paragraph two?
   a. The main island in Karimunjawa
   b. The origin of the Karimunjawa
   c. The roles of Wali Songo in Java
   d. The biodiversity in Karimunjawa
   e. The national marine park

2. Which statements is TRUE according to the text?
a. Tourists can dive and snorkel in Karimunjawa
b. There are ten inhabited island in Karimunjawa
c. Karimunjawa comprises with more than 30 islands
d. Karimunjawa is 83 kilometers northeast of Jepara
e. Karimunjawa is popular for its pink beaches and atolls

3. What kinds of vegetation are there in Karimunjawa?
   a. Swamp land and mangrove forest
   b. Savanah and tropical rain forest
   c. Mangrove and coastal forest
   d. Ironwood and rain forest
   e. Scrub and grassland

4. “Designated as a national marine park…” (Paragraph 3)
   What does ‘designated’ mean?
   a. To inaugurate
   b. To preserve
   c. To appoint
   d. To campaign
   e. To develop

Maimun Palace

Maimun Palace is a tourist destination in North Sumatra which has historical and cultural values. Located at Jalan Bridjen Katamso, Aur, Medan, this palace is iconic to Medan. The building stands on an area of 2,772 square meters. It was designed by an Italian architect and built in 1888 under the rule of Sultan Makmun Al Rasyid Perkasa, the Sultan of Deli.

The place has stunning architecture. It combines Islamic, Dutch and Malay architectures with a dominant color of yellow, typical of Malay. This two-storey building is divided into three parts, namely, the main building, left and right wing parts. It is supported by 82 octagonal stone pillars and 43 wooden pillars. The first floor displays antique such as old furniture and ornaments. The second floor is used as the residents of the sultanate families. It has 13 rooms, 7 of which are in the main building, 3 rooms in the left-wing part and 3 other rooms in the right wing part.

5. What is the purpose of the text?
   a. To relate Deli Sultanate
   b. To entertain readers
   c. To describe Maimun Palace
   d. To describe a palace architecture
   e. To relate a person’s trip to Maimun Palace

6. “The place has stunning architecture”
   The underlined word has the same meaning with …
   a. Strong
b. Big
c. Large
d. Impressive
e. Mysterious

7. From the text we can conclude that…..
a. Maimun Palace is the heritage of the Deli Sultanate
b. Maimun Palace was designed by the Sultan of Deli
c. Maimun Palace covers an area of 2,727 m²
d. Maimun Palace is three-storey building with two main parts
e. The visitor can see antiques on the second floor of the palace

8. “It has 13 rooms,…” (Paragraph 2)
‘It’ refers to…
a. Maimun Palace
b. The Deli Sultanate
c. The first floor
d. The main building
e. The residence of sultanate families

Mount Leuser National Park

Situated at the border of Nanggroe Aceh Darussalam and North Sumatra, Mount Leuser National Park is Wildlife Park which covers a wide range of ecosystem. It encompasses an environment from coastal to mountainous areas. The National Park was declared a biosphere reserve, by UNESCO.

This Magnificent Park is covered with a lush forest of dipterocarpaceae. It is home for a huge variety of flora and fauna. It protects rare species like Rhizanthes zippelii, Rafflesia, orangutans, gibbons, Sumatran tigers, Sumatran rhinos and Sumatran elephants.

Mount Leuser National Park is wide and named after Mount Leuser. It stands at 3404 meters above sea level. In this area, tourists can visit the orangutan rehabilitation center in Bukit Lawang, enjoy cave and canoe tours in Kluet, and raft on the Alas River or camp in Sekunder.

9. From the text, we can conclude that Mount Leuser National Park is ….
a. A high mountain
b. A conservation center as well as a tourist spot
c. A beautiful mount climbing
d. A zoo with beautiful river
e. A wildlife with winding hiking trails

10. “This Magnificent Park is covered with a lush forest...” (Paragraph 2)
The underlined word has closet meaning with…
a. Dry  
b. Fertile  
c. Poor  
d. Foggy  
e. Windy  

11. What can you imply from the second paragraph?  
a. *Rhizanthese zippelnii* and Rafflesia are extinct flora  
b. *Rhizanthese zippelnii* and Rafflesia are extinct flora  
c. orangutans, gibbons, and Sumatran tigers are endangered fauna  
d. Rafflesia, orangutans, gibbons are endangered fauna  
e. Sumatran tigers, Sumatran rhinos are dangerous fauna  

12. Which statement is NOT TRUE?  
a. The park is located at the border of Aceh and North Sumatra  
b. The park is covered with a lush forest of *dipterocarpaceae*  
c. The park was declared a biosphere reserve  
d. The park is widest wildlife in Indonesia  
e. The park is named after Mount Leuser  

The Tunku Abdul Rahman Park comprises a group of five Island located only 20 minutes away from Kota Kinabalu, Sabah's capital. The park is spread over 4929 Hectares two-thirds of which is sea.  

The five idyllic island, Manukan, Mamutik, Sulug, Gaya and Sapi have soft white beaches and are teeming with fish and coral, perfect for beginner divers as well as in snorkellers and picknickers. Gaya and Sapi Island also have hiking trails through their pristine jungle.  

These islands are home for a variety of Flora and Fauna, including one of the most intriguing birds the Megapode or Burung Tambun, a chicken look like with a large feet and makes a miaowing sound like cat.  

13. What is the main idea of the text?  
a. An appearance of Megapode  
b. A park consisted of five Islands  
c. A pristine jungle in Sabah  
d. The capital city of Malaysia  
e. The sea of Kinabalu  

14. What do all islands in the park have?  
a. Pristine jungle  
b. Hiking trails  
c. White beaches  
d. High Mountain  
e. Beautiful lake  

15. “…a chicken look like with a large feet …”  
The underlined word have opposite meaning to…
a. Big
c. Short
e. Small
b. Long
d. Gigantic

Surabaya Submarine Monument

The Surabaya Submarine Monument was actually a submarine. It was a KRI Pasopati 410 submarine. It is 76.6 meters long and 6.3 meters wide. Its function as a museum nowadays. It lies next to the Surabaya Plaza shopping center. It was moved to the location on July 1st, 1995 after the museum was officially opened by Arief Kushariadi, the Naval commander of Indonesian Republic on June 27th, 1998.

On the following month, July 5th, 1998, it was opened to the public as a marine tourist destination. Because it is also functions as a museum, there are boats and dioramas in the monument. It aims for visitors who want to travel by boat along the Kalimas River to behind the Grahadi Governor Mansion.

Originally, the submarine was built in Vladivostok, Russia in 1952. It has been with Indonesia Navy since enemy line, to be surveillance and silent raids. It was the front line during Trikora Operation. This monument is equipped with multimedia building which present a program in recognition of the Indonesia Navy. It is open from Monday to Friday from 8.30 a.m. to 10 p.m.

16. Where is the monument located?
   a. Behind Grahadi Governor mansion
   b. Behind the Surabaya Plaza Shopping Center
   c. Beside to the Surabaya Plaza shopping center
   d. Below the Surabaya Plaza shopping center
   e. Near the Tanjung Perak harbormonum

17. “It was moved to the location on July 1st, 1995” (Paragraph 1)
   The word ‘it’ refers to…
   a. Surabaya Plaza shopping center
   b. Surabaya Submarine Monument
   c. Surabaya Monument
   d. Surabaya Museum
   e. Surabaya Submarine Mansion

18. Where and when was the submarine constructed?
   a. In Surabaya, in 1995
   b. In Surabaya, in 1962
   c. In Vladivosyok, Russia in 1962
   d. In Moskwa, Russia in 1962
   e. In Vladivostok, Russia in 1952

19. What program is presented by the multimedia building of the monument?
   a. The history of the naval industry
   b. The history of Surabaya
c. The history of Trikora Operation  
d. The recognition of the Indonesian Navy  
e. The description of tourist Resort in Surabaya

**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 Duneurn 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.

20. The text mainly focuses on …
   a. Business center in Singapore  
   b. Orchard Road as agricultural area  
   c. Plaza and Mall along Orchard Road  
   d. Orchard road as business and entertainment center  
   e. Entertainment industries on Orchard Road

21. 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

22. 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

23. “…it turned into a shopping center in Singapore…” (Paragraph 1)
The words “it” refers to?

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

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

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

**Masjid Sultan Suriansyah**

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

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

25. Masjid Sultan Suriansyah was constructed in the area of …

a. Banjar people  
b. Colonial Dutch  
c. Kalimantan King  
d. Sultan Suriansyah  
e. Kampong Kraton

26. **“He** was the first Banjarnese King who converted into Islam” (Paragraph 1)

The word ‘**he**’ refers to…

a. Banjarnese king  
b. Pangeran Samudra  
c. Sultan Suriah  
d. Pangeran Sultan  
e. Colonial Dutch

27. From the text above we know that…

a. Some construction of the mosque takes the local style  
b. The Banjar people burned down the mosque  
c. The Dutch colonial built the mosque  
d. There is nothing special from this mosque  
e. This mosque is has one mihrab

28. What does the text mainly discussed about?

a. A king reign  
b. A palace complex  
c. An Islamic location  
d. A historical mosque  
e. An ecotourism mosque
APPENDIX 4
ANWER KEY OF PILOT STUDY

PRE-TEST

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APPENDIX 5

CONTENT VALIDITY

READING COMPREHENSION OF DESCRIPTIVE TEXT

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# APPENDIX 6

## ANATES OF PRE-TEST

### PRE TEST

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### APPENDIX 7

**ANALYSIS OF POST-TEST**

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APPENDIX 8

INSTRUMENT OF PRE-TEST

Name :

Class :

General instruction:

1. Write your name and class on the answer sheet.
2. Read the text carefully and answer the questions for 50 minutes!
3. Choose the correct answer (a,b,c,d or e) on the answer sheet!
4. Do the test individually!
5. Re-check your answer before submitting the answer sheet!

Disneyland

Disney characters in a lavish ride straight through the heart of the park. Now to the rides! Once of the most popular rides at Disneyland is Space Mountain. It was relaunched bigger and better than before in July 2005 and is the ultimate high-speed interstellar roller coaster adventure. It includes state-of-the-art special effects to enhance the experience of flying through outer space.

One of the parks' newer rides is Monsters Inc. Inspired by the Disney Pixar film, this three dimensional attraction includes over 40 characters in 16 district scene-some re-recorded by the original celebrity voices.

The name Pirates of the Caribbean conjures up images of the box office smash movie starring Johnny Depp as a Captain Jack Sparrow. What a lot of fans don't realize is that the movie was inspired by the Pirates of the Caribbean ride-one of the parks’ top attraction.

Having updated the right to reflect the movie, the attraction is so swashbuckling voyage that transports guests back to the days when pirates roamed the seas. More than 500 million people have experienced the rollicking fun of Pirates since it first opened almost 39 years ago.

Disneyland truly is an once-in-a-lifetime experience although many visitors have been more than once. Such immense park full of a theme that has become a dream of everyone since kids.

1. What is the main idea of the text?
   a. Theme park in United States of America
   b. Various Rides at Disneyland
c. The Parade of Dreams at Disneyland
d. Space Mountain rides
e. Disney films

2. What can visitors do in Space Mountain?
a. They can experience flying through outer space
b. They can see Walt Disney characters
c. They can enjoy three-dimensional attractions
d. They can enjoy images of the box-office smash movie
e. They can experience the rollicking fun of Pirates

3. “It was relaunched bigger and better than before…” (Paragraph 2)
The word ‘It’ refers to…
a. Disneyland
b. Rides
c. Space Mountain
d. Monster Inc.
e. Pirates of the Caribbean

4. From the text, we can conclude that Disneyland is…
a. A plain theme park for everyone
b. A famous theme park for children only
c. A symbol of extreme theme park for adult
d. An icon of childhood fantasy theme park for everyone
e. A symbol of extreme theme park for everyone

Fort Marlborough

One of the most interesting places to visit in Bengkulu Province is Fort Marlborough. For your information, it is the largest fortress ever built by the British during colonialism in Southeast Asia.

The construction building of Fort Marlborough is strongly influenced by the British's 20th Century architecture that showed the grandeur and was sturdy. Fort Marlborough was built in 1713 until 1719 by the East India Company (EIC), during the reign of Governor Joseph Callet as a British Fortress. The fort is located near the beautiful long Beach of Bengkulu Province. The building complex comprises a JAIL, an ammunition storage in Army housing. There is also a tunnel connecting the inside and outside of the fort.

On entering the fort, lies a door made of thick metal. After passing the first door, there is a bridge that extends along approximately 10 meters. After crossing the bridge, we will find a large door as a barrier directly into the heart of the fort. Once there was a prison on the right and left, separated by an iron door. In the complex, there remains the British and Dutch's canons which have been rusty. While on the right side of the castle, there are army barracks that consists of eight doors.
5. “…it is the largest fortress ever built,…” (Paragraph 1)
   The word ‘It’ refers to…
   a. British
   b. Fort Marlborough
   c. Bengkulu Province
   d. Place
   e. East India Company

6. Where are the army barracks located?
   a. On the left side of the castle  
   b. On the right side of the castle  
   c. On the second floor of the castle  
   d. In front of the castle  
   e. Behind the castle

7. The main idea of the last paragraph is……
   a. The history of Fort Marlborough  
   b. The center of Bengkulu city  
   c. The scenery surrounding the fort  
   d. A short trip inside the fort  
   e. Things to see from the fort’s top floor

8. “The building complex comprises a JAIL,…” (Paragraph 2)
   What is the similar meaning of the underlined word?
   a. Resembles  
   b. Symbolizes  
   c. Functions  
   d. Represents  
   e. Consist of

**Batu Basurek**

Batu Basurek is a stone with transcription in the old Palava script of India, bearing the legend of Adityawarman in the year 1347. Literally, "Batu Basurek" itself means "The Written Stone".

It is 25 cm wide, 80 cm high, and 10 cm thick. Erected above King Adityawarman's resting place centuries ago, this stone was rediscovered in December 16th, 1880.

Batu Basrek told about Adityawarman's legacy. Due to his services to Majapahit Kingdom, Adityawarman became a king in Dharmasraya and moved his kingdom from Siguntur Sawahlunto to Pagaruyung.

Batu Basurek lies about 4 kilometers from Batusangkar, capital of Tanah Datar Regency, West Sumatra. To reach Batusangkar, you first have to go to Padang, the capital city of West Sumatra.

9. What is the conclusion of the text above?
   a. Batu basrek is a huge stone  
   b. Batu basrek is an inscription about Adityawarman's heritages  
   c. Batu basrek is a name of village of Adityawarman's kingdom
d. Batu basrek is a written stone about Adityawarman's history
   e. Batu basrek is the grave of Adityawarman

10. What does Batu Basrek tell us about?
   a. Adityawarman's trip to India
   b. The origin of Pagaruyung
   c. Adityawarman's heritage
   d. The amking of Batu Basrek
   e. The history of Majapahit Kingdom

Gedung sate

Gedung sate is a neo-classical building mixed with native elements. Once the seat of the Dutch East Indies department of Transport, Public Works and Water Management, it now serves as the governor’s office of the West Java province in Indonesia. Located in Bandung, it was built in 1920 after a design by Dutch architect J. Gerber. Its common name, Gedung sate, is a nickname that translates literally from Indonesian to ‘satay building’, which is a reference to the shape of the building’s central pinnacle – which resemble the shape of one of the Indonesian traditional dish called satay. “Gedung Sate” is one of the historic buildings and has become a “landmark” in Bandung, and even West Java, for many years. And we know it as the central government of West Java, Indonesia.

11. “…it now serves as the governor’s office…”
   The word ‘It’ refers to…
   a. Gedung sate
   b. A neo-classical building
   c. West Java
   d. Dutch
   e. Department of Transport

12. Why does people call it ‘Gedung Sate’?
   a. Because it is built by the Dutch government
   b. Because it is near to the government office
   c. Because it is a reference to the shape of dish called satay
   d. Because people in Bandung like to eat ‘Satay’
   e. Because there are many ‘Satay’ seller

Karimunjawa National Marine Park

Karimunjawa National Marine Park is located about 45 miles from Jepara. Boats serve regular voyages from Kartini beach of Jepara to Karimunjawa. It takes 4 hours. There is also an air field in Karimunjawa Island to give an access from Semarang by chartered flight.

As National Marine Park, the Karimunjawa island offers various kinds of unique marine life, such as: coral, ornamental sea fishes, mangrove etc. You can also swimming, fishing and boating. Even, hiking, camping, and mountaineering.
Kura-kura beach resort at Menyakawan island is another option for you to visit and can be reached by jet foil Teluk Awur beach of Jepara and Marina beach of Semarang.

13. “Boats serve regular **voyages** from Kartini beach of Jepara to Karimunjawa” (paragraph 1)
   The underlined word can be replaced by…
   a. Traveling by all transportation  d. Travelling by air
   b. Traveling by sea  e. Travelling by river
   c. Travelling by land

14. The second paragraph is implied that …
   a. Visitors can sell hiking equipment at Marine Park
   b. Visitors can reach Marine Park by helicopter
   c. Visitors can enjoy both Marine Park and Kura-kura beach
   d. Visitors can enjoy for both sea and mount tours at Marine Park
   e. Visitors can enjoy jet foil at Marine Park

15. We can visit to the Marine Park by…
   a. Kura-Kura beach resort
   b. Ship form beach of Jepara
   c. Boat form Kartini beach of Jepara
   d. Chartered transportation form Jepara
   e. Cruise ship from Semarang

**Gamalama**

Gamalama, which is often called the peak of Ternate, is a strato-volcano in Ternate, North Maluku, Indonesia. It is one of Indonesia's active volcanoes. Standing about 1715 meters tall, Mount Gamalama has spewed lava more than 70 times since 1538 A.D.

Although, it may pose a danger to the communities and surroundings, Mount Gamalama keeps the charm and its incredible beauty. Stunning views are spread around. Stretches of clove and nutmeg plantations can be seen by tourists during their trip to the summit. On reaching the summit, tourists can see Ternate Island landscape and other Islands such as Tidore Halmahera Island. Tourists can also find unique places on the mountain, one of which is Abdas Springs.

16. “**Stunning** views are spread around” (Paragraph 2)
   What is the antonym of the underlined word?
   a. Amazing  d. Cotton and rubber
   b. Attractive  e. Carrots and cabbage
   c. Beautiful

17. What kinds of plantations are there around the mountain?
   a. Cacao and wheat  d. Cotton and rubber
   b. Cinnamon and tea  e. Carrots and cabbage
   c. Cloves and nutmeg
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: orangutans 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 orangutans we should go to Camp Leakey. Camp Leaky is located in the heart of Tanjung Putting 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 orangutans 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.

18. What is the text about?
   a. Eco-tourism destination in Indonesia
   b. Any park in our city
   c. A dense jungle in Central Kalimantan
   d. A park with a jungle inside
   e. Male proboscis monkey

19. What can we implied from the last paragraph?
   a. The distance form Tanjung Puting National Park to Camp Leakey is far
   b. The distance form Tanjung Puting National Park to Camp Leakey is near
   c. We can take a boat to Camp Leaky with ten people at once
   d. Perahu klotok is big and fast boat
   e. perahu klotok is small and fast

20. “Camp Leaky is located in the heart of Tanjung Putting National Park”
   The underlined words can be replaced by…
   a. In the frontier
   b. In the west
   c. In the east
   d. In the center
   e. In the peak
APPENDIX 9
INSTRUMENT OF POST-TEST

Name : 
Class :

General instruction:
1. Write your name and class on the answer sheet.
2. Read the text carefully and answer the questions for 50 minutes!
3. Choose the correct answer (a,b,c,d or e) on the answer sheet!
4. Do the test individually!
5. Re-check your answer before submitting the answer sheet!

Karimunjawa
Karimunjawa what is an archipelago of 27 islands in the Java sea, stretching approximately 83 kilometers northwest of Jepara, Central Java. It consists of small islands, mostly uninhabited, with the main ones being Karimunjawa, Kemujan, Menjangan Besar and Menjangan kecil islands.

The name of Karimunjawa was derived from the Javanese language "kremun kremun saking tanah jawi" as addressed by one from Wali Songo. The name describes how far these islands from Java, to be exact from Semarang and Jepara.

Designated as a national marine park, Karimunjawa is home to mangrove, coastal forests and a great variety of marine animals such as crabs, anchovy, starfish, sharks, stingray, jellyfish, red snappers, etc. It is also a popular tourist destination, with its white sandy beaches, pristine coral reefs and challenging treks through the hills. The reefs are a mixture of fringing and barrier and patched with bottom depths ranging from 15 to 40 meters.

The islands offer stunning diving and snorkeling trips. Fringing reefs, atolls, wrecks and an excellent variety of species make diving in Karimunjawa an unforgettable adventure.

1. What is the main idea of paragraph two?
   a. The main island in Karimunjawa
   b. The origin of the Karimunjawa
   c. The roles of Wali Songo in Java
   d. The biodiversity in Karimunjawa
   e. The national marine park
2. Which statements is TRUE according to the text?
   a. Tourists can dive and snorkel in Karimunjawa
   b. There are ten inhabited island in Karimunjawa
   c. Karimunjawa comprises with more than 30 islands
   d. Karimunjawa is 83 kilometers northeast of Jepara
   e. Karimunjawa is popular for its pink beaches and atolls

Maimun Palace

Maimun Palace is a tourist destination in North Sumatra which has historical and cultural values. Located at Jalan Bridjen Katamso, Aur, Medan, this palace is iconic to Medan. The building stands on an area of 2,772 square meters. It was designed by an Italian architect and built in 1888 under the rule of Sultan Makmun Al Rasyid Perkasa, the Sultan of Deli.

The place has stunning architecture. It combines Islamic, Dutch and Malay architectures with a dominant color of yellow, typical of Malay. This two-storey building is divided into three parts, namely, the main building, left and right wing parts. It is supported by 82 octagonal stone pillars and 43 wooden pillars. The first floor displays antique such as old furniture and ornaments. The second floor is used as the residents of the sultanate families. It has 13 rooms, 7 of which are in the main building, 3 rooms in the left-wing part and 3 other rooms in the right wing part.

3. “The place has stunning architecture”
   The underlined word has the same meaning with …
   a. Strong
   b. Big
   c. Large
   d. Impressive
   e. Mysterious

4. From the text we can conclude that……
   a. Maimun Palace is the heritage of the Deli Sultanate
   b. Maimun Palace was designed by the Sultan of Deli
   c. Maimun Palace covers an area of 2,727 m²
   d. Maimun Palace is three-storey building with two main parts
   e. The visitor can see antiques on the second floor of the palace

Mount Leuser National Park

Situated at the border of Nanggroe Aceh Darussalam and North Sumatra, Mount Leuser National Park is Wildlife Park which covers a wide range of ecosystem. It encompasses an environment from coastal to mountainous areas. The National Park was declared a biosphere reserve, by UNESCO.
This Magnificent Park is covered with a lush forest of *dipterocarpaceae*. It is home for a huge variety of flora and fauna. It protects rare species like *Rhizanthese zippelnii*, Rafflesia, orangutans, gibbons, Sumatran tigers, Sumatran rhinos and Sumatran elephants.

Mount Leuser National Park is wide and named after Mount Leuser. It stands at 3404 meters above sea level. In this area, tourists can visit the orangutan rehabilitation center in Bukit Lawang, enjoy cave and canoe tours in Kluet, and raft on the Alas River or camp in Sekunder.

5. From the text, we can conclude that Mount Leuser National Park is ….
   a. A high mountain
   b. A conservation center as well as a tourist spot
   c. A beautiful mount climbing
   d. A zoo with beautiful river
   e. A wildlife with winding hiking trails

6. “This Magnificent Park is covered with a **lush** forest...” (Paragraph 2)
   The underlined word has closest meaning with…
   a. Dry
   b. Fertile
   c. Poor
   d. Foggy
   e. Windy

7. What can you imply from the second paragraph?
   a. *Rhizanthese zippelnii* and Rafflesia are extinct fauna
   b. *Rhizanthese zippelnii* and Rafflesia are extinct flora
   c. orangutans, gibbons, and Sumatran tigers are endangered fauna
   d. Rafflesia, orangutans, gibbons are endangered fauna
   e. Sumatran tigers, Sumatran rhinos are dangerous fauna

8. Which statement is NOT TRUE?
   a. The park is located at the boarder of Aceh and North Sumatra
   b. The park is covered with a lush forest of *dipterocarpaceae*
   c. The park was declared a biosphere reserve
   d. The park is widest wildlife in Indonesia
   e. The park is named after Mount Leuser

**Tunku Abdul Rahman Park**

The Tunku Abdul Rahman Park comprises a group of five Island located only 20 minutes away from Kota Kinabalu, Sabah's capital. The park is spread over 4929 Hectares two-thirds of which is sea.

The five idyllic island, Manukan, Mamutik, Sulug, Gaya and Sapi have soft white beaches and are teeming with fish and coral, perfect for beginner drivers as well as in snorkellers and picknickers. Gaya and Sapi Island also have hiking trails through their pristine jungle.

These islands are home for a variety of Flora and Fauna, including one of the most intriguing birds the Megapode or Burung Tambun, a chicken look like with a large feet and makes a miaowing sound like cat.
9. What is the main idea of the text?
   a. An appearance of Megapode 
   b. A park consisted of five Islands 
   c. A pristine jungle in Sabah 
   d. The capital city of Malaysia 
   e. The sea of Kinabalu 

10. What do all islands in the park have?
   a. Pristine jungle 
   b. Hiking trails 
   c. White beaches 
   d. High Mountain 
   e. Beautiful lake 

11. “…a chicken look like with a large feet …”
   The underlined word has opposite meaning to…
   a. Big 
   b. Long 
   c. Short 
   d. Gigantic 
   e. Small

Surabaya Submarine Monument

The Surabaya Submarine Monument was actually a submarine. It was a KRI Pasopati 410 submarine. It is 76.6 meters long and 6.3 meters wide. Its function as a museum nowadays. It lies next to the Surabaya Plaza shopping center. It was moved to the location on July 1st, 1995 after the museum was officially opened by Arief Kushariadi, the Naval commander of Indonesian Republic on June 27th 1998.

On the following month, July 5th 1998, it was opened to the public as a marine tourist destination. Because is also functions as a museum, there are boats and dioramas in the monument. It aims for visitors who want to travel by boat along the Kalimas River to behind the Grahadi Governor Mansion.

Originally, the submarine was built was in Vladivostok, Russia in 1952. It has been with Indonesia Navy since enemy line, to be surveillance and silent raids. It was the front line during Trikora Operation. This monument is equipped with multimedia building which present a program in recognition of the Indonesia Navy. It is open from Monday to Friday from 8.30 a.m. to 10 p.m.

12. Where is the monument located?
   a. Behind Grahadi Governor mansion 
   b. Behind the Surabaya Plaza Shopping Center 
   c. Beside to the Surabaya Plaza shopping center 
   d. Below the Surabaya Plaza shopping center 
   e. Near the Tanjung Perak harbormonum

13. “It was moved to the location on July 1st, 1995” (Paragraph 1)
   The word ‘it’ refers to…
   a. Surabaya Plaza shopping center 
   b. Surabaya Submarine Monument 
   c. Surabaya Monument 
   d. Surabaya Museum 
   e. Surabaya Submarine Mansion
14. What program is presented by the multimedia building of the monument?
   a. The history of the naval industry
   b. The history of Surabaya
   c. The history of Trikora Operation
   d. The recognition of the Indonesian Navy
   e. The description of tourist Resort in Surabaya

**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 Durnearn 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.

15. 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

16. “…it turned into a shopping center in Singapore…” (Paragraph 1)
   The words “it” refers to?
   a. The plantation
   b. Luxury branded things
   c. The plaza
   d. Singapore
   e. Suburban street

17. The word “satisfy” in line tenth has the closet meaning with?
   a. Pleased
   b. Free
   c. Frighten
   d. Threat
Masjid Sultan Suriansyah

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

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

18. “He was the first Banjarnese King who converted into Islam” (Paragraph 1)
   The word ‘he’ refers to…
   a. Banjarnese king
   b. Pangeran Samudra
   c. Sultan Suriah
   d. Pangeran Sultan
   e. Colonial Dutch

19. From the text above we know that…
   a. Some construction of the mosque takes the local style
   b. The Banjar people burned down the mosque
   c. The Dutch colonial built the mosque
   d. There is nothing special from this mosque
   e. This mosque is has one mihrab

20. What does the text mainly discussed about?
   a. A king reign
   b. A palace complex
   c. An Islamic location
   d. A historical mosque
   e. An ecotourism mosque
APPENDIX 10

ANSWER KEY OF INSTRUMENT

PRE-TEST

1. b
2. a
3. c
4. d
5. b
6. b
7. d
8. e
9. b
10. c

11. a
12. c
13. b
14. d
15. c
16. e
17. c
18. d
19. a
20. d

POST-TEST

1. b
2. a
3. d
4. a
5. b
6. b
7. c
8. d
9. b
10. c

11. e
12. c
13. b
14. d
15. c
16. e
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18. b
19. a
20. d
APPENDIX 11

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<td>10</td>
</tr>
<tr>
<td>30</td>
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<td>15</td>
<td>Student 30</td>
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<tr>
<td>31</td>
<td>Student 31</td>
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<tr>
<td>33</td>
<td>Student 33</td>
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<tr>
<td>34</td>
<td>Student 34</td>
<td>15</td>
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<td></td>
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<td>35</td>
<td>Student 35</td>
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<td></td>
<td>Total Score</td>
<td>540</td>
<td>Total Score</td>
<td>180</td>
</tr>
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<td></td>
<td>Mean Score</td>
<td>15.43</td>
<td>Mean Score</td>
<td>5.63</td>
</tr>
</tbody>
</table>
APPENDIX 14

RENCANA PELAKSANAAN PEMBELAJARAN

(Controlled Class)

Satuan Pendidikan : MA Jamiyyah Islamiyyah
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/Ganjil
Materi Pokok : Descriptive Text
Alokasi Waktu : 12 x 40 menit
Pertemuan : 6 pertemuan

A. Kompetensi Inti

KI 1  Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2  Menunjukan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsive, dan proaktif sebagai bagian dari solusi atas permasalahan dalam berinteraksi secaar efektif dengan lingkungan sosial dan alam serta menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

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

KI 4  Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajariya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.
# B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Indikator</th>
</tr>
</thead>
</table>
| 1.2 Menghayati dan mengamalkan ajaran agama yang dianutnya. | 1.2.1 Mengukuti proses pembelajaran Bahasa inggris diawali dengan pembacaaan doa sesuai dengan kepercayaan masing masing.  
1.2.2 Mengikuti proses pembelajaran Bahasa inggris dengan ketulusan, keseriusan dan motivasi tinggi. |
| 2.2 Menunjukan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsive, dan proaktif sebagai bagian dari solusi atas permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia. | 2.2.1 Menunjukkan perilaku tanggung jawab, peduli, kerja sama, dan cinta damai, dalam melaksanakan komunikasi fungsional.  
2.2.2 Menunjukkan perilaku yang terpuji ketika berinteraksi dengan guru dan teman di dalam kelas. |
| 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 banguan bersejarah terkenal, pendek dan sederhana, sesuai dengan kontek penggunaannya. | 3.4.1 Mengidentifikasi fungsi sosial dari teks deskriptif.  
3.4.2 Mengidentifikasi struktur teks deskriptif.  
3.4.3 Mengidentifikasi unsur kebahasaan teks deskriptif.  
3.4.4 Menguraikan informasi 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.
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 Memahami isi teks deskriptif.
4.4.1.2 Menjawab pertanyaan berkaitan dengan isi teks deskriptif dengan tepat.
4.4.2.1 Membuat teks deskriptif sederhana.
4.4.2.2 Menceritakan kembali isi teks deskriptif dengan kata-kata sendiri.

C. Tujuan Pembelajaran
Diakhir pembelajaran siswa diharapkan mampu:

1. Mengidentifikasi fungsi sosial dari teks deskriptif.
2. Mengidentifikasi struktur teks deskriptif.
3. Mengidentifikasi unsur kebahasaan teks deskriptif.
5. Memahami isi teks deskriptif.
6. Menjawab pertanyaan berkaitan dengan isi teks deskriptif dengan tepat.
7. Membuat teks deskriptif sederhana.
8. Menceritakan kembali isi teks deskriptif dengan kata-kata sendiri.
D. Materi Pembelajaran

Teks lisan dan tulis sederhana terkait *descriptive text*:

1. Fungsi Sosial
   
   Teks deskriptif berfungsi untuk menggambarkan tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.

2. Struktur Teks
   
   - Identification: Introducing a person, place, or other nouns that are going to be described.
   - Description: Detail information about personality, physical appearance, quality from the person place, or other nouns being described.

3. Unsur Kebahasaan
   
   - Focus on specific object as the lead character.
   - Use present tense primarily.
   - Use linking verbs (is, are, has, have, belongs to) for classify and describe the appearance of the object.
   - Use action verbs or physical process and behavioral process to add description about the object action and behavior.
   - Use mental verb to describe emotion.
   - Use adjectives and adverbs for additional information to noun (object) and to verb (actions) to give more detailed description about the topic.
   - Use adverbial phrases for additional information regarding to manner, place or time and few times formed in clause which is used as circumstance.
4. Contoh teks descriptive:

<table>
<thead>
<tr>
<th>Title</th>
<th>Borobudur Temple</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification</td>
<td>Borobudur is a great Budhist temple. The temple is located in Magelang on the island of Java in Indonesia. Built in 9\textsuperscript{th} century under the Sailendra dynasty of Java, it was abandoned in the 11\textsuperscript{th} century and partially excavated by archaeologist in the early 20\textsuperscript{th} century.</td>
</tr>
<tr>
<td>Description</td>
<td>Influenced by the Gupta architecture of India, the temple is constructed on a hill 46 m (150 ft) high and consist of eight steplike stone terraces, one on top of the other. The forst five terraces are square and surrounded by walls adorned with Budhist sculpture in bas-relief; the upper three are circular, each with a circle of bell-shaped stupas (Budhist shrines). The entire edifice is crowned by a large stupa at the center of the top circle. The way to the center of the top circle. The way to the summit extends through some 4.8 km (some 3 mil) of passage and stairways. The design of Burubudur, a tample-mountain symbolizing the structure of the universe, influenced temples built at Angkor, Cambodia. Borobudur was rededicated as an Indonesian national monument in 1983 following extensive reclamation, aided by the United Nations.</td>
</tr>
</tbody>
</table>
E. Strategi atau metode pembelajaran

Pendekatan: 5 M (Mengamati, menanya, mencoba, mengasosiasikan, mengkomunikasikan)

F. Kegiatan pembelajaran

(Pertemuan pertama)

<table>
<thead>
<tr>
<th>Kegiatan awal</th>
<th>Deskripsi Kegiatan</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Guru masuk ke dalam kelas dan memberi salam kemudian <em>Greeting (good morning)</em></td>
<td>(10 menit)</td>
<td></td>
</tr>
<tr>
<td>2. Guru dan siswa berdoa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Guru mengecek absensi siswa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Guru melakukan brainstorming dengan menampilkan gambar tempat wisata terkenal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Guru bertanya kepada siswa untuk menebak apa yang akan dipelajari</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kegiatan inti</th>
<th>Deskripsi Kegiatan</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Guru menjelaskan definisi, tujuan, stuktur, dan unsur kebahasaan dalam teks deskriptif</td>
<td>Mengamati</td>
<td>(60 menit)</td>
</tr>
<tr>
<td>2. Guru memberi kesempatan kepada murid untuk bertanya atau memberi pertanyaan untuk mengetahui jika mereka sudah mengerti.</td>
<td>Menanya</td>
<td></td>
</tr>
<tr>
<td>3. Guru menampilkan gambar tempat wisata.</td>
<td>Mengamati</td>
<td></td>
</tr>
<tr>
<td>4. Guru meminta siswa menyebutkan ciri-ciri gambar dengan kata sifat.</td>
<td>Mencoba</td>
<td></td>
</tr>
</tbody>
</table>
5. Guru meminta siswa menulisakan kalimat *simple present tense* sesuai dengan gambar yang ditampilkan.

6. Guru meminta siswa untuk menuliskan hasil kerjanya dipapan tulis

7. Guru dan siswa membahas bersama kalimat yang tertera dipapan tulis

8. Guru meminta siswa mengerjakan tugas individu yang terdapat didalam LKS

9. Guru bersama siswa membahas hasil tugas individu

Kegiatan akhir

1. Guru bersama siswa menyimpulkan materi yang sudah dipelajari.

2. Guru memberikan motivasi dan juga manfaat dari materi yang sudah dipelajari

3. Guru memberikan informasi mengenai pertemuan selanjutnya

4. Guru dan siswa berdoa kemudian ditutup dengan salam

(Pertemuan kedua)

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kegiatan awal</td>
<td>1. Guru masuk ke dalam kelas dan memberi salam kemudian <em>Greeting (good morning)</em></td>
<td>(10 menit)</td>
</tr>
<tr>
<td></td>
<td>2. Guru dan siswa berdoa</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Guru mengecek absensi siswa</td>
<td></td>
</tr>
<tr>
<td>Kegiatan inti</td>
<td>(60 menit)</td>
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<tr>
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<td></td>
</tr>
<tr>
<td>1. Guru meminta siswa mendeskripsikan tempat berdasarkan gambar video</td>
<td>Mencoba</td>
<td></td>
</tr>
<tr>
<td>2. Guru memberi kesempatan kepada murid untuk bertanya atau memberi pertanyaan untuk mengetahui jika mereka sudah mengerti.</td>
<td>Menanya</td>
<td></td>
</tr>
<tr>
<td>3. Guru meminta siswa bekerja secara berpasangan</td>
<td>Mengamati</td>
<td></td>
</tr>
<tr>
<td>4. Guru memberikan teks deskriptif “Kota Tua” kepada masing-masing pasangan</td>
<td>Mengamati</td>
<td></td>
</tr>
<tr>
<td>5. Guru meminta siswa untuk berdiskusi dan menjawab soal terkait teks tersebut</td>
<td>Mencoba</td>
<td></td>
</tr>
<tr>
<td>6. Guru meminta siswa untuk mempresentasikan hasil kerjanya</td>
<td>Mengkomunikasikan</td>
<td></td>
</tr>
<tr>
<td>7. Guru memberikan feedback dan memberi hadiah untuk pasangan tercepat dan benar dalam mengerjakan tugas</td>
<td>Mengamati</td>
<td></td>
</tr>
<tr>
<td>8. Guru meninta siswa mengerjakan tugas individu yang terdapat dalam buku mereka</td>
<td>Mengasosiasikan</td>
<td></td>
</tr>
<tr>
<td>9. Guru dan siswa bersama membahas jawaban tersebut secara bersama-sama</td>
<td>Mengkomunikasikan</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kegiatan akhir</th>
<th>(10 menit)</th>
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<tbody>
<tr>
<td>1. Guru bersama siswa menyimpulkan materi yang sudah dipelajari.</td>
<td></td>
</tr>
</tbody>
</table>
2. Guru memberikan motivasi dan juga manfaat dari materi yang sudah dipelajari.
3. Guru memberikan informasi mengenai pertemuan selanjutnya
4. Guru dan siswa berdoa kemudian ditutup dengan salam

(Pertemuan ketiga)

<table>
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<tr>
<td>1.</td>
<td>Guru masuk ke dalam kelas dan memberi salam kemudian <em>Greeting (good morning)</em></td>
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<tr>
<td>2.</td>
<td>Guru dan siswa berdoa</td>
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<tr>
<td>3.</td>
<td>Guru mengecek absensi siswa</td>
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<tr>
<td>4.</td>
<td>Guru melakukan apersepsi tentang materi sebelumnya dengan games</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Guru menampilkan gambar dan video “Losari Beach”</td>
<td></td>
</tr>
<tr>
<td>Kegiatan inti</td>
<td></td>
<td>(60 menit)</td>
</tr>
<tr>
<td>1.</td>
<td>Guru meminta siswa mendeskripsikan tempat berdasarkan gambar video</td>
<td>Mencoba</td>
</tr>
<tr>
<td>2.</td>
<td>Guru memberi kesempatan kepada murid untuk bertanya atau memberi pertanyaan untuk mengetahui jika mereka sudah mengerti.</td>
<td>Menanya</td>
</tr>
<tr>
<td>3.</td>
<td>Guru meminta siswa bekerja secara berpasangan</td>
<td>Mengamati</td>
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<td>Deskripsi Kegiatan</td>
<td>Waktu</td>
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<tr>
<td>1.</td>
<td>Guru masuk ke dalam kelas dan memberi salam kemudian <em>Greeting (good morning)</em></td>
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</tr>
<tr>
<td>2.</td>
<td>Guru dan siswa berdoa</td>
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<tr>
<td>Kegiatan inti</td>
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<tr>
<td>------------------------------------------------------------------------------</td>
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<tr>
<td>1. Guru meminta siswa mendeskripsikan tempat berdasarkan gambar video</td>
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<td>2. Guru memberi kesempatan kepada murid untuk bertanya atau memberi pertanyaan untuk mengetahui jika mereka sudah mengerti.</td>
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<td></td>
</tr>
<tr>
<td>3. Guru meminta siswa bekerja secara berpasangan</td>
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<td></td>
</tr>
<tr>
<td>4. Guru memberikan teks deskriptif “Wakatobi National Park” kepada masing-masing pasangan</td>
<td>Mengamati</td>
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</tr>
<tr>
<td>5. Guru meminta siswa untuk berdiskusi dan menjawab soal terkait teks tersebut</td>
<td>Mencoba</td>
<td></td>
</tr>
<tr>
<td>6. Guru meminta siswa untuk mempresentasikan hasil kerjanya</td>
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</tr>
<tr>
<td>Kegiatan akhir</td>
<td>Deskripsi Kegiatan</td>
<td>Waktu</td>
</tr>
<tr>
<td>----------------</td>
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<td>--------</td>
</tr>
<tr>
<td>1. Guru bersama siswa menyimpulkan materi yang sudah dipelajari.</td>
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<tr>
<td>2. Guru memberikan motivasi dan juga manfaat dari materi yang sudah dipelajari</td>
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<tr>
<td>3. Guru memberikan informasi mengenai pertemuan selanjutnya</td>
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<tr>
<td>4. Guru dan siswa berdoa kemudian ditutup dengan salam</td>
<td></td>
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</tbody>
</table>

(Pertemuan kelima)

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kegiatan awal</td>
<td>1. Guru masuk ke dalam kelas dan memberi salam kemudian <em>Greeting (good morning)</em></td>
<td></td>
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<td></td>
<td>2. Guru dan siswa berdoa</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Guru mengecek absensi siswa</td>
<td></td>
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<tr>
<td></td>
<td>4. Guru melakukan apersepsi tentang materi sebelumnya</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5. Guru menampilkan gambar dan video “Niagara Falls”</td>
<td></td>
</tr>
<tr>
<td>Kegiatan inti</td>
<td>1. Guru meminta siswa mendeskripsikan tempat berdasarkan gambar dan video</td>
<td>(60 menit)</td>
</tr>
<tr>
<td></td>
<td>2. Guru memberi kesempatan kepada murid untuk bertanya atau memberi pertanyaan untuk mengetahui jika mereka sudah mengerti.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3. Guru meminta siswa bekerja secara berpasangan</td>
<td>Mencoba</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Menanya</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Mengamati</td>
</tr>
<tr>
<td>Kegiatan awal</td>
<td>Deskripsi Kegiatan</td>
<td>Waktu</td>
</tr>
<tr>
<td>---------------</td>
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<td>-------</td>
</tr>
<tr>
<td>1. Guru masuk ke dalam kelas dan memberi salam kemudian <em>Greeting (good morning)</em></td>
<td></td>
<td>(10 menit)</td>
</tr>
<tr>
<td>2. Guru dan siswa berdoa</td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kegiatan akhir</th>
<th>Deskripsi Kegiatan</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Guru bersama siswa menyimpulkan materi yang sudah dipelajari.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Guru memberikan motivasi dan juga manfaat dari materi yang sudah dipelajari</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Guru memberikan informasi mengenai pertemuan selanjutnya</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Guru dan siswa berdoa kemudian ditutup dengan salam</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Pertemuan keenam)
3. Guru mengecek absensi siswa
4. Guru melakukan apersepsi tentang materi sebelumnya
5. Guru menampilkan gambar dan video “Taj Mahal”

<table>
<thead>
<tr>
<th>Kegiatan inti</th>
<th>(60 menit)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Guru meminta siswa mendeskripsikan tempat berdasarkan video</td>
<td>Mencoba</td>
</tr>
<tr>
<td>2. Guru memberi kesempatan kepada murid untuk bertanya atau memberi pertanyaan untuk mengetahui jika mereka sudah mengerti.</td>
<td>Menanya</td>
</tr>
<tr>
<td>3. Guru meminta siswa bekerja secara berpasangan</td>
<td>Mengamati</td>
</tr>
<tr>
<td>4. Guru memberikan teks deskriptif “Taj Mahal” kepada masing-masing pasangan</td>
<td>Mengamati</td>
</tr>
<tr>
<td>5. Guru meminta siswa untuk berdiskusi dan menjawab soal terkait teks tersebut</td>
<td>Mencoba</td>
</tr>
<tr>
<td>6. Guru meminta siswa untuk mempresentasikan hasil kerjanya</td>
<td>Mengkomunikasikan</td>
</tr>
<tr>
<td>7. Guru memberikan feedback dan memberi hadiah untuk pasangan tercepat dan benar dalam mengerjakan tugas</td>
<td>Mengamati</td>
</tr>
<tr>
<td>8. Guru meninta siswa mengerjakan tugas individu yang terdapat dalam buku mereka</td>
<td>Mengasosiasikan</td>
</tr>
<tr>
<td>9. Guru dan siswa bersama membahas jawaban tersebut secara bersama-sama</td>
<td>Mengkomunikasikan</td>
</tr>
</tbody>
</table>

| Kegiatan akhir | (10 menit) |
1. Guru bersama siswa menyimpulkan materi yang sudah dipelajari.
2. Guru memberikan motivasi dan juga manfaat dari materi yang sudah dipelajari.

G. Media, alat, dan sumber
- Media : Buku siswa kelas X, video, Power point, dan gambar.
- Alat: Laptop dan LCD projector.
- Sumber pembelajaran : buku siswa kelas X, google web, dan google image.

H. Penilaian
1. Teknik Penilaian
   - Pengetahuan : Untuk kerja
   - Keterampilan : Unjuk kerja
2. Bentuk
   - Tes lisan mengenai pemahaman teks deskriptif yang telah diberikan.
   - Tes tulis mengenai pemahaman teks deskriptif yang telah diberikan.
3. Instrumen
   Pertemuan pertama
   - Tugas individu: Mengerjakan tugas di LKS
   Pertemuan kedua
   - Tugas kelompok: Menjawab pertanyaan berkaitan dengan teks deskriptif “Kota Tua”
     1. Why Kota Tua was called “The Jewel of Asia” and “Queen of the East”?
     2. Who is Jan Pieterszoon Coen?
     3. When was Kota Tua built?
     4. What did people call Fatahillah Museum before?
     5. What can visitors do in Kota Tua?
   - Tugas individu: Mengerjakan tugas individu di LKS
   Pertemuan ketiga
- Tugas kelompok: Menjawab pertanyaan berkaitan dengan teks deskriptif “Losari Beach”
  1. Where is Losari beach located?
  2. What attraction does Losari beach offer?
  3. How long is Losari beach?
  4. What is the name of place where the children can play and run?
  5. What is the main idea of the last paragraph?

- Tugas individu: Mengerjakan tugas individu di LKS

Pertemuan keempat
- Tugas kelompok: Menjawab pertanyaan berkaitan dengan teks deskriptif “Wakatobi National Park”
  1. What is the operation of Wallacea?
  2. Mention the group part of the Tungakbesi Island!
  3. How many species of coral in Wakatobi?
  4. What is the main idea of first paragraph?
  5. Where is Wakatobi located geographically?

- Tugas individu: Mengerjakan tugas individu di LKS

Pertemuan kelima
- Tugas kelompok: Menjawab pertanyaan berkaitan dengan teks deskriptif “Niagara Falls”
  1. Where is Niagara Falls located?
  2. Mention the three waterfalls that form the Niagara Falls!
  3. What people can enjoy in the Cave of the Winds?
  4. Where can people watch a film of the thundering falls with completely different background?
  5. What is shown in Niagara’s Wax Museum of History?

- Tugas individu: Mengerjakan tugas individu di LKS

Pertemuan keenam
- Tugas kelompok: Menjawab pertanyaan berkaitan dengan teks deskriptif “The Amazing Taj Mahal in India”
  1. What is the text about?
  2. Why did the King Shah Jahan built Taj Mahal
  3. What is meant by a mausoleum?
  4. What is mean by a Taj?
  5. What is the main idea of paragraph three?

- Tugas individu: Mengerjakan tugas individu di LKS
4. Rubric penilaian
   - Soal essay/isian singkat
     \[ S = \frac{B}{J} \times 100 \]
     Ket:  
     - \( S \): skor
     - \( B \): jumlah jawaban benar
     - \( J \): jumlah soal
RENCANA PELAKSANAAN PEMBELAJARAN
(Experimental Class)

Satuan Pendidikan : MA Jamiyyah Islamiyyah
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : X/Ganjil

Materi Pokok : Descriptive Text
Alokasi Waktu : 12 x 40 menit
Pertemuan : 6 pertemuan

A. Kompetensi Inti

KI 1  Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2  Menunjukan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsive, dan proaktif sebagai bagian dari solusi atas permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 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.

KI 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

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Indikator</th>
</tr>
</thead>
</table>
| 1.2 Menghayati dan mengamalkan ajaran agama yang dianutnya. | 1.2.1 Mengukuti proses pembelajaran Bahasa inggris diawali dengan pembacaan doa sesuai dengan kepercayaan masing masing.  
1.2.2 Mengikuti proses pembelajaran Bahasa inggris dengan ketulusan, keseriusan dan motivasi tinggi. |
| 2.2 Menunjukan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsive, dan proaktif sebagai bagian dari solusi atas permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia. | 2.2.1 Menunjukkan perilaku tanggung jawab, peduli, kerja sama, dan cinta damai, dalam melaksanakan komunikasi fungsional.  
2.2.2 Menunjukan perilaku yang terpuji ketika berinteraksi dengan guru dan teman di dalam kelas. |
| 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 kontek penggunaannya. | 3.4.1 Mengidentifikasi fungsi sosial dari teks deskriptif.  
3.4.2 Mengidentifikasi struktur teks deskriptif.  
3.4.3 Mengidentifikasi unsur kebahasaan teks deskriptif.  
3.4.4 Menguraikan informasi 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.
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 beanr dan sesuai konteks.

| 4.4.1.1 Memahami isi teks deskriptif. |
| 4.4.1.2 Menjawab pertanyaan berkaitan dengan isi teks deskriptif dengan tepat. |
| 4.4.2.1 Membuat teks deskriptif sederhana. |
| 4.4.2.2 Menceritakan kembali isi teks deskriptif dengan kata-kata sendiri. |

C. Tujuan Pembelajaran
Diakhir pembelajaran siswa diharapkan mampu:

1. Mengidentifikasi fungsi sosial dari teks deskriptif.
2. Mengidentifikasi struktur teks deskriptif.
3. Mengidentifikasi unsur kebahasaan teks deskriptif.
5. Memahami isi teks deskriptif.
6. Menjawab pertanyaan berkaitan dengan isi teks deskriptif dengan tepat.
7. Membuat teks deskriptif sederhana.
8. Menceritakan kembali isi teks deskriptif dengan kata-kata sendiri.
D. Materi Pembelajaran

Teks lisan dan tulis sederhana terkait *descriptive text*:

1. Fungsi Sosial
   
   Teks deskriptif berfungsi untuk menggambarkan tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.

2. Struktur Teks
   
   - Identification: Introducing a person, place, or other nouns that are going to be described.
   - Description: Detail information about personality, physical appearance, quality from the person place, or other nouns being described.

3. Unsur Kebahasaan
   
   - Focus on specific object as the lead character.
   - Use present tense primarily.
   - Use linking verbs (is, are, has, have, belongs to) for classify and describe the appearance of the object.
   - Use action verbs or physical process and behavioral process to add description about the object action and behavior.
   - Use mental verb to describe emotion.
   - Use adjectives and adverbs for additional information to noun (object) and to verb (actions) to give more detailed description about the topic.
   - Use adverbial phrases for additional information regarding to manner, place or time and few times formed in clause which is used as circumstance.
4. Contoh teks descriptive:

<table>
<thead>
<tr>
<th>Title</th>
<th>Borobudur Temple</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification</td>
<td>Borobudur is a great Buddist temple. The temple is located in Magelang on the island of Java in Indonesia. Built in 9th century under the Sailendra dynasty of Java, it was abandoned in the 11th century and partially excavated by archaeologist in the early 20th century.</td>
</tr>
<tr>
<td>Description</td>
<td>Influenced by the Gupta architecture of India, the temple is constructed on a hill 46 m (150 ft) high and consist of eight steplike stone terraces, one on top of the other. The forst five terraces are square and surrounded by walls adorned with Buddist sculpture in bas-relief; the upper three are circular, each with a circle of bell-shaped stupas (Buddist shrines). The entire edifice is crowned by a large stupa at the center of the top circle. The way to the center of the top circle. The way to the summit extends through some 4.8 km (some 3 mil) of passage and stairways. The design of Burubudur, a temple-mountain symbolizing the structure of the universe, influenced temples built at Angkor, Cambodia. Borobudur was rededicated as an Indonesian national monument in 1983 following extensive reclamation, aided by the United Nations.</td>
</tr>
</tbody>
</table>
E. Stategi atau metode pembelajaran

Pendekatan: 5 M (Mengamati, menaya, mencoba, mengasosiasi, Mengkomunikasikan)

Strategi: Intensive Reading

F. Kegiatan pembelajaran
(Pertemuan pertama)

<table>
<thead>
<tr>
<th>Kegiatan</th>
<th>Deskripsi Kegiatan</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kegiatan awal</td>
<td>(10 menit)</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Guru masuk ke dalam kelas dan memberi salam kemudian <em>Greeting (good morning)</em></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Guru dan siswa berdoa</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Guru mengecek absensi siswa</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Guru melakukan brainstorming dengan menampilkan gambar tempat wisata terkenal</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Guru bertanya kepada siswa untuk menebak apa yang akan dipelajari</td>
<td></td>
</tr>
<tr>
<td>Kegiatan inti</td>
<td>(60 menit)</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Guru menjelaskan definisi, tujuan, struktur, dan unsur kebahasaan dalam teks deskriptif</td>
<td>Mengamati</td>
</tr>
<tr>
<td>2.</td>
<td>Guru memberi kesempatan kepada murid untuk bertanya atau memberi pertanyaan untuk mengetahui jika mereka sudah mengerti.</td>
<td>Menanya</td>
</tr>
<tr>
<td>3.</td>
<td>Guru menampilkan gambar tempat wisata.</td>
<td>Mengamati</td>
</tr>
<tr>
<td>4.</td>
<td>Guru meminta siswa menyebutkan ciri-ciri gambar dengan kata sifat.</td>
<td>Mencoba</td>
</tr>
<tr>
<td>Kegiatan awal</td>
<td>Deskripsi Kegiatan</td>
<td>Waktu</td>
</tr>
<tr>
<td>--------------</td>
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</tr>
<tr>
<td>1.</td>
<td>Guru masuk ke dalam kelas dan memberi salam kemudian <em>Greeting (good morning)</em></td>
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<td>2.</td>
<td>Guru dan siswa berdoa</td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kegiatan akhir</th>
<th>Deskripsi Kegiatan</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Guru bersama siswa menyimpulkan materi yang sudah dipelajari.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Guru memberikan motivasi dan juga manfaat dari materi yang sudah dipelajari</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Guru memberikan informasi mengenai pertemuan selanjutnya</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Guru dan siswa berdoa kemudian ditutup dengan salam</td>
<td>(10 menit)</td>
</tr>
</tbody>
</table>

**Kegiatan**

1. Guru meminta siswa menulisakan kalimat *simple present tense* sesuai dengan gambar yang ditampilkan.

2. Guru meminta siswa untuk menuliskan hasil kerjanya dipapan tulis.


4. Guru meminta siswa mengerjakan tugas individu yang terdapat didalam LKS.

5. Guru bersama siswa membahas hasil tugas individu.

6. Guru meminta siswa mengerjakan tugas individu yang terdapat didalam LKS.

7. Guru dan siswa membahas bersama kalimat yang tertera dipapan tulis.

8. Guru meminta siswa mengerjakan tugas individu yang terdapat didalam LKS.


10. Guru bersama siswa menyimpulkan materi yang sudah dipelajari.

11. Guru memberikan motivasi dan juga manfaat dari materi yang sudah dipelajari.


<table>
<thead>
<tr>
<th>Kegiatan inti</th>
<th>Deskripsi</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>Guru membagi siswa menjadi kelompok-kelompok yang terdiri dari 5-6 orang.</td>
</tr>
<tr>
<td>2.</td>
<td>Guru memberikan lembaran chart yang harus mereka isi kepada masing-masing kelompok.</td>
</tr>
<tr>
<td>3.</td>
<td>Guru meminta siswa untuk mengisi 3 kolom pada chart yang telah diberikan.</td>
</tr>
<tr>
<td>4.</td>
<td>Guru memberikan kesempatan kepada murid untuk bertanya atau memberi pertanyaan untuk mengetahui jika mereka sudah mengerti.</td>
</tr>
<tr>
<td>5.</td>
<td>Guru memberikan teks deskriptif “Kota Tua” kepada masing-masing kelompok.</td>
</tr>
<tr>
<td>7.</td>
<td>Guru memberikan kesempatan kepada masing masing kelompok untuk bertanya 5 kosa kata kepada guru.</td>
</tr>
<tr>
<td>8.</td>
<td>Guru bersama siswa melakukan diskusi bersama tentang teks deskriptif untuk memeriksa pemahaman siswa.</td>
</tr>
<tr>
<td>9.</td>
<td>Guru memberikan soal kepada siswa untuk tugas individu.</td>
</tr>
</tbody>
</table>

(Mengamati, Mengamati, Mencoba, Menanya, Mengamati, Mengasosiasikan, Menanya, Mengkomunikasikan, Mencoba)
<table>
<thead>
<tr>
<th>Kegiatan akhir</th>
<th>Deskripsi Kegiatan</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Guru bersama siswa menyimpulkan materi yang sudah dipelajari.</td>
<td></td>
<td>(11 menit)</td>
</tr>
<tr>
<td>2. Guru memberikan motivasi dan juga manfaat dari materi yang sudah dipelajari</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Guru memberikan informasi mengenai pertemuan selanjutnya</td>
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<td></td>
</tr>
<tr>
<td>4. Guru dan siswa berdoa kemudian ditutup dengan salam</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Pertemuan ketiga)

<table>
<thead>
<tr>
<th>Kegiatan awal</th>
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</tr>
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<tbody>
<tr>
<td>1. Guru masuk ke dalam kelas dan memberi salam kemudian Greeting (good morning)</td>
<td></td>
<td>(10 menit)</td>
</tr>
<tr>
<td>2. Guru dan siswa berdoa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Guru mengecek absensi siswa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Guru melakukan apersepsi tentang materi sebelumnya</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Guru menampilkan gambar dan video “Losari Beach”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kegiatan inti</th>
<th>Deskripsi Kegiatan</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Guru membagi siswa menjadi kelompok-kelompok yang terdiri dari 5-6 orang</td>
<td></td>
<td>(60 menit)</td>
</tr>
<tr>
<td>2. Guru memberikan lembaran chart yang harus mereka isi kepada masing-masing kelompok</td>
<td></td>
<td>Mengamati</td>
</tr>
<tr>
<td>3. Guru meminta siswa untuk mengisi 3 kolom pada chart yang telah diberikan</td>
<td></td>
<td>Mencoba</td>
</tr>
<tr>
<td>Kegiatan awal</td>
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</tr>
<tr>
<td>Kegiatan awal</td>
<td></td>
<td>(10 menit)</td>
</tr>
</tbody>
</table>
1. Guru masuk ke dalam kelas dan memberi salam kemudian *Greeting (good morning)*

2. Guru dan siswa berdoa

3. Guru mengecek absensi siswa

4. Guru melakukan apersepsi tentang materi sebelumnya

5. Guru menampilkan gambar dan video “Wakatobi National Park”

<table>
<thead>
<tr>
<th>Kegiatan inti</th>
<th></th>
</tr>
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<tbody>
<tr>
<td>1. Guru membagi siswa menjadi kelompok-kelompok yang terdiri dari 5-6 orang</td>
<td>(60 menit) Mengamati</td>
</tr>
<tr>
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<td>Menanya</td>
</tr>
<tr>
<td>5. Guru memberikan teks deskriptif “Wakatobi National Park” kepada masing-masing kelompok</td>
<td>Mengamati</td>
</tr>
<tr>
<td>6. Guru meminta siswa membaca secara intensive dan mengisis kolum terakhir pada chart beserta jawaban pertanyaan</td>
<td>Mengasosiasikan</td>
</tr>
<tr>
<td>7. Guru memberikan kesempatan kepada masing masing kelompok untuk bertanya 5 kosa kata kepada guru</td>
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</table>

(Pertemuan kelima)

<table>
<thead>
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</tr>
<tr>
<td>3. Guru mengecek absensi siswa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Guru melakukan apersepsi tentang materi sebelumnya</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Guru menampilkan gambar dan video “Niagara Falls”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Kegiatan inti                                                                                                                                  | Deskripsi Kegiatan                                                                 | Waktu   |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Kegiatan inti</td>
<td></td>
<td>(60 menit)</td>
</tr>
<tr>
<td>1. Guru membagi siswa menjadi kelompok-kelompok yang terdiri dari 5-6 orang</td>
<td></td>
<td>Mengamati</td>
</tr>
</tbody>
</table>
| No. | Deskripsi | Keterampilan
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Guru memberikan lembaran chart yang harus mereka isi kepada masing-masing kelompok</td>
<td>Mengamati</td>
</tr>
<tr>
<td>3.</td>
<td>Guru meminta siswa untuk mengisi 3 kolom pada chart yang telah diberikan</td>
<td>Mencoba</td>
</tr>
<tr>
<td>4.</td>
<td>Guru memberi kesempatan kepada murid untuk bertanya atau memberi pertanyan untuk mengetahui jika mereka sudah mengerti.</td>
<td>Menanya</td>
</tr>
<tr>
<td>5.</td>
<td>Guru memberikan teks deskriptif “Niagara Falls” kepada masing-masing kelompok</td>
<td>Mengamati</td>
</tr>
<tr>
<td>6.</td>
<td>Guru meminta siswa membaca secara intensive dan mengisis kolum terakhir pada chart beserta jawaban pertanyan</td>
<td>Mengasosiasikan</td>
</tr>
<tr>
<td>7.</td>
<td>Guru memberikan kesempatan kepada masing masing kelompok untuk bertanya 5 kosa kata kepada guru</td>
<td>Menanya</td>
</tr>
<tr>
<td>8.</td>
<td>Guru bersama siswa melakukan diskusi bersama tentang teks deskriptif untuk memeriksa pemahaman siswa.</td>
<td>Mengkomunikasikan</td>
</tr>
<tr>
<td>9.</td>
<td>Guru memberikan soal kepada siswa untuk tugas individu</td>
<td>Mencoba</td>
</tr>
<tr>
<td>10.</td>
<td>Guru dan siswa bersama membahas jawaban tersebut secara bersama-sama</td>
<td>Mengkomunikasikan</td>
</tr>
</tbody>
</table>

### Kegiatan akhir

1. Guru bersama siswa menyimpulkan materi yang sudah dipelajari.

2. Guru memberikan motivasi dan juga manfaat dari materi yang sudah dipelajari (10 menit)
3. Guru memberikan informasi mengenai pertemuan selanjutnya
4. Guru dan siswa berdoa kemudian ditutup dengan salam

(Pertemuan keenam)

<table>
<thead>
<tr>
<th>Kegiatan awal</th>
<th>Deskripsi Kegiatan</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Guru masuk ke dalam kelas dan memberi salam kemudian <em>Greetings</em> (<em>good morning</em>)</td>
<td>(10 menit)</td>
</tr>
<tr>
<td>2.</td>
<td>Guru dan siswa berdoa</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Guru mengecek absensi siswa</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Guru melakukan apersepsi tentang materi sebelumnya</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Guru menampilkan gambar dan video “Taj Mahal”</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kegiatan inti</th>
<th>Deskripsi Kegiatan</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Guru membagi siswa menjadi kelompok-kelompok yang terdiri dari 5-6 orang</td>
<td>(60 menit) Mengamati</td>
</tr>
<tr>
<td>2.</td>
<td>Guru memberikan lembaran chart yang harus mereka isi kepada masing-masing kelompok</td>
<td>Mengamati</td>
</tr>
<tr>
<td>3.</td>
<td>Guru meminta siswa untuk mengisi 3 kolom pada chart yang telah diberikan</td>
<td>Mencoba</td>
</tr>
<tr>
<td>4.</td>
<td>Guru memberi kesempatan kepada murid untuk bertanya atau memberi pertanyaan untuk mengetahui jika mereka sudah mengerti.</td>
<td>Menanya</td>
</tr>
<tr>
<td>5.</td>
<td>Guru memberikan teks deskriptif “The Amazing Taj Mahal in India” kepada masing-masing kelompok</td>
<td>Mengamati</td>
</tr>
</tbody>
</table>
6. Guru meminta siswa membaca secara intensive dan mengisis kolum terakhir pada chart beserta jawaban pertanyaan

7. Guru memberikan kesempatan kepada masing masing kelompok untuk bertanya 5 kosa kata kepada guru

8. Guru bersama siswa melakukan diskusi bersama tentang teks deskriptif untuk memeriksa pemahaman siswa.

9. Guru memberikan soal kepada siswa untuk tugas individu

10. Guru dan siswa bersama membahas jawaban tersebut secara bersama-sama

Kegiatan akhir

1. Guru bersama siswa menyimpulkan materi yang sudah dipelajari.

2. Guru memberikan motivasi dan juga manfaat dari materi yang sudah dipelajari

3. Guru memberikan informasi mengenai pertemuan selanjutnya

4. Guru dan siswa berdoa kemudian ditutup dengan salam

<table>
<thead>
<tr>
<th>G. Media, alat, dan sumber</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media : Buku siswa kelas X dan video.</td>
</tr>
<tr>
<td>Alat: Laptop dan LCD projector.</td>
</tr>
<tr>
<td>Sumber pembelajaran : buku siswa kelas X, google web, dan You Tube.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>H. Penilaian</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teknik Penilaian</td>
</tr>
<tr>
<td>- Pengetahuan : Untuk kerja</td>
</tr>
<tr>
<td>- Keterampilan : Unjuk kerja</td>
</tr>
</tbody>
</table>

2. Bentuk |
| - Tes lisan mengenai pemahaman teks deskriptif yang telah diberikan. |
- Tes tulis mengenai pemahaman teks deskriptif yang telah diberikan.

3. Instrumen
   Pertemuan pertama
   - Tugas individu: Mengerjakan tugas di LKS
   Pertemuan kedua
   - Tugas Kelompok: Mengisi chart
   - Tugas Individu: Menjawab pertanyaan berkaitan dengan teks deskriptif
     “Kota Tua”
     1. Why Kota Tua was called “The Jewel of Asia” and “Queen of the East”?  
     2. Who is Jan Pieterszoon Coen?  
     3. When was Kota Tua built?  
     4. What did people call Fatahillah Museum before?  
     5. What can visitors do in Kota Tua?  
   Pertemuan ketiga
   - Tugas Kelompok: Mengisi chart
   - Tugas Individu: Menjawab pertanyaan berkaitan dengan teks deskriptif
     “Losari Beach”
     1. Where is Losari beach located?  
     2. What attraction does Losari beach offer?  
     3. How long is Losari beach?  
     4. What is the name of place where the children can play and run?  
     5. What is the main idea of the last paragraph?  
   Pertemuan keempat
   - Tugas Kelompok: Mengisi chart
   - Tugas Individu: Menjawab pertanyaan berkaitan dengan teks deskriptif
     “Wakatobi National Park”
     1. What is the operation of Wallacea?  
     2. Mention the group part of the Tungakbesi Island!  
     3. How many species of coral in Wakatobi?  
     4. What is the main idea of first paragraph?  
     5. Where is Wakatobi located geographically?  
   Pertemuan kelima
   - Tugas Kelompok: Mengisi chart
   - Tugas Individu: Menjawab pertanyaan berkaitan dengan teks deskriptif
     “Niagara Falls”
     1. Where is Niagara Falls located?  
     2. Mention the three waterfalls that form the Niagara Falls!  
     3. What people can enjoy in the Cave of the Winds?
4. Where can people watch a film of the thundering falls with completely different background?
5. What is shown in Niagara’s Wax Museum of History?

Pertemuan keenam
- Tugas Kelompok: Mengisi chart
- Tugas Individu: Menjawab pertanyaan berkaitan dengan teks deskriptif “The Amazing Taj Mahal in India”

1. What is the text about?
2. Why did the King Shah Jahan built Taj Mahal
3. What is meant by a mausoleum?
4. What is mean by a Taj?
5. What is the main idea of paragraph three?

4. Rubrik penilaian
   - Chart

<table>
<thead>
<tr>
<th>No</th>
<th>Nama</th>
<th>Aspek</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Content</td>
<td>Accuracy</td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Kriteria
Diction 3, jika tulisan sesuai dengan teks
2, jika ada tulisan yang kurang tepat
1, jika banyak tulisan yang kurang tepat

Accuracy 3, jika grammar akurat
2, jika grammar ada yang tidak akurat
1, jika sebagian besar grammar tidak akurat

- Soal essay/isian singkat
S = B/J x 100
Ket: S: skor
B: jumlah jawaban benar
J: jumlah soal
APPENDIX 15

RESEARCH DOCUMENTATION
<table>
<thead>
<tr>
<th>Things we know</th>
<th>Things we see but not names</th>
<th>Things we need to know</th>
<th>Things we have learnt</th>
</tr>
</thead>
</table>
| Taj Mahal is a world heritage site located in Agra, India  
- Built by Mughal Emperor Shah Jahan in 1631-1653 | ... | Things about its architecture and history  
- Made of white marble  
- Located near the Yamuna River in Agra  
- UNESCO World Heritage Site  
- Symbol of love and devotion | Its name is derived from the Persian word for "moon's shade."  
- It is a mausoleum for Mughal Emperor Shah Jahan  
- It is situated in the heart of Agra's historic city center |
APPENDIX 16

SURAT BIMBINGAN

KEMENTERIAN AGAMA
UIN JAKARTA
FITK

SURAT BIMBINGAN SKRIPSI

Nomor : B-0513/FR/K.M.01.3-III/2019
Lamp. : 1
Hal : Bimbingan Skripsi

Jakarta, 25 Maret 2019

Yang terhormat,
Siti Nural Azkiyah, M.Sc., Ph.D.
Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
Universitas Negeri Jakarta

Assalamu 'alaikum Wr. Wb.

Dengan ini diharapkan kesekian Saudara untuk menjadi pembimbing 1 (satu) perusahaan skripsi mahasiswa:

Nama : Nila Aya Diniarti
NIM : 1115014000075
Jurusan : Pendidikan Bahasa Inggris
Semester : 8 (Delapan)
Judul Skripsi : The Effectiveness of Intensive Reading Technique on Students’ Reading Comprehension of Explanation Text


Bimbingan skripsi ini ditawarkan selama dalam waktu 6 (enam) bulan, dan dapat disepakatkan selama 5 (lima) bulan berikutnya, atau setelah pasca jawapan.

Atas perhatian dan kerja sama Saudara, harap usap, khusus terimakasih.

Wassalamualaikum wr. wb.

[Signature]

[Stamp]

Penanda Tanda Diterima

[Stamp]

[Signature]

Tembusan:
1. Dosen FITK
2. Mahasiswa ybs.
Yang terhormat,
Neneng Santiati, M.Pd.
Pembimbing Skripsi
Fakultas Ilmu Tarbiyah dan Keguruan
UIN Syarif Hidayatullah
Jakarta.

Assalamu'alaikum Wr. Wb.

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

Nama : Niama Ayu Dianita
NIM : 111150140000073
Jurusan : Pendidikan Bahasa Inggris
Semester : 8 (Dekan)

Judul Skripsi : The Effectiveness of Intensive Reading Technique on Students' Reading Comprehension of Explanation Text


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

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

Wassalamu'alaikum wr. wkb.

Tombol:
1. Telek FITK
2. Mahasiswa ybs.
APPENDIX 17

SURAT IZIN PENELITIAN

KEMENTERIAN AGAMA
UIN JAKARTA
FITK

FORM (FR)

KEMENTERIAN AGAMA
UIN JAKARTA
FITK

FORM (FR)

SURAT PERMOHONAN IZIN PENELITIAN

Nomor : B- 1261 /FKM.01.3/VIII/2019
Lampiran :
Hal :

Jakarta, 7 Agustus 2019

Permohonan Izin Penelitian

Kepada Yth,

Kepala MA Jam’iyah Islamiyyah

di-

Tempat

Assalamu’alaikum Wr. Wb.

Dengan hormat kami sampaikan bahwa,

Nama : Nilam Ayu Diniarti
NIM : 11150140000075
Jurusan : Pendidikan Bahasa Inggris
Semester : VIII (Delaapan)

Judul Skripsi: The Effectiveness of Intensive Reading on Students’ Reading Comprehension of Descriptive Text

adalah bebas mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UI Jakarta yang sedang menyusun Skripsi, dan akan mengadakan penelitian (tes) di instansi sekolah/madrasah yang Saudara pimpin.

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

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

Wassalamu’alaikum Wr. Wb.

[Signature]

Kepala Pendidikan Bahasa Inggris

[Name]

[Signature]

[Name]

[Title]

[Signature]

[Name]

[Signature]

[Name]

[Signature]

[Name]

[Signature]

[Name]

[Signature]

[Name]

[Signature]

Tembusan:
1. Delan FITK
2. Ward Delan Bidang Akademik
3. Mahasiswa yang bersangkutan
APPENDIX 18
SURAT KETERANGAN PENELITIAN

Yang bertanda tangan di bawah ini adalah Kepala Madrasah Aliyah Jam’iyyah Islamiyyah Pondok Aren Tanggerang, menerangkan bahwa:

Nama : Nilam Aya Dinarti
NIM : 11150140000075
Jurusan/Prodi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effectiveness of Intensive Reading on Students’ Reading Comprehension of Descriptive Text


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

Pondok Aren, 09 September 2019
Kepala Madrasah

H. Bakrul Khoir, S.Ag.
NIP. 195612302006041007