THE EFFECT OF THE WORD CARD STRATEGY ON THE READING COMPREHENSION ACHIEVEMENT OF GRADE X STUDENTS OF SMA N 1 PRAMBANAN IN THE ACADEMIC YEAR OF 2013/2014

A THESIS

Presented as Partial Fulfillment of the Requirements for the Attainment of the Degree of *Sarjana Pendidikan* in English Language Education

By:

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ENGLISH EDUCATION DEPARTMENT

FACULTY OF LANGUAGES AND ARTS

YOGYAKARTA STATE UNIVERSITY

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Yogyakarta, 7 Juli 2013

Penulis,

Dhanastri Herningtyas

MOTTOS

"Citipkan cita-cita pada imajinasi tanpa batas, biarkan ia terbang tinggi."
(Anies Baswedan)

"Kind words can be short and easy to speak, but their echoes are truly endless."
(Mother Theresa)

"Not all of us can do great things. But we can do small things with great love."
(Mother Theresa)

"You may say I'm a dreamer, but I'm not the only one. I hope someday you'll join us. And the world will live as one."
(John Lennon)

"Beginnings are usually scary and endings are usually sad, but it's everything in between that makes it all worth living."
(Bob Marley)

DEDICATIONS

This thesis is dedicated to my beloved mother who loves me and always supports me and to my Lord, Jesus Christ, who always reminds me to be a faithful person. This thesis is also dedicated to my beloved family and friends and to my lecturers who have propelled my development as a learner. They always support me to always try and smile. They are my strength so that I could finish my thesis.

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In the name of Jesus Christ, my Lord, my best friend and my strength. All praises be to God, who guides me and reminds me not to give up. He always guides me to bear all the things, even those that I think I cannot handle.

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Finally, any criticism, ideas, and suggestions for the improvement of this thesis are greatly appreciated. I hope that it is useful for the development of the reading teaching and learning process at senior high schools in particular.

Yogyakarta, July 7, 2014

The writer

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ABSTRACT

The objective of this research is to find out whether there is a significant difference between the reading comprehension achievements of grade X students of SMA N 1 Prambanan in the academic year of 2013/2014 who are taught using the word card strategy and that of those who are taught without using the strategy.

The research was a quasi-experimental study. It involved 60 students of grade X classes of SMA N 1 Prambanan in the second semester of the academic year of 2013/2014 who were divided into two groups, X IPA2 as the experimental group and X IPA1 as the control group. The students in the experimental group were taught by using the word card strategy, whereas those in the control group were taught without using the strategy. The data were collected using the reading comprehension test. It was administered to the two groups as the pre-test and the post-test. The data were analyzed by means of descriptive and inferential statistics. The data scores in the pre-test and post-test of both groups were found as homogenous but the data set for the post-test of the control group deviated from normal distribution. Then, the hypothesis was tested using the non-parametric statistics, the Mann-Whitney *U*-Test.

The findings of the research show that that the value of significance is 0.400 which is above the level of significance (0.05). It means that there is no significant difference between the reading comprehension achievement of grade X students of SMA N 1 Prambanan in the academic year of 2013/2014 who are taught using the word card strategy and those who are taught without it. The mean score of the pre-test and the post-test of the control group increased from 79.86 to 85.90 or increased 6.04 point. The mean score of the pre-test and the post-test of the experimental group increased from 80.35 to 84.02 or increased 3.67 point. There are some factors identified by the researchers that affected the result of the study. They are the WCS and the repetition system and vocabulary as one of the micro-skills in reading comprehension, teachers' control and feedbacks, integrated teaching and learning of the reading and the writing skills, and careful attention on the keyword technique. Finally, the word card strategy can be applied as an alternative of vocabulary learning in combination with controlled-vocabulary exercises in the classrooms and with careful attention of the repetition system in memorization process.

CHAPTER I
INTRODUCTION

This chapter presents some important substances concerning the background of the study. This is presented in six headings. They are background of the study, identification of the problem, delimitation of the problem, formulation of the problem, the objective of the study and the significance of the study.

A. Background of the Study

The teaching of the reading skill in English instructions in senior high schools in Indonesia plays a significant role for some reasons. The first reason is that the reading skill is one of the four skills that has to be mastered by senior high school students according to Indonesian curriculums, both the School-Based Curriculum and Curriculum 2013. Further, mastering the reading skill for senior high school students is not only simply for pleasure. They have to master this skill for study purposes because later, they have the final examination or *Ujian Nasional* in grade XII. In addition, in the final examination, they will find a higher proportion of the reading comprehension test than that of the listening test. Secondly, the reading skill will be useful for the other English skills, for example, the writing skill. Harmer (1998) states that after students read and comprehend a good text, they will get a good model for their writing skills. It means that when they are able to read and comprehend a text well, they will learn how to construct a good text too. The

other reason is that by reading a text, there are opportunities for students to learn some language features existing in a text including vocabulary, grammar, punctuation, and the way students construct sentences, paragraphs, and texts.

Focusing on vocabulary as an aspect of languages features in a text, vocabulary learning is one of the most important things that teacher have to concern in English classrooms. Wilkins, cited by Thornbury (2002) suggests the importance of vocabulary learning by stating "*You can say a very little with grammar, but you can say almost anything with words!*". Thornbury's statement emphasizes how important for people to know words in English is to express their ideas, of course, without ignoring the important roles of grammar. In relation to the reading comprehension, there are some studies that prove the significant correlation between reading comprehension achievement and vocabulary mastery.

One of the studies concerning vocabulary instruction and reading comprehension was carried out by Ebbers and Denton in 2008. The study found that there are some needs to develop independent strategy of vocabulary learning to foster students' comprehension toward a text. In line with the previous study, research carried out by Samir in 2007 also proved the relationship between vocabulary and students' comprehension. Samir (2007) states that readers will not be able to comprehend a text when they do not know what most of the words mean. Her study also proved that providing vocabulary instructions for students will improve students' reading

comprehension. Further, Harmer (2007) defines the essential role of vocabulary mastery because when readers do not know half of the words in a text, they will find some difficulties in comprehending the message of the text. However, Ricketts et al. (2007) defines that vocabulary is important for some reading skills, not for all reading skills. In addition, the study proved that there is a significant correlation between vocabulary and reading comprehension, but not text reading accuracy, decoding and regular word reading. Logically, students will be able to read and comprehend a text well when they are able to identify and know what the words mean (Samir, 2007).

Related to the importance of vocabulary knowledge in reading comprehension, there are some techniques and strategies that can be advocated in English classrooms. Nation (2008) suggests that in the very beginning teachers need to divide vocabulary into high frequency words and low frequency words so that teachers could make a right decision on the order of teaching them. High frequency words should come first and low frequency words come later. Then, dividing vocabulary into two classifications enables teachers to decide what words that they have to focus on. Further, there are some strategies for vocabulary learning proposed by Nation (2008); one of them is *the word card strategy*. This strategy can be applied for high frequency words and low frequency words. In addition, there are also some advantages proposed by this strategy. The first is that there are many words that can be learned in a short time. Then, all the words that have been learned can be memorized for a long time. On the other hand, a study carried out by

Mondria and Fries (1994) found that the use of word cards in vocabulary learning was more efficient with the combination of repetition system. They also pointed out the essential role of memorization in vocabulary learning. In line with Mondria and Fries, a study carried out by Li (2009) on students L2 vocabulary learning strategies in Chinese University found that among some strategies, the WCS was considered as the strategy that did not provide repetition system in relation to students' long term memory.

Considering the importance of the reading skills in English language teaching in senior high school, and the importance of vocabulary learning, a vocabulary learning strategy can be applied to help students in their independent vocabulary learning resulting in the development of their reading comprehension. To the best of the researcher's knowledge and from the observation when researcher was doing KKN and PPL (1st April-17st September 2013), the WCS has not been applied yet in SMA Negeri 1 Prambanan, although some students found some difficulties in comprehending a text because of their lacks of vocabulary knowledge. Due to the limitation of the time in English language teaching (only 45 minutes in every class hour and 90-135 minutes in every meeting), teachers preferred to directly told the students the meaning of the unknown word to the students.

In fact, paying too much attention to all unknown words for students seems ineffective since each student has difference vocabulary knowledge but Nation (2008) suggests that teachers need to provide strategies to students to enable them to learn easily and to be more autonomous. The word card

strategy is one of the most effective strategies that can be applied in English classrooms. In addition, in relation to students' memory span, an experimental study carried out by Kuo and Ho (2012) found that students (Taiwanese High School students) who were taught by using the word card strategy had a better performance on vocabulary retention than those who were taught using word list strategy. However, to the best of the researcher's knowledge, there is still limited study assessing the effects of the word card strategy on students' reading comprehension achievement. The strategy proposed by Nation (2008), some advantages and disadvantages of the WCS and some related studies showing the significant correlation between vocabulary knowledge and reading comprehension aroused the researcher's curiousity, which inspired her to conduct this study to prove Nation's claim by examining the effects of the WCS on the students' reading comprehension achievement, particularly in Indonesian reading teaching and learning context.

B. Identification of the Problems

There are some aspects that influence the teaching and learning of the reading skill in the English instructions in senior high schools. They are related to the students, the teacher, and the learning strategies applied in the classrooms. All problems are related one another in a specific way.

The first problem was related to the students' vocabulary knowledge. To the best of the researcher's knowledge and also from the observation during KKN and PPL the principal problem that was found by students in

comprehending a text was their lack of vocabulary knowledge. Some students could not understand a text because they did not know the meanings of some words, even, for the words which belong to the high frequency words. They often asked to their friends and the teacher when they found unfamiliar words in the text. In the broader area of English language teaching, the problem of vocabulary knowledge in relation to reading comprehension has been a subject of studies for years. Some research proved that each student starts at the different levels of ability (different vocabulary knowledge). Further, Ebbers and Denton (2008) also paid attention to the term "*Mathew Effect*" in their study, the term that describes that someone with rich vocabulary will get richer, while those who have poor vocabulary will remain at the lack of vocabulary knowledge. The reason was that students who found difficulties in reading and comprehending a text would avoid reading a text. From the above facts, the problem on the students' vocabulary knowledge affects their abilities to comprehend a text.

The second problem related to the teachers' roles as an organizer and prompter in teaching the reading skill. Harmer (2007) regards that it is important for teacher to be an organizer who give students clear instructions on what they have to do and why they have to do so. In deliberate vocabulary teaching, teachers should spend time to design the activities and exercises for students. In fact it would be time consuming if teachers only focus on the design of vocabulary teaching and learning by overlooking the other aspects of language to be taught. Then, as a prompter, teachers should lead students to

notice some languages features in a text including vocabulary. Because of the limitation of the time for teaching and learning process in each meeting, of course, it was difficult for teachers to pay attention to all language features in a text in each meeting. Finally, the more effective way is to get the students more autonomous and aware to learn by themselves.

The last problem is related to learning strategies in English language teaching. There were some studies focusing on some effective strategies of learning, in this case, vocabulary learning in relation to reading comprehension. Although training a strategy to students takes time, both students and teachers can get some benefits from the strategy as students can be more autonomous in the classrooms. On the other hand, instead of training any vocabulary learning strategies to the students, teachers preferred to design or to use some vocabulary exercises for the students. It seemed more efficient because the students could learn some words directly from the exercises but in fact, they became dependent to the exercises which were given by teachers. The more effective ways to deal with this problem proposed by some experts and studies on vocabulary learning is that an effective vocabulary learning strategy is needed to improve the students' vocabulary knowledge that will result in the improvement of the students' reading comprehension.

All of the mentioned problems above are related in a specific way. Here are the problems identified in this study and the relation among them:

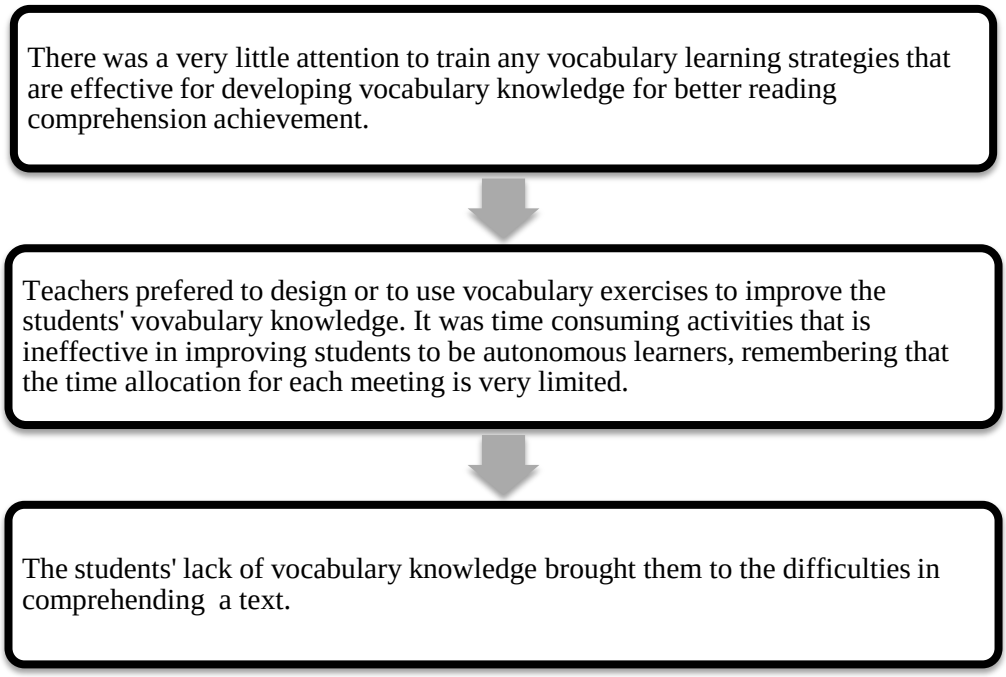

Figure 1: **The Relationship among the Identified Problems**

From figure 1, all the essential problems in teaching the reading skills have a particular relationship. The problem that was analyzed to be the root of the problems was the problem related to the vocabulary learning strategies provided in the classroom. Because of there was a little attention given to the training of any vocabulary learning strategies, students tended to be dependent to vocabulary exercises from their teachers. At the same time, teachers should provide some vocabulary exercises for the students and brought them in teaching and learning process in the classrooms in a very limited time in every meeting. For that reasons, not all vocabulary that is needed by the students was learned well by them. Those facts resulted in the students' lacks of vocabulary knowledge and brought the final condition where the students could not comprehend a text well.

C. Delimitation of the Problems

The previous part explains some problems related to teaching and learning of reading. To be more effective, the researcher chose one problem which was considered as the root of the problems to be studied. Based on the problems which were found in English language instructions in SMA Negeri 1 Prambanan, and the reading comprehension problems in general, this study is limited to the problem related to students' vocabulary learning strategy, in this case, using the word card strategy. This study aims at comparing and examining whether there is a significant difference on the students' reading comprehension achievement for those who were taught using the word card strategy to those who were taught without using it.

The researcher chose to study this problem for three reasons. First, the problem of vocabulary learning strategy was considered as the root of the problems in students' reading comprehension achievement. To solve this problem would bring a solution for the two other problems. When students are provided the WCS, they would be more autonomous to learn vocabulary and it means that teachers should not spend too much time to design and provide vocabulary exercises that sometimes did not meet the students' needs (students had different ability to recognize and understand a word, a word might be unknown for a student but at the same time might be familiar for other students). Further, when students were able to use the strategy fluently, their vocabulary knowledge would be improved and they would comprehend a text well.

The second reason was that the researcher interested in Nation's preference on the word card strategy in vocabulary learning. In addition, to the best of the researcher's knowledge, the strategy had not been applied yet in SMA Negeri 1 Prambanan although there are many theories and studies that successfully proved the benefits of using the strategy. On the other hand, there were also some studies that found the ineffective use of the WCS in term of vocabulary retention and learners' preference toward this strategy. The last, the researcher was interested in finding and examining the effectiveness of the word card strategy on students' reading comprehension achievement.

D. Formulation of the Problems

Referring to the problems identification and delimitation of the problem, the researcher formulated the following research questions:

1. What is the reading comprehension achievement of grade X students of SMA N 1 Prambanan in the academic year of 2013/2014 who are taught using the word card strategy?
2. What is the reading comprehension achievement of grade X students of SMA N 1 Prambanan in the academic year of 2013/2014 who are taught without using the word card strategy?
3. Is there any significant difference between the reading comprehension achievements of grade X students of SMA N 1 Prambanan in the academic year of 2013/2014 who are taught using the word card strategy and that of those who are taught without using it?

E. The Objective of the Study

The objectives of the study can be formulated as follows:

1. To describe the reading comprehension achievement of grade X students of SMA N 1 Prambanan in the academic year of 2013/2014 who are taught using the word card strategy.
2. To describe the reading comprehension achievement of grade X students of SMA N 1 Prambanan in the academic year of 2013/2014 who are taught without using the word card strategy.
3. To find out whether there is a significant difference between the reading comprehension achievements of grade X students of SMA N 1 Prambanan in the academic year of 2013/2014 who are taught using the word card strategy and that of those who are taught without using it.

F. The Significance of the Study

Since, to the best of the researcher's knowledge, there is no prior study had compared the students' reading comprehension achievement who are taught using word card strategy to those who are taught without it, if this research proves that teaching vocabulary using word card strategy as significantly better than teaching vocabulary without this strategy in terms of the students' reading comprehension achievement, the researcher can implement this strategy in future classes. Then, this strategy will also help the students who find difficulties in comprehending a text because of their lacks of vocabulary to be able to improve their vocabulary that brings the results on

their reading comprehension achievement. Moreover, the researcher can introduce this strategy to other teachers or EFL teachers so that, other teachers or EFL teachers can apply this strategy to help the students in reading.

On the other hand, if the results of this study indicate that teaching vocabulary without word card strategy shows the better effect than word card strategy on students' reading comprehension achievement, or, both strategies show the same results or effects on the students' reading comprehension achievement, the word card strategy can be applied as an alternative for deliberate vocabulary teaching to enrich the students' vocabulary repertoire.

By conducting this study, the researcher also enriches the literature on the study of word card strategy in relation to students' reading comprehension achievement. Therefore, it helps other researchers who want to have a study on the same area.

CHAPTER II
THEORETICAL REVIEW

This chapter presents some important substances concerning the theoretical review of the study. This is presented in four headings. They are theoretical description, review on related studies, conceptual framework, and hypothesis.

A. Theoretical Description

This sub-chapter presents a review on theories concerning the research variables. The literature reviews concerning four major areas which are related to the present study. They are the nature of reading, the nature of vocabulary, the word card strategy, and the teaching of the reading skill in senior high schools in Indonesia.

1. The Nature of Reading

a. The Definition of Reading

One of the English language skills is the reading skill. There are some definitions of reading proposed some experts and linguists. Spratt et al. (2005) define reading as a receptive activity that involves the activity of responding to a text not producing a text. However, it does not mean that reading is a passive skill. Reading is also a process that requires the reader to do some active activities. This statement is supported by the definition of reading according to Harmer (1998):

> Reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean, see the pictures the words are painting, understand what the argument, and work out if we agree with them. If we do not do these things-and if students do not do these things-then we only just scratch the surface of the text and we quickly forget it.

From the above definition, to read and comprehend a text, readers have to be able to understand the words, phrases and sentences in the text. Here, reading means comprehending a text, not only looking at the words and sentences in the text and then forget them. In line with Harmer, Grabe (2009) views reading as a process that need multiple efforts of the readers to grasp the ideas shared by a text, to summarize comprehension, to evaluate their comprehension and to match their comprehension with their reading purposes. Finally, to summarize all definitions about reading, reading can be defined as a receptive skill that requires readers of a text to comprehend the text in the words, sentences and whole-text levels so that readers can understand the content of the text.

b. Reading Comprehension

An important term which can define reading in detail is reading comprehension. Snow (2002:11) defines reading comprehension as "*the process of simultaneously extracting and constructing meaning through interaction and involvement with written language*". It means that readers try to grasp the ideas shared by text and construct them into comprehension. In addition, reading is not all about the text which is read by the reader. More than that, reading comprehension involves

three important elements that are the reader, the text, and the activity (Snow, 2002).

In line with Snow, Lems et al. (2010) also define reading comprehension as a skill to construct meaning from the text. Further, they explain the obvious difference between "decoding" and "constructing" meaning. In decoding meaning, the reader tries to grasp the message in the text but in constructing meaning, the reader develops ideas from the decoded messages. It means that when the reader is able to decode the messages from the text he still has to do try much harder to construct the ideas from the messages.

Further, there are some micro- and macro-skills for reading comprehension proposed by Brown (2004). The micro-skills of reading comprehension are described as follows.

1) Discriminating the distinctive graphemes and orthographic patterns of English.
2) Retaining chunks of language in short term memory.
3) Processing writing at an efficient rate of speed to achieve the goal.
4) Recognizing a core of words and understanding word patterns and their significance.
5) Recognizing grammatical word classes, systems, patterns, rules and elliptical forms.
6) Recognizing cohesive devices in written texts and their role in signaling the relationship between and among clauses.

Then, the following explanation describes some macro-skills for reading comprehension.

1) Recognizing rhetorical pattern forms in written texts and their significance for interpretation.
2) Recognizing the communicative function of written texts according to form and purposes.
3) Inferring implicit context by using background knowledge.
4) Inferring links and connections between events, detecting main ideas, supporting ideas, new information, given information, generalization, and exemplification.
5) Distinguishing literal and implied meaning.
6) Understanding culturally specific inference and interpreting the in context of the appropriate cultural schemata.
7) Developing the use of reading strategies such as scanning and skimming, detecting discourse markers, guessing the meaning of the words in context and activating schemata for understanding a text.

To successfully comprehend a written text, learners have to be able to activate their micro- and macro-skills for reading comprehension. Referring to the micro- and macro-skills of reading comprehension, students' vocabulary knowledge is only one of the micro-skills that has to be mastered by students to achieve their goal in reading comprehension.

In addition, reading comprehension involves several processes. Nation (2009) suggests two main processes in reading comprehension which are microdevelopmental and macrodevelopmental processes.

1) Microdevelopmental Process

Microdevelopmental process involves the interaction among the reader, the text, and the activities through pre-reading, whilst-reading, and post-reading. Through the interaction in the stages, students have to be able to differentiate what they need before reading a text and what they get after reading a text, for example, in term of vocabulary knowledge. Students' vocabulary knowledge needed to read a text will be different with those that they have after reading a text.

2) Macrodevelopmental Process

Macrodevelopmental process means the developmental process of students' cognitive aspect. Students will be more experienced because they used to read some kinds of texts. Students will be more familiar with their teacher's reading instructions through some reading activities. When students are more experienced, they will be able to utilize their knowledge in the future reading.

All in all, reading comprehension is the process of decoding and constructing meaning from a written text which involves three interrelated elements that are the reader, the text, and the activity.

c. Intensive and Extensive Reading

Related to the purposes of reading, reading can be classified into intensive and extensive reading. Here is the discussion of each type of reading.

1) Intensive Reading

Commonly, learners apply intensive reading to comprehend a text in an academic context. Samir (2007:55) defines intensive reading as follows:

> Intensive reading, also called study reading, involves close study of the text and careful analysis of each sentence including the study of vocabulary, syntax (punctuation clues and cohesive elements) and discourse (topic sentence and supporting details and coherence). Intensive reading includes critical reading which is concerned with learning to read a text with the purpose of making critical judgments about it, as when one reads in his native language.

Samir's definition above clarifies that intensive reading involves the analysis process of sentences and language features in a text. Through intensive reading, reader will learn some specific language features exist in the text. Further, Nation (2009) suggests that there are two important purposes of intensive reading, which are to comprehend a text and to learn any language features in the text. In addition, intensive reading also facilitates students to improve the control of their strategies in reading. Hedgcock (2009) states that there are some benefits from intensive reading. The benefits are presented below.

a) The students learn a text which is decided by their teachers.

b) All students read the same text and complete the same tasks; they are also assessed by the same assessment designed by their teacher.

c) Teachers can focus on the linguistic features and the content in the text so that students are facilitated to improve their reading strategies.

d) Assessment of students' reading comprehension, reading development and reading efficiency is facilitated with the fact that students work with the same texts and activities.

In intensive reading, students should not only focus on the content of the text but also on the language features in the text. Studying language features in the text will help students to deal with any other text in the future. Nation (2009), states that learning language features in a text has several benefits. The benefits are described as follows.

a) Learning any language features from a text can show the importance of the language features related to communicative purposes (to construct a meaning of the whole text).

b) Learning any language features from a text also avoid some interferences between vocabulary and grammatical features.

On the other hand, when the topic in the text is too interesting for students, they usually only focus on the content of the text and do

not focus on the language features that will help them to read any other texts.

Referring to the importance of learning language features in intensive reading, Nation (2009) suggests that intensive reading can be focused on some essential aspects. They are:

a) comprehension; the purpose of reading is to understand a text
b) regular and irregular sound spelling; the purpose of reading is to learn phonics, spelling rules and reading aloud
c) vocabulary; the purpose of reading is to pay attention on some useful words in the text, in term of the meaning and the use of the words
d) grammar; any grammatical features that are difficult to understand by students can be discussed and analyzed together
e) cohesion; learners try to learn pronouns and the cohesion between sentences in a text so that they can find how some different words in a text can have the same meaning
f) information structure; texts in different contexts will have different information
g) genre features; students learn the purposes of a text from its genre features
h) strategies; intensive reading can help students to learn any reading strategies related to comprehension, vocabulary, grammar, and cohesion.

Focusing on teachers' roles, there are also some important roles of teachers in intensive reading suggested by Harmer (2007). The roles are:

a) as organizer; teachers should explain to students the purposes of intensive reading, the goals which should be achieved and how students can achieve the goals
b) as observer; teachers should control the students' improvement while students read a text so that it will be a consideration for teachers to give extra time or not or to give feedbacks
c) feedback organizer; when students have finished their tasks, teachers can give a feedback session (i.e. comparing answers in pairs, explaining if the students make mistakes)
d) prompter; teachers encourage students to pay attention to language features in a text.

The roles of teachers in intensive reading become important aspects in this process because intensive reading is usually done for academic purposes in classrooms. In fact, it is possible for teachers to be controllers who directly ask students to focus on any specific language features in a text. Finally, intensive reading is the process of reading for study purposes which involves the study of language features in a written text and the study of any reading strategies.

2) Extensive reading

In extensive reading, readers usually read professional articles, essays, technical reports, short stories, or books. Brown (2004), states that the purpose of extensive reading is commonly to understand a text globally not in detail. Extensive reading can be done in the classroom or outside the classroom. Different from intensive reading, in extensive reading students have an opportunity to choose their own text because in extensive reading, students have to be interested in the text. Further, extensive reading is related to students' attitude and motivation. The higher the students' motivation, the more texts they will read (Grabe, 2009).

In relation to the students' opportunity to choose their own text, there are some benefits of extensive reading suggested by Hedgecock (2009):

a) extensive reading develops comprehension skills
b) extensive reading develops automaticity
c) students' background knowledge can be improved
d) students' productive skills can be developed
e) extensive reading promotes confidence and motivation

From the discussion, extensive reading is usually apllied for pleasure purpose. Here, teachers have some important role to promote reading to students. Some students need some supports from their teachers to have motivation to read (Harmer, 2007).

Teachers can promote the benefits of extensive reading and design any reading program which shows the reading process that should be achieved by students. Besides, teachers also can encourage students to choose appropriate texts.

d. The Essence of Reading process

There had been a lot of studies conducted to find out the precise definition of reading but is is difficult to exactly define what reading is. In the previous part of this chapter, it has been explained that reading has some important aspects. The essential aspect of reading is not only the text itself but also the reader, the activity, and the context (Nation, 2009). Here is the discussion of each aspect of reading suggested by Nation.

1) The Reader

An important issue related to a reader of a text is his or her ability and capacity. Here, the capacity involves cognitive capacities (attention, memory, critical analytic ability, inferencing) and students' motivation (the purposes of reading and the interest in the content of a specific text). The other abilities are related to vocabulary, domain and topic knowledge, linguistic and discourse knowledge, and knowledge of reading strategies. Finally, each reader probably has different ability and capacity that they employ when they read a text and it will bring different result on each reader.

2) The Text

Language features in a text affect students' comprehension. Referring to the fact that comprehension is not only the matter of decoding meaning from a text but also constructing meaning from what reader has grasped from a text, each reader might has different representation of a text. A text can be difficult or easy to understand depending on the features in the text.

3) The Activity

Reading is not a process in isolation. Every reading process has a purpose or purposes that want to be achieved in the end of the process. In the process, readers do some activities to achieve the goals.

4) The Context

It is important to control reading activities to be done in a certain context. By doing this, students have opportunities to learn in contextualized environment. When students learn in a contextualized environment, they will be able to get contextualized learning experience too so that they are able to use their knowledge to read any other text in the future reading.

It has been explained that the elements in reading are interrelated one another in the reading process. Hedgcock (2009) proposes three familiar categories or views of reading process. They are bottom-up views, top-down views, and interactive or integrative views.

1) Bottom-up View

One of the views of reading process is bottom-up view. This view believe that reading process start from the bottom level of the text structure which are the visual units such as; graphemes, morphemes, and words. Further, to construct a meaning from a written text, a reader should begin on its smallest parts which are graphemes, morphemes and words and continue to the other parts which are in the level of phrases, sentences, paragraphs, dan chunks of written discourse. Lems et al. (2010) defines bottom-up process as a set of word-level skills.

In addition, Hedgcock (2009:17) states that bottom-up processing operation is defined as "*mechanical pattern in which the reader creates a piece-by-piece mental translation of the information in the text".* It means that in the bottom-up view, readers process every word, letter by letter, every sentence, word by word, and every text, sentence by sentence. Here is the diagram describing reading process in bottom-up view proposed by Hedgcock (2009):

Figure 2: **The Reading Process in Bottom-up View Proposed by Hedgcock**

In English language instructions of EFL context, some educators avoid to adopt this view of reading because this view focuses on the separate units in a written text so the process will be not authentic and meaningful.

2) Top-downViews

In top-down view, reading process starts with the purposes of reading (Hedgcock, 2009). Readers begin their reading with their expectation on the text and the information they will find in the text. Further, Goodman cited by Hedgcock (2009), states that reading process is like a guessing game. Here is the diagram of the reading process in top-down view proposed by Goodman:

Figure 3: **The Reading Process in Top-down View Proposed by Goodman**

According to Figure 3 above, reading process in top-down view has a direct interaction between a written text and its meaning. In top-down view, readers start by predicting the content and the text structure, following by sampling the materials, confirming their predictions and finally correcting inaccurate or incomplete predictions. In addition to the previous claims, Lems et al. (2010) states that students activate their background knowledge to construct meaning from text in top-down process.

3) Interactive or Integrative Views

The last view on reading process is interactive or integrative view. This view avoids inappropriate mixture of the two previous views, bottom-up and top-down views. Grabe and Stoler cited by Hedgcock (2009:29) promote interactive model as "*the automatic processes that the reader carries out primarily in a bottom-up manner with little interference from other processing levels or knowledge resources*".

To summarize, there are three main views of reading process. The first view, which is bottom-up view, believes that reading is an analytical process which begins with the smallest parts of a text that are required for decoding. The second view, top-down view, believes that reading process start at the purposes of reading and the reader's background knowledge. In interactive or integratie reading, readers combine the previous two processes in a specific ways. This view believes that reading is mainly a bottom-up process with little interference of the reader's background knowledge.

2. The Nature of Vocabulary

a. The Definition of Vocabulary

Vocabulary is one of the important language features in a text as well as one of the important aspects that teachers should concern in teaching reading. Vocabulary is all the words that a person knows or

uses (Oxford Advanced Learner's Dictionary). Nation (2008) divides vocabulary into four levels on the basis of how often it occurs in the language (its frequency) and how widely it occurs (its range). The levels are described as follows:

1) High Frequency Words

High frequency words refer to the words that occur frequently in all the uses of language. It means that students will find these words in written or spoken language and in formal and informal situation. They are words that are common in everyday uses of English.

2) Academic Words

Academic words are words that are used in the academic setting. They are important for students who will use English for academic or study purposes, for example when they are studying in a university. These words do not belong to the high frequency words but they often occur in a specific area, especially academic area.

3) Technical Words

These words occur on particular area of language uses. They are important for someone who learns or works in a specialized area. Although they usually occur in a specific area, it is also possible to find the same technical word in more than one specialized area. Some technical words occur in more thanone

specialized area with the same meaning but some other occur in the different meaning or different uses of words.

4) Low Frequency Words

Low frequency words are words that do not occur frequently which cannot be categorized as high frequency words. They are also some technical words from other area of language uses, so the readers of the words do not know the meaning of the words. Some characteristics of low frequency words are:

a) the words do not occur frequently because it need months, even years for students to meet the words again
b) almost all low frequency words has a very limited range and is not needed in everyday language uses
c) low frequency words only have a small proportion in a text
d) low frequency words involves many group words.

Because of the characteristics of low frequency words, teachers do not need to spend classroom time to teach these words. Teachers only need to teach strategies to learners because it is still possible for them to find the words that belong to the low frequency words in the future reading. There are four strategies proposed by Nation (2008) related to vocabulary learning. They are guessing from context, learning from word cards, using word parts, and using dictionary.

Nation (2008) suggests the distinction of vocabulary into, at least, high frequency words and low frequency words. The importance of making a distinction between high frequency words and low frequency words is that it provides guidance for teachers on the order of which vocabulary should be learned first. Because of high frequency words occurs very often, Nation (2008) suggests that teachers should pay attention to this level of words. Further, deliberate teaching of these words in the classrooms is needed. Then, for the words that belong to low frequency word, teachers should provide students with strategies. If teachers provide students with an effective strategy and then students can apply it for low frequency words, it means a bonus for them.

b. The Deliberate Teaching and Learning of Vocabulary

Deliberate teaching and learning of vocabulary is one of the important aspects in a balanced vocabulary program. Usually, teachers deal with incidental teaching and learning of vocabulary because in a meeting there are only few words that teachers and students can focus on. Nation (2008) suggests some ways to quickly give attention to words. They include:

1) using L1 translation,
2) using the word synonyms in L2 which are quite familiar or a simple definition in L2,
3) using objects or pictures,

4) dividing words into parts and finding the meaning of the parts,
5) giving quick demonstration,
6) giving sample pictures or diagrams,
7) giving some words in context to find the meaning of the words, and
8) giving comment on the meaning of the root words.

Sometimes, teachers need to quickly give attention to some words because it will have strong effects on vocabulary learning without interrupting students' reading or listening activities.

Further, Nation (2008) also proposes some principal in deliberate vocabulary teaching and learning. They are:

1) teaching words in a simple way without complicated explanation,
2) relating vocabulary teaching and learning to students' prior knowledge which show a pattern or analogy,
3) using oral and written presentation,
4) giving more attention to the words which are familiar for students,
5) explaining to learners if there are high frequency words which are not quite useful for their future reading, and
6) giving other words only if they are familiar to students.

c. The Relationship between Vocabulary and Reading

Some studies proved the strong positive correlation between vocabulary and reading. One of the studies carried out by Ebbers and Denton proved that some students with reading difficulties had some

problems with their vocabulary mastery. They also found the effectiveness of vocabulary instruction for older students with learning difficulties. In line with Ebbers and Denton, Samir (2007), in her study of the importance of vocabulary development in reading comprehension in EFL classes, found that providing vocabulary instruction is the important way to improve the students' reading comprehension. In line with the previous study, Grabe (2009) claims that many prior studies on reading in L1 proved that there is a strong correlation between vocabulary and reading. Then, in the case of reading in L2, vocabulary is the best predictor for reading comprehension.

3. The Word Card Strategy

Providing students with vocabulary learning strategies becomes important because it will help them to deal with any other vocabulary which exists in a text. Grabe (2009) states that the purpose of providing strategies to students is that they can continue their learning easier by using the strategies that they have learned before. Referring to the importance of providing strategies to students, Snow (2002) suggests that teachers an focus on helping students to understand learning materials by giving students knowledge of any reading strategies which help them to be self-regulated and active. Further, Brown (2004) suggests some principal for reading comprehension strategies. They are:

a. identifying the purpose or purposes of reading,

b. applying spelling rules for bottom-up process,
c. using lexical analysis to define words meaning,
d. guessing meaning when students are not sure about some words meaning,
e. skimming a text to grasp the main idea of the text,
f. scanning a text to get detail information,
g. using silent reading technique to get quick processes,
h. using notes, outlines, chart or semantic mapping to understand the meaning of some words and remember them, and
i. differentiating explicit and implicit meaning of a word.

a. Vocabulary Learning Strategies

Nation (2008) also suggests some vocabulary learning strategies that are useful for students. They are guessing from context, learning from word cards, using word parts, and using a dictionary. The word card strategy will be discussed further in the following part of this chapter.

Learners' vocabulary learnability is affected by two main factors. The first factor is intralexical factor. Laufer cited by Boonkongsaen (2011) states that intralexical factor is the factor from the word itself, such as orthography, length and semantic features of the words. The second factor is extralexical factor. This factor is not directly related to the property of the word. This factor includes the role of memory in vocabulary learning, the inference from the L1 and

L2, and individual learner's differences. A synthesized study on vocabulary learning strategies conducted by Boonkongsaen (2011) found that there were some factors that affected the preference and the use of VLS in Thailand and other Asian countries. These factors have been categorized in reference to Ellis' frame work. The factors are described as follows.

1) Learner's Individual Difference Factor

This factor involves students' belief, attitude, motivation and language learning experience. Related to students' belief, some studies proved some difference findings. While some research proved that there is a significant correlation between students' belief and their preference on VLS, some other studies proved that there is no significant correlation between students' belief and their preference of VLS. Then, attitude is considered as the factor that significantly correlated to the preference and the use of VLS. Students with positive attitude use various types of VLS in their vocabulary learning. The last factor, motivation, is also considered as the factor that significantly correlated to the preference and the use of VLS. Students with high motivation use more various VLS than those with low motivation. The last factor, students' language learning experience is significantly related to the use of VLS. Students with wider learning experience will use various types of VLS.

2) Social and Situational Factor

The social and situational factors also affected the preference and the use of VLS. This factor includes some other specific factors. The first one is the field of study. Some studies proved that students in different field of study will choose different VLS to be employed in their vocabulary learning. The second factor is the course type. Students in regular program tend to use more various VLS compared to them in part-time program. The next is class level. The development of students' level of proficiency affects the development of VLS using. Gender is also a factor in VLS preference. Some studies proved that female and male students choose different type of VLS but some other proved that there is no significant correlation between gender and the use of VLS. The last factor is language learning environment. Classroom environment will affect the use of VLS, for example, encouragement from teachers will improve the use of VLS in vocabulary learning.

3) Learners' Learning Outcomes

This factor also includes some other specific factors. The first is language achievement. Students with higher language achievement will use more various VLS. The second is language proficiency. High proficiency students will use more various VLS. In addition, creative VLS tends to be used by high proficiency students. The

last factor is related to students' vocabulary knowledge. Students' vocabulary knowledge will be the basis of their vocabulary learning. It means that students' vocabulary knowledge significantly correlated to the use of VLS.

b. The Definition of the Word Card Strategy

The word card strategy is one of the strategies that are proposed by Nation in relation to vocabulary learning. Teachers can apply this strategy when they teach vocabulary for reading and also for writing skills. The WCS belongs to the deliberate teaching and learning of vocabulary. Deliberate teaching of vocabulary means that teachers carefully prepare the activities in this strategy. Teachers should decide the time allocation for this kind of vocabulary teaching. Not only that, they need also to think about the words limit or the number of the words that they want to teach to the students. Nation (2008) argues that deliberate teaching of vocabulary, in this case, using word card strategy, will take time, but there are some advantages of using this strategy. They are:

1) students can learn a large number of words during the time allocated by the teacher
2) deliberate learning from word cards can improve the implicit knowledge that is needed for common language use
3) the words that have been learned by the students can be remembered for a very long time

4) it is easy for the students to bring their word cards anywhere and anytime.

Due to the limitation of time allocation in teaching English in the Indonesian classrooms, teachers should consider the items to study. There are two options proposed by Nation in choosing the items to study. First, teachers can choose some words that belong to the high frequency words to be studied. Teachers can look for the high frequency words in the dictionary, for example The Longman Dictionary of Contemporary English or the COBUILD English Dictionary for Advanced Learners (Nation, 2008). Another way of deciding the items to study is to choose the words that have already read by the students but they cannot understand the meaning of the words. Since English teaching and learning in Indonesia is still based on text types and some teachers are still applying text-based method in teaching English, it is possible for teachers to apply the second ways of deciding the words to study. In the Modeling of the Text stage, students meet a new text and probably some new words, so that they can choose those words to be put on their word cards.

c. The Procedure of the Word Card Strategy

Applying the word card strategy in classroom context is quite easy. Nation (2008: 106) suggests the steps in the WCS:

Table 1: **The Procedure of the Word Card Strategy**

Step 1 *The learners make some small cards about 4cm by 2cm from ordinary photo copying or printing paper. These are small enough to be easily carried around in a pocket or handbag, and are light and not bulky so two or three packs of 50 cards in each pack could be easily carried. The cards are held by a rubber band.*
Step 2 *The learner writes a useful word, phrase, or sentence on one side and its translation into the first-language on other.*
Step 3 *The learner then goes through the pack, looking at each foreign word or phrase and trying to recall what was written on the other side. If the translation cannot be recalled, then the card is turned over to see what was written there.*
Step 4 *Words that were easy to recall are placed on the bottom of the pack. Those that had to be turned over are slipped somewhere into the middle so that they can be looked at again soon.*
Step 5 *After going through the pack once or twice, it is put away, ready to be looked at again in about half an hour.*
Step 6 *The cards in the pack are looked at again at increasingly spaced intervals of time-half an hour later, later that day, the next day,*
Step 7 *Words that are difficult to remember can be transferred to a new pack. Special techniques like the keyword technique and the word part analysis strategy can be applied to these words.*
Step 8 *When the words have been learned receptively (look at the foreign word, recall its meaning), then the cards are turned over and the words are learned productively (look at the L1 word and recall the foreign word)*

Students should know what kinds of words that may interfere them in applying the word cards strategy. Nation (2008) explained some guidelines that should be remembered by the teachers and the learners:

1) they have to avoid combining words that have similar spelling or sound, for example, *effort* and *effect*
2) they have to avoid combining words that have similar meaning but not exactly the same, for example, *remind* and *remember*
3) they have to avoid combining opposites, for example, *hot* and *cold*
4) they have to avoid combining members of a lexical set, for examples, articles of clothing, fruit or furniture. This means that learning the words *banana*, *orange*, *grape* together will make learning more difficult

In addition, Nation, cited in Nation (2008) that learning such items in the same pack will have some bad effects. First, learning will be 50% to 100% difficult. Second, the items can be mixed up if the learners do not sure about the meaning of the words.

d. The Keyword Technique

One of the techniques that can be applied to the words that are difficult to remember is the keyword technique. The steps of this technique are presented below.

1. The students think about a word in their first language that sounds like the difficult word in English. This is the keyword for the students.
2. The students think of an image involving the meaning of the L2 word and the meaning of the meaning of the keyword. The keyword technique has four parts:

a) The new L2 word

b) The keyword

c) The image involving the L2 word and the keyword

d) The meaning of the L2 word

e. The Word Card Strategy and Reading Skills

The word card strategy can improve the students' vocabulary and simultaneously improve the students' skills performances, including reading skills. If we look at the steps in applying the WCS, the last step shows that it can be useful also for writing skills. When students read the meaning of a difficult word and then try to find the English word, they will learn how to use the word. For reading skills, it is important for the students to know the meaning of the words. Nation (2008) stated that students need receptive knowledge when they have to read a text. It means that by knowing the meaning of the words in the text, students will be able to comprehend the text although they may not be able to use the words. From that reason, the WCS can be applied both for improving the students' reading and writing skills. The important matter is about how teachers and students apply the steps in the WCS.

4. The Teaching of the Reading Skill in Senior High Schools in Indonesia

a. Curriculum in Indonesia

In the end of 2013 till the early of 2014, there were two curriculums that were applied in senior high schools in Indonesia. The

first is the School Based Curriculum and the second is Curriculum 2013. Curriculum 2013 is applied in some selected senior high schools. One of them is SMA N 1 Prambanan. Based on the researcher observation during her KKN and PPL, in the early of the first semester, SMA N 1 Prambanan applied Curriculum 2013 but it was only for X grade classes and for some subjects which are Mathematics, History and Indonesian. Then, in the end of the semester, all of the subjects in this senior high school were based on the curriculum 2013. There are some differences between the teaching of English in the School Based Curriculum and the Curriculum 2013, especially in English language teaching and learning.

The first main difference is about the text types that should be learned by students. According to the previous curriculum, there are three text types that should be learned by students in the X grade. The text types are recount text, narrative and procedure, descriptive, and news items. In Curriculum 2013, the text types are descriptive, narrative and recount texts. The next important point is that according to this curriculum, there is no division of the text types that should be taught in the first and the second semester like in the previous curriculum. Based on the information from the English language teacher in SMA N Prambanan, the division is determined by MGMP (*Musyawarah Guru Mata Pelajaran*). Then, the text type that is taught in the second semester in SMA N 1 Prambanan is descriptive text. The

reading skill is one of the four English skills that have to be mastered by senior high school students. In addition, the curriculum states that senior high school students are prepared to reach the level of informational communication where they will be able to access knowledge through the four language skills. The scope involves understanding written texts through reading. One of the supporting competencies in reading is linguistic competence. Linguistic competence involves understanding and using vocabulary.

b. Core Competences and Basic Competences for X Grade Students of Senior High Schools

The core competences in Curriculum 2013 are designed following the development of the students in a certain level or class. According to Curriculum 2013, core competencies are the operational guidelines of the standard graduates or *SKL* (*Standar Kelulusan Siswa*). Core competencies involve three main aspects of teaching and learning that are: attitude (affective), knowledge (cognitive) and skills (psychomotor). Core competencies play a role as organizing elements for basic competencies vertically and horizontally. Vertically, there is continuity of core competencies in grade X, XI and XII. Horizontally, there is relevance between the core competencies of English and those of other subjects in senior high schools. Core competencies cover four aspects that are related to religiousity (the core competency 1), social aspect (the core competency 2), knowledge (the core competency 3) and the application of knowledge (the core competency 4). The core

competencies 1 and 2 have to be developed by indirect teaching when students learn the core competencies 3 and 4. The core competencies are the basis of the development of basic competencies. In detail, the core and the basic competencies for X grade students of senior high schools are attached in Appendix 1.

C. The Role of Teachers in Teaching Reading in the Classroom

Teachers play a significant role in teaching reading skills. Harmer (2007) showed some roles of teachers in the classrooms, especially when they teach reading skills to the students. Two important roles of teachers are as an organizer and as a prompter. As organizers, teachers have to be able to tell the students what they should do in reading and how to do it. As prompters, teachers have to be able to encourage the students to notice some language features that exist in the text, including the words or vocabulary.

B. Review of Related Studies

There were some studies showing that there is a positive correlation between vocabulary knowledge and reading comprehension. A research by Ho and Lien (2011) proved that the depth of ESL learners' vocabulary knowledge was positively correlated with their reading comprehension. The study successfully proved that EFL learners with more depth of vocabulary knowledge could understand reading text better. In line with Ho and Lien, a study conducted by Ebbers and Denton in 2008 showed that some explicit

vocabulary instructions resulted in the improvement of reading comprehension for students with reading difficulties. The other research by Samir in 2007 also claimed the importance of vocabulary development in reading comprehension in EFL classes. Furthermore, Chou (2011), in his study of the effects of vocabulary knowledge and background knowledge on reading comprehension of Taiwanese EFL students stated that some students failed the English reading test simply because they do not enough words in order to comprehend the texts and answer the comprehension questions. The other study conducted by Kuo and Ho (2012) compared the effects of word card strategy to word list strategy on students' vocabulary retention. The results of the study found that word card strategy resulted in better performance on students' vocabulary retention than word list strategy.

On the other hand, a study carried out by He (2010) found that Chinese university students considered the WCS as the strategy that could not help them to memorize some difficult words. The study was carried out to investigate learners' attitude and evaluation towards vocabulary learning strategies. The study investigated the use of seven VLS in Chinese university. They were transition of meaning, learning vocabulary in the same category together, using word cards, word formation, learning vocabulary through listening, learning vocabulary in daily life, and learning vocabulary from context. From the findings of the study, the steps of the WCS were considered as the simplest steps among some other strategies but it did not promote vocabulary retention. Students could learn some word easily but they also

easily forget them. Another study carried out by Mondria and Vries (1994) found the significant roles of repetition system in vocabulary learning. The WCS would be more useful when it considers the role of repetition in term of words memorization. They also suggest the use of *hand-computer* strategy that promotes sophisticated repetition system. The strategy is similar to the WCS as both strategies use word cards in vocabulary learning. The difference is that, in *hand-computer* strategy students put their card on the box that has been divided into five parts. While in the WCS students can easily shuffle the cards when they do not understand the meaning of some words, in hand-computer strategy students can move the cards from part 1 to part 2 when they are sure that they understand the card. The result of the study revealed that without the consideration of repetition system was less effective than that with the consideration of repetition system. The statements above can be summarized as follows: (a) There is a significant positive correlation between vocabulary knowledge and reading comprehension; (b) providing deliberate vocabulary instruction is aimed at improving the students' reading comprehension; (c) compared to word list strategy, word card strategy shows better effects on the students' vocabulary retention.; (d) the use of word cards with the consideration of repetition system is more effective than that without it.

C. Conceptual Framework

As discussed above, teaching reading plays a significant role in English instructions at senior high school in Indonesia. In intensive reading, especially in the academic area, students have to be able to comprehend the text. Understanding the text in intensive reading requires students to understand the language features in the text, including the words. From some studies of vocabulary knowledge and reading comprehension, vocabulary knowledge is positively correlated to reading comprehension. The selection of appropriate strategies in vocabulary teaching can influence the students' performance in reading.

The word card strategy is one of the strategies that is effectively improves the students' vocabulary knowledge and possibly improve the students' reading performance. The WCS belongs to deliberate vocabulary learning that needs a careful preparation including the limitation of the time allocation and the selection of the items to study. The items to study can be the high frequency words or the word that the students have me before but are still unfamiliar for the students. There are some steps and guidelines that have to be followed in applying this strategy. By using this strategy, the students will be able to understand words in the texts and comprehend the whole text better.

Based on the consideration on the best strategy to improve the students' reading performance, a conceptual framework is constructed on the relationship between the students' reading comprehension achievement and the effect of the use of word card strategy. The conceptual framework is aimed

at concentrating the research study on the problem concerned. The implementation of the study involves the researcher, the English teacher in SMA N 1 Prambanan and the X grade students in SMA N 1 Prambanan in the academic year of 2013/2014.

The correlation between word card strategy and the students' reading skill is presented below.

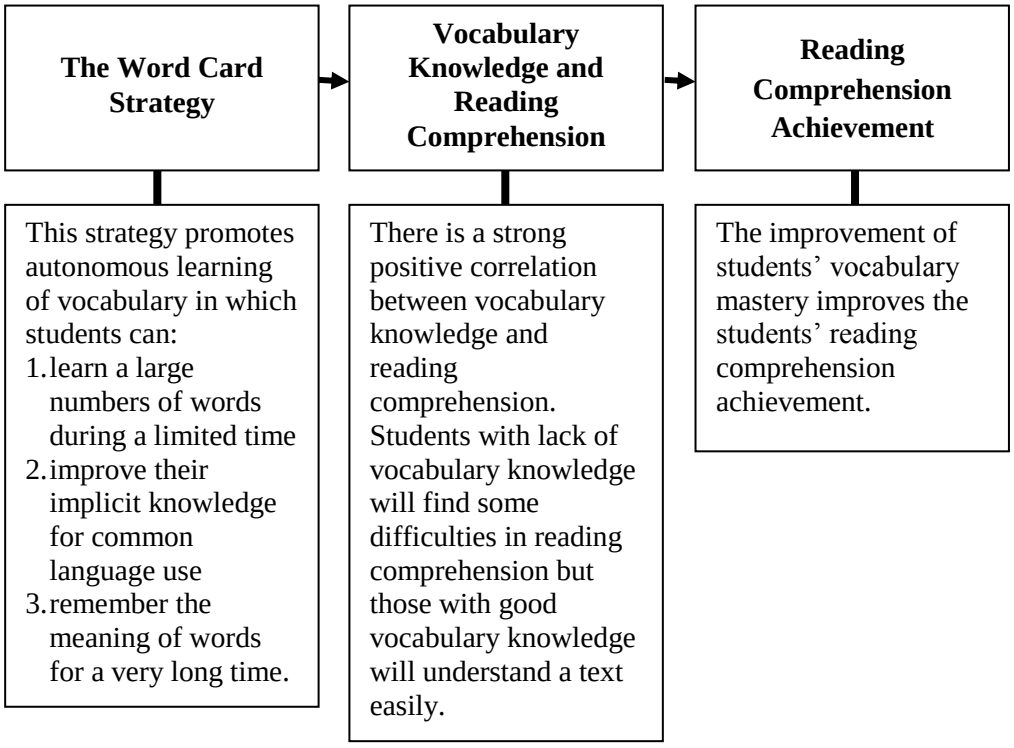

Figure 4: **The Conceptual Framework of the Research**

D. Hypothesis

Based on the above stated theory, the hypothesis of this research is formulated as follows:

There is a significant difference in reading comprehension achievement between X grade students of SMA N 1 Prambanan in the academic year of 2013/2014 who are taught using the word card strategy and those who are taught without using the word card strategy.

CHAPTER III
RESEARCH METHODS

The researcher presents the research method in reference to the previous chapter in order to determine the result and procedure of the study. This chapter is divided into five parts. Each part will be presented in the following discussion.

A. Research Design

This study is classified as quasi experimental research. Cohen et al. (2005) define a quasi experimental study as a study approaching true experimental research but the difference is that in quasi experimental study the researcher set groups that are intact for samples of population. In addition, Lodico et al. (2010) state that if in the true experimental study the researcher selects random samples and conduct a control technique called matching to ensure that the samples are similar, in a quasi experimental study; the researcher can administer a pre-test to both groups to ensure the similarity between them. Because of the study was carried out in a school institution, it was impossible for the researcher to undertake random samples because students have been put into groups or classes in teaching and learning process.

Referring to the nature of quasi experimental study that enables the researcher to manipulate the condition in teaching and learning process, the researcher gave treatments to the group that was belong to the experimental group and then analyzed the changes of the students' achievement compare to the other group that belong to the control group. In addition, the control group

was the group which had been taught without using the treatment (strategy). The study involved two variables. One belongs to independent variable and the other belongs to dependent variable. According to Denscombe (2007), the independent variable is the one that affects the dependent variable while the dependent variable is the one that show changes as a result of the changes of independent variable. In other words, the independent variable is that which can be manipulated by the researcher. The independent variable in this study was the strategy given to the students that was the word card strategy. The dependent variable is the students' reading comprehension achievement. Cohen et al. (2005) suggest the model of quasi experimental research design that can be presented in the diagram below:

Experimental	O1	X	O2
Control	O3		O4

Figure 5: **The Quasi Experimental Research Design**

The dashes line which separates the parallel rows in the diagram indicates that the experimental and the control group are not randomly selected by the researcher. Then, the word "O" refers to the process of observation or measurement and "X" refers to the treatment, the effects of which are to be measured. The last, left to right order indicates the temporal sequences.

B. Population and Sample of the Study

There are population and sample in this study. Population, according to Hall (2010) is the wider group of people that the researcher wants to experiment, while sample is people who participate in the experiment. The population of the study is the X grade students of SMA N 1 Prambanan in the academic year of 2013/2014 consisting of six classes. Then, there were two groups involved in this study as the sample of the study. The first group was the control group and the second one was the experimental group.

As mentioned before, it was simply impossible for the researcher to undertake a random selection of the subjects for each sample group. From that reason, the researcher consulted the English teacher to choose the groups or classes that have similar proficiency. Kerlinger, cited by Cohen et al., (2005) also suggest that in quasi experiment design the researcher can choose the sample of the study from the same population in consideration that the samples are as alike as possible if matching is not possible to do. After some consideration on the similarities of the sample population, the researcher chose two classes to be the control and the experimental group. There were X IPA1 and X IPA2.

In order to decide the control and the experimental group, the researcher asked the English teacher to throw a coin. The result was that X IPA1 became the control class and X IPA2 became the experimental class. Each class consists of 30 students. The distribution of the sample is presented below:

Table 2: **The Distribution of the Sample Study**

Class	Group	Number of Students
X IPA 1	Control Group	30
X IPA 2	Experimental Group	30
Total		60

C. Research Instrument

1. Observation Checklist

One of the important factors in experimental research design is to control any other variables outside the key variables. Cohen et al. (2005) stated that in experimental research design, the researcher should make sure that any other variables outside the key variables are constant in both control and experimental groups while the treatment is applied. In this research, the researcher designed the lesson plans for the control group and the experimental group. Further, to make sure that the lesson plans are applied in the control and experimental groups, the researcher used observation checklist. The researcher became the observer in the control group which was taught by the English teacher. Then, because of the researcher taught the strategy in the experimental group, the researcher's friend became the observer in this group. Beside to check whether the researcher and the English teacher followed the lesson plans or not, observation checklists were also used to control that the English teacher and the researcher did not employ any other strategy (or manipulate any other variables outside the key variables) in the teaching and learning process.

There were several items in the observation checklist that was design by the researcher. The items were divided in four main parts related to the teaching and learning process in the classroom. The four main parts were pre-teaching, while-teaching, post teaching, and classroom situation. There were also some differences between the observation checklist for the control group and that for the experimental group. While in the observation checklist for the experimental group involved some statements related to the applications of the WCS, the observation checklist for the control group involved some statements related to the applications of some vocabulary exercises. The observers (the researcher and the researcher's friend) put a check in the yes/no columns in every statement. To be more specific or to add some information, the observers also added some note in the last column of the observation table.

2. Pre-test and Post-test

The pre-test was developed to ensure the similarity between the control group and the experimental group because of the sample of the study was not randomly selected. Then, to measure the students' reading comprehension achievements, the researcher developed reading tests as the post-test. Achievement tests aim at measuring students' achievement and looking at the effectiveness of the strategy (Nation, 2010).The pre- and the post-test were in the form of multiple choices questions. Brown (2004) suggested the benefits of using multiple-choice test items which are in

term of practicality and reliability. The use of multiple-choice test items enabled the researcher to have a consistent process of scoring and grading.

On the other hand there are also some weaknesses of this type of test according to Brown (2004) which are related to the effect of guessing on the test scores, the opportunities for cheating, and the restrictiveness of the items tested. In this research, there were 60 items of questions in the pre-test as well as in the post-test before the try-out was conducted. There were twelve texts provided following by 5 questions in each text. The texts belonged to descriptive texts.

3. The Validity of the Instrument

Validity is an important aspect of research. Cohen et al. (2005) stated that research will be not effective when it is invalid. Nation (2010:118) defined that "*a valid test measures what it is supposed to be measured*". It means that a valid reading test measures what has been learned by the students in the teaching and learning of reading. In this research, to guarantee the validity of the instruments, the researcher applied the content validity, the item validity and the expert judgment.

The content validity is needed to check whether the instruments cover items that are representative for the issue under the research. Cohen et al. (2005:109) stated that "*To demonstrate this kind of validity, the instrument must show that it fairly and comprehensively covers the domain or items that it purports to cover*". In this research, the instruments or the pre- and the post-test items covered the materials in the Curriculum 2013.

The instruments were also developed in reference to the core competences and the standard competences of the reading skill for grade X students of senior high school, especially for the second semester because of the research was conducted in the second semester. Because of SMA N 1 Prambanan applied the School Based Curriculum until the end of the first semester, there were some materials (according to Curriculum 2013) that have been taught in the first semester. According to Curriculum 2013, there are three text types that have to be covered in grade X without the division of the materials that should be taught in the first semester and those that should be taught in the second semester. The text types are recount, narrative and descriptive texts. Two of the text types had been taught in the first semester which is recount and narrative text.

Then, the English teacher suggested the researcher to focus on the text type rather than the language functions considering that the researcher's research focused on the reading skill. The other consideration was related to the amount of the words. There are larger amounts of words that exist in any text types than those in the language functions. Here is the table showing the core competences and the standard competences in relation to the content validity of the instruments:

Table 3: **The Core Competences and the Standard Competences for the Research Instruments**

Kompetensi Inti		***Kompetensi Dasar***	
KI 1	*Menghayati dan mengamalkan ajaran agama yang dianutnya.*	*1.1*	*Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.*
KI 2	*Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsive da pro-aktif dan menunjukkan sikap sebagai bagia dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia*	*2.3*	*Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.*
KI 3	*Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural, berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.*	*3.7*	*Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada **teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal**, sesuai dengan konteks penggunaannya.*
KI 4	*Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.*	*4.8* *4.9*	*Menangkap makna dalam **teks deskriptif lisan dan tulis sederhana**.* *Menyunting **teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal**, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.*

From the table above, the text type that was taught in teaching and learning process as well as in the pre- and post-tests was descriptive text. In addition, Brown (2004) suggested some features in the reading comprehension test which are related to the main idea or topic, the expressions or idioms or phrases in context, inference (implied detail), grammatical features, detail (scanning for a specifically stated detail), excluding factors not written (unstated detail), supporting ideas, and vocabulary in context. These features were adapted by the researcher to design the blueprint of the reading test. Here is the blueprint of the reading test:

Table 4: **The Blueprint of the Reading Test**

Indicators	**Number of Items**	**Items Number**
Based on some passages, the students are able to answer the questions related to these features:		
Main idea (topic)	12	1,6,11,16,21,26,31,36,41,46,51,56
Detail (scanning for a specifically stated detail)	12	2,8,13,17,22,27,32,37,43,47,52,58
Excluding facts not written in the text (unstated detail)	12	3,7,12,18,23,28,33,38,42,48,53,57
Expressions, idioms, phrases in context	12	4,9,14,19,29,35,39,44,50,54,59
Vocabulary in context	12	5,10,15,20,24,25,30,34,40, 45,49,55,60
Total items	60	

After the researcher designed the pre- and the post-tests, the researcher also measured the validity of the test by using expert judgments. Here, the researcher consulted the test items to an expert. The

expert decided that the researcher could use the tests as the research instruments.

Further, the researcher applied the item validity to the instruments. Suharto (2000) stated that item validity is an empirical validity which is gained from empirical data in every single question. In addition, item validity involves three aspects, which are difficulty index, discrimination index, and coefficient of correlation. Fulcher (2007) defined difficulty index as well as item facility as "*the proportion of test-takers who answer an item correctly*". According to the definition, in general, the test should be not too easy or too difficult for the students. Discrimination index refers to how individual items in the test are capable of discriminating students who have low ability and those who have high ability. The last, coefficient of correlation refers to how far an individual test item correlates to the total score of the test.

The researcher employed the ITEMAN computer program version 3.00 to analyze the item validity of the test items. The result was that 13 test items of the pre-test were omitted. They were the test items number 8, 13,15,21,25,26,29,30,37,45,50,59, and 60. The item number 3 was revised by the researcher because after she reread the test item number 3, she found that there was a mistake in the test options. For the post-test, there were 16 test items that were omitted. They were the test items number 2,5,9,14,19,22,24,26,27,33,38,45,51,52,55, and 60. In conclusion, after the

researcher conduct the try-out and item analysis, the total number of the pre-test was 47 and the total number of the post-test was 44.

4. The Reliability of the Instrument

Reliability is also an important aspect in research. Cohen et al. (2000:117) defined reliability in quantitative research as "*a synonym for consistency and replicability over time, over instrument, and over groups of respondents*". In this research, the researcher adopted one of the three principal types of reliability which is reliability as internal consistency. The researcher employed the ITEMAN computer program version 3.00 to measure the reliability of the test items. The resul of the data analysis indicated that the pre-and the post-tests were reliable as the research instruments. The reliability coefficient of the pre-test was 0.742 and the realibility coefficient of the post-test was 0.85. According to Fulcher (2007), if the tests do not achieve the reliabilities of 0.7, the tests are considered to be too unreliable to use. Referring tio the result of the analysis, the pre- and the post-tests which were designed by the researcher were reliable to use as the research instruments.

D. Data Collecting Methods and Procedures

The procedure of collecting data was divided into three steps. Those were try-out, test and the implementation of the research, and scoring.

1. Try-Out

The researcher conducted the try-out before using the instruments to collect the data in order to find out whether the instruments are valid and reliable or not. The try-out of the reading comprehension test was conducted on 11th January 2014. The try-out was conducted to the respondents outside those who are the samples of population. The try-out of the pre-test was conducted in X IPS 2 while that of the post-test was conducted in X IPS 3. There were 30 respondents from X IPS 2 and 28 respondents from X IPS 3. The time allocation for the try-out was 120 minutes. After getting the data from the try-out, the researcher analyzed the data by employing ITEMAN computer program version 3.00.

2. Test and Implementation of the Research

After the researcher found that the instruments were valid and reliable, she conducted the pre-test for the control group and the experimental group. The control and the experimental group got the same pre-test. The pre-test was conducted in the class hours. So the researcher should suit the the test schedule to the English lesson schedule in SMA N 1 Prambanan. The pre-test for the control group was conducted on Wednesday, 22nd January 2014 and the pre-test for the experimental group was conducted on Tuesday, 21st January 2014. After the try-out, the researcher applied the treatment which was applying the WCS in the experimental group. The researcher taught the students in the experimental group and the English teacher taught the students in the control group

without applying the strategy. After implementing the treatment, the researcher conducted the post-test for the control group and the experimental group. The post-test for both groups was also conducted in the class hours.

Here is the research schedule of the control class, including the pre-test, implementation of the treatment, and the post-test:

Table 5: **The Research Schedule for the Control Class (X IPA1)**

Date	Activities	Time Allocation
22nd January 2014	Pre-test	90 minutes
23rd January 2014	Meeting 1	45 minutes
29th January 2014	Meeting 2	90 minutes
30th January 2014	Meeting 3	45 minutes
1st January 2014	Meeting 4	90 minutes
5th February 2014	Meeting 5	90 minutes
8th February 2014	Meeting 6	90 minutes
11th February 2014	Post-test	90 minutes
Total		630 minutes

Here is the research schedule of the control class, including the pre-test, implementation of the treatment, and the post-test:

Table 6: **The Research Schedule for the Experimental Class (X IPA2)**

Date	Activities	Time Allocation
21st January 2014	Pre-test	90 minutes
23rd January 2014	Meeting 1	135 minutes
28 th January 2014	Meeting 2	90 minutes
29th January 2014	Meeting 3	135 minutes
4th February 2014	Meeting 4	90 minutes
10th February 2014	Post-test	90 minutes
Total		630 minutes

From Table 5 and Table 6 above, there was a difference between the total meetings of the control class and the total meetings of the experimental class. The total meetings of the control class were six meetings and the

total meetings of the experimental class were four meetings. Although there was the difference in the total meetings for both classes, the total time allocated for the meetings in each week was the same. It was because there were 3 meetings in a week in the control class and there were 2 meetings in a week in the experimental class.

a. The Procedure in the Control Class

The control class was the class which was taught without the treatment or the WCS. The control class was taught by the English teacher. The English teacher applied the lesson plans which had been designed by the researcher. The materials that had been taught were descriptive texts related to people, tourist attractions, and historical buildings. The materials were based on the core and the basic competences for X grade students of senior high school. Although the curriculum 2013 suggests the implementation of the Scientific Method, the researcher decided to adopt the Genre-Based Method in the teaching and learning process after consulting the English teacher and the expert. The other reason was that there were some similarities between the Scientific Method and the Genre-Based Method.

In the control class, the English teacher did not apply the word card strategy to teach the students. In general, the procedure of teaching and learning process is divided into three stages that are pre-teaching, while-teaching, and post-teaching. Here is the table of the procedure in the control class:

Table 7: **The Procedure in the Control Class**

Stages	Activities
Pre-teaching	1. The teacher opens the class by greeting the students. 2. The teacher leads a prayer. 3. The teacher checks the students' attendance. 4. The teacher informs the students the focus of the lesson.
While-teaching	1. The teacher stimulates the students to brainstorm ideas related to the topic by giving some pictures or other teaching aids. 2. The students give their ideas. 3. The teacher gives the students the model(s) of the texts. 4. The students read and try to understand the text(s). 5. The teacher encourages the students to discuss the social function and the parts of the text. 6. The teacher gives the students a new text and asks them to do the task(s) related to the words in the text (vocabulary exercises) 7. The teacher and the students discuss the meaning of the words in the vocabulary exercise. 8. The teacher gives another task(s) related to the parts and the content of the text.
Post-teaching	1. The teacher summarizes and encourages the students to reflect the lesson. 2. The teacher previews on the upcoming materials. 3. The teacher leads a prayer. 4. The teacher says good bye to the students.

b. The Procedure in the Experimental Class

The experimental class was the class which was taught using the treatment or the WCS. The experimental class was taught by the researcher. The researcher applied the lesson plans that had been designed before. In general the lesson plans for the experimental class were similar to those for the control class. The materials for the experimental class were the same as those for the control class. The texts and tasks for both groups were also similar. The main difference

was in the *modeling of the text* step. In this stage, the students were introduced to the WCS. The researcher also adopted the Genre-Based Method for teaching the students. Here is the table of the procedure in the experimental class:

Table 8: **The Procedure in the Experimental Class**

Stages	Activities
Pre-teaching	1. The teacher opens the class by greeting the students. 2. The teacher leads a prayer. 3. The teacher checks the students' attendance. 4. The teacher informs the students the focus of the lesson.
While-teaching	1. The teacher stimulates the students to brainstorm ideas related to the topic by giving some pictures or other teaching aids. 2. The students give their ideas. 3. The teacher gives the students the model(s) of the texts. 4. The students read and try to understand the text(s). 5. The teacher encourages the students to discuss the social function and the parts of the text. 6. The teacher explains the procedure of the word card strategy. 7. The teacher encourages the students to apply the word card strategy by providing some words in the texts that have to be written by the students in their word cards. 8. The teacher and the students discuss the meaning of the words. 9. The teacher asks the students to continue the strategy individually. 10. The teacher gives another task(s) related to the parts and the content of the text.
Post-teaching	1. The teacher summarizes and encourages the students to reflect the lesson and remember the words in their word cards. 2. The teacher previews on the upcoming materials. 3. The teacher leads a prayer. 4. The teacher says good bye to the students.

From the procedures in the control class and in the experimental class, the main differences were only in the activities related to vocabulary learning. There were some different steps in the while-teaching stage and in the post-teaching stage. In the control class, the students did some vocabulary exercises which were prepared in their handout. The exercises were in the form of matching words and meanings and crossword puzzles. For the experimental class, the students learned the meaning of some new words in the text using the word card strategy.

In the very first meeting, the researcher as the experimental class' teacher explained the procedure of the WCS, but in the following meetings, the students were able to apply the strategy individually. The teacher asked the students to focus on some words in the text. The words were the same as the words in the vocabulary exercises for the control class. The students in the experimental class were free to apply the strategy whenever they found some difficult words. In the post-teaching stage, the teacher asked the students to remember the words in their word cards. The students could do that in pairs.In the end of the treatment, the researcher conducted the post-test for both the control group and the experimental group. The post-test was conducted in the class hour, so the schedule of the post-test for the control class and for the experimental class was adjusted to the schedule of English lesson in each class.

E. Data Analysis Techniques

To analyze the data, the researcher used two kinds of statistics. They were the descriptive and the inferential statistics. Before the descriptive and the inferential statistics were explained, the next explanation provided the categorization of the students' reading comprehension achievement based on the ideal mean and the ideal standard deviation.

1. Data Categorization

Categorization is needed to determine the data distribution to the students reading comprehension achievements of the pre-test and the post-test result. According to Sukardjo (2010) the ideal mean is ½ x (maximum score + minimum score) from the highest possible score and the ideal standard deviation is 1/6 x (ideal maximum score – ideal mimimum score). There were 60 items in the reading comprehension test. The correct answer was scored 1 and the false answer was scored 0. The maximum score was 100 and the minimum score was 0. From the formula, the researcher found that the ideal mean was ½ x (100=0) = 50. The ideal standard deviation was 1/6 x (100-0) = 16.66. Then, the ideal values were used to know the categorization scores of the students' reading comprehension achievements. Finally, table 9 describes the categorization of the students' reading comprehension achievement.

Table 9: **The Categorization of the Students' Reading Comprehension Achievement**

Scores	Category
83.4-100.0	Excellent
66.7-83.3	Very Good
50.0-66.6	Good
33.3-49.9	Fair
16.6-33.2	Poor
0.0-16.5	Very Poor

2. Descriptive Statistics

The descriptive statistics aims at describing the numerical representation on how each group performed. Hall (2010) defines the descriptive statistics as the statistics which measures the data scores gained from the sample population. The descriptive statistics describes the mean, the median, the mode and the standard deviation of the sample population. Mean of the variable is the average of the data scores. The median is the point at which 50% of the scores are higher and 50% of the scores are lower. The mode is the most frequently occurring score in the data set. In addition, the descriptive statistics also reports the standard deviation (SD). Standard deviation measures of how tightly or how loosely data are clustered around the mean. The variance is equal to the standard deviation squared.

3. Inferential Statistics

Wilcox (2003) defines the inferential statistics as the statistics to identify the differences between groups, to find the relationships between variables and to create models in order to be able to make predictions.

There were three kinds of tests employed by the researcher in this research. They were the test of normality, the test of homogeneity, and the test of hypothesis.

a. Test of Normality

The test of normality aims at finding whether there is a normal distribution of the data set. Hall (2010) defined a normal distribution of the data set as the distribution of data where the probability curve follows a bell-curved-shaped distribution. A normal distribution is symmetric around its mean. The researcher used the Kolmogorov-Smirnov Test to check the normality of the data distribution. Wilcox (2003) stated that the Kolmogorov-Smirnov Test is the numerical ways of assessing normality.

b. Test of Homogeneity

Homogeneity is another important assumption to apply the parametric statistics to the data group. Homogeneity of variances assumption means that the variances of the groups are equal (Hall, 2010). The researcher employed the Levene's Test to check the homogeneity of the data group. Cramer (2003) suggested the Levene's Test as the test for assessing whether variances are homogenous or not.

c. Test of Hypothesis, Mann-Whitney *U*-Test

The researcher planned to employ ANCOVA to test the hypothesis. However, the data set of the post-test score of the control group deviated from normal so that the researcher employed non

parametric statistics to analyze the data set. The researcher used the Mann-Whitney *U*-Test in the hypothesis testing. According to Hall (2010), the Mann-Whitney *U*-Test can be used when the data set did not fit the assumptions of a parametric test.

CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents the findings of the study in three sections. They are; (1) Descriptive Analysis, (2) Inferential Analysis (3) Discussion. The descriptive analysis describes the results of the reading comprehension test in control and experimental groups. The inferential analysis describes the analysis of the pre-test and the post-test. The discussion describes the result of hypothesis testing. The researcher used the SPSS program version 16.00 for windows to analyze the data.

A. Descriptive Analysis

The descriptive analysis describes the results of reading comprehension tests. There were two types of reading comprehension test that were conducted in this research. They were the pre-test and the post-test for both control and experimental classes. In descriptive analysis, the researcher describes the data scores of the students who were taught without using the WCS (control class; X IPA 1) and those who were taught using the word card strategy (experimental class; X IPA 2). The description of the data scores is mainly involves the mean and the standard deviation of the control and the experimental group.

1. The Statistical Data of the Control Group

The data of the control class (X IPA 1) describes the pre-test score and the post-test score and the comparison between them.

a. The Data of the Pre-test Score of the Control Group

The pre-test of the control group was conducted on 22nd February 2014. The pre-test was done before the process of teaching and learning that have been designed by the researcher. Table 10 shows the information about the categorization of the student's reading comprehension achievement based on the pre-test score of the control group.

Table 10: **The Categorization of the Students' Reading Comprehension Achievement Based on the Pre-test Scores of the Control Group**

Class Interval	Number of Students	Percentage	Category
83.4-100.0	12	40%	Excellent
66.7-83.3	17	56.7 %	Very Good
50.0-66.6	1	33.3%	Good
33.3-49.9	0	0	Fair
16.6-33.2	0	0	Poor
0.0-16.5	0	0	Very poor

Based on the categorization above, there are 12 students (40%) who are categorized into excellent category, 17 students (56.7%) who are categorized into very good category and 1 student (3.3%) who is categorized into good category. None of the students' scores are classified under the ideal mean score (0%). It means that all of the students' scores are above the ideal mean score. Table 11 presents the descriptive analysis of the pre-test scores of the control group.

Table 11: **The Descriptive Analysis of the Pre-test of the Control Group**

Mean	SD	Median	Mode	Max Score	Min Score	Range
79.86	9.74	77.66	89.36	97.87	51.06	46.81

The data of the pre-test scores of the control group show that the maximum score is 97.7; the minimum score is 51.06 and the range is 46.81. The mean of the data score is 79.86; the median is 77.66; the mode is 89.36 and the standard deviation is 9.74. The mean score of the control group is higher than the ideal mean score (79.86>50.00). Based on the table of categorization of the pre-test score, the mean score of the control group is between 66.7-83.3. It means that the reading comprehension achievement of the control group is at the very good category.

b. The Data of the Post-test Score of the Control Group

The post-test of the control group was carried out on 12th February 2014. Table 12 shows the information about the categorization of the students' reading comprehension achievement based on the post-test scores of the control group.

Table 12: **The Categorization of the Students' Reading Comprehension Achievement Based on the Post-test Scores of the Control Group**

Class Interval	Number of Students	Percentage	Category
83.4-100.0	23	76.7%	Excellent
66.7-83.3	7	23.3 %	Very Good
50.0-66.6	0	0	Good
33.3-49.9	0	0	Fair
16.6-33.2	0	0	Poor
0.0-16.5	0	0	Very poor

Based on the categorization above, there are 23 (76.7%) students who are categorized into excellent category and 7 (23.3%) students who categorized into very good category. None of the score is classified under the ideal means score so all of the scores are above the ideal mean score. Table 13 presents the descriptive analysis of the post-test scores of the control group.

Table 13: **The Descriptive Analysis of the Post-test of the Control Group**

Mean	**SD**	**Median**	**Mode**	**Max Score**	**Min Score**	**Range**
85.90	5.89	86.36	86.36	93.18	70.45	22.73

The data of the post-test scores of the control group show that the maximum score is 93.18; the minimum score is 70.45 and the range is 22.73. The mean of the data score is 85.90; the median is 86.36; the mode is 86.36 and the standard deviation is 5.89. The mean score of the control group is higher than the ideal mean score (85.90>50.00). Based on the table of categorization of the post-test score, the mean score of the control group is between 83.4-100.0. It means that the reading comprehension achievement of the control group is at the excellent category.

c. The Comparison between the Pre-test and the Post-test Scores of the Control Group

Table 14 below describes the data of the pre-test and the post-test of the students' of the control group. The statistical data presents the information of the number of cases, the sum of the scores, the mean

and the standard deviation of the pre-test and the post-test scores of the control group.

Table 14: **The Statistical Data of the Pre-test and the Post-test Scores of the students of the Control Group**

Data	**Pre-test**	**Post-test**
Number of Cases	30	30
Sum of the Scores	2395.73	2577.25
Mean	79.86	85.90
Standard Deviation	9.74	5.89

From the statistical data above, it can be seen that the mean score of the pre-test and the post-test increased from 79.86 to 85.90 or increased 6.04 point. If it is consulted to the table of categorization, then it is clear that the mean of the reading comprehension achievement scores of the students of the control group improved from the very good category to the excellent category. Based on the standard deviation, the control group's standard deviation decreased from 9.74 to 5.89 or decreased 3.85 point. It indicates that the variation of the data scores around mean is more homogenous.

2. The Statistical Data of the Experimental Group

The data of the experimental class (X IPA 2) describes the pre-test score and the post-test score and the comparison between them.

a. The Data of the Pre-test of the Experimental Group

The pre-test of the experimental group was conducted on 21st February 2014. The pre-test was done before the treatment of the WCS designed by the researcher. Table 15 shows the information about the

categorization of the student's reading comprehension achievement based on the pre-test score of the experimental group.

Table 15: **The Categorization of the Students' Reading Comprehension Achievement Based on the Pre-test Scores of the Experimental Group**

Class Interval	Number of Students	Percentage	Category
83.4-100.0	12	40%	Excellent
66.7-83.3	15	50 %	Very Good
50.0-66.6	3	10%	Good
33.3-49.9	0	0	Fair
16.6-33.2	0	0	Poor
0.0-16.5	0	0	Very poor

Based on the categorization above, there are 12 students (40%) who are categorized into excellent category, 15 students (50 %) who are categorized into very good category and 3 students (10%) who is categorized into good category. None of the students' scores are classified under the ideal mean score (0%). It means that all of the students' scores are above the ideal mean score. Table 16 presents the descriptive analysis of the pre-test scores of the experimental group.

Table 16: **The Descriptive Analysis of the Pre-test of the Control Group**

Mean	SD	Median	Mode	Max Score	Min Score	Range
80.35	9.54	80.85	91.49	95.74	61.70	34.04

The data of the pre-test scores of the control group show that the maximum score is 95.74; the minimum score is 61.70 and the range is 46.81. The mean of the data score is 80.35; the median is 80.85; the mode is 91.49 and the standard deviation is 9.54. The mean score of

the experimental group is higher than the ideal mean score (80.35>50.00). Based on the table of categorization of the pre-test score, the mean score of the experimental group is between 66.7-83.3. It means that the reading comprehension achievement of the experimental group is at the very good category.

b. The Data of the Post-test Score of the Experimental Group

The post-test of the experimental group was carried out on 11th February 2014. The post-test was done after applying the treatment of the WCS. Table 17 shows the information about the categorization of the students' reading comprehension achievement based on the post-test scores of the experimental group.

Table 17: **The Categorization of the Students' Reading Comprehension Achievement Based on the Post-test Scores of the Experimental Group**

Class Interval	Number of Students	Percentage	Category
83.4-100.0	18	60%	Excellent
66.7-83.3	12	40%	Very Good
50.0-66.6	0	0	Good
33.3-49.9	0	0	Fair
16.6-33.2	0	0	Poor
0.0-16.5	0	0	Very poor

Based on the categorization above, there are 18 (60%) students who are categorized into excellent category and 12 (40%) students who categorized into very good category. None of the score is classified under the ideal means score so all of the scores are above the ideal mean score. Table 18 presents the descriptive analysis of the post-test scores of the experimental group.

Table 18: **The Descriptive Analysis of the Post-test of the Experimental Group**

Mean	SD	Median	Mode	Max Score	Min Score	Range
84.02	7.42	84.09	72.73	93.18	72.23	20.45

The data of the post-test scores of the experimental group show that the maximum score is 93.18; the minimum score is 72.23 and the range is 20.45. The mean of the data score is 84.02; the median is 84.09; the mode is 72.73 and the standard deviation is 7.42. The mean score of the experimental group is higher than the ideal mean score (84.02>50.00). Based on the table of categorization of the post-test score, the mean score of the experimental group is between 83.4-100.0. It means that the reading comprehension achievement of the experimental group is at the excellent category.

c. The Comparison between the Pre-test and the Post-test Scores of the Experimental Group

Table 19 below describes the data of the pre-test and the post-test of the students' of the experimental group. the statistical data presents the information of the number of cases, the sum of the scores, the mean and the standard deviation of the pre-test and the post-test scores of the experimental group.

Table 19: **The Statistical Data of the Pre-test and the Post-test Scores of the students of the Experimental Group**

Data	**Pre-test**	**Post-test**
Number of Cases	30	30
Sum of the Scores	2410.63	2520.49
Mean	80.35	84.02
Standard Deviation	9.54	7.42

From the statistical data above, it can be seen that the mean score of the pre-test and the post-test increased from 80.35 to 84.02 or increased 3.67 point. If it is consulted to the table of categorization, then it is clear that the mean of the reading comprehension achievement scores of the students of the experimental group improved from the very good category to the excellent category. Based on the standard deviation, the experimental group's standard deviation decreased from 9.54 to 7.42 or decreased 2.12 point. It indicates that the variation of the data scores around mean is more homogenous.

B. Inferential Analysis

To find out whether there is a significant difference on the reading comprehension achievement between the students who are taught using the WCS and those who are taught without using it, the researcher applied the Mann-Whitney *U*-Test. Before the test was operated, the pre-analysis test was carried out. The pre-analysis test included the test of normality and the test of homogeneity. The discussion of the pre-analysis test is as follows.

1. Test of Normality

The test of normality was conducted to find whether the distribution of the data scores is normal or not. The researcher used Kolmogorov Smirnov Test that was carried out by using the SPSS program version 16.00 for windows. Theoretically, the data distribution is normal if the p-value is higher than 0.5. If it is below 0.05, the data is significantly deviated from a normal distribution. Table 20 and 21 present the results of the normality test of students' pre-test and post-test scores.

Table 20: **The Normality Test Result of the Pre-test**

Group	N	Significance Level	p	Interpretation
Control	30	5 %	0.579	Normal
Experimental	30	5 %	0.928	Normal

Table 21: **The Normality Test Result of the Post-test**

Group	N	Significance Level	p	Interpretation
Control	30	5 %	0.031	Deviated from Normal Distribution
Experimental	30	5 %	0.356	Normal

Based on the tables above, the results are as follows:

a. The significance value obtained for the pre-test of the control group was 0.579. As a result, the significance value of the pre-test for the control group was higher than the significance level of 0.05. The result suggests that the data of the pre-test of the control group had a normal distribution.

b. The significance value obtained for the pre-test of the experimental group was 0.928. As a result, the significance value of the pre-test for the experimental group was higher than the significance level of 0.05. The result suggests that the data of the pre-test of the experimental group had a normal distribution.

c. The significance value obtained for the post-test of the control group was 0.031. As a result, the significance value of the post-test for the control group was lower than the significance level of 0.05. The result suggests that the data of the post-test of the control group deviated from a normal distribution.

d. The significance value obtained for the post-test of the experimental group was 0.356. As a result, the significance value of the post-test for the experimental group was higher than the significance level of 0.05. The result suggests that the data of the post-test of the experimental group had a normal distribution.

2. Test of Homogeneity

The homogeneity test is applied to know whether the two groups are on the same condition or whether the samples of population are homogenous or not. The test was done before and after the treatment. The analysis technique which was employed here was the Levene's test. The test was carried out by using SPSS program version 16.00 for windows. Theoretically, the sample variances can be considered homogenous if the significance value is higher than 0.05.

Table 22: **The Homogeneity Test result of the Pre-test**

Variables	Levene Statistic	df1	df2	p	Interpretation
Control Experimental	0.009	1	58	0.923	Homogenous

Table 23: **The Homogeneity Test Result of the Post-test**

Variables	Levene Statistic	df1	df2	p	Interpretation
Control Experimental	2.868	1	58	0.096	Homogenous

Based on table 22 and table 23, the values of p of the pre-test of both control and experimental groups are higher than 0.05 (0.923>0.05). The values of p of the post-test of both control and experimental groups are also higher than 0.05 (0.096>0.05). Therefore, the sample variances of the pre-test and the post-test are homogenous. The test was carried out by using the SPSS program version 16.00 for windows. The print out of the computation is enclosed in the Appendix.

3. Test of Hypothesis

After describing the data of the groups and conducting the normality test, it was found that the data distribution for the pre-tests scores of the control and experimental group was normal. The data distribution for the post-test scores of the experimental group was normal but that of the control group deviated from normal distribution. After conducting the homogeneity test, it was found that the sample variances were homogenous. Because of the data distribution deviated from normal

distribution, the researcher could not employ the parametric statistics. Then, the researcher carried out the analysis to test the hypothesis by using non-parametric statistics. The hypothesis is "There is a significant difference in reading comprehension achievement between X grade students of SMA N 1 Prambanan in the academic year of 2013/2014 who are taught using the word card strategy and those who are taught without using the word card strategy."

First of all the hypothesis has to be changed into the null hypothesis (Ho) before the hypothesis is rejected or accepted. The function of setting the null hypothesis (Ho) is to predict that the hypothesis has no legal effect on the analysis. The hypothesis testing can be seen from the following explanation;

a. Null Hypothesis

   There is no significant difference in reading comprehension achievement between X grade students of SMA N 1 Prambanan in the academic year of 2013/2014 who are taught using the word card strategy and those who are taught without using the word card strategy

b. Alternative Hypothesis

   There is a significant difference in reading comprehension achievement between X grade students of SMA N 1 Prambanan in the academic year of 2013/2014 who are taught using the word card strategy and those who are taught without using the word card strategy

To test the hypothesis, Mann-Whitney *U*-Test was utilized since the data distribution of the control group was deviated from normal. The level of significance was set on 0.05 or 5%. If the value of the level of significance is lower than 0.05, the hypothesis is theoretically accepted. Table 24 presents the results of the analysis. The print out of the computation is enclosed in the appendix.

Table 24: **The Result of Mann-Whitney *U*-Test**

	Score
Mann-Whitney U	393.500
Wilcoxon W	858.500
Z	-.843
Asymp. Sig. (2-tailed)	.400

Table 15 shows that the level of significance is higher than 0.05 (0.400>0.05). Therefore, the null hypothesis is accepted and the alternative hypothesis is rejected.

C. Discussion

This study is primarily aimed at revealing whether there is a significant difference between the reading comprehension achievements of grade X students who are taught using the WCS and those who are taught without using it. After conducting the pre-test, the treatment, and the post-test for both the control and the experimental groups, the researcher gained the data scores of the students' reading achievements.

In reference to the data analysis of both groups, the increase of the control group's mean score is higher than that of the experimental group

(6.04>3.67). The mean scores of the pre- and the post-test of the control group increased from 79.86 to 85.90 and those of the experimental group increased from 80.35 to 84.02. Then, because of the data set of the control group's post-test deviated from normal distribution, the researcher employed the Mann-Whitney *U*-Test to test the hypothesis. The level of significance was set on 0.05 or 5%. If the value of the level of significance is lower than 0.05, the hypothesis is theoretically accepted. The result of the Mann-Whitney *U*-Test identified that the level of significance was higher than 0.05 (0.400>0.05). Therefore, the null hypothesis is accepted and the alternative hypothesis is rejected. It means that there is no significant difference in reading comprehension achievement between X grade students of SMA N 1 Prambanan in the academic year of 2013/2014 who are taught using the WCS and those who are taught without using the strategy. Then, the use of conventional vocabulary teaching and learning (vocabulary exercises) is considered to be more effective in EFL classrooms, particularly in SMA N 1 Prambanan.

Some theories proposed by Nation (2008) reveal the importance of vocabulary learning strategies. One of the most effective strategies is the word card strategy. In addition, some studies proved that the WCS is effective to improve students' vocabulary knowledge so that they can comprehend any written text well. On the contrary, Mondria and Vries (1994) found that the use of the WCS was less effective without the consideration of repetition system in term of students' memorization process. Further, a study carried out

by Li (2009) revealed that Chinese university students considered that the WCS did not help them to memorize some difficult words although it was the simplest strategy among some other strategy under the study.

Further, some prior studies proved that there is a significant correlation between vocabulary knowledge and reading comprehension. However, referring to the theories proposed by Brown (2004), vocabulary knowledge is only one of the micro-skills in reading comprehension. There are some other micro- and macro-skills that are essential for reading comprehension process. A synthesized study conducted by Boonkongsaen (2011) found that there are two essential factors affecting learners' ability in vocabulary learning. They are intralexical factor which is directly related to the word itself and extralexical factor which is not directly related to the word (the role of memory, the influence of L1 and L2, and the individual learner's difference).

The result of this study shows that there is no significant difference between significant difference in reading comprehension achievement between X grade students of SMA N 1 Prambanan in the academic year of 2013/2014 who are taught using the WCS and those who are taught without using it. In reference to the theories and prior studies related to vocabulary learning strategies and reading comprehension the researcher considered some factors that might affect the result of the study. The factors are presented below.

1. The WCS and Repetition System

As described in Chapter II, the WCS is one of the most effective and simplest strategy in vocabulary learning. Nation (2008) proposed the advantages of using this strategy. On the other hand, some studies proved that the WCS will be more effective when it considers the roles of repetition system. In this case, in the WCS procedure students can easily shuffle their cards without considering the order of the card in which they can reread the difficult word. Referring to the result of this study, the consideration of repetition system in vocabulary learning strategy, especially the WCS, is needed to improve the students' vocabulary retention. The implementation of the WCS with repetition system will be more effective to improve students' vocabulary knowledge because they not only learn to understand some difficult words but also store them in their long-term memory.

2. Vocabulary as One of the Micro-skills in Reading Comprehension

Some studies revealed that there is a significant correlation between vocabulary knowledge and reading comprehension. However, some theories of reading comprehension explain that there are some other micro- and macro-skills of reading comprehension that have to be mastered by students to successfully comprehend a written text. Referring to the result of this study, although vocabulary knowledge is significantly correlated to reading comprehension, there are still other micro- and macro skills of reading comprehension that have to be considered in improving

students' reading comprehension achievement. According to the research findings, the improvement of students' vocabulary knowledge cannot be considered as the only important factor in the improvement of students' reading comprehension achievement.

Then, in reference to the procedure and implementation of the WCS in this research, the researcher also identified some factor that might affect the result of the study. The following is the discussion of each factor.

1. Teachers' Control and Feedbacks

Referring to the procedure of the word card strategy, teachers also have to put attention on giving control and feedbacks to students related to the principal of the word card strategy. Teachers should spend their time to control and to give feedbacks to students, especially on the word card strategy using because there are some principals required in this strategy which can make students learn vocabulary in easier ways. Nation (2008) states that student should avoid combining words in similar spelling or sound, combining words in similar meaning but not exactly the same, combining opposites, and combining lexical sets.

In the study, the researcher inserted the word card strategy in the Modeling of the Text stage. According to the procedure in the experimental class which was the class that got the treatment from the researcher, the teacher should check students' vocabulary knowledge in the post-teaching stage. It means that teacher still has to check whether the students' really understand the words written in their word card or not

after the whilst-teaching stage. The researcher found some difficulties in term of giving her control to the implementation of the word card strategy in the classroom because vocabulary learning is only a part of reading teaching and learning. The researcher should manage the time very well to control the use of the word card strategy by the students and to give feedbacks to them. Although the word card strategy promotes autonomous learning of vocabulary, teacher should control the use of the word card strategy until they really understand how to use the strategy in the most effective way.

Further, because of there are some guidelines in the strategy which require the students to avoid some aspects to make their learning becomes easier for them. In this case, the researcher also found that it is difficult to manage the time well so that in every meeting, she could give feedbacks to the students. The feedbacks were not only about the words that have been learned by the students but also about the word card strategy itself, especially in term of the aspects that should be avoided by the students. The difficulties found by the researcher affected the implementation of the word card strategy in the classroom. While in the control class the vocabulary exercises were well-designed and well-implemented, in the experimental class, the researcher could not control the use of the word card strategy well in the classroom.

2. Integrated Teaching and Learning of the Reading and the Writing Skills

Referring to the steps of the word card strategy, there are two stages of vocabulary learning in this strategy. The first one is students learn some words receptively and the second is students learn some words productively. Learning some words receptively means that students have to know the meaning and the form of the word. When students write down some difficult words in their word cards, they learn the form of the word. Then, when students try to find the meaning of those words, they learn the meaning of the word. Till this stage (step 7 in the procedure of the word card strategy) students learn words receptively. Then, when students do the step 8 of the word card strategy which is students look at the L1 word and try to find its L2 word, students will learn vocabulary productively.

Knowing a word means that students know the meaning, the form, and the use of the word (Nation, 2008). Students can learn words receptively and productively using the word card strategy. Learning some words receptively will help students in reading to comprehend a text and learning some words productively will be useful in writing. Referring to the steps of the word card strategy, this strategy proposes integrated teaching and learning of the reading and the writing skills. On the other hand, in this study, the researcher only focused on the effect of the word card strategy on the students' reading comprehension achievement. She designed only the teaching and learning of the reading skills in the classroom, not integrated teaching and learning of the reading and the

writing skills. Then, she did not implement the last step of the strategy which is the productive learning of the words. In this case, the students learn some words till the stage of the words' form and meaning. The students did not learn the use of the words.

Implementing the full steps of the word card strategy will provide students with vocabulary learning. They can learn not only the meaning and the form of the word but also the use of the word. It means that students know the word completely. Providing the full steps of the word card strategy means that teachers should not only focus on the reading teaching and learning. It requires teachers to teach integrated reading and writing skills. Because of this study only focused on the reading teaching and learning and omitted the last step of the word card strategy, the students could not learn vocabulary completely in term of the word meaning, form, and use.

3. Careful Attention on the Keyword Technique

The keyword technique is the technique that can be employed by students when they find some words, phrases, clauses, or sentences that are difficult to be understood by using the word card strategy. Different from the word card strategy, this technique requires students to use their imagination in finding the keyword for some difficult words. In this study, the researcher focused on the use of the word card strategy on the student's reading comprehension achievement. The researcher also introduced the procedure of the keyword technique to the students but she could not

control the use of this technique outside the classroom whereas this technique is also important for students to solve the problems when they could not understand some words using the keyword technique. To get the best result of the use of the word card strategy, the researcher and English teacher should also pay attention to the implementation of the keyword technique.

The factors described above are the factors identified by the researcher in reference to the theories of reading comprehension and vocabulary teaching and learning and also to the procedure and implementation of the research. Those factors were considered as the factors that might affect the result of the study. However, the researcher also found some a positive aspect in implementing the word card strategy. The aspect was related to student's autonomy.

The conceptual framework of this research shows that the word card strategy was selected to solve the problems occur in students' reading comprehension because this strategy proposes some benefits. One of them is it proposes students with autonomous learning. With careful attention and control from teacher when students learn to use the strategy, the strategy will be useful to improve students' autonomy. The students will not depend on the tasks given by their teacher or depend on the exercises in their book. However, referring to the theories of the preference and the use of VLS, a further study is needed to examine the effectiveness of the word card strategy in promoting autonomous learning of vocabulary.

Finally, the word card strategy can be applied as an alternative in vocabulary teaching and learning. However, it is better to still give students well-designed vocabulary exercises so that teacher can control their vocabulary knowledge development. With well-designed vocabulary exercises, students can also learn some words in context and some words that are the most useful words for them in the future reading. By using the word card strategy, they can learn some words that are difficult for them and it will enrich their vocabulary knowledge. In addition, considering repetition system in the WCS is needed to improve students' vocabulary retention.

CHAPTER V
CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

There are mainly three parts which are discussed in this chapter. The first part is conclusions of the research findings. The second part is the implications and the last part is the suggestions to the students, the teacher and the other researchers. Further explanation is discussed below.

A. Conclusions

Based on the theories, the research findings, and discussions, some conclusions are proposed. They are:

1. The mean score of the pre-test and the post-test of the control group increased from 79.86 to 85.90 or increased 6.04 point. The mean of the reading comprehension achievement scores of the students of the control group improved from the very good category to the excellent category.
2. The mean score of the pre-test and the post-test of the experimental group increased from 80.35 to 84.02 or increased 3.67 point. The mean of the reading comprehension achievement scores of the students of the experimental group improved from the very good category to the excellent category.
3. There is no significance difference between the reading comprehension achievement of grade X students of SMA N 1 Prambanan in the academic year of 2013/2014 who are taught using the word card strategy and those who are taught without it. It is suggested by the result of the Mann-

Whitney *U*-Test. It shows that the value of significance is 0.400. In brief, it can be concluded that there is no significance difference between the reading comprehension achievement of grade X students of SMA N 1 Prambanan in the academic year of 2013/2014 who are taught using the word card strategy and those who are taught without it.

4. There are some factors identified by the researchers that affect the result of the study. The factors are related to the theories and prior studies on VLS and reading comprehension and also to the procedure and implementation of the research. The factors related to the theories and studies are the WCS and the repetition system and vocabulary as one of the micro-skills in reading comprehension. The factors related to the procedure and implementations of the research are teachers' control and feedbacks, integrated teaching and learning of the reading and the writing skills, and careful attention on the keyword technique. Finally, the word card strategy can be applied as an alternative of vocabulary learning in combination with controlled-vocabulary exercises in the classrooms and with careful attention of the repetition system in memorization process.

B. Implications

The study reveals that there is no significant difference between the reading comprehension achievements of grade X students of SMA N 1 Prambanan in the academic year of 2013/2014 who are taught using the word card strategy and that of those who are taught without using it. Based on the

research findings, discussion and conclusions, some implications are proposed. They are:

1. The word card strategy can be applied as an alternative in vocabulary teaching and learning. However, it is better to still give students well-designed vocabulary exercises so that teacher can control their vocabulary knowledge development.
2. In implementing the word card strategy, teachers and students, there are some factors to be considered. They are the repetition system and vocabulary as one of the micro-skills in reading comprehension, teachers' control and feedbacks, integrated teaching and learning of the reading and the writing skills, and careful attention on the keyword technique.

C. Suggestions

Concerning the results of the study, the interpretation, and the conclusions, the researchers proposes as follows:

1. For the English Teachers

   The English teachers can use the word card strategies as an alternative in vocabulary teaching and learning in senior high schools. It is better to promote this strategy in combination with other vocabulary learning strategies or vocabulary exercises because students can be more autonomous and independent however teachers can still control their vocabulary development. In addition, teachers also should pay attention to the repetition system to improve students' vocabulary memorization.

2. For the Students

The students can use the word card strategies independently, in the classroom or outside the classroom because the strategy is quite simple as an addition to what they have learned in the classroom.

3. For Other Researchers

For other researchers who are interested in researching the same area of study, it is better to include the study of students' attitude toward the word card strategy in relation with the development of students' motivation toward vocabulary learning.

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APPENDIX 1

THE CORE AND THE BASIC COMPETENCES OF CURRICULUM 2013

The Core and the Basic Competences of the Curriculum 2013

Kompetensi Inti		***Kompetensi Dasar***	
KI 1	*Menghayati dan mengamalkan ajaran agama yang dianutnya.*	*1.1*	*Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.*
KI 2	*Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsive da pro-aktif dan menunjukkan sikap sebagai bagia dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia*	*2.1* *2.2* *2.3*	*Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.* *Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi* *transaksional dengan guru dan teman. Menunjukkkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.*
KI 3	*Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural, berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.*	*3.1* *3.2* *3.3*	*Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemaparan jati diri, sesuai dengan konteks penggunaannya.* *Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memujibersayap (extended), serta responnya, sesuai dengan konteks penggunaannya.* *Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menunjukan perhatian (care), serta responnya, sesuai dengan konteks penggunaannya.*

	3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang niat melakukan sesuatu, sesuai dengan konteks penggunaannya. *3.5 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari ungkapan ucapan selamat bersayap (extended), serta responnya, sesuai dengan konteks penggunaannya.* *3.6 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, sesuai dengan konteks penggunaannya.* *3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.* *3.8 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks pemberitahuan (announcement), sesuai dengan konteks penggunaannya.* *3.9 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks recount tentang pengalaman, kejadian, dan peristiwa, sesuai dengan konteks penggunaannya.* *3.10 Menganalisis fungsi sosial, struktur teks,*

			dan unsur kebahasaan pada teks naratif sederhana berbentuk legenda rakyat, sesuai dengan konteks penggunaannya.
		3.11	*Menyebutkan fungsi sosial dan unsur kebahasaan dalam lagu sederhana.*
KI 4	*Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.*	*4.1*	*Menangkap makna pemaparan jati diri lisan dan tulis.*
		4.2	*Menyusun teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.*
		4.3	*Menyusun teks lisan dan tulis untuk mengucapkan dan merespon pujian bersayap (extended), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.*
		4.4	*Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ungkapan perhatian (care), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.*
		4.5	*Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang niat melakukan sesuatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.*
		4.6	*Menyusun teks lisan dan tulis untuk mengucapkan dan merespon ucapan*

	selamatbersayap (extended), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuaikonteks. *4.7 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.* *4.8 Menangkap makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal.* *4.9 Menyunting teks deskriptif tulis, sederhana, tentang orang, tempatwisata, danbangunanbersejarahterkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.* *4.10 Menyusun teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.* *4.11 Menangkap makna pemberitahuan (announcement).* *4.12 Menyusun teks tulis pemberitahuan (announcement), sangat pendek dan sederhana, dengan memperhatikan*

	fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. *4.13 Menangkap makna dalam teks recount lisan dan tulis sederhana, tentang pengalaman, kegiatan, kejadian, dan peristiwa.* *4.14 Menyusun teks recount lisan dan tulis, sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.* *4.15 Menangkap makna teks naratif lisan dan tulis berbentuk cerita pendek sederhana.* *4.16 Menangkap makna lagu sederhana.*

APPENDIX 2
RESEARCH INSTRUMENTS

A. PRE-TEST AND POST-TEST BEFORE TRY-OUT

B. PRE-TEST AND POST -TEST AFTER TRY-OUT

C. OBSERVATION CHECKLIST

PRE-TEST

Read the text carefully and choose the correct answer to the following questions.

Questions 1 - 5 are based on the following text.

My best friend

My best friend's name is Rudy. He is a good-looking man who always wears casual clothes. He has brown hair that is curly and fine. Rudy is a short man about five feet, seven inches tall. He is brown skinned. Sometimes I like to look at his eyes because he has big brown eyes that are really beautiful. He loves to go dancing and shopping. He likes to go dancing at Embers in downtown Portland on Latino Night. He lives in Tualatin with his brothers. He is a manager at a Mexican restaurant called La Isla Bonita. Rudy was born in a small town in Jalisco, Mexico. He came to the United States five years ago. Rudy has an easy-going personality and is friendly and understanding. That is the reason we are being best friends till now.

1. What is the main idea of the text?
   a. Rudy is an easy going man.
   b. The writer's friend is a dancer.
   c. The clothes that Rudy likes to wear.
   d. The activities that are usually done by Rudy.
   e. The description of the writer's friend.

2. Rudy likes to go to Portland on Latino Night because ….
   a. he likes to do shopping there
   b. he usually visits his brothers
   c. Rudy has to work there
   d. he likes to do dancing in Portland
   e. Rudy has to see his manager in that place

3. Which statement is **NOT TRUE** according to the above text?
   a. Five years ago, Rudy moved to the United States.
   b. Rudy likes to wear suit and tie.
   c. Rudy's big brown eyes are really beautiful.
   d. Portland on Latino Night is the place where Rudy usually go dancing.
   e. The city where Rudy was born is a small town.

4. "Rudy has an ***easy-going*** personality … " The phrase in bold means ….
   a. relaxed and not easily upset or worried
   b. willing to help others
   c. not proud or not believing that you are important
   d. d. like to go to anywhere
   e. never go to anywhere

5. The **antonym** of the word "**easy-going**" is ….
   a. humble
   b. generous
   c. strict
   d. patient
   e. creative

Questions 6-10 are based on the following text.

Jatim Park

For people in East Java, Jatim Park may have been heard many times as it is one of the famous tourist attractions in East Java province. Jatim Park offers a recreation place as well as a study center.

Jatim Park is located at Jl. Kartika 2 Batu, East Java. It is not too difficult to get to Jatim Park because the object is only 2, 5 kilo meters from Batu city. This Jatim Park tourism object is about 22 hectares width.

Visitors can enjoy at least 36 kinds of facilities which can attract them as well as give new knowledge. Just after they the pass gate, the visitors will find an interesting view of 'Galeri Nusantara' area. The visitors will also find 'Taman Sejarah' area, which contains miniature of temples in East Java like Sumberawan temple and customhouse of Kiai Hasan Besari Ponorogo and Sumberawan Statue.

6. The main information of the text tells us about ….
   a. the location of Jatim Park
   b. the popularity of Jatim Park
   c. the miniature temple in Jatim Park
   d. the description of East Java Province
   e. the description of Jatim Park

7. From the text above, we know that ….
   a. Jatim Park is suitable not only for family and children, but also students
   b. Jatim Park is the place that only suited for family and children
   c. actually, Jatim Park is quite small
   d. there are just a few people in East Java who knows Jatim Park
   e. there are six facilities that can be enjoyed by the visitors in Jatim Park

8. What will the visitors see after passing the first gate in Jatim Park?
   a. Taman Sejarah
   b. Sumberawan Statue
   c. Galeri Nusantara
   d. Sumberawan temple
   e. The house of Kiai Hasan

9. What is the meaning of "**tourist attractions**" in line 2?
   a. Game centers
   b. Tourism objects
   c. The attractions of some people
   d. The visitors of a province
   e. Facilities

10. "Just after they the pass gate, the visitors will find an interesting ***view*** of …." What is the **synonym** of the word "**view**" in the sentence?
   a. Opinion
   b. Painting
   c. Corner
   d. Sight
   e. Picture

Questions 11-15 are based on the following text.

Borobudur

Borobudur is a Hindu - Budhist temple. It was built in the ninetieth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and consists of eight steps like stone terrace. The first five terraces are square and surrounded by walls adorned with Budhist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire edifice is crowned by a large stupa at the centre at the centre of the top circle.

11. The text is mainly about ….
   a. Budhist temples in the world.
   b. the ancient Mataram kingdom.
   c. the location of Borobudur temple.
   d. the description of Borobudur temple.
   e. the description of Gupta architecture.

12. Which statement is **TRUE** according to the above text?
   a. The first five terraces are round.
   b. Borobudur was built on a hill.
   c. Borobudur consists of seven steps like stone terrace.
   d. Gupta architecture comes from Asia.
   e. Almost people don't know Borobudur.

13. "*The upper three* are circular" (line 7). The phrases "**the upper three**" refers to ….
    a. steps
    b. walls
    c. sculpture
    d. bas-relief
    e. stone

14. "Each of them is with a circle of **bell shape-stupa**" (line 8). The phrase "**bell shaped-stupa**" means ….
    a. a bell which looks like a stupa
    b. a stupa which is made of a bell
    c. a stupa which looks like a bell
    d. a bell which is made of a stupa
    e. a bell and a stupa

15. The word "**adorned**" in line 7 has a closest meaning with the word ….
    a. added
    b. changed
    c. replaced
    d. covered
    e. decorated

Questions 16-20 are based on the following text.

Barrack Obama

His full name is Barrack Husein Obama. People often call him Barrack Obama or Obama only. He is African-American. He was born on 4 August 1961 in Honolulu, USA. Obama is quite tall, about 183 centimeters. He has an oval face, baldheaded, and brown-skinned. His face looks patient and strong. He always keeps smile when he gives a speech. Obama has got married to Michelle. They have two daughters, Malia and Natasha Obama. Obama's hobby is doing sport. He likes playing golf in his spare time. Obama also loves blogging. He writes on his twitter quite often.

16. Which of the following would be the most suitable topic of the paragraph above?
    a. The description of African-American person.
    b. The description of Barrack Obama.
    c. The description of president's job.
    d. The family of President Barrack Obama.
    e. President Barrack Obama's hobby.

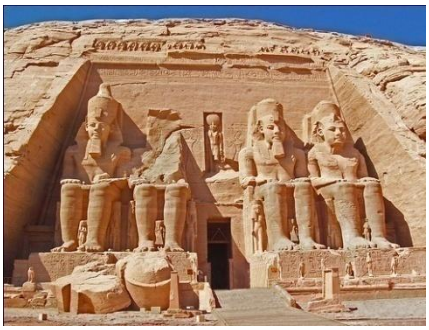
17. What kind of sport that Obama usually do?
    a. Baseball
    b. Swimming
    c. Jogging
    d. Playing golf
    e. Blogging

18. Which statement is **FALSE** according the above text?
    a. Obama' full name is Barrack Husein Obama.
    b. Although Obama is very busy, he still has spare time.
    c. Obama is 61 years old now.
    d. Obama does not have a son.
    e. Barrack Obama is a friendly person.

19. The phrase "**baldheaded**" in line 3 means ….
    a. having a little or no hair on the head
    b. having curly hair
    c. very determined to do what you want to do
    d. really wise and sensible
    e. intelligent, or able to think quickly or cleverly in difficult situations

20. The **antonym** of the word "**patient**" in line 4 is ….
    a. Stingy
    b. Strict
    c. loyal
    d. unreliable
    e. emotional

Questions 21-25 are based on the following text.



Abu Simbel is one of the beautiful places I ever visit. It is an archaeological site comprising two massive rock temples in southern Egypt along the Nile about 290 km southwest of Aswan. It is part of the UNESCO World Heritage Site of "Nubian Monuments" which run from Abu Simbel downriver to Philae.

The Temple of Ramses II at Abu Simbel is generally considered the grandest and most beautiful of the temples commissioned during the reign of Ramses II, and one of the most beautiful in Egypt. The facade is 33 meters high, and 38 meters broad, and guarded by four statues, each of which is 20 meters high. They were sculptured directly from the rock in which the temple was located before it was moved.

21. The text is mainly about ….
    a. The writer's experience visiting Abu Simbel
    b. The parts of UNESCO World Heritage Site
    c. The description of Abu Simbel
    d. the description of Nile River
    e. the description of King Ramses II

22. From the text we know that ….
    a. Abu Simbel consists of three massive rock temples in southern Egypt
    b. the four statues in Abu Simbel were sculpture from wood
    c. the temples in Abu Simbel are the grandest during the reign of Ramses I
    d. the façade is guarded by four statues, each of which is 20 meters high
    e. the façade is 38 meters high and 33 meters broad

23. Abu Simbel belongs to UNESCO World Heritage Site because ….
    a. it is one of the beautiful places the writer ever visits
    b. the buildings of the temples are really high and width
    c. it is built in Southern Egypt
    d. it is built under the reign of Ramses II
    e. the buildings belong to historical buildings in the world

24. "…. during the **reign** of Ramses II" (line 9). The word "**reign**" means ….
    a. the period of time when a king or queen rules a country
    b. the group of people who officially control a country
    c. the person who is a member of a particular country
    d. a rule, usually made by a government
    e. features belonging to the culture of a particular society

25. The word "**sculptured**" in line 12 has the closest meaning with the word ….
    a. molded
    b. carved
    c. burned
    d. discovered
    e. formed

Questions 26-30 are based on the following text.

Taj Mahal is regarded as one of the eight wonders of the world, and some Western historians have noted that its architectural beauty has never been surpassed. The Taj is the most beautiful monument built by the Mughals, the Muslim rulers of India. Taj Mahal is built entirely of white marble. Its stunning architectural beauty is beyond adequate description, particularly at dawn and sunset. The Taj seems to glow in the light of the full moon. On a foggy morning, the visitors experience the Taj as if suspended when viewed from across the Jamuna river.

26. The main idea of the paragraph is ….
    a. the description of Jamuna River
    b. the location of Jamuna River
    c. the location of Taj Mahal
    d. the description of Western Historian
    e. the description of Taj Mahal

27. The Taj mahal is built by ….
    a. the Mughals
    b. white marble
    c. stone
    d. Western historian
    e. an architect

28. Which statement is **TRUE** according to the text?
    a. Taj Mahal does not belong to the eight wonders of the world.
    b. There is no other architecture that is more beautiful than the Taj according to Western Historian.
    c. The Taj seems really dark in the full moon.
    d. The Mughals are people who live around the Taj.
    e. The Taj is built entirely of silver marble.

29. "Its **stunning** architectural beauty …." (line 7). The word **stunning** in the text means ….
    a. shocking
    b. unpleasant to look at
    c. enough or satisfactory for a particular purpose
    d. extremely beautiful or attractive
    e. graceful in appearance

30. The **synonym** of the word "**dawn**" in line 8 is ….
    a. afternoon
    b. evening
    c. daybreak
    d. night
    e. morning

Questions 31-35 are based on the following text.

Justin Bieber

His name is Justin Bieber. He is a very famous singer nowadays. He begins to be a star after his song was published at youtube.com. Justin was born on 1 March 1994 in Stratford, Ontario, Canada. His father's name is Jeremy Jack Bieber and his mother's name is Patricia Lynn Mallette. Justin has red hair and pointed nose. He has beautiful blue eyes. People, especially teenagers say that his face is cute. It makes his fans crazy when they meet him. Justin is a very talented musician. He can sing beautifully. He also can play music instruments like piano, drum and guitar.

31. The passage tells us about ….
    a. the famous singer nowadays
    b. Justin's Bieber family
    c. the instruments that are usually played by Justin Bieber
    d. the description of Justin Bieber
    e. the description of music in 1994

32. The name of Justin Bieber's father is ….
    a. Jeremy Jhonson
    b. Patricia Lynn Mallete
    c. Jeremy Jack Bieber
    d. Veronica Mallete
    e. Jack Justin

33. From the above text we know that ….
    a. Justin Bieber isn't able to sing well
    b. Justin Bieber only can sing but cannot play music instruments
    c. there are four music instruments that Justin usually plays
    d. Justin Bieber starts his career by joining a music competition
    e. Justin has a lot of fans

34. "Justin is a very **talented** musician"(line 6). The underlined word in the sentence means ….
    a. able or skillful
    b. having patient
    c. able to think quickly or cleverly in difficult situations
    d. can be trusted or believed
    e. using a lot of effort

35. The **antonym** of the phrase "**pointed nose**" is ….
    a. big nose
    b. flat nose
    c. small nose
    d. cute nose
    e. snub nose

Questions 36-40 are based on the following text.

Lake Toba is a famous lake in Northern Sumatra province. The lake is 100 kilometers long, 30 kilometers wide, and up to 505 meters (1,666 ft) deep. It offers many interesting attractions. There, we can find the beauty of our nature. Visitors can enjoy the scenery and also try some traditional food at the same time. The atmosphere is really refreshing. Lake Toba is the second largest lake in the world. It is one of the geopark sites in Indonesia. There, visitors also can find Samosir Island in the middle of the lake.

36. The topic of the text is about ….
    a. Lake Toba
    b. Northern Sumatra Province
    c. Samosir Island
    d. geopark
    e. interesting attractions

37. Some of the interesting attractions offered by Lake Toba are, **except** ….
    a. the beauty of nature
    b. the scenery of Lake Toba
    c. some traditional food
    d. some Western food
    e. the refreshing atmosphere

38. We know from the text that ….
    a. many visitors come to Lake Toba for getting food
    b. visitors come to Lake Toba mostly because the beauty of its nature
    c. visitors come to Lake Toba because the lake is very large
    d. people come to Lake Toba because it is really deep
    e. only because of there is Samosir Island in the middle Lake Toba, many visitors come there

39. The word "**atmosphere**" in line 5 means ….
    a. the mixture of gases around the Earth
    b. the part of our earth
    c. feeling or mood of a place or situation
    d. the general appearance of the natural environment
    e. a large area of land covered with trees and plants

40. The antonym of the word "**the largest**" in line 5 is ….
    a. the biggest
    b. huge
    c. big
    d. the small
    e. the smallest

Questions 41-45 are based on the following text.

Easter Island is in the South Pacific, 3,700 kilometers from the coast of Chile. On the island, there are 600 large statues. We don't know who built them but they were probably constructed between 1150 and 1500. We don't really know why they are there. The Norwegian explorer, Thor Heyerdahl, believed that they were built by people from South America. To prove this, he made a simple raft and sailed there, all the way from Peru. Archaeologists think that the statues represent dead tribal leaders. We don't know why the statues left alone on the island. Perhaps they were killed by disease or war. Perhaps the builders used all the natural resources on the island. There are many unanswered questions about Easter Island.

41. The main information of the paragraph is about ….
    a. the coast of Chile
    b. the Norwegian explorer
    c. people in South America
    d. the statues
    e. Easter Island

42. Which statement is **FALSE** according to the text?
    a. No one knows who built statues in Easter Island.
    b. People know exactly the time when the statues were built.
    c. The statues represent the dead tribal leaders.

d. Probably, the people in Easter Island were killed by disease or war.
e. The Norwegian explorer believes that people from South America built the statues.

43. There are … statues in Easter Island. The answer for the blank in the sentence is ….
a. six hundred
b. six thousand
c. sixty
d. sixteen
e. sixty six

44. "…. the statues **represent** dead tribal leaders". The underlined word in the sentence means ….
a. to be in the right or suitable place
b. to own or possess
c. to show or describe something or someone
d. to happen
e. to travel or to move

45. The word "**coast**" in line 2 has the closest meaning with the word ….
a. mountain
b. hill
c. sea
d. seashore
e. lake

Questions 46-50 are based on the following text.

46. In the text above, the writer mostly mention ….
a. the physical appearance of the missing child
b. the place where the child usually plays
c. the address of the police station
d. the child's hobby
e. the child's activities everyday

47. If anyone sees the child like the girl in the picture, he or she can call ….
    a. the nearest police station only.
    b. Mr. Jecklyn's office numbers.
    c. the nearest police station or Mr. Jeckyl's phone numbers
    d. Dian's family
    e. Dian's teachers and friends

48. What is probably the feeling of Dian's parents?
    a. Glad
    b. Angry
    c. Annoyed
    d. Excited
    e. Worried

49. The antonym of the word "**slanted eyes**" is ….
    a. cross-eyed
    b. bright eyes
    c. far-sighted
    d. big eyes
    e. almond-shaped eyes

50. The phrase "**three-year old girl"** means ….
    a. the girl's age is more than three
    b. the girl's age is three
    c. the girls has been missing for three years
    d. the girl's age is less than three
    e. the girl is the third child of the family

Questions 51-55 are based on the following text.

Kuta Beach is a beautiful beach in southern Bali. Its location is in Badung Regency, 9 km from Denpasar, the capital of Bali exactly near Bali's Ngurah Rai Airport. Kuta is one of the first towns with substantial tourist development and also remains one of Indonesia's major tourist destinations. Its long sandy beach is known internationally, with its varied accommodation, many restaurants and bars.

It is also well-known as the right place for people to see scenic sunset in the afternoon. People who come to Bali will be very unlucky if they do not see the panoramic sunset in this town. It is real that tourists feel happy to be there. They can sunbathe, swim, surf, play soccer beach, kite flying, play volleyball or just take a walk. Yes, they can do many activities in this beach for its complete beach activities.

51. The text is mainly about ….
    a. Denpasar
    b. Ngurah Rai Airport
    c. Badung Regency
    d. Kuta Beach
    e. Southern Bali

52. Kuta Beach is famous because people can see … here. The right answer for the blank is ….
    a. scenic sunset in the afternoon
    b. volleyball player
    c. restaurants and bars
    d. the capital city of Bali
    e. Balinese people

53. The **TRUE** statement according to the text is ….
    a. Kuta Beach is located in the Northern Bali.
    b. The accommodation in Kuta Beach is really expensive.
    c. Most people who visit Kuta Beach hope that they can see the beautiful sunset.
    d. People only can swim or play volleyball around Kuta Beach.
    e. The location of Kuta Beach is in Denpasar.

54. "…with its **varied accommodation**, many restaurants and bars." (line 5) The underlined phrase means ….
    a. there is only one preference of accommodation offered
    b. there are many accommodation options offered
    c. the accommodation is really reasonable
    d. the accommodation is really expensive .
    e. the accommodation cannot be chosen

55. The word "**scenic"** in line 6 is the **synonym** of the word ….
    a. ugly
    b. ordinary
    c. fun
    d. horrible
    e. beautiful

Questions 56-60 are based on the following text.

Kasunanan Palace is also known as Surakarta Hadiningrat Palace. Formerly the capital city of the palace was in Kartosura which is around 12 miles to the west from Solo municipality. The palace has a traditional Javanese architecture with its famous tower called 'Panggung Songgo Buwono'. Further, there are some other places such as Gladag and Pamurakan, two squares in the north and the south of the palace complex, as well as the Grand Mosque and Klewer market. Inside of the palace there lies art galleries and museum that stores various collections, such as the royal carriage, the royal heirlooms, traditional weapons, Shadow puppets, antique sculptures and valuable artifacts as well as various other artworks.

56. The paragraph is about ….
    a. Kartosura
    b. Panggung Sonngo Budoyo
    c. Kasunanan Palace
    d. Gladag
    e. Pamurakan

57. The **FALSE** statement according to the text is ….
    a. the palace has a famous tower.
    b. the palace is also known as Surakarta Hadiningrat Palace.
    c. the building is influenced by Javanese architecture.
    d. the name of the Tower in the palace is Panggung Songgo Buwuno
    e. Kasunanan Palace is the only place in the palace complex.

58. From the text, we know that ….
    a. Kasunanan Palace is a heritage object in Solo
    b. Kasunanan Palace cannot be visited by any tourist
    c. visitors can find Western and Eastern artworks in art galleries and museum
    d. Panggung Songgo Buwono is the other name of Kasunanan Surakarta
    e. traditional weapons and Shadow puppets are the examples of modern artworks

59. "The art galleries consist of **the royal heirlooms**". The underlined phrase means ….
    a. the traditional weapon from the kingdom
    b. inheritance and valuable objects from the kingdom
    c. cultures from a certain place
    d. artworks made by local people
    e. artworks which are sold in traditional market

60. The word "**stores**" in line 7 has the closest meaning with the word ….
    a. to buy something
    b. to sell something
    c. to use some thing
    d. to keep something in special place
    e. to make something special

RESOURCES

Text 1 : **"My Best Friend"** adapted from
http://spot.pcc.edu/~jsparks/ESOL42/ESOL42DescrPersonEx.html

Text 2 : **"Jatim Park"** adapted from
http://irvanfanorama.blogspot.com/2013/01/descriptive-text-jatim-park.html

Text 3 : **"Borobudur Temple"** adapted from
http://habib29.wordpress.com/2012/10/20/contoh-teks-descriptive-borobudur-temple/

Text 4 : **"Barrack Obama"** adapted from
http://namakuaziza.blogspot.com/2012/08/contoh-descriptive-text_9839.html

Text 5 : **"Abu Simbel"** adapted from
http://www.travelcenturies.com/depdetails.aspx?ID=565

Text 6 : **"Taj Mahal"** adapted from
http://www.islamicity.com/Culture/Taj/default.htm
The picture of Taj Mahal was taken from
http://insightsindia.blogspot.com/2013/08/seven-manmade-wonders-of-india.html

Text 7 : **"Justin Bieber"** adapted from
http://www.sekolahoke.com/2011/04/descriptive-text-justine-biebier.html

Text 8 : **"Lake Toba"** adapted from
http://en.wikipedia.org/wiki/Lake_Toba

Text 9 : **"Easter Island"** adapted from
http://ucihaandrian.blogspot.com/2012/04/descriptive-text-easter-island.html
The picture of Easter Island was taken from
http://commons.wikimedia.org/wiki/File:Easter_Island,_Rano_Raraku,_moais_%286691014193%29.jpg

Text 10: "Missing Child" adapted from
Sudarwati, Th. M. 2007. Look Ahead, An English Course for Senior High School Students Year X. Jakarta: Erlangga.
The picture of a little girl was taken from
http://www.latest-hairstyles.com/kids/girls/with-curly-hair.html

Text 11: "Kuta Beach" adapted from
http://www.englishindo.com/2012/02/descriptive-text-about-kuta-beach.html

Text 12: "Kasunanan Palace" adapted from
http://kesanindah.com/article/109231/karaton-kasunanan-surakarta-hadiningrat-a-palace-of-more-than-260-years-store-high-value-artwork.html

Name :
Student Number :
Class :

PRE-TEST

1.	a	b	c	D	e
2.	a	b	c	D	e
3.	a	b	c	D	e
4.	a	b	c	D	e
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29.	a	b	c	D	e
30.	a	b	c	D	e

31.	a	b	c	d	e
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54.	a	b	c	d	e
55.	a	b	c	d	e
56.	a	b	c	d	e
57.	a	b	c	d	e
58.	a	b	c	d	e
59.	a	b	c	d	e
60.	a	b	c	d	e

THE ANSWER KEY OF THE PRE-TEST

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

21	C
22	D
23	E
24	A
25	B
26	E
27	A
28	B
29	D
30	C
31	C
32	D
33	E
34	A
35	B
36	A
37	D
38	B
39	C
40	E

41	E
42	B
43	A
44	C
45	D
46	A
47	C
48	E
49	D
50	B
51	D
52	A
53	C
54	B
55	E
56	C
57	E
58	A
59	B
60	D

POST-TEST

Read the text carefully and choose the correct answer to the following questions.

Questions 1 - 5 are based on the following text.

My wife

My wife, Neda, is 31 years old. She is young and beautiful. She has dark brown eyes and straight black hair. She is a slim woman of average height. She is very kind and calm. We got married almost seven years ago. She often wears brightly coloured dresses. She does not like dark colours. Her favorite colour is blue. She loves painting. She also likes reading story books and watching TV. Neda graduated from college almost seven years ago. She has a bachelor's degree in graphic design. Neda and I live in Beaverton. We moved to the United States three months ago. She plans to continue her studies in the United States. She hopes to find a proper job in her field in the future. We have a friendly relationship, and I am proud of her.

1. What is the main idea of the text?
   a. the Neda's favourite colour.
   b. Neda's daily activities.
   c. the description of Neda's education.
   d. the description of the writer's wife.
   e. Neda's address.

2. Neda likes to wear brightly coloured dresses because ….
   a. she does not like to wear shorts
   b. she things that wearing dresses makes her more beautiful
   c. she really likes bright colours
   d. she loves painting
   e. her favourite colour is blue

3. Which statement is **NOT TRUE** according to the above text?
   a. Neda is young and beautiful.
   b. Neda and his husband live in Beaverton.
   c. They have been in the United States for three months.
   d. Neda likes reading story books and watching TV.
   e. Neda plans to continue her study in Bevearton.

4. "She is very kind and **calm**." The word in bold means ….
   a. generous and helpful
   b. peaceful and quiet
   c. willing to give help
   d. feeling pleasure
   e. can be trusted

5. The antonym of the word "**calm**" is ….
   a. talkative
   b. friendly
   c. patient
   d. honest
   e. lazy

Questions 6-10 are based on the following text.

Singapore

Have you ever visited Singapore? Well, if you haven't, let me tell you about Singapore. Singapore is an island city. Its population is about three million people. Most Singaporeans live in high-rise apartments. Singapore is a beautiful city with lots of parks and open spaces. It is also a very clean city. You know, the business district is very modern, with lots of tall and new buildings. Now, let me tell you about the old section of the city. In Chinatown, there are rows of old shop houses. The government buildings in Singapore are also very unique. They date from the British colonial days. Singapore is famous for its many good shopping centers. Most of the goods are duty free. It is heaven for shoppers. There are also a lot of restaurants there. Since Singapore lies near the equatorial line, it has a tropical climate.

6. The main information of the text tells us about ….
   a. Singapore as an island city
   b. the population in Singapore
   c. the buildings in Singapore
   d. the description of shopping centers in Singapore
   e. the description of Singapore

7. From the text above we know that ….
   a. most of Singaporeans live in country houses
   b. the old section of the city consists of many modern shop houses
   c. Singapore has a tropical climate
   d. there is one restaurant in the city
   e. there are a lot of ordinary buildings in the old section of the city

8. What will the visitors find in Chinatown?
   a. A lot of restaurants.
   b. Equator line.
   c. Lots of parks.
   d. Old shop houses.
   e. Apartments.

9. What is the meaning of **open spaces**?
   a. An empty area which is available to be used.
   b. A hall of a building.
   c. A large building in the town.
   d. A business district in the town.
   e. A modern building in the town.

10. "Its population is about three million people. Most Singaporeans live in **high-rise** apartments." What is the synonym of the word **high-rise** in the sentence?
    a. Very modern
    b. Very tall
    c. Traditional
    d. Minimalist
    e. Unique

Questions 11-15 are based on the following text.

Prambanan Temple

Prambanan is the largest Hindu temple compound in Central Java in Indonesia, located approximately 18 km east of Yogyakarta. The temple is a UNESCO World Heritage Site and is one of the largest Hindu temples in south-east Asia. It is characterized by its tall and pointed architecture, typical of Hindu temple architecture, and by the 47m high central building inside a large complex of individual temples.

It was built around 850 CE by either Rakai Pikatan, king of the second Mataram dynasty, or Balitung Maha Sambu, during the Sanjaya Dynasty. Reconstruction of the compound began in 1918. Much of the original stonework has been stolen and reused at remote construction sites.

11. The text is mainly about ….
    a. Hindu temples in the world
    b. the UNESCO World Heritage Site
    c. the description of Rakai Pikatan
    d. the description of Sanjaya Dynasty
    e. the description of Prambanan temple

12. Which statement is **TRUE** according to the above text?
    a. Prambanan temple is the largest Budhist temple in central Java
    b. Tall and pointed architecture is the features of Hindu temple
    c. Rakai Pikatan is the king og the first Mataram dynasty
    d. The reconstruction of the temple finished in 1918
    e. Prambanan temple is one of the largest Hindu temples in northern Asia

13. The word "**it**" in line 3 refers to ….
    a. South East Asia
    b. UNESCO
    c. site
    d. Yogyakarta
    e. the temple

14. Much of the original stonework has been stolen and reused at **remote** construction sites. The word "**remote**" means ….
    a. an area, house or village that is a long way from any towns or cities
    b. not very friendly or showing little interest in other people

c. having little activity or excitement and few people
d. full of activity or people
e. very bad

15. The word "**characterized**" in line 3 has a closest meaning with the word ….
a. built
b. reconstructed
c. classified
d. designed
e. grouped

Questions 16-20 are based on the following text.

Susilo Bambang Yudhoyono

He was born on 9 September 1949 in Tremas, Pacitan, East Java. We know him as the president of Indonesia. His name is Susilo Bambang Yudhoyono but we often called him SBY. SBY has a round face and pointed nose. He has short black hair. As the ex-soldier, his body is strong and well-built. SBY is married to Ani. They have two sons, Agus Harimurti Yudhoyono and Edhie Baskoro Yudhoyono. SBY likes singing. He released three albums so far. The first was published in 2007. The next album was published in 2010.

16. Which of the following would be the most suitable topic of the paragraph above?
a. The description of Pacitan.
b. The description of Susilo Bambang yudhoyono
c. The description of president's job.
d. The family of president SBY.
e. President SBY's hobby.

17. What is president SBY's hobby?
a. Dancing.
b. Doing sport.
c. Playing golf.
d. Singing.
e. Painting.

18. Which statement is **FALSE** according to the above text?
a. The full name of the president of Indonesia is Susilo Bambang Yudhoyono.
b. SBY does not have any daughter.
c. SBY is 49 years old now.
d. The first album of president SBY was released in 2007.
e. SBY's wife is Ani Yudhoyono.

19. The phrase "**well-built**" in line 4 means ….
a. describes a person who is large and strong
b. having a pleasantly soft rounded body or shape
c. having a lot of flesh on the body

d. attractively thin
e. with little flesh on the bones

20. The antonym of the word "**strong**" is ….
a. strict
b. emotional
c. loyal
d. unreliable
e. weak

Questions 21-25 are based on the following text.

The Sand Dunes of Sossusvlei

The sand dunes of Sossusvlei in the Namib Desert are often referred to as the highest dunes in the world. Various arguments are laid out to support this claim, but all miss the point, which is that Sossusvlei is surely one of the most spectacular sights in Namibia. Located in the Namib Naukluft park, the largest conservation area in Africa, and fourth largest in the world - the sand dunes at Sossusvlei are just one excellent reason to visit Namibia.

The best time to view Sossusvlei is close to sunrise and sunset; the colours are strong and constantly changing, allowing for wonderful photographic opportunities. The midday heat is intense and best spent in the shade while sunset al.so offers excellent photo opportunities at Sossusvlei.

21. The text is mainly about ….
a. the writer's experience visiting Sossusvlei
b. the area of the Namib Desert
c. the description of the sand dunes of Sossusvlei
d. the description of Namib Naukluft park
e. the description of Namibia

22. From the text we know that ….
a. the sand dunes of Sossusvlei are the highest in the world
b. the best time to see the sand dunes of Sossusvlei is in the afternoon
c. the Namib Naukluft park is the smallest conservation area in Africa
d. Sossusvlei is one of the most beautiful places in Namibia
e. visitors cannot take a picture in Sossusvlei

23. One of the excellent reasons to visit Namibia is ….
    a. the warm weather of the place.
    b. there are a lot of photographers there.
    c. there is a conservation area.
    d. the sunset in Namibia is really beautiful.
    e. there are the beautiful sand dunes Sossusvlei in Namibia.

24. "The midday heat is intense and best spent in the **shade** …." The word "**shade**" means ….
    a. slight darkness caused by something blocking the direct light from the sun
    b. the quality of being hot or warm
    c. a type or degree of a colour
    d. a place which is really warm
    e. a place which has no light at all

25. The word "**sights**" in line in line 5 has the closest meaning with the word ….
    a. images
    b. views
    c. pictures
    d. paintings
    e. sketches

Questions 26-30 are based on the following text.

The Great Wall

Voted one of the New Seven Wonders of the World in 2007, the Great Wall of China is the world's largest historical site. Originally built to keep invading Mongols from entering China, the earth-and-stone fortification is composed of multiple walls rather than one massive wall. The Great Wall begins in the east at Shanhaiguan in Hebei province and ends at Jiayuguan in Gansu province to the west. Its main body consists of walls, horse tracks, watchtowers, and shelters on the wall, and includes fortresses and passes along the Wall.

26. The main idea of the paragraph is ….
    a. the description of the seven wonders in the world
    b. the location of the Great Wall
    c. the description of Hebei Province
    d. the description of Mongols
    e. the description of the Great Wall

27. The main reason in building the Great Wall is ….
    a. to attract visitors
    b. to avoid Mongols entering China
    c. to avoid blood
    d. to build the largest wall in the world
    e. to keep the area from any disease

28. Which statement is **TRUE** according to the text?
    a. The Great Wall is the largest site in the world.
    b. The Great Wall was built by using a large wall.
    c. The Great Wall begins at Jiayuguan in Gansu province.
    d. The Great Walls only consist of walls.
    e. The Great Walls ends at Shanhaiguan in Hebei province.

29. "…. composed of multiple walls rather than one **massive** wall." The word **massive** in the text means ….
    a. limited in size or amount when compared with what is typical or average
    b. extremely small
    c. very large in size, amount or number
    d. large in size or amount
    e. typical and usual

30. The synonym of the word "**fortification**" in line 5 is ….
    a. wall
    b. tower
    c. shelter
    d. fortress
    e. jail

Questions 31-35 are based on the following text.

Robin Van Persie

He plays as a striker for Arsenal FC and the Netherland national team. His full name is Robin Van Persie but some people call him RVP. He was born on 6 August 1983 in Rotterdam, Amsterdam. He starts his career at the age of 18. He joined Arsenal in 2004. He has white skin and short black hair. He is well-built and tall. He has many fans because not only because he has great skills but also because he is good-looking. RVP has a son and a daughter. The name of his son is Shaqueel Van Persie and his daughter is Dina Van Persie.

31. The passage tells us about ….
    a. the football players in the word
    b. the job of Robin Van Persie
    c. Robin Van Persie's family
    d. the description of RVP
    e. the description of Arsenal FC

32. The name of Van Persie's daughter is ….
    a. Shaqueel Van Persie
    b. Van Persie
    c. Dina Van Persie
    d. Diana Van Persi
    e. Sophie Van Persie

33. From the text we know that ….
    a. RVP starts his career when he was a teenager
    b. RVP is joining three football clubs
    c. Van Persie has been joining Arsenal for nine years
    d. Van Persie has many fans only because of his appearance
    e. Van Persie has three children.

34. "…. also because he is **<u>good-looking</u>**." The underlined word in the sentence means ….
    a. unpleasant to look at and not attractive
    b. like to look at something
    c. being able to choose the best decision of something.
    d. large in amount
    e. physically attractive for a man or a woman

35. The **synonym** of the phrase "**well-built**" is ….
    a. diminutive
    b. muscular
    c. big
    d. slim
    e. plump

Questions 36-40 are based on the following text.

Komodo Island is one of the islands in Indonesia. It is the part of East Nusa Tenggara Island. The island is particularly notable as the habitat of the Komodo dragon, the largest lizard on Earth, which is named for the island. Komodo Island has a surface area of 390 square kilometers. The Komodo dragon is not the only one that visitors can find in this island. This island is also popular as the destination for diving because of its underwater beauty. Komodo Island has many diving points that are really interesting for visitors.

36. The topic of the text is about ….
    a. Komodo Island.
    b. East Nusa Tenggara Island.
    c. The Komodo Dragon.
    d. the largest lizard on Earth.
    e. the underwater beauty.

37. Some of the interesting attractions offered by Komodo Island are, **except** ….
    a. the largest lizard in the world
    b. the underwater beauty

c. some diving points in the Island
d. the beautiful hills and mountains
e. the Komodo dragon.

38. We know from the text that ….
a. Komodo Island is the part of West Nusa Tenggara Island
b. Komodo Dragon is not the only one the visitors can find in the Island.
c. the island is popular for its mountains and hills.
d. the water area in Komodo Island is 390 square kilometers.
e. diving in Komodo Island will be very dangerous.

39. The word "**habitat**" in line 2 means ….
a. the house or apartment
b. a particular part of a place, piece of land or country
c. the natural environment in which an animal or plant usually lives
d. the surface of the Earth that is not covered by water
e. the surface of the Earth that is covered by water

40. The **antonym** of the word "**notable**" in line 2 is ….
a. famous
b. well-known
c. popular
d. hated
e. unpopular

Questions 41-45 are based on the following text.

Great Zimbabwe

In 1871 Karl Mauch, a German, discovered a huge stonewalls in Zimbabwe, Africa. The walls covered 25 hectares around what is now called 'Great Zimbabwe'. Great Zimbabwe is the most impressive Iron Age site in Africa. On top of a hill, there is a large castle and underneath this is the 'Great Enclosure'. The Great Enclosure has enormous walls – sometimes 11 meters high and 1.2 meters thick. Inside the Great Enclosure there are many huts, passages and rooms and a mysterious 9-metre-high stone tower that has no stairs, no windows, and no doors. Why did they build the tower? We don't know. We don't even know who built Great Zimbabwe –. They think the Great Enclosure was built about 1,000 years ago.

41. The main information of the paragraph is about ….
a. Karl Mauch
b. Zimbabwe
c. Africa
d. the hill in Africa
e. the Great Zimbabwe

42. According to the text, we know that ….
    a. the Great Zimbabwe is a small stonewalls
    b. someone who discovers the great Zimbabwe comes from Germany
    c. the large castle in the site is built downhill
    d. the Great Enclosure has small walls
    e. the great Enclosure was built about one hundred years ago

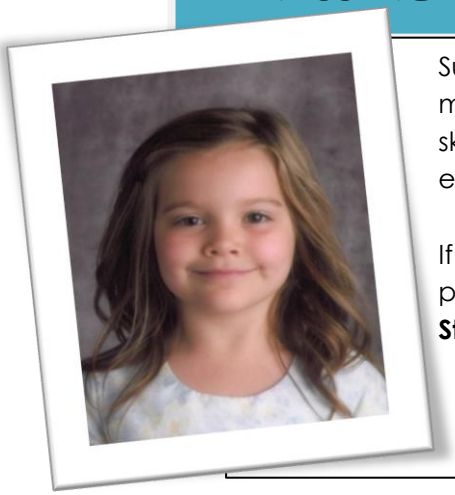
43. "The walls covered … hectares around what is now called "Great Zimbabwe." The answer for the blank in the sentence is ….
    a. twenty five
    b. two hundred and fifty
    c. two thousand and five hundred
    d. fifty two
    e. twenty two

44. "Great Zimbabwe is the most **impressive** Iron Age site in Africa." The underlined word in the sentence means ….
    a. unusual and unexpected
    b. not known or familiar
    c. causing interest or pleasure
    d. extremely large in size
    e. very unpleasant or bad

45. The word "**stairs**" in line 9 has the closest meaning with the word ….
    a. hedges
    b. gates
    c. roof
    d. steps
    e. walls

Questions 46-50 are based on the following text.

MISSING



Susan, a seven-year old girl, has been reported missing. She has straight black hair. She is brown skinned girl. She has a pointed nose and slanted eyes. She was last seen wearing blue shirt and jeans.

If you see a girl who looks like the little girl in the picture, please call the nearest **Police Station** or **Mr. Stanley** at **9977-4555**.

46. In the text above, the writer mostly mention ….
    a. the physical appearance of the missing child
    b. the place where the child usually plays
    c. the address of the police station
    d. the child's hobby
    e. the child's activities everyday

47. If anyone sees the child like the girl in the picture, he or she can call ….
    a. the nearest police station only
    b. Mr. Stanley's office numbers
    c. the nearest police station or Mr. Stanley's phone numbers
    d. Susan's family
    e. Susan's teachers and friends

48. What is probably the feeling of Susan's parents?
    a. Glad
    b. Angry
    c. Annoyed
    d. Excited
    e. Worried

49. The **antonym** of the word "**slanted eyes**" is ….
    a. cross-eyed
    b. bright eyes
    c. far-sighted
    d. big eyes
    e. almond-shaped eyes

50. The phrase "**seven-year old girl**" means ….
    a. the girls' age is more than seven .
    b. the girl's age is seven.
    c. the girl has been missing for seven years.
    d. the girl's age is less than seven.
    e. the girl is the seventh child of the family.

Questions 51-55 are based on the following text.

I have been in Provo for almost eleven months. I have seen winter, spring, summer, and fall. Provo's winter is so beautiful. The mountains are covered with a lot of snow. In spring, Provo doesn't have many trees; when the snow melts the mountains are bald as strong bald men.

Summer in Provo is very hot in the daytime. Last summer when I was walking under the sky, it was like walking in an oven; the sun was like a fire that burned my skin. In spring and summer the weather was always clear. Provo was like huge clothes dryer; it is very dry in spring and summer. In the fall the weather in Provo is very strange. One late September morning when I woke up, the mountaintops was covered with snow. Provo is a lovely and strange place.

51. The text is mainly about ….
    a. the four seasons in the world
    b. summer in Provo
    c. the mountains in Provo
    d. the description of Provo
    e. the writer's experiences in Provo

52. In the fall, the weather in Provo is very strange because ….
    a. in the morning the top of the mountain was covered with snow
    b. Provo was like huge clothes dryer
    c. Provo is a lovely and strange place
    d. the mountains in Provo are bald as strong as bald men
    e. the weather is very dry

53. The **TRUE** statement according to the text is ….
    a. when it is summer, the night in Provo is very hot
    b. the fall season comes in December
    c. the writer really likes Provo
    d. the writer has been in Provo for 12 months
    e. Provo does not have many trees in winter

54. "…. **it was like walking in an oven** …." The underlined expression means ….
    a. the weather is slightly warm
    b. the weather is really hot
    c. the weather often changes quickly
    d. the weather is very cold
    e. the atmosphere is refreshing

55. The word "**huge"** in line 7 is the **synonym** of the word ….
    a. big
    b. small
    c. average
    d. large
    e. massive

Questions 56-60 are based on the following text.

Mangkunegaran Palace

Mangkunegaran palace was built in 1757. Kingdom of Surakarta was separated after Prince Raden Mas Said set up his own kingdom with the support from Sunan Surakarta. Raden Mas Said took the title of Mangkunegoro I and established territories on the west bank of the Pepe river in the Yan town Center that is now called Solo. With classical Javanese architecture, named Joglo, this place was entirely made of teak logs. Mangkunegaran has various collections with high artistic and history values, such as traditional masks from various regions in Indonesia, gold jewelry, royal heritage, puppet show, the ancient gamelan, as well as the ancient book of Majapahit and Mataram kingdom are kept in the library 'Rekso Pustoko'.

56. The paragraph is about ….
    a. The Kingdom of Surakarta
    b. Sunan Surakarta
    c. Mangkunegaran Palace
    d. Yan Town Center
    e. Majapahit and Mataram Kingdom

57. The **FALSE** statement according to the text is ….
    a. the palace was built in 1757
    b. the palace was built with the influence of classical Javanese architecture
    c. the palace was entirely built using teak logs
    d. the building with Javanese architecture is called Joglo
    e. the ancient book of Majapahit and Mataram are kept in Yan Town Center

58. From the text we know that ….
    a. the library in Mangkunegaran Palace is called Rekso Pustoko
    b. the kingdom of Surakarta had never been separated
    c. the ancient name of Solo is Mangkunegaran
    d. the title of Sunan Surakarta is Raden Mas Said
    e. Joglo was made of stones

59. The phrase "**royal heritage**" in line 7 means ….
    a. the culture in certain places
    b. features belonging to the culture of a particular society or kingdom
    c. the traditional weapons of a certain area
    d. the ancient books in a kingdom
    e. the traditional houses in certain area

60. The word "**established**" in line 3 has the closest meaning with the word ….
    a. moved
    b. changed
    c. replaced
    d. developed
    e. reconstructed

RESOURCES

Text 1 : **"My Wife"** adapted from
http://spot.pcc.edu/~jsparks/ESOL42/ESOL42DescrPersonEx.html

Text 2 : **"Singapore"** adapted from
http://descriptivetext83.blogspot.com/2011/03/singapore.html

Text 3 : **"Prambanan Temple"** adapted from
http://www.adventuretrans.net/prambanan_page.html

Text 4 : **"Susilo Bambang Yudhoyono"** adapted from
http://namakuaziza.blogspot.com/2012/08/contoh-descriptive-text_9839.html

Text 5 : **"The Sand Dunes of Sossusvlei"** adapted from
http://www.namibian.org/travel/namibia/sossusvlei.htm
The picture of The Sand Dunes of Sossusvlei was taken from
http://www.andybiggs.com/photo.php?id=35

Text 6 : **"The Great Wall"** adapted from
http://traveltips.usatoday.com/description-great-wall-china-13938.html
The picture of The Great Wall was taken from
http://www.full-stop.net/2012/05/23/uncategorized/scott-beauchamp/hilary-mantel-the-great-wall-of-china/attachment/great-wall-of-china/

Text 7 : **"Robin Van Persie"** adapted from
http://www.sekolahoke.com/2013/03/descriptive-text-about-robin-van-persie.html

Text 8 : **"Komodo Island"** adapted from
http://en.wikipedia.org/wiki/Komodo_%28island%29

Text 9 : **"Great Zimbabwe"** adapted from
http://khzefa.blogspot.com/2010/02/great-zimbabwe.html
The picture of Great Zimbabwe was taken from
http://www.nairaland.com/999280/great-zimbabwe

Text 10: "Missing Child" adapted from
Sudarwati, Th. M. 2007. Look Ahead, An English Course for Senior High School Students Year X. Jakarta: Erlangga.
The picture of a little girl was taken from
http://www.fox28.com/story/14145299/goshen-police-investigating-death

Text 11: "Provo" adapted from
http://www.elc.byu.edu/classes/buck/w_garden/students/students_descr_place.html

Text 12: "Mangkunegaran" adapted from
http://visitjawatengah.com/en/what-to-experience-in-jawa-tengah/categories/culture-and-heritage/item/pura-mangkunegaran

Name :
Student Number :
Class :

POST-TEST

1.	a	b	c	d	e
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55.	a	b	c	d	e
56.	a	b	c	d	e
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58.	a	b	c	d	e
59.	a	b	c	d	e
60.	a	b	c	d	e

THE ANSWER KEY OF THE POST-TEST

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

21	C
22	D
23	E
24	A
25	B
26	E
27	B
28	A
29	C
30	D
31	D
32	C
33	A
34	E
35	B
36	A
37	D
38	B
39	C
40	E

41	E
42	B
43	A
44	C
45	D
46	A
47	C
48	E
49	D
50	B
51	D
52	A
53	C
54	B
55	E
56	C
57	E
58	A
59	B
60	D

PRE-TEST

Read the text carefully. Choose the correct answer by crossing a, b, c, d or e on your answer sheet.

Questions 1 - 5 are based on the following text.

My best friend

My best friend's name is Rudy. He is a good-looking man who always wears casual clothes. He has brown hair that is curly and fine. Rudy is a short man about five feet, seven inches tall. He is brown skinned. Sometimes I like to look at his eyes because he has big brown eyes that are really beautiful. He loves to go dancing and shopping. He likes to go dancing at Embers in downtown Portland on Latino Night. He lives in Tualatin with his brothers. He is a manager at a Mexican restaurant called La Isla Bonita. Rudy was born in a small town in Jalisco, Mexico. He came to the United States five years ago. Rudy has an easy-going personality and is friendly and understanding. That is the reason we are being best friends till now.

1. What is the main idea of the text?
   a. Rudy is an easy going man.
   b. The writer's friend is a dancer.
   c. The clothes that Rudy likes to wear.
   d. The activities that are usually done by Rudy.
   e. The description of the writer's friend.

2. Rudy likes to go to Portland on Latino Night because ….
   a. he likes to do shopping there
   b. he usually visits his brothers
   c. Rudy has to work there
   d. he likes to do dancing in Portland
   e. Rudy has to see his manager in that place

3. Which statement is **NOT TRUE** according to the above text?
   a. Five years ago, Rudy moved to the United States.
   b. Rudy likes to wear suit and tie.
   c. Rudy's big brown eyes are really beautiful.
   d. Portland on Latino Night is the place where Rudy usually go dancing.
   e. The city where Rudy was born is a small town.

4. "Rudy has an ***easy-going*** personality … " The phrase in bold means ….
   a. relaxed and not easily upset or worried
   b. willing to help others
   c. not proud or not believing that you are important
   d. like to go to anywhere
   e. never go to anywhere

5. The **antonym** of the word "**easy-going**" is ….
   a. humble
   b. generous
   c. strict
   d. patient
   e. creative

Questions 6-10 are based on the following text.

Jatim Park

For people in East Java, Jatim Park may have been heard many times as it is one of the famous tourist attractions in East Java province. Jatim Park offers a recreation place as well as a study center.

Jatim Park is located at Jl. Kartika 2 Batu, East Java. It is not too difficult to get to Jatim Park because the object is only 2, 5 kilo meters from Batu city. This Jatim Park tourism object is about 22 hectares width.

Visitors can enjoy at least 36 kinds of facilities which can attract them as well as give new knowledge. Just after they the pass gate, the visitors will find an interesting view of 'Galeri Nusantara' area. The visitors will also find 'Taman Sejarah' area, which contains miniature of temples in East Java like Sumberawan temple and customhouse of Kiai Hasan Besari Ponorogo and Sumberawan Statue.

6. The main information of the text tells us about ….
   a. the location of Jatim Park
   b. the popularity of Jatim Park
   c. the miniature temple in Jatim Park
   d. the description of East Java Province
   e. the description of Jatim Park

7. From the text above, we know that ….
   a. Jatim Park is suitable not only for family and children, but also students
   b. Jatim Park is the place that only suited for family and children
   c. actually, Jatim Park is quite small
   d. there are just a few people in East Java who knows Jatim Park
   e. there are six facilities that can be enjoyed by the visitors in Jatim Park

8. What is the meaning of "**tourist attractions**" in line 2?
   a. Game centers
   b. Tourism objects
   c. The attractions of some people
   d. The visitors of a province
   e. Facilities

9. "Just after they the pass gate, the visitors will find an interesting ***view*** of …." What is the **synonym** of the word "**view**" in the sentence?
   a. Opinion
   b. Painting
   c. Corner
   d. Sight
   e. Picture

Questions 11-15 are based on the following text.

Borobudur

Borobudur is a Hindu - Budhist temple. It was built in the ninetieth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and consists of eight steps like stone terrace. The first five terraces are square and surrounded by walls adorned with Budhist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire edifice is crowned by a large stupa at the centre at the centre of the top circle.

10. The text is mainly about ….
    a. Budhist temples in the world.
    b. the ancient Mataram kingdom.
    c. the location of Borobudur temple.
    d. the description of Borobudur temple.
    e. the description of Gupta architecture.

11. Which statement is **TRUE** according to the above text?
    a. The first five terraces are round.
    b. Borobudur was built on a hill.
    c. Borobudur consists of seven steps like stone terrace.
    d. Gupta architecture comes from Asia.
    e. Almost people don't know Borobudur.

12. "Each of them is with a circle of **bell shape-stupa**" (line 8). The phrase "**bell shaped-stupa**" means ….
    a. a bell which looks like a stupa
    b. a stupa which is made of a bell
    c. a stupa which looks like a bell
    d. a bell which is made of a stupa
    e. a bell and a stupa

Questions 16-20 are based on the following text.

Barrack Obama

His full name is Barrack Husein Obama. People often call him Barrack Obama or Obama only. He is African-American. He was born on 4 August 1961 in Honolulu, USA. Obama is quite tall, about 183 centimeters. He has an oval face, baldheaded, and brown-skinned. His face looks patient and strong. He always keeps smile when he gives a speech. Obama has got married to Michelle. They have two daughters, Malia and Natasha Obama. Obama's hobby is doing sport. He likes playing golf in his spare time. Obama also loves blogging. He writes on his twitter quite often.

13. Which of the following would be the most suitable topic of the paragraph above?
    a. The description of African-American person.
    b. The description of Barrack Obama.
    c. The description of president's job.
    d. The family of President Barrack Obama.
    e. President Barrack Obama's hobby.

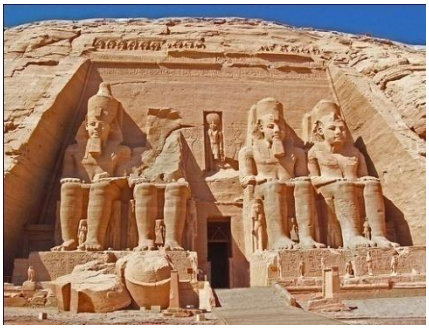
14. What kind of sport that Obama usually do?
    a. Baseball
    b. Swimming
    c. Jogging
    d. Playing golf
    e. Blogging

15. Which statement is **FALSE** according the above text?
    a. Obama' full name is Barrack Husein Obama.
    b. Although Obama is very busy, he still has spare time.
    c. Obama is 61 years old now.
    d. Obama does not have a son.
    e. Barrack Obama is a friendly person.

16. The phrase "**baldheaded**" in line 3 means ….
    a. having a little or no hair on the head
    b. having curly hair
    c. very determined to do what you want to do
    d. really wise and sensible
    e. intelligent, or able to think quickly or cleverly in difficult situations

17. The **antonym** of the word "**patient**" in line 4 is ….
    a. Stingy
    b. Strict
    c. Loyal
    d. unreliable
    e. emotional

Questions 21-25 are based on the following text.



Abu Simbel is one of the beautiful places I ever visit. It is an archaeological site comprising two massive rock temples in southern Egypt along the Nile about 290 km southwest of Aswan. It is part of the UNESCO World Heritage Site of "Nubian Monuments" which run from Abu Simbel downriver to Philae.

The Temple of Ramses II at Abu Simbel is generally considered the grandest and most beautiful of the temples commissioned during the reign of Ramses II, and one of the most beautiful in Egypt. The facade is 33 meters high, and 38 meters broad, and guarded by four statues, each of which is 20 meters high. They were sculptured directly from the rock in which the temple was located before it was moved.

18. From the text we know that ….
    a. Abu Simbel consists of three massive rock temples in southern Egypt
    b. the four statues in Abu Simbel were sculpture from wood
    c. the temples in Abu Simbel are the grandest during the reign of Ramses I
    d. the façade is guarded by four statues, each of which is 20 meters high
    e. the façade is 38 meters high and 33 meters broad

19. Abu Simbel belongs to UNESCO World Heritage Site because ….
    a. it is one of the beautiful places the writer ever visits
    b. the buildings of the temples are really high and width
    c. it is built in Southern Egypt
    d. it is built under the reign of Ramses II
    e. the buildings belong to historical buildings in the world

20. "…. during the **reign** of Ramses II" (line 9). The word "**reign**" means ….
    a. the period of time when a king or queen rules a country
    b. the group of people who officially control a country
    c. the person who is a member of a particular country
    d. a rule, usually made by a government
    e. features belonging to the culture of a particular society

Questions 26-30 are based on the following text.

Taj Mahal is regarded as one of the eight wonders of the world, and some Western historians have noted that its architectural beauty has never been surpassed. The Taj is the most beautiful monument built by the Mughals, the Muslim rulers of India. Taj Mahal is built entirely of white marble. Its stunning architectural beauty is beyond adequate description, particularly at dawn and sunset. The Taj seems to glow in the light of the full moon. On a foggy morning, the visitors experience the Taj as if suspended when viewed from across the Jamuna river.

21. The Taj mahal is built by ….
    a. the Mughals
    b. white marble
    c. stone
    d. Western historian
    e. an architect

22. Which statement is **TRUE** according to the text?
    a. Taj Mahal does not belong to the eight wonders of the world.
    b. There is no other architecture that is more beautiful than the Taj according to Western Historian.
    c. The Taj seems really dark in the full moon.
    d. The Mughals are people who live around the Taj.
    e. The Taj is built entirely of silver marble.

Questions 31-35 are based on the following text.

Justin Bieber

His name is Justin Bieber. He is a very famous singer nowadays. He begins to be a star after his song was published at youtube.com. Justin was born on 1 March 1994 in Stratford, Ontario, Canada. His father's name is Jeremy Jack Bieber and his mother's name is Patricia Lynn Mallette. Justin has red hair and pointed nose. He has beautiful blue eyes. People, especially teenagers say that his face is cute. It makes his fans crazy when they meet him. Justin is a very talented musician. He can sing beautifully. He also can play music instruments like piano, drum and guitar.

23. The passage tells us about ….
    a. the famous singer nowadays
    b. Justin's Bieber family
    c. the instruments that are usually played by Justin Bieber
    d. the description of Justin Bieber
    e. the description of music in 1994

24. The name of Justin Bieber's father is ….
    a. Jeremy Jhonson
    b. Patricia Lynn Mallete
    c. Jeremy Jack Bieber
    d. Veronica Mallete
    e. Jack Justin

25. From the above text we know that ….
    a. Justin Bieber isn't able to sing well
    b. Justin Bieber only can sing but cannot play music instruments
    c. there are four music instruments that Justin usually plays
    d. Justin Bieber starts his career by joining a music competition
    e. Justin has a lot of fans

26. "Justin is a very **talented** musician"(line 6). The underlined word in the sentence means ….
    a. able or skillful
    b. having patient
    c. able to think quickly or cleverly in difficult situations
    d. can be trusted or believed
    e. using a lot of effort

27. The **antonym** of the phrase "**pointed nose**" is ….
    a. big nose
    b. flat nose
    c. small nose
    d. cute nose
    e. snub nose

Questions 36-40 are based on the following text.

Lake Toba is a famous lake in Northern Sumatra province. The lake is 100 kilometers long, 30 kilometers wide, and up to 505 meters (1,666 ft) deep. It offers many interesting attractions. There, we can find the beauty of our nature. Visitors can enjoy the scenery and also try some traditional food at the same time. The atmosphere is really refreshing. Lake Toba is the second largest lake in the world. It is one of the geopark sites in Indonesia. There, visitors also can find Samosir Island in the middle of the lake.

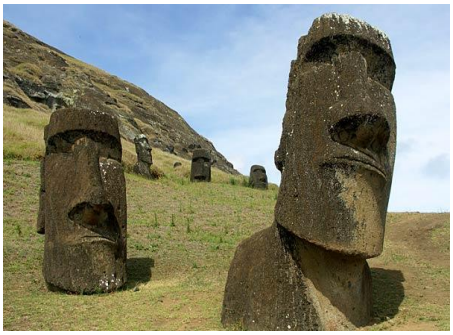
28. The topic of the text is about ….
    a. Lake Toba
    b. Northern Sumatra Province
    c. Samosir Island
    d. geopark
    e. interesting attractions

29. We know from the text that ….
    a. many visitors come to Lake Toba for getting food
    b. visitors come to Lake Toba mostly because the beauty of its nature
    c. visitors come to Lake Toba because the lake is very large
    d. people come to Lake Toba because it is really deep
    e. only because of there is Samosir Island in the middle Lake Toba, many visitors come there

30. The word "**atmosphere**" in line 5 means ….
    a. the mixture of gases around the Earth
    b. the part of our earth
    c. feeling or mood of a place or situation
    d. the general appearance of the natural environment
    e. a large area of land covered with trees and plants

31. The antonym of the word "**the largest**" in line 5 is ….
    a. the biggest
    b. huge
    c. big
    d. the small
    e. the smallest

Questions 41-45 are based on the following text.



Easter Island is in the South Pacific, 3,700 kilometers from the coast of Chile. On the island, there are 600 large statues. We don't know who built them but they were probably constructed between 1150 and 1500. We don't really know why they are there. The Norwegian explorer, Thor Heyerdahl, believed that they were built by people from South America. To prove this, he made a simple raft and sailed there, all the way from Peru. Archaeologists think that the statues represent dead tribal leaders. We don't know why the statues left alone on the island. Perhaps they were killed by disease or war. Perhaps the builders used all the natural resources on the island. There are many unanswered questions about Easter Island.

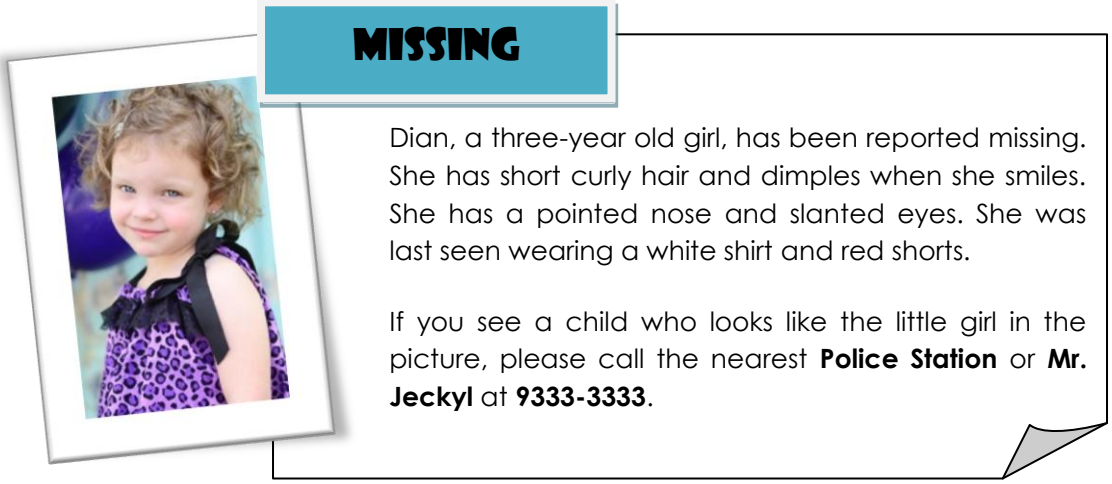
32. The main information of the paragraph is about ….
    a. the coast of Chile
    b. the Norwegian explorer
    c. people in South America
    d. the statues
    e. Easter Island

33. Which statement is **FALSE** according to the text?
    a. No one knows who built statues in Easter Island.
    b. People know exactly the time when the statues were built.
    c. The statues represent the dead tribal leaders.
    d. Probably, the people in Easter Island were killed by disease or war.
    e. The Norwegian explorer believes that people from South America built the statues.

34. There are … statues in Easter Island. The answer for the blank in the sentence is ….
    a. six hundred
    b. six thousand
    c. sixty
    d. sixteen
    e. sixty six

35. "…. the statues **represent** dead tribal leaders". The underlined word in the sentence means ….
    a. to be in the right or suitable place
    b. to own or possess
    c. to show or describe something or someone
    d. to happen
    e. to travel or to move

Questions 46-50 are based on the following text.



36. In the text above, the writer mostly mention ….
    a. the physical appearance of the missing child
    b. the place where the child usually plays
    c. the address of the police station
    d. the child's hobby
    e. the child's activities everyday

37. If anyone sees the child like the girl in the picture, he or she can call ….
    a. the nearest police station only.
    b. Mr. Jecklyn's office numbers.
    c. the nearest police station or Mr. Jeckyl's phone numbers
    d. Dian's family
    e. Dian's teachers and friends

38. What is probably the feeling of Dian's parents?
    a. Glad
    b. Angry
    c. Annoyed
    d. Excited
    e. Worried

39. The antonym of the word "**slanted eyes**" is ….
    a. cross-eyed
    b. bright eyes
    c. far-sighted
    d. big eyes
    e. almond-shaped eyes

Questions 51-55 are based on the following text.

Kuta Beach is a beautiful beach in southern Bali. Its location is in Badung Regency, 9 km from Denpasar, the capital of Bali exactly near Bali's Ngurah Rai Airport. Kuta is one of the first towns with substantial tourist development and also remains one of Indonesia's major tourist destinations. Its long sandy beach is known internationally, with its varied accommodation, many restaurants and bars.

It is also well-known as the right place for people to see scenic sunset in the afternoon. People who come to Bali will be very unlucky if they do not see the panoramic sunset in this town. It is real that tourists feel happy to be there. They can sunbathe, swim, surf, play soccer beach, kite flying, play volleyball or just take a walk. Yes, they can do many activities in this beach for its complete beach activities.

40. The text is mainly about ….
    a. Denpasar
    b. Ngurah Rai Airport
    c. Badung Regency
    d. Kuta Beach
    e. Southern Bali

41. Kuta Beach is famous because people can see … here. The right answer for the blank is ….
    a. scenic sunset in the afternoon
    b. volleyball player
    c. restaurants and bars
    d. the capital city of Bali
    e. Balinese people

42. The **TRUE** statement according to the text is ….
    a. Kuta Beach is located in the Northern Bali.
    b. The accommodation in Kuta Beach is really expensive.
    c. Most people who visit Kuta Beach hope that they can see the beautiful sunset.
    d. People only can swim or play volleyball around Kuta Beach.
    e. The location of Kuta Beach is in Denpasar.

43. "…with its **varied accommodation**, many restaurants and bars." (line 5) The underlined phrase means ….
    a. there is only one preference of accommodation offered
    b. there are many accommodation options offered
    c. the accommodation is really reasonable
    d. the accommodation is really expensive .
    e. the accommodation cannot be chosen

44. The word "**scenic"** in line 6 is the **synonym** of the word ….
    a. ugly
    b. ordinary
    c. fun
    d. horrible
    e. beautiful

Questions 56-60 are based on the following text.

Kasunanan Palace is also known as Surakarta Hadiningrat Palace. Formerly the capital city of the palace was in Kartosura which is around 12 miles to the west from Solo municipality. The palace has a traditional Javanese architecture with its famous tower called 'Panggung Songgo Buwono'. Further, there are some other places such as Gladag and Pamurakan, two squares in the north and the south of the palace complex, as well as the Grand Mosque and Klewer market. Inside of the palace there lies art galleries and museum that stores various collections, such as the royal carriage, the royal heirlooms, traditional weapons, Shadow puppets, antique sculptures and valuable artifacts as well as various other artworks.

45. The paragraph is about ….
    a. Kartosura
    b. Panggung Sonngo Budoyo
    c. Kasunanan Palace
    d. Gladag
    e. Pamurakan

46. The **FALSE** statement according to the text is ….
    a. the palace has a famous tower.
    b. the palace is also known as Surakarta Hadiningrat Palace.
    c. the building is influenced by Javanese architecture.
    d. the name of the Tower in the palace is Panggung Songgo Buwuno
    e. Kasunanan Palace is the only place in the palace complex.

47. From the text, we know that ….
    a. Kasunanan Palace is a heritage object in Solo
    b. Kasunanan Palace cannot be visited by any tourist
    c. visitors can find Western and Eastern artworks in art galleries and museum
    d. Panggung Songgo Buwono is the other name of Kasunanan Surakarta
    e. traditional weapons and Shadow puppets are the examples of modern artworks

☺ GOOD LUCK!!!!!

RESOURCES

Text 1 : "My Best Friend" adapted from
http://spot.pcc.edu/~jsparks/ESOL42/ESOL42DescrPersonEx.html

Text 2 : "Jatim Park" adapted from
http://irvanfanorama.blogspot.com/2013/01/descriptive-text-jatim-park.html

Text 3 : "Borobudur Temple" adapted from
http://habib29.wordpress.com/2012/10/20/contoh-teks-descriptive-borobudur-temple/

Text 4 : "Barrack Obama" adapted from
http://namakuaziza.blogspot.com/2012/08/contoh-descriptive-text_9839.html

Text 5 : "Abu Simbel" adapted from
http://www.travelcenturies.com/depdetails.aspx?ID=565

Text 6 : "Taj Mahal" adapted from
http://www.islamicity.com/Culture/Taj/default.htm
The picture of Taj Mahal was taken from
http://insightsindia.blogspot.com/2013/08/seven-manmade-wonders-of-india.html

Text 7 : "Justin Bieber" adapted from
http://www.sekolahoke.com/2011/04/descriptive-text-justine-biebier.html

Text 8 : "Lake Toba" adapted from
http://en.wikipedia.org/wiki/Lake_Toba

Text 9 : "Easter Island" adapted from
http://ucihaandrian.blogspot.com/2012/04/descriptive-text-easter-island.html
The picture of Easter Island was taken from
http://commons.wikimedia.org/wiki/File:Easter_Island,_Rano_Raraku,_moais_%286691014193%29.jpg

Text 10: "Missing Child" adapted from
Sudarwati, Th. M. 2007. Look Ahead, An English Course for Senior High School Students Year X. Jakarta: Erlangga.
The picture of a little girl was taken from
http://www.latest-hairstyles.com/kids/girls/with-curly-hair.html

Text 11: "Kuta Beach" adapted from
http://www.englishindo.com/2012/02/descriptive-text-about-kuta-beach.html

Text 12: "Kasunanan Palace" adapted from
http://kesanindah.com/article/109231/karaton-kasunanan-surakarta-hadiningrat-a-palace-of-more-than-260-years-store-high-value-artwork.html

Name :
Student Number :
Class :

PRE-TEST

1.	a	b	c	d	e
2.	a	b	c	d	e
3.	a	b	c	d	e
4.	a	b	c	d	e
5.	a	b	c	d	e
6.	a	b	c	d	e
7.	a	b	c	d	e
8.	a	b	c	d	e
9.	a	b	c	d	e
10.	a	b	c	d	e
11.	a	b	c	d	e
12.	a	b	c	d	e
13.	a	b	c	d	e
14.	a	b	c	d	e
15.	a	b	c	d	e
16.	a	b	c	d	e
17.	a	b	c	d	e
18.	a	b	c	d	e
19.	a	b	c	d	e
20.	a	b	c	d	e
21.	a	b	c	d	e
22.	a	b	c	d	e
23.	a	b	c	d	e
24.	a	b	c	d	e
25.	a	b	c	d	e

26.	a	B	c	d	e
27.	a	B	c	d	e
28.	a	B	c	d	e
29.	a	B	c	d	e
30.	a	B	c	d	e
31.	a	B	c	d	e
32.	a	B	c	d	e
33.	a	B	c	d	e
34.	a	B	c	d	e
35.	a	B	c	d	e
36.	a	B	c	d	e
37.	a	B	c	d	e
38.	a	B	c	d	e
39.	a	B	c	d	e
40.	a	B	c	d	e
41.	a	B	c	d	e
42.	a	B	c	d	e
43.	a	B	c	d	e
44.	a	B	c	d	e
45.	a	B	c	d	e
46.	a	B	c	d	e
47.	a	B	c	d	e
48.	a	B	c	d	e
49.	a	B	c	d	e
50.	a	B	c	d	e

THE ANSWER KEY OF THE PRE-TEST

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

21	A
22	B
23	D
24	C
25	E
26	A
27	B
28	A
29	B
30	C
31	E
32	E
33	B
34	A
35	C
36	A
37	C
38	E
39	D
40	D

41	A
42	C
43	B
44	E
45	C
46	E
47	A

POST-TEST

Read the text carefully. Choose the correct answer by crossing a, b, c, d or e on your answer sheet.

Questions 1 - 5 are based on the following text.

My wife

My wife, Neda, is 31 years old. She is young and beautiful. She has dark brown eyes and straight black hair. She is a slim woman of average height. She is very kind and calm. We got married almost seven years ago. She often wears brightly coloured dresses. She does not like dark colours. Her favorite colour is blue. She loves painting. She also likes reading story books and watching TV. Neda graduated from college almost seven years ago. She has a bachelor's degree in graphic design. Neda and I live in Beaverton. We moved to the United States three months ago. She plans to continue her studies in the United States. She hopes to find a proper job in her field in the future. We have a friendly relationship, and I am proud of her.

1. What is the **main idea** of the text?
   a. the Neda's favourite colour.
   b. Neda's daily activities.
   c. the description of Neda's education.
   d. the description of the writer's wife.
   e. Neda's address.

2. Which statement is **NOT TRUE** according to the above text?
   a. Neda is young and beautiful.
   b. Neda and his husband live in Beaverton.
   c. They have been in the United States for three months.
   d. Neda likes reading story books and watching TV.
   e. Neda plans to continue her study in Bevearton.

3. "She is very kind and **calm**." The word in bold means ….
   a. generous and helpful
   b. peaceful and quiet
   c. willing to give help
   d. feeling pleasure
   e. can be trusted

Questions 6-10 are based on the following text.

Singapore

Have you ever visited Singapore? Well, if you haven't, let me tell you about Singapore. Singapore is an island city. Its population is about three million people. Most Singaporeans live in ***high-rise*** apartments. Singapore is a beautiful city with lots of parks and open spaces. It is also a very clean city. You know, the business district is very modern, with lots of tall and new buildings. Now, let me tell you about the old section of the city. In Chinatown, there are rows of old shop houses. The government buildings in Singapore are also very unique. They date from the British colonial days. Singapore is famous for its many good shopping centers. Most of the goods are duty free. It is heaven for shoppers. There are also a lot of restaurants there. Since Singapore lies near the equatorial line, it has a tropical climate.

4. The main information of the text tells us about ….
   a. Singapore as an island city
   b. the population in Singapore
   c. the buildings in Singapore
   d. the description of shopping centers in Singapore
   e. the description of Singapore

5. From the text above we know that ….
   a. most of Singaporeans live in country houses
   b. the old section of the city consists of many modern shop houses
   c. Singapore has a tropical climate
   d. there is one restaurant in the city
   e. there are a lot of ordinary buildings in the old section of the city

6. What will the visitors find in Chinatown?
   a. A lot of restaurants.
   b. Equator line.
   c. Lots of parks.
   d. Old shop houses.
   e. Apartments.

7. "Its population is about three million people. Most Singaporeans live in **high-rise** apartments." What is the synonym of the word **high-rise** in the sentence?
   a. Very modern
   b. Very tall
   c. Traditional
   d. Minimalist
   e. Unique

Questions 11-15 are based on the following text.

Prambanan Temple

Prambanan is the largest Hindu temple compound in Central Java in Indonesia, located approximately 18 km east of Yogyakarta. The temple is a UNESCO World Heritage Site and is one of the largest Hindu temples in south-east Asia. It is characterized by its tall and pointed architecture, typical of Hindu temple architecture, and by the 47m high central building inside a large complex of individual temples.

It was built around 850 CE by either Rakai Pikatan, king of the second Mataram dynasty, or Balitung Maha Sambu, during the Sanjaya Dynasty. Reconstruction of the compound began in 1918. Much of the original stonework has been stolen and reused at remote construction sites.

8. The text is mainly about ….
   a. Hindu temples in the world
   b. the UNESCO World Heritage Site
   c. the description of Rakai Pikatan
   d. the description of Sanjaya Dynasty
   e. the description of Prambanan temple

9. Which statement is **TRUE** according to the above text?
   a. Prambanan temple is the largest Budhist temple in central Java
   b. Tall and pointed architecture is the features of Hindu temple
   c. Rakai Pikatan is the king og the first Mataram dynasty
   d. The reconstruction of the temple finished in 1918
   e. Prambanan temple is one of the largest Hindu temples in northern Asia

10. The word "**it**" in line 3 refers to ….
   a. South East Asia
   b. UNESCO
   c. Site
   d. Yogyakarta
   e. the temple

11. The word "**characterized**" in line 3 has a closest meaning with the word ….
   a. built
   b. reconstructed
   c. classified
   d. designed
   e. grouped

Questions 16-20 are based on the following text.

Susilo Bambang Yudhoyono

He was born on 9 September 1949 in Tremas, Pacitan, East Java. We know him as the president of Indonesia. His name is Susilo Bambang Yudhoyono but we often called him SBY. SBY has a round face and

pointed nose. He has short black hair. As the ex-soldier, his body is strong and well-built. SBY is married to Ani. They have two sons, Agus Harimurti Yudhoyono and Edhie Baskoro Yudhoyono. SBY likes singing. He released three albums so far. The first was published in 2007. The next album was published in 2010.

12. Which of the following would be the most suitable topic of the paragraph above?
    a. The description of Pacitan.
    b. The description of Susilo Bambang Yudhoyono
    c. The description of president's job.
    d. The family of president SBY.
    e. President SBY's hobby.

13. What is president SBY's hobby?
    a. Dancing.
    b. Doing sport.
    c. Playing golf.
    d. Singing.
    e. Painting.

14. Which statement is **FALSE** according to the above text?
    a. The full name of the president of Indonesia is Susilo Bambang Yudhoyono.
    b. SBY does not have any daughter.
    c. SBY is 49 years old now.
    d. The first album of president SBY was released in 2007.
    e. SBY's wife is Ani Yudhoyono.

15. The antonym of the word "**strong**" is ….
    a. strict
    b. emotional
    c. loyal
    d. unreliable
    e. Weak

Questions 21-25 are based on the following text.

The Sand Dunes of Sossusvlei

The sand dunes of Sossusvlei in the Namib Desert are often referred to as the highest dunes in the world. Various arguments are laid out to support this claim, but all miss the point, which is that Sossusvlei is surely one of the most spectacular sights in Namibia. Located in the Namib Naukluft park, the largest conservation area in Africa, and fourth largest in the world - the sand dunes at Sossusvlei are just one excellent reason to visit Namibia.

The best time to view Sossusvlei is close to sunrise and sunset; the colours are strong and constantly changing, allowing for wonderful photographic opportunities. The midday heat is intense and best spent in the shade while sunset al.so offers excellent photo opportunities at Sossusvlei.

16. The text is mainly about ….
    a. the writer's experience visiting Sossusvlei
    b. the area of the Namib Desert
    c. the description of the sand dunes of Sossusvlei
    d. the description of Namib Naukluft park
    e. the description of Namibia

17. One of the excellent reasons to visit Namibia is ….
    a. the warm weather of the place.
    b. there are a lot of photographers there.
    c. there is a conservation area.
    d. the sunset in Namibia is really beautiful.
    e. there are the beautiful sand dunes Sossusvlei in Namibia.

18. The word "**sights**" in line in line 5 has the closest meaning with the word ….
    a. images
    b. views
    c. pictures
    d. paintings
    e. sketches

Questions 26-30 are based on the following text.

The Great Wall

Voted one of the New Seven Wonders of the World in 2007, the Great Wall of China is the world's largest historical site. Originally built to keep invading Mongols from entering China, the earth-and-stone fortification is composed of multiple walls rather than one massive wall. The Great Wall begins in the east at Shanhaiguan in Hebei province and ends at Jiayuguan in Gansu province to the west. Its main body consists of walls, horse tracks, watchtowers, and shelters on the wall, and includes fortresses and passes along the Wall.

19. Which statement is **TRUE** according to the text?
    a. The Great Wall is the largest site in the world.
    b. The Great Wall was built by using a large wall.
    c. The Great Wall begins at Jiayuguan in Gansu province.
    d. The Great Walls only consist of walls.
    e. The Great Walls ends at Shanhaiguan in Hebei province.

20. "…. composed of multiple walls rather than one **massive** wall." The word **massive** in the text means ….
    a. limited in size or amount when compared with what is typical or average
    b. extremely small
    c. very large in size, amount or number
    d. large in size or amount
    e. typical and usual

21. The synonym of the word "**fortification**" in line 5 is ….
    a. wall
    b. tower
    c. shelter
    d. fortress
    e. jail

Questions 31-35 are based on the following text.

Robin Van Persie

He plays as a striker for Arsenal FC and the Netherland national team. His full name is Robin Van Persie but some people call him RVP. He was born on 6 August 1983 in Rotterdam, Amsterdam. He starts his career at the age of 18. He joined Arsenal in 2004. He has white skin and short black hair. He is well-built and tall. He has many fans because not only because he has great skills but also because he is good-looking. RVP has a son and a daughter. The name of his son is Shaqueel Van Persie and his daughter is Dina Van Persie.

22. The passage tells us about ….
    a. the football players in the word
    b. the job of Robin Van Persie
    c. Robin Van Persie's family
    d. the description of RVP
    e. the description of Arsenal FC

23. The name of Van Persie's daughter is ….
    a. Shaqueel Van Persie
    b. Van Persie
    c. Dina Van Persie
    d. Diana Van Persi
    e. Sophie Van Persie

24. "…. also because he is **<u>good-looking</u>**." The underlined word in the sentence means ….
    a. unpleasant to look at and not attractive
    b. like to look at something
    c. being able to choose the best decision of something.
    d. large in amount
    e. physically attractive for a man or a woman

25. The **synonym** of the phrase "**well-built**" is ….
    a. diminutive
    b. muscular
    c. big
    d. slim
    e. plump

Questions 36-40 are based on the following text.

Komodo Island is one of the islands in Indonesia. It is the part of East Nusa Tenggara Island. The island is particularly notable as the habitat of the Komodo dragon, the largest lizard on Earth, which is named for the island. Komodo Island has a surface area of 390 square kilometers. The Komodo dragon is not the only one that visitors can find in this island. This island is also popular as the destination for diving because of its underwater beauty. Komodo Island has many diving points that are really interesting for visitors.

26. The topic of the text is about ….
    a. Komodo Island.
    b. East Nusa Tenggara Island.
    c. The Komodo Dragon.
    d. the largest lizard on Earth.
    e. the underwater beauty.

27. Some of the interesting attractions offered by Komodo Island are, **except** ….
    a. the largest lizard in the world
    b. the underwater beauty
    c. some diving points in the Island
    d. the beautiful hills and mountains
    e. the Komodo dragon

28. The word "**habitat**" in line 2 means ….
    a. the house or apartment
    b. a particular part of a place, piece of land or country
    c. the natural environment in which an animal or plant usually lives
    d. the surface of the Earth that is not covered by water
    e. the surface of the Earth that is covered by water

29. The **antonym** of the word "**notable**" in line 2 is ….
    a. famous
    b. well-known
    c. popular
    d. hated
    e. unpopular

Questions 41-45 are based on the following text.

Great Zimbabwe

In 1871 Karl Mauch, a German, discovered a huge stonewalls in Zimbabwe, Africa. The walls covered 25 hectares around what is now called 'Great Zimbabwe'. Great Zimbabwe is the most impressive Iron Age site in Africa. On top of a hill, there is a large castle and underneath this is the 'Great Enclosure'. The Great Enclosure has enormous walls **–** sometimes 11 meters high and 1.2 meters thick. Inside the Great Enclosure there are many huts, passages and rooms and a mysterious 9-metre-high stone tower that has no stairs, no windows, and no doors. Why did they build the tower? We don't know. We don't even know who built Great Zimbabwe –. They think the Great Enclosure was built about 1,000 years ago.

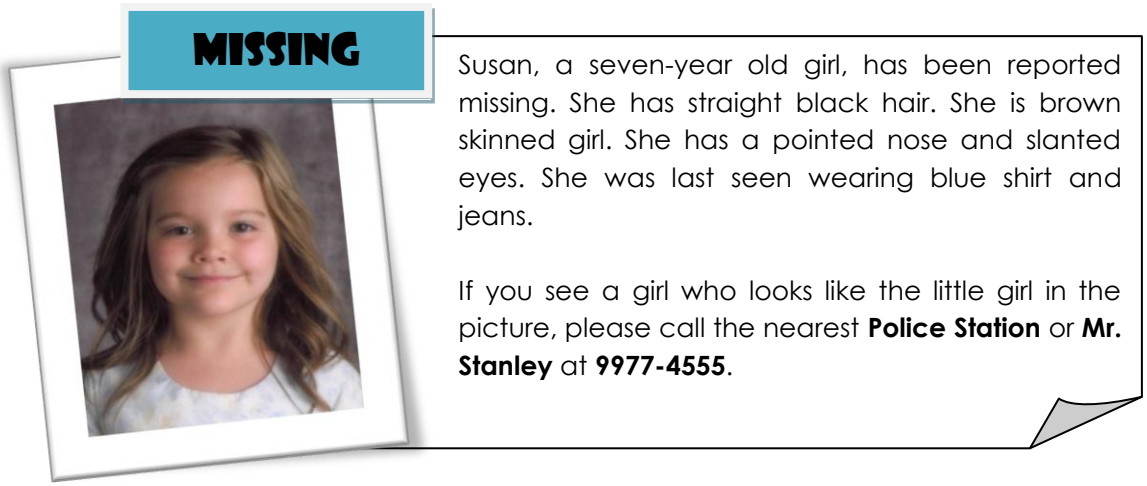
30. The main information of the paragraph is about ….
    a. Karl Mauch
    b. Zimbabwe
    c. Africa
    d. the hill in Africa
    e. the Great Zimbabwe

31. According to the text, we know that ….
    a. the Great Zimbabwe is a small stonewalls
    b. someone who discovers the great Zimbabwe comes from Germany
    c. the large castle in the site is built downhill
    d. the Great Enclosure has small walls
    e. the great Enclosure was built about one hundred years ago

32. "The walls covered … hectares around what is now called "Great Zimbabwe." The answer for the blank in the sentence is ….
    a. twenty five
    b. two hundred and fifty
    c. two thousand and five hundred
    d. fifty two
    e. twenty two

33. "Great Zimbabwe is the most **impressive** Iron Age site in Africa." The underlined word in the sentence means ….
    a. unusual and unexpected
    b. not known or familiar
    c. causing interest or pleasure
    d. extremely large in size
    e. very unpleasant or bad

Questions 46-50 are based on the following text.



34. In the text above, the writer mostly mention ….
    a. the physical appearance of the missing child
    b. the place where the child usually plays
    c. the address of the police station
    d. the child's hobby
    e. the child's activities everyday

35. If anyone sees the child like the girl in the picture, he or she can call ….
    a. the nearest police station only
    b. Mr. Stanley's office numbers
    c. the nearest police station or Mr. Stanley's phone numbers
    d. Susan's family
    e. Susan's teachers and friends

36. What is probably the feeling of Susan's parents?
    a. Glad
    b. Angry
    c. Annoyed
    d. Excited
    e. Worried

37. The **antonym** of the word "**slanted eyes**" is ….
    a. cross-eyed
    b. bright eyes
    c. far-sighted
    d. big eyes
    e. almond-shaped eyes

38. The phrase "**seven-year old girl**" means ….
    a. the girls' age is more than seven .
    b. the girl's age is seven.
    c. the girl has been missing for seven years.
    d. the girl's age is less than seven.
    e. the girl is the seventh child of the family.

Questions 51-55 are based on the following text.

I have been in Provo for almost eleven months. I have seen winter, spring, summer, and fall. Provo's winter is so beautiful. The mountains are covered with a lot of snow. In spring, Provo doesn't have many trees; when the snow melts the mountains are bald as strong bald men.

Summer in Provo is very hot in the daytime. Last summer when I was walking under the sky, it was like walking in an oven; the sun was like a fire that burned my skin. In spring and summer the weather was always clear. Provo was like huge clothes dryer; it is very dry in spring and summer. In the fall the weather in Provo is very strange. One late September morning when I woke up, the mountaintops was covered with snow. Provo is a lovely and strange place.

39. The **TRUE** statement according to the text is ….
    a. when it is summer, the night in Provo is very hot
    b. the fall season comes in December
    c. the writer really likes Provo
    d. the writer has been in Provo for 12 months
    e. Provo does not have many trees in winter

40. "…. **it was like walking in an oven** …." The underlined expression means ….
    a. the weather is slightly warm
    b. the weather is really hot
    c. the weather often changes quickly
    d. the weather is very cold
    e. the atmosphere is refreshing

Questions 56-60 are based on the following text.

Mangkunegaran Palace

Mangkunegaran palace was built in 1757. Kingdom of Surakarta was separated after Prince Raden Mas Said set up his own kingdom with the support from Sunan Surakarta. Raden Mas Said took the title of Mangkunegoro I and established territories on the west bank of the Pepe river in the Yan town Center that is now called Solo. With classical Javanese architecture, named Joglo, this place was entirely made of teak logs. Mangkunegaran has various collections with high artistic and history values, such as traditional masks from various regions in Indonesia, gold jewelry, royal heritage, puppet show, the ancient gamelan, as well as the ancient book of Majapahit and Mataram kingdom are kept in the library 'Rekso Pustoko'.

41. The paragraph is about ….
    a. The Kingdom of Surakarta
    b. Sunan Surakarta
    c. Mangkunegaran Palace
    d. Yan Town Center
    e. Majapahit and Mataram Kingdom

42. The **FALSE** statement according to the text is ….
    a. the palace was built in 1757
    b. the palace was built with the influence of classical Javanese architecture
    c. the palace was entirely built using teak logs
    d. the building with Javanese architecture is called Joglo
    e. the ancient book of Majapahit and Mataram are kept in Yan Town Center

43. From the text we know that ….
    a. the library in Mangkunegaran Palace is called Rekso Pustoko
    b. the kingdom of Surakarta had never been separated
    c. the ancient name of Solo is Mangkunegaran
    d. the title of Sunan Surakarta is Raden Mas Said
    e. Joglo was made of stones

44. The phrase "**royal heritage**" in line 7 means ….
    a. the culture in certain places
    b. features belonging to the culture of a particular society or kingdom
    c. the traditional weapons of a certain area
    d. the ancient books in a kingdom
    e. the traditional houses in certain area

GOOD LUCK ☺ !!!!!

RESOURCES

Text 1 : **"My Wife"** adapted from
http://spot.pcc.edu/~jsparks/ESOL42/ESOL42DescrPersonEx.html

Text 2 : **"Singapore"** adapted from
http://descriptivetext83.blogspot.com/2011/03/singapore.html

Text 3 : **"Prambanan Temple"** adapted from
http://www.adventuretrans.net/prambanan_page.html

Text 4 : **"Susilo Bambang Yudhoyono"** adapted from
http://namakuaziza.blogspot.com/2012/08/contoh-descriptive-text_9839.html

Text 5 : **"The Sand Dunes of Sossusvlei"** adapted from
http://www.namibian.org/travel/namibia/sossusvlei.htm
The picture of The Sand Dunes of Sossusvlei was taken from
http://www.andybiggs.com/photo.php?id=35

Text 6 : **"The Great Wall"** adapted from
http://traveltips.usatoday.com/description-great-wall-china-13938.html
The picture of The Great Wall was taken from
http://www.full-stop.net/2012/05/23/uncategorized/scott-beauchamp/hilary-mantel-the-great-wall-of-china/attachment/great-wall-of-china/

Text 7 : **"Robin Van Persie"** adapted from
http://www.sekolahoke.com/2013/03/descriptive-text-about-robin-van-persie.html

Text 8 : **"Komodo Island"** adapted from
http://en.wikipedia.org/wiki/Komodo_%28island%29

Text 9 : **"Great Zimbabwe"** adapted from
http://khzefa.blogspot.com/2010/02/great-zimbabwe.html
The picture of Great Zimbabwe was taken from
http://www.nairaland.com/999280/great-zimbabwe

Text 10: "Missing Child" adapted from
Sudarwati, Th. M. 2007. Look Ahead, An English Course for Senior High School Students Year X. Jakarta: Erlangga.
The picture of a little girl was taken from
http://www.fox28.com/story/14145299/goshen-police-investigating-death

Text 11: "Provo" adapted from
http://www.elc.byu.edu/classes/buck/w_garden/students/students_descr_place.html

Text 12: "Mangkunegaran" adapted from
http://visitjawatengah.com/en/what-to-experience-in-jawa-tengah/categories/culture-and-heritage/item/pura-mangkunegaran

Name :
Student Number :
Class :

POST-TEST

1.	a	b	c	d	e
2.	a	b	c	d	e
3.	a	b	c	d	e
4.	a	b	c	d	e
5.	a	b	c	d	e
6.	a	b	c	d	e
7.	a	b	c	d	e
8.	a	b	c	d	e
9.	a	b	c	d	e
10.	a	b	c	d	e
11.	a	b	c	d	e
12.	a	b	c	d	e
13.	a	b	c	d	e
14.	a	b	c	d	e
15.	a	b	c	d	e
16.	a	b	c	d	e
17.	a	b	c	d	e
18.	a	b	c	d	e
19.	a	b	c	d	e
20.	a	b	c	d	e
21.	a	b	c	d	e
22.	a	b	c	d	e
23.	a	b	c	d	e
24.	a	b	c	d	e
25.	a	b	c	d	e

26.	a	b	c	d	e
27.	a	b	c	d	e
28.	a	b	c	d	e
29.	a	b	c	d	e
30.	a	b	c	d	e
31.	a	b	c	d	e
32.	a	b	c	d	e
33.	a	b	c	d	e
34.	a	b	c	d	e
35.	a	b	c	d	e
36.	a	b	c	d	e
37.	a	b	c	d	e
38.	a	b	c	d	e
39.	a	b	c	d	e
40.	a	b	c	d	e
41.	a	b	c	d	e
42.	a	b	c	d	e
43.	a	b	c	d	e
44.	a	b	c	d	e
45.	a	b	c	d	e
46.	a	b	c	d	e
47.	a	b	c	d	e
48.	a	b	c	d	e
49.	a	b	c	d	e
50.	a	b	c	d	e

THE ANSWER KEY OF THE POST-TEST

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

21	D
22	D
23	C
24	E
25	B
26	A
27	D
28	C
29	E
30	E
31	B
32	A
33	C
34	A
35	C
36	E
37	D
38	B
39	C
40	B

41	C
42	E
43	A
44	B

OBSERVATION CHECKLIST
(Control Class)

Date : 23rd January 2014
Time : 10.15-11.45
Place : X IPA 1
Observer : Dhanastri Herningtyas
Material : Descriptive Text (Tourist Attractions-1)

Check each item in the column that most clearly represents your observation.

No	Observation Items	Yes	No	Notes
	The Teaching and Learning Process of Reading			
A.	**Pre-Teaching**			
1.	The teacher opens the class by greeting the students.	✓		
2.	The students respond to the teacher greeting.	✓		
3.	The teacher leads a prayer.		✓	*The lesson was not in the beginning of the class hours.*
4.	The teacher checks the students' attendance.	✓		
5.	The teacher carries out lead in activity.	✓		*The teacher informed the students the focus of the lesson by relating it with the previous lesson. The previous lesson was "describing people" and was focused on writing skills.*
B.	**While-Teaching**			
1.	The teacher stimulates the students to brainstorm ideas related to the topic by giving some pictures or other teaching aids.	✓		*The teacher used pictures of some tourist attractions to stimulate the students.*
2.	The students give their ideas.	✓		
3.	The teacher gives the students the model(s) of the text.	✓		*The model of the text was in the form of a travel advertisement.*
4.	The students read and try to understand the text.	✓		
5.	The teacher encourages the students to discuss the social function and the parts of the text.	✓		
6.	The teacher gives a new text asks the students to do the task(s) related to the word in the text (vocabulary exercise).	✓		*There was a vocabulary exercise in the form of matching activity. The students had to match some words in the text with their meanings or synonyms.*

7.	The teacher and the students discuss the meaning of the words in the vocabulary exercise.	✓		
8.	The teacher gives another task(s) to the students related to the parts and the content of the text.	✓		*In the task, the students had to decide the parts of the descriptive text given by the teacher. Then, to check whether they understand the text or not, the students had to deal with True/False questions.*
C.	**Post-Teaching**			
1.	The teacher summarizes and encourages the students to reflect the lesson.	✓		
2.	The teacher previews on the upcoming materials.		✓	*Due to the limitation of the time, the teacher did not preview on the upcoming material.*
3.	The teacher leads prayer		✓	*The lesson was not in the end of the class hours.*
4.	The teacher says goodbye to the students.	✓		
D.	**Classroom Situation**			
1.	The students are enthusiastic during the teaching and learning process.	✓		
2.	The students are active during the teaching and learning process.	✓		
3.	The students ask the teacher when they find difficulties.	✓		
4.	The teacher answers the questions carefully and satisfactory.	✓		
5.	The instruction from the teacher is clear.	✓		
6.	The teacher has a good time management.	✓		
7.	The teacher can manage the class well.	✓		
8.	The teacher follows the lesson plan provided by the researcher.	✓		
9.	The teacher does not apply the word card strategy during the lesson.	✓		*The teacher mentioned the meaning of some words in the text in the first language, but she just directly told the meanings of the words without applying the word card strategy. The words are "sight" and "shade"*

OBSERVATION CHECKLIST
(Control Class)

Date : 29th January 2014
Time : 10.15-11.45
Place : X IPA 1
Observer : Dhanastri Herningtyas
Material : Descriptive Text (Tourist Attractions-1)

Check each item in the column that most clearly represents your observation.

No	Observation Items	Yes	No	Notes
	The Teaching and Learning Process of Reading			
A.	**Pre-Teaching**			
1.	The teacher opens the class by greeting the students.	✓		
2.	The students respond to the teacher greeting.	✓		
3.	The teacher leads a prayer.		✓	*The lesson was not in the beginning of the class hours.*
4.	The teacher checks the students' attendance.	✓		
5.	The teacher carries out lead in activity.	✓		*The teacher checked the student's homework before they started the lesson.*
B.	**While-Teaching**			
1.	The teacher stimulates the students to brainstorm ideas related to the topic by giving some pictures or other teaching aids.		✓	*It was the second meeting on the topic of Tourist Attractions. The teacher did not give new pictures but she used the pictures in the previous handout to stimulate the students to remember the lesson.*
2.	The students give their ideas.		✓	
3.	The teacher gives the students the model(s) of the text.	✓		*The model of the text was in the form of a letter.*
4.	The students read and try to understand the text.	✓		
5.	The teacher encourages the students to discuss the social function and the parts of the text.	✓		
6.	The teacher gives a new text asks the students to do the task(s) related to the word in the text (vocabulary exercise).	✓		*There was a vocabulary exercise in the form of matching activity. The students had to match some words in the text with their meanings or synonyms.*

7.	The teacher and the students discuss the meaning of the words in the vocabulary exercise.	✓		
8.	The teacher gives another task(s) to the students related to the parts and the content of the text.	✓		*In the two last tasks in the lesson, the students had to find the paragraph(s) that contain some specific information needed. Then, they had to answer some comprehension questions to check whether they understand the text or not.*
C.	**Post-Teaching**			
1.	The teacher summarizes and encourages the students to reflect the lesson.	✓		
2.	The teacher previews on the upcoming materials.		✓	*Due to the limitation of the time, the teacher did not preview on the upcoming material.*
3.	The teacher leads prayer		✓	*The lesson was not in the end of the class hours.*
4.	The teacher says goodbye to the students.	✓		
D.	**Classroom Situation**			
1.	The students are enthusiastic during the teaching and learning process.	✓		
2.	The students are active during the teaching and learning process.	✓		
3.	The students ask the teacher when they find difficulties.	✓		
4.	The teacher answers the questions carefully and satisfactory.	✓		
5.	The instruction from the teacher is clear.	✓		
6.	The teacher has a good time management.	✓		
7.	The teacher can manage the class well.	✓		
8.	The teacher follows the lesson plan provided by the researcher.	✓		
9.	The teacher does not apply the word card strategy during the lesson.	✓		

OBSERVATION CHECKLIST
(Control Class)

Date : 30th January 2014
Time : 10.15-11.00
Place : X IPA 1
Observer : Dhanastri Herningtyas
Material : Descriptive Text (Historical Building-1)

Check each item in the column that most clearly represents your observation.

No	Observation Items	Yes	No	Notes
	The Teaching and Learning Process of Reading			
A.	**Pre-Teaching**			
1.	The teacher opens the class by greeting the students.	✓		
2.	The students respond to the teacher greeting.	✓		
3.	The teacher leads a prayer.		✓	*The lesson was not in the beginning of the class hours.*
4.	The teacher checks the students' attendance.	✓		
5.	The teacher carries out lead in activity.	✓		*The teacher asked the students whether they still remember the previous lesson or not. Then, she related it to the lesson that she would give to the students.*
B.	**While-Teaching**			
1.	The teacher stimulates the students to brainstorm ideas related to the topic by giving some pictures or other teaching aids.	✓		*The teacher used pictures of some historical buildings to stimulate the students.*
2.	The students give their ideas.	✓		
3.	The teacher gives the students the model(s) of the text.	✓		*The model of the text was in the form of a travel advertisement.*
4.	The students read and try to understand the text.	✓		
5.	The teacher encourages the students to discuss the social function and the parts of the text.	✓		
6.	The teacher gives a new text asks the students to do the task(s) related to the word in the text (vocabulary exercise).	✓		*There was a vocabulary exercise in the form of matching activity. The students had to match some words in the text with their meanings or synonyms.*
7.	The teacher and the students discuss	✓		

	the meaning of the words in the vocabulary exercise.			
8.	The teacher gives another task(s) to the students related to the parts and the content of the text.	✓		*The students had to answer some comprehension questions according to the text given by the teacher.*
C.	**Post-Teaching**			
1.	The teacher summarizes and encourages the students to reflect the lesson.	✓		
2.	The teacher previews on the upcoming materials.		✓	*Due to the limitation of the time, the teacher did not preview on the upcoming material.*
3.	The teacher leads prayer		✓	*The lesson was not in the end of the class hours.*
4.	The teacher says goodbye to the students.	✓		
D.	**Classroom Situation**			
1.	The students are enthusiastic during the teaching and learning process.	✓		
2.	The students are active during the teaching and learning process.	✓		
3.	The students ask the teacher when they find difficulties.	✓		
4.	The teacher answers the questions carefully and satisfactory.	✓		
5.	The instruction from the teacher is clear.	✓		
6.	The teacher has a good time management.	✓		
7.	The teacher can manage the class well.	✓		
8.	The teacher follows the lesson plan provided by the researcher.	✓		
9.	The teacher does not apply the word card strategy during the lesson.	✓		

OBSERVATION CHECKLIST
(Control Class)

Date : 1st February 2014
Time : 12.00-13.10
Place : X IPA 1
Observer : Dhanastri Herningtyas
Material : Descriptive Text (Historical Building-2)

Check each item in the column that most clearly represents your observation.

No	Observation Items	Yes	No	Notes
	The Teaching and Learning Process of Reading			
A.	**Pre-Teaching**			
1.	The teacher opens the class by greeting the students.	✓		
2.	The students respond to the teacher greeting.	✓		
3.	The teacher leads a prayer.		✓	*The lesson was not in the beginning of the class hours.*
4.	The teacher checks the students' attendance.	✓		
5.	The teacher carries out lead in activity.	✓		
B.	**While-Teaching**			
1.	The teacher stimulates the students to brainstorm ideas related to the topic by giving some pictures or other teaching aids.		✓	*It was the second meeting on the topic of Historical Buildings. The teacher did not give new pictures but she used the pictures in the previous handout to stimulate the students to remember the lesson.*
2.	The students give their ideas.		✓	
3.	The teacher gives the students the model(s) of the text.	✓		*The model of the text was in the form of an e-mail.*
4.	The students read and try to understand the text.	✓		
5.	The teacher encourages the students to discuss the social function and the parts of the text.		✓	
6.	The teacher gives a new text asks the students to do the task(s) related to the word in the text (vocabulary exercise).	✓		*There was a vocabulary exercise in the form of matching activity. The students had to match some words in the text with their meanings or synonyms.*
7.	The teacher and the students discuss the meaning of the words in the	✓		

	vocabulary exercise.			
8.	The teacher gives another task(s) to the students related to the parts and the content of the text.	✓		*In the two last tasks in the lesson, the students had to find the paragraph(s) that contain some specific information needed. Then, they had to answer some comprehension questions to check whether they understand the text or not.*
C.	**Post-Teaching**			
1.	The teacher summarizes and encourages the students to reflect the lesson.	✓		
2.	The teacher previews on the upcoming materials.		✓	
3.	The teacher leads prayer	✓		
4.	The teacher says goodbye to the students.	✓		
D.	**Classroom Situation**			
1.	The students are enthusiastic during the teaching and learning process.	✓		*The students were really enthusiastic, especially when they had to do some tasks in their handout.*
2.	The students are active during the teaching and learning process.	✓		
3.	The students ask the teacher when they find difficulties.	✓		
4.	The teacher answers the questions carefully and satisfactory.	✓		
5.	The instruction from the teacher is clear.	✓		
6.	The teacher has a good time management.	✓		
7.	The teacher can manage the class well.	✓		
8.	The teacher follows the lesson plan provided by the researcher.	✓		
9.	The teacher does not apply the word card strategy during the lesson.	✓		

OBSERVATION CHECKLIST
(Control Class)

Date : 5th February 2014
Time : 10.15-11.45
Place : X IPA 1
Observer : Dhanastri Herningtyas
Material : Descriptive Text (People 1)

Check each item in the column that most clearly represents your observation.

No	Observation Items	Yes	No	Notes
	The Teaching and Learning Process of Reading			
A.	**Pre-Teaching**			
1.	The teacher opens the class by greeting the students.	✓		
2.	The students respond to the teacher greeting.	✓		
3.	The teacher leads a prayer.		✓	*The lesson was not in the beginning of the class hours.*
4.	The teacher checks the students' attendance.	✓		
5.	The teacher carries out lead in activity.	✓		
B.	**While-Teaching**			
1.	The teacher stimulates the students to brainstorm ideas related to the topic by giving some pictures or other teaching aids.	✓		*The teacher gave a video about a conversation between two persons. They talked about someone in the office. The video was played three times so that the students could answer all the questions related to the video.*
2.	The students give their ideas.	✓		
3.	The teacher gives the students the model(s) of the text.	✓		*The model of the text is in the form of a dialogue between two persons.*
4.	The students read and try to understand the text.	✓		
5.	The teacher encourages the students to discuss the social function and the parts of the text.	✓		*The teacher asked the students to find out the identification and description parts in the text.*
6.	The teacher gives a new text asks the students to do the task(s) related to the word in the text (vocabulary exercise).	✓		*The students had to deal with a vocabulary exercise. They had to find the antonyms of some words and then write them down on the crossword.*
7.	The teacher and the students discuss	✓		*The teacher also provided one*

	the meaning of the words in the vocabulary exercise.			*task where the students had to match some images with their descriptions.*
8.	The teacher gives another task(s) to the students related to the parts and the content of the text.	✓		*The students had to find some information from the text and answer some True/False questions. Further, they also had to answer several comprehension questions according to the text.*
C.	**Post-Teaching**			
1.	The teacher summarizes and encourages the students to reflect the lesson.		✓	*Because of there was no more time to discuss the last task, the teacher asked the students to submit their work to the teacher. Then, the teacher did not summarize the lesson.*
2.	The teacher previews on the upcoming materials.		✓	
3.	The teacher leads prayer		✓	*The lesson was not in the end of the class hours.*
4.	The teacher says goodbye to the students.	✓		
D.	**Classroom Situation**			
1.	The students are enthusiastic during the teaching and learning process.	✓		
2.	The students are active during the teaching and learning process.	✓		
3.	The students ask the teacher when they find difficulties.	✓		*When the students found some difficulties in understanding the model of the text, they asked the teacher to explain it.*
4.	The teacher answers the questions carefully and satisfactory.	✓		
5.	The instruction from the teacher is clear.	✓		*The teacher sometimes repeated the instructions in the handout.*
6.	The teacher has a good time management.	✓		
7.	The teacher can manage the class well.	✓		
8.	The teacher follows the lesson plan provided by the researcher.	✓		
9.	The teacher does not apply the word card strategy during the lesson.	✓		

OBSERVATION CHECKLIST
(Control Class)

Date : 8th February 2014
Time : 12.00-13.30
Place : X IPA 1
Observer : Dhanastri Herningtyas
Materi : Descriptive Text (People 2)

Check each item in the column that most clearly represents your observation.

No	Observation Items	Yes	No	Notes
	The Teaching and Learning Process of Reading			
A.	**Pre-Teaching**			
1.	The teacher opens the class by greeting the students.	✓		
2.	The students respond to the teacher greeting.	✓		
3.	The teacher leads a prayer.		✓	*The lesson was not in the beginning of the class hours.*
4.	The teacher checks the students' attendance.	✓		
5.	The teacher carries out lead in activity.	✓		
B.	**While-Teaching**			
1.	The teacher stimulates the students to brainstorm ideas related to the topic by giving some pictures or other teaching aids.	✓		*The teacher used a comic strip to stimulate the students to do brainstorming.*
2.	The students give their ideas.	✓		
3.	The teacher gives the students the model(s) of the text.	✓		*The model of the text is in the form of a letter.*
4.	The students read and try to understand the text.	✓		
5.	The teacher encourages the students to discuss the social function and the parts of the text.	✓		
6.	The teacher gives a new text asks the students to do the task(s) related to the word in the text (vocabulary exercise).	✓		*There was a vocabulary exercise in the form of matching activity. The students had to match some words in the text with their meanings or synonyms.*
7.	The teacher and the students discuss the meaning of the words in the vocabulary exercise.	✓		
8.	The teacher gives another task(s) to the students related to the parts and the	✓		*The students tried to decide the parts of a descriptive text and to*

	content of the text.			*find out some specific information from the text. The students had to answer some True/False questions and comprehension questions to check whether they understand the text or not.*
C.	**Post-Teaching**			
1.	The teacher summarizes and encourages the students to reflect the lesson.	✓		
2.	The teacher previews on the upcoming materials.	✓		
3.	The teacher leads prayer	✓		
4.	The teacher says goodbye to the students.	✓		
D.	**Classroom Situation**			
1.	The students are enthusiastic during the teaching and learning process.	✓		
2.	The students are active during the teaching and learning process.	✓		
3.	The students ask the teacher when they find difficulties.	✓		
4.	The teacher answers the questions carefully and satisfactory.	✓		
5.	The instruction from the teacher is clear.	✓		
6.	The teacher has a good time management.	✓		
7.	The teacher can manage the class well.	✓		
8.	The teacher follows the lesson plan provided by the researcher.	✓		
9.	The teacher does not apply the word card strategy during the lesson.	✓		

OBSERVATION CHECKLIST
(Experimental Class)

Date : 22nd January 2014
Time : 07.00-09.15
Place : X IPA 2
Observer : Intan Wahyu Saputri

Check each item in the column that most clearly represents your observation.

No	Observation Items	Yes	No	Notes
	The Teaching and Learning Process of Reading			
A.	**Pre-Teaching**			
1.	The teacher opens the class by greeting the students.	✓		
2.	The students respond to the teacher greeting.	✓		
3.	The teacher leads a prayer.	✓		
4.	The teacher checks the students' attendance.	✓		
5.	The teacher informs the students the focus of the lesson.	✓		
B.	**While-Teaching**			
1.	The teacher stimulates the students to brainstorm ideas related to the topic by giving some pictures or other teaching aids.	✓		*The teacher and the students discuss the pictures in the module.*
2.	The students give their ideas.	✓		
3.	The teacher gives the students the model(s) of the text.	✓		
4.	The students read and try to understand the text.	✓		
5.	The teacher encourages the students to discuss the social function and the parts of the text.	✓		
6.	The teacher explains the procedures of the word cards strategy.	✓		
7.	The teacher encourages the students to apply the word cards strategy by providing some words in the texts that have to be written by the students.	✓		
8.	The teacher and the students discuss the meaning of the words.	✓		
9.	The teacher asks the students to continue the strategy individually.	✓		

10.	The teacher gives another task(s) to the students related to the parts and the content of the text (comprehension questions).	✓		
C.	**Post-Teaching**			
1.	The teacher summarizes and encourages the students to reflect the lesson.	✓		
2.	The teacher asks the students to check whether they still remember the meaning of the words in their word cards or not.	✓		
3.	The teacher previews on the upcoming materials.	✓		
4.	The teacher leads prayer		✓	*It was not the end of the class hours.*
5.	The teacher says goodbye to the students.	✓		
D.	**Classroom Situation**			
1.	The students are enthusiastic during the teaching and learning process.	✓		
2.	The students are active during the teaching and learning process.	✓		
3.	The students ask the teacher when they find difficulties.	✓		
4.	The teacher answers the questions carefully and satisfactory.	✓		
5.	The instruction from the teacher is clear.	✓		
6.	The teacher has a good time management.	✓		
7.	The teacher can manage the class well.	✓		
8.	The teacher follows the procedures in the lesson plan.	✓		
9.	The teacher applies the word card strategy during the lesson.	✓		

OBSERVATION CHECKLIST
(Experimental Class)

Date : 28th January 2014
Time : 10.15-11.45
Place : X IPA 2
Observer : Intan Wahyu Saputri

Check each item in the column that most clearly represents your observation.

No	Observation Items	Yes	No	Notes
	The Teaching and Learning Process of Reading			
A.	**Pre-Teaching**			
1.	The teacher opens the class by greeting the students.	✓		
2.	The students respond to the teacher greeting.	✓		
3.	The teacher leads a prayer.		✓	*It was not in the beginning of the class hour.*
4.	The teacher checks the students' attendance.	✓		
5.	The teacher informs the students the focus of the lesson.	✓		
B.	**While-Teaching**			
1.	The teacher stimulates the students to brainstorm ideas related to the topic by giving some pictures or other teaching aids.	✓		
2.	The students give their ideas.	✓		*The students were very enthusiastic to give their opinions.*
3.	The teacher gives the students the model(s) of the text.	✓		
4.	The students read and try to understand the text.	✓		*Many students tried to find the meaning of some words in the dictionary. They discuss the meaning with their friends.*
5.	The teacher encourages the students to discuss the social function and the parts of the text.	✓		
6.	The teacher explains the procedures of the word cards strategy.	✓		
7.	The teacher encourages the students to apply the word cards strategy by providing some words in the texts that have to be written by the students.	✓		

8.	The teacher and the students discuss the meaning of the words.	✓		
9.	The teacher asks the students to continue the strategy individually.	✓		
10.	The teacher gives another task(s) to the students related to the parts and the content of the text (comprehension questions).	✓		
C.	**Post-Teaching**			
1.	The teacher summarizes and encourages the students to reflect the lesson.	✓		
2.	The teacher asks the students to check whether they still remember the meaning of the words in their word cards or not.	✓		
3.	The teacher previews on the upcoming materials.	✓		
4.	The teacher leads prayer		✓	
5.	The teacher says goodbye to the students.	✓		
D.	**Classroom Situation**			
1.	The students are enthusiastic during the teaching and learning process.	✓		
2.	The students are active during the teaching and learning process.	✓		
3.	The students ask the teacher when they find difficulties.	✓		*The students were really active in the classroom; they sometimes asked the teacher when they found some difficulties.*
4.	The teacher answers the questions carefully and satisfactory.	✓		
5.	The instruction from the teacher is clear.	✓		
6.	The teacher has a good time management.	✓		*There were some problems with the laptop and the LCD in the beginning of the lesson, but all of the procedures could be implemented well.*
7.	The teacher can manage the class well.	✓		
8.	The teacher follows the procedures in the lesson plan.	✓		*All of the steps in the lesson plan were implemented in the classroom.*
9.	The teacher applies the word card strategy during the lesson.	✓		*The use of the word card strategy was conducted in the lesson and the students were enthusiastic to apply the strategy.*

OBSERVATION CHECKLIST
(Experimental Class)

Date : 29th January 2014
Time : 07.00-09.15
Place : X IPA 2
Observer : Intan Wahyu Saputri

Check each item in the column that most clearly represents your observation.

No	Observation Items	Yes	No	Notes
	The Teaching and Learning Process of Reading			
A.	**Pre-Teaching**			
1.	The teacher opens the class by greeting the students.	✓		
2.	The students respond to the teacher greeting.	✓		
3.	The teacher leads a prayer.	✓		
4.	The teacher checks the students' attendance.	✓		
5.	The teacher informs the students the focus of the lesson.	✓		
B.	**While-Teaching**			
1.	The teacher stimulates the students to brainstorm ideas related to the topic by giving some pictures or other teaching aids.	✓		
2.	The students give their ideas.	✓		
3.	The teacher gives the students the model(s) of the text.	✓		
4.	The students read and try to understand the text.	✓		
5.	The teacher encourages the students to discuss the social function and the parts of the text.	✓		
6.	The teacher explains the procedures of the word cards strategy.	✓		
7.	The teacher encourages the students to apply the word cards strategy by providing some words in the texts that have to be written by the students.	✓		*Actually, the student could apply the strategy independently. They did not wait the instructions from the teacher. When they found some difficult words, they wrote them in their word cards and tried to find the meaning of the words.*

8.	The teacher and the students discuss the meaning of the words.	✓		*The students were enthusiastic to find the meanings of some words individually. They sometimes consulted their dictionary.*
9.	The teacher asks the students to continue the strategy individually.	✓		*The students checked their understanding of the meaning of the words in their word cards in pairs. Sometimes they also worked in group.*
10.	The teacher gives another task(s) to the students related to the parts and the content of the text (comprehension questions).	✓		
C.	**Post-Teaching**			
1.	The teacher summarizes and encourages the students to reflect the lesson.	✓		
2.	The teacher asks the students to check whether they still remember the meaning of the words in their word cards or not.	✓		
3.	The teacher previews on the upcoming materials.	✓		
4.	The teacher leads prayer		✓	
5.	The teacher says goodbye to the students.	✓		
D.	**Classroom Situation**			
1.	The students are enthusiastic during the teaching and learning process.	✓		*The students always tried to answer the questions from the teacher.*
2.	The students are active during the teaching and learning process.	✓		*The students were really active in the classroom. They often asked some questions to the teacher or discussed them with their friends.*
3.	The students ask the teacher when they find difficulties.	✓		
4.	The teacher answers the questions carefully and satisfactory.	✓		*After the teacher answered the questions from the students, she checked whether they understand or not.*
5.	The instruction from the teacher is clear.	✓		
6.	The teacher has a good time management.	✓		
7.	The teacher can manage the class well.	✓		
8.	The teacher follows the procedures in the lesson plan.	✓		
9.	The teacher applies the word card strategy during the lesson.	✓		

OBSERVATION CHECKLIST
(Experimental Class)

Date : 4th February 2014
Time : 10.15-11.45
Place : X IPA 2
Observer : Intan Wahyu Saputri

Check each item in the column that most clearly represents your observation.

No	Observation Items	Yes	No	Notes
	The Teaching and Learning Process of Reading			
A.	**Pre-Teaching**			
1.	The teacher opens the class by greeting the students.	✓		
2.	The students respond to the teacher greeting.	✓		
3.	The teacher leads a prayer.		✓	
4.	The teacher checks the students' attendance.	✓		
5.	The teacher informs the students the focus of the lesson.	✓		
B.	**While-Teaching**			
1.	The teacher stimulates the students to brainstorm ideas related to the topic by giving some pictures or other teaching aids.	✓		
2.	The students give their ideas.	✓		
3.	The teacher gives the students the model(s) of the text.	✓		
4.	The students read and try to understand the text.	✓		*The students could unserstand the text well because when the teacher asked some of them to tell the class about the content of the text, they could answer it correctly.*
5.	The teacher encourages the students to discuss the social function and the parts of the text.	✓		
6.	The teacher explains the procedures of the word cards strategy.	✓		
7.	The teacher encourages the students to apply the word cards strategy by providing some words in the texts that have to be written by the students.	✓		

8.	The teacher and the students discuss the meaning of the words.	✓		
9.	The teacher asks the students to continue the strategy individually.	✓		*When the students worked in pairs to chech the words in the word cards, they still remembered the wordsthat they wrote in the previous meeting.*
10.	The teacher gives another task(s) to the students related to the parts and the content of the text (comprehension questions).	✓		
C.	**Post-Teaching**			
1.	The teacher summarizes and encourages the students to reflect the lesson.	✓		
2.	The teacher asks the students to check whether they still remember the meaning of the words in their word cards or not.		✓	
3.	The teacher previews on the upcoming materials.	✓		
4.	The teacher leads prayer		✓	
5.	The teacher says goodbye to the students.	✓		
D.	**Classroom Situation**			
1.	The students are enthusiastic during the teaching and learning process.	✓		
2.	The students are active during the teaching and learning process.	✓		
3.	The students ask the teacher when they find difficulties.	✓		
4.	The teacher answers the questions carefully and satisfactory.	✓		
5.	The instruction from the teacher is clear.	✓		
6.	The teacher has a good time management.	✓		
7.	The teacher can manage the class well.	✓		
8.	The teacher follows the procedures in the lesson plan.	✓		
9.	The teacher applies the word card strategy during the lesson.	✓		

APPENDIX 3
LESSON PLANS

A. COURSE GRID OF THE CONTROL CLASS

B. COURSE GRID OF THE EXPERIMENTAL CLASS

C. LESSON PLANS OF THE CONTROL CLASS

D. LESSON PLANS OF THE EXPERIMENTAL CLASS

SILABUS CONTROL CLASS

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

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

Kompetensi Dasar	Materi Pokok	Indikator	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.1. Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam	*Descriptive Text* berkaitan dengan *Tourist Attraction*	Pada akhir kegiatan pembelajaran, peserta didik dapat: 1. Menentukan sinonim atau arti kata dalam teks dengan tepat.	**Pertemuan 1** **<u>Building Knowledge of the Field</u>** • Guru menunjukkan beberapa gambar objek wisata dan menanyakan apakah para siswa pernah mengunjungi objek-objek tersebut.	Tes tertulis Soal isian (comprehension questions)	1x45 menit	Doddy, Achmad, dkk. 2008. Developing English Competencies for Senior

semangat belajar. 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional. 3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya. 4.8. Menangkap makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal.		2. Menentukan bagian-bagian dalam teks deskriptif sederhana dengan benar. 3. Menemukan detail informasi pada bacaan dengan tepat dan akurat. 4. Menjawab pertanyaan terkait dengan teks deskriptif sederhana yang diberikan oleh guru dengan tepat dan akurat.	• Siswa memperhatikan gambar dan memberikan definisi sederhana dari gambar tersebut. **Modeling of Text** • Guru memberikan contoh teks *descriptive* sederhana dalam bentuk brosur tempat wisata. Para siswa mencoba memahami isi teks tersebut. • Siswa menentukan sinonim atau arti kata dalam teks. **Joint Construction of the Text** • Para siswa menentukan bagian-bagian dalam teks descriptive sederhana. **Independent Construction of the Text** • Para siswa menentukan statement yang benar dan salah terkait teks yang ada.			High School Grade X. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional. Sudarwati, Th. M. 2007. Look Ahead, An English Course for Senior High School Students Year X. Jakarta: Erlangga.
			Pertemuan 2 **Building Knowledge of the Field** • Guru mengingatkan kembali tentang pelajaran sebelumnya tentang descriptive teks dengan tema tempat wisata. **Modeling of Text** • Guru memberikan contoh teks *descriptive* sederhana tentang tempat wisata dalam bentuk surat, siswa membaca teks. • Guru dan siswa mendiskusikan struktur		2x45 menit	

				fungsi sosial teks descriptive. • Siswa menentukan sinonim atau arti kata dalam teks. **Joint Construction of the Text** • Siswa membaca teks dan menemukan detail informasi yang ditanyakan dalam paragraph teks bacaan. **Independent Construction of the Text** • Secara individual, para siswa menjawab pertanyaan terkait dengan teks *descriptive* yang diberikan oleh guru.			
1.2. Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar. 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional. 3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang	*Descriptive Text* berkaitan dengan *Historical Buildings*	Pada akhir kegiatan pembelajaran, peserta didik dapat: 1. Menentukan sinonim atau arti kata dalam teks dengan tepat. 2. Menentukan bagian-bagian dalam teks deskriptif sederhana dengan benar. 3. Menemukan detail informasi pada bacaan dengan tepat dan akurat. 4. Menjawab pertanyaan	**Pertemuan 1** **Building Knowledge of the Field** • Guru menunjukkan beberapa gambar bangunan bersejarah dan mendiskusikannya dengan para siswa. **Modeling of Text** • Guru memberikan contoh teks *descriptive* sederhana .Para siswa mencoba memahami isi teks tersebut dan mendiskusikan isi teks serta fungsi sosial dan struktur teks tersebut dengan teman dan guru. • Siswa menentukan sinonim atau arti kata dalam teks. **Joint Construction of the Text** • Secara berpasangan, para siswa menentukan bagian-bagian dalam teks descriptive sederhana.	Tes tertulis Soal isian (comprehension questions)	1x45 menit	Doddy, Achmad, dkk. 2008. Developing English Competencies for Senior High School Grade X. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional. Sudarwati, Th. M. 2007. Look Ahead, An English Course for

	orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.		terkait dengan teks deskriptif sederhana yang diberikan oleh guru dengan tepat dan akurat.	**<u>Idependent Construction of the Text</u>** • Secara individual, para siswa menjawab pertanyaan terkait dengan bacaan yang diberikan dengan benar.			Senior High School Students Year X. Jakarta: Erlangga.
4.8.	Menangkap makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal.			**Pertemuan 2** **<u>Building Knowledge of the Field</u>** • Guru mengingatkan kembali tentang pelajaran sebelumnya tentang descriptive teks dengan tema bangunan-bangunan bersejarah. **<u>Modeling of Text</u>** • Guru memberikan contoh teks *descriptive* sederhana tentang bangunan bersejarah dalam bentuk email, siswa diminta membaca teks tersebut. • Guru dan siswa mendiskusikan kembali struktur fungsi sosial teks descriptive. • Siswa menentukan sinonim atau arti kata dalam teks. **<u>Joint Construction of the Text</u>** • Secara berpasangan para siswa membaca teks dan mencoba menemukan detail informasi yang ditanyakan dalam paragraph. **<u>Independent Construction of the Text</u>** • Secara individual, para siswa menjawab pertanyaan terkait dengan teks *descriptive* yang diberikan oleh guru.		2x45 menit	
1.3.	Mensyukuri	*Descriptive*	Pada akhir kegiatan	**Pertemuan 1**	Tes tertulis	2x45	Doddy,

kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar. 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional. 3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.	*Text* berkaitan dengan *People*	pembelajaran, peserta didik dapat: 1. Menentukan antonim dari beberapa kata dalam teks deskriptif sederhana yang diberikan guru dengan benar. 2. Memilih gambar berdasarkan deskripsi yang tersedia dengan tepat. 3. Menentukan pernyataan benar dan salah sesuai isi teks deskriptif yang tersedia dengan benar. 4. Menjawab pertanyaan terkait dengan teks deskriptif dengan tepat dan akurat.	**Building Knowledge of the Field** • Guru menyajikan video yang berisi tentang deskripsi orang. Para siswa memperhatikan dengan seksama. • Siswa dan guru mendiskusikan video tersebut berdasarkan pertanyaan arahan yang ada dalam modul. **Modeling of Text** • Siswa membaca sebuah dialog yang merupakan dialog dalam video yang telah ditampilkan sebelumnya. • Guru dan siswa mendiskusikan isi teks, struktur dan fungsi sosial dari teks deskriptif. • Para siswa membaca sebuah teks deskriptif dengan cermat , kemudian mencari antonim dari beberapa kata yang terdapat dalam teks dan mengisikannya pada crossword puzzle. **Joint Construction of the Text** • Para siswa menjawab beberapa pertanyaan terkait dengan isi teks yang telah diberikan secara berpasangan. • Guru dan siswa mendiskusikan kata-kata yang dapat digunakan untuk menggambarkan “physical appearance” seseorang . • Siswa mencoba menentukan gambar yang sesuai dengan deskripsi yang ada. **Independent Construction of the Text**	T/F questions Soal isian (comprehension questions)	menit	Achmad, dkk. 2008. Developing English Competencies for Senior High School Grade X. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional. Sudarwati, Th. M. 2007. Look Ahead, An English Course for Senior High School Students Year X. Jakarta: Erlangga.

4.8. Menangkap makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal.			• Secara individual, para siswa menentukan statement yang benar dan salah terkait teks yang ada. • Secara individual, para siswa menjawab pertanyaan terkait teks yang diberikan.			
			Pertemuan 2 **<u>Building Knowledge of the Field</u>** • Para siswa membaca *comic strip* yang tersedia di dalam modul. • Siswa dan guru mendiskusikan isi comic strip tersebut serta personality tokoh di dalamnya dengan bantuan pertanyaan arahan yang ada dalam modul. **<u>Modeling of Text</u>** • Para siswa membaca teks deskriptif sederhana dalam bentuk surat. • Guru dan siswa mendiskusikan isi teks dan mengingat kembali struktur dan fungsi sosial dari teks deskriptif. • Para siswa membaca teks deskriptif sederhana yang diberikan oleh guru dengan memperhatikan kata-kata yang dicetak tebal di dalam teks. • Secara berpasangan, para siswa mencari arti atau persamaan kata dari kata-kata yang dicetak tebal. • Para siswa mencermati beberapa kata lain yang menggambarkan *personality*		2x45 menit	

			seseorang. **Joint Construction of the Text** • Secara berpasangan para siswa menentukan bagian-bagian teks deskriptif serta menemukan kalimat-kalimat yang berisi detail informasi yang dibutuhkan. **Independent Construction of the Text** • Secara individual, para siswa membaca sebuah teks deskriptif dan menentukan statement yang benar dan salah terkait teks yang ada. • Secara individual, para siswa menjawab pertanyaan terkait teks yang diberikan.			

SILABUS EXPERIMENTAL CLASS

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

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

Kompetensi Dasar	Materi Pokok	Indikator	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
1.4. Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi	*Descriptive Text* berkaitan dengan *Tourist Attraction*	Pada akhir kegiatan pembelajaran, peserta didik dapat: 1. Menentukan sinonim atau arti kata dalam teks dengan tepat.	**<u>Building Knowledge of the Field</u>** • Guru menunjukkan beberapa gambar objek wisata dan menanyakan apakah para siswa pernah mengunjungi objek-objek tersebut. • Siswa memperhatikan gambar tersebut sekali lagi dan guru meminta mereka untuk	Tes tertulis Soal isian (comprehension questions)	3x45 menit	Doddy, Achmad, dkk. 2008. Developing English Competencies for Senior

	internasional yang diwujudkan dalam semangat belajar. 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional. 3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya. 4.8. Menangkap makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang orang, tempat		2. Menentukan bagian-bagian dalam teks deskriptif sederhana dengan benar. 3. Menemukan detail informasi pada bacaan dengan tepat dan akurat. 4. Menjawab pertanyaan terkait dengan teks deskriptif sederhana yang diberikan oleh guru dengan tepat dan akurat.	memberikan definisi sederhana dari gambar tempat wisata yang diberikan **<u>Modeling of Text</u>** • Guru memberikan contoh teks *descriptive* sederhana dalam bentuk brosur tempat wisata. Para siswa mencoba memahami isi teks tersebut dan mendiskusikan isi teks serta fungsi sosial dan struktur teks tersebut dengan teman dan guru. • Guru memberikan contoh teks *descriptive* sederhana tentang tempat wisata dalam bentuk *letter*. • Siswa mencoba memahami isi teks dan menuliskan kata-kata sulit dalam teks dalam *word cards* yang disediakan guru. • Siswa mencari arti kata-kata tersebut dan menuliskannya sisi lain pada *word cards*. **<u>Joint Construction of the Text</u>** • Secara berkelompok, para siswa menentukan bagian-bagian dalam teks descriptive sederhana yang diberikan oleh guru. • Secara berpasangan, para siswa menentukan statement yang benar dan salah terkait teks yang ada. • Secara berpasangan para siswa membaca teks dan mencoba menemukan detail informasi yang ditanyakan dalam paragraph. • Di akhir tahap ini, siswa kembali mengingat kata-kata yang mereka tulis dalam word cards.			High School Grade X. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional. Sudarwati, Th. M. 2007. Look Ahead, An English Course for Senior High School Students Year X. Jakarta: Erlangga.

	wisata, dan bangunan bersejarah terkenal.			**Independent Construction of the Text** • Secara individual, para siswa menjawab pertanyaan terkait dengan teks *descriptive* yang diberikan oleh guru.			
1.5. Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar. 2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional. 3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan	*Descriptive Text* berkaitan dengan *Historical Buildings*	Pada akhir kegiatan pembelajaran, peserta didik dapat: 1. Menentukan sinonim atau arti kata dalam teks dengan tepat. 2. Menentukan bagian-bagian dalam teks deskriptif sederhana dengan benar. 3. Menemukan detail informasi pada bacaan dengan tepat dan akurat. 4. Menjawab pertanyaan terkait dengan teks deskriptif sederhana yang diberikan oleh guru dengan tepat dan akurat.	**Building Knowledge of the Field** • Guru menunjukkan beberapa gambar bangunan bersejarah dan mendiskusikannya dengan para siswa dengan bantuan pertanyaan arahan. **Modeling of Text** • Guru memberikan contoh teks *descriptive* sederhana .Para siswa mencoba memahami isi teks tersebut dan mendiskusikan isi teks serta fungsi sosial dan struktur teks tersebut dengan teman dan guru. • Guru memberikan contoh teks *descriptive* lain tentang bangunan bersejarah dalam bentuk email, siswa diminta membaca teks tersebut. • Siswa membaca teks sekali lagi dengan memperhatikan kata-kata sulit yang terdapat dalam teks. Kemudian mereka menuliskannya dalam word cards masing-masing dan menuliskan arti kata-kata tersebut dalam Bahasa Indonesia di sisi sebaliknya. **Joint Construction of the Text** • Secara berpasangan, para siswa menentukan bagian-bagian dalam teks descriptive sederhana yang diberikan oleh guru.	Tes tertulis Soal isian (comprehension questions)	1x45 menit	Doddy, Achmad, dkk. 2008. Developing English Competencies for Senior High School Grade X. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional. Sudarwati, Th. M. 2007. Look Ahead, An English Course for Senior High School Students Year X. Jakarta: Erlangga.

	bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.			• Setelah menentukan bagian-bagian teks deskriptif, para siswa menjawab beberapa pertanyaan terkait dengan isi teks deskriptif yang diberikan. **Idependent Construction of the Text** • Secara individual, para siswa membaca sebuah teks deskriptif sederhana dengan seksama. Kemudian para siswa mencoba menemukan paragraf yang berisi detail informasi yang ditanyakan. • Secara individual, para siswa menjawab beberapa pertanyaan terkait dengan teks deskriptif yang diberikan oleh guru.			
1.6. 2.3.	Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.	*Descriptive Text* berkaitan dengan *People*	Pada akhir kegiatan pembelajaran, peserta didik dapat: 1. Menentukan antonim dari beberapa kata dalam teks deskriptif sederhana yang diberikan guru dengan benar. 2. Memilih gambar berdasarkan deskripsi yang tersedia dengan tepat. 3. Menentukan pernyataan benar	**Pertemuan 1** **Building Knowledge of the Field** • Guru menyajikan video yang berisi tentang deskripsi orang. Para siswa memperhatikan dengan seksama. • Siswa dan guru mendiskusikan video tersebut berdasarkan pertanyaan arahan yang ada dalam modul. **Modeling of Text** • Siswa membaca sebuah dialog yang merupakan dialog dalam video yang telah ditampilkan sebelumnya • Guru dan siswa mendiskusikan isi teks, struktur dan fungsi sosial dari teks deskriptif. • Para siswa membaca sebuah teks deskriptif dengan cermat , kemudian menuliskan kata-	Tes tertulis T/F questions Soal isian (comprehension questions)	2x45 menit	Doddy, Achmad, dkk. 2008. Developing English Competencies for Senior High School Grade X. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional. Sudarwati, Th. M. 2007. Look Ahead,

3.7.	Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.		dan salah sesuai isi teks deskriptif yang tersedia dengan benar. 4. Menjawab pertanyaan terkait dengan teks deskriptif dengan tepat dan akurat.	kata sulit yang terdapat dalam teks dalam word cards masing-masing. Setelah itu para siswa mendiskusikan arti kata-kata tersebut dengan guru dan teman. **Joint Construction of the Text** • Para siswa menjawab beberapa pertanyaan terkait dengan isi teks yang telah diberikan secara berpasangan. • Guru dan siswa mendiskusikan kata-kata yang dapat digunakan untuk menggambarkan "physical appearance" seseorang (tersedia dalam modul). • Siswa mencoba menentukan gambar yang sesuai dengan deskripsi yang ada. **Independent Construction of the Text** • Secara individual, para siswa menentukan statement yang benar dan salah terkait teks yang ada. • Secara individual, para siswa menjawab pertanyaan terkait teks yang diberikan.			An English Course for Senior High School Students Year X. Jakarta: Erlangga.
4.8.	Menangkap makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal.			**Pertemuan 2** **Building Knowledge of the Field** • Para siswa membaca *comic strip* yang tersedia di dalam modul. • Siswa dan guru mendiskusikan isi comic strip tersebut serta personality tokoh di dalamnya dengan bantuan pertanyaan arahan yang ada dalam modul. **Modeling of Text** • Para siswa membaca teks deskriptif		2x45 menit	

			sederhana dalam bentuk surat. • Guru dan siswa mendiskusikan isi teks dan mengingat kembali struktur dan fungsi sosial dari teks deskriptif. • Para siswa membaca teks deskriptif sederhana yang diberikan oleh guru dengan memperhatikan kata-kata yang dicetak tebal di dalam teks. • Para siswa membaca sebuah teks deskriptif dengan cermat , kemudian menuliskan kata-kata sulit yang terdapat dalam teks dalam word cards masing-masing. Setelah itu para siswa mendiskusikan arti kata-kata tersebut dengan guru dan teman. • Para siswa mencermati beberapa kata lain yang menggambarkan *personality* seseorang yang terdapat di dalam modul. **Joint Construction of the Text** • Secara berpasangan para siswa menentukan bagian-bagian teks deskriptif serta menemukan kalimat-kalimat yang berisi detail informasi yang dibutuhkan. **Independent Construction of the Text** • Secara individual, para siswa membaca sebuah teks deskriptif dan menentukan statement yang benar dan salah terkait teks yang ada • Secara individual, para siswa menjawab pertanyaan terkait teks yang diberikan.			

RENCANA PELAKSANAAN PEMBELAJARAN 1
(Control Class)

A. IDENTITAS MATA PELAJARAN

Sekolah	: SMA N 1 Prambanan
Mata pelajaran	: Bahasa Inggris
Kelas/ Semester	: X IPA/ 2
Jenis teks	: *Descriptive*
Tema	: *Tourist Attractions*
Ketrampilan berbahasa	: *Reading*
Alokasi waktu	: 3x45 menit (2 pertemuan)

B. KOMPETENSI INTI

KI 1. Menghayati dan mengamalkan ajaran agama yang dianutnya.

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

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

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

C. KOMPETENSI DASAR

1.7. Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada **teks deskriptif sederhana** tentang orang, **tempat wisata**, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.

4.8. Menangkap makna dalam **teks deskriptif**, lisan dan **tulis**, sederhana, tentang orang, **tempat wisata**, dan bangunan bersejarah terkenal.

D. KARAKTER

1. Tanggung jawab
2. Kerjasama

E. INDIKATOR PENCAPAIAN KOMPETENSI

Pada akhir kegiatan pembelajaran, peserta didik dapat:

1. Menentukan sinonim atau arti kata dalam teks dengan tepat.
2. Menentukan bagian-bagian dalam teks deskriptif sederhana dengan benar.
3. Menemukan detail informasi pada bacaan dengan tepat dan akurat.
4. Menjawab pertanyaan terkait dengan teks deskriptif sederhana yang diberikan oleh guru dengan tepat dan akurat.

F. TUJUAN PEMBELAJARAN

Pada akhir kegiatan pembelajaran, peserta didik dapat:

1. Menentukan sinonim atau arti kata dalam teks dengan tepat.
2. Menentukan bagian-bagian dalam teks deskriptif sederhana dengan benar.
3. Menemukan detail informasi pada bacaan dengan tepat dan akurat.
4. Menjawab pertanyaan terkait dengan teks deskriptif sederhana yang diberikan oleh guru dengan tepat dan akurat.

G. MATERI AJAR

1. Input teks

Teks *descriptive* dalam bentuk iklan:

BALI PARK ZOO

BALI ZOO is one of the tourist attractions in Bali Island. This zoo is notable as the zoo that has some open spaces and many trees in its surroundings. Bali Zoo provides a good place for many kinds of animals because it is built as the habitat of the animals. Sometimes visitors can enjoy the sights of animals laying under the shade of the tree.

IDENTIFICATION

Here, you will not only see many kinds of animals but also you can have an interaction with them. You can buy fruit for them at next to ticket counter to feed wallabies, deer, gibbons in gibbon islands, sun bear, orangutan, etc. You also can feed our wild animals such as crocodiles, tigers and lions with help of our keeper.

DESCRIPTION

2. **Text Organization**

IDENTIFICATION : identify the subject to be described
DESCRIPTION : describe the quality, characteristics, and parts

H. MEDIA PEMBELAJARAN

Gambar, contoh teks *descriptive* dalam bentuk iklan tempat wisata dan surat, modul (terlampir), dan lembar kerja siswa.

I. METODE PEMBELAJARAN

Communicative Language Teaching: Text-based Approach

The Four Stages Technique

1. Building Knowledge of the Field
2. Modeling of Text
3. Joint Construction of the Text
4. Independent Construction of the Text

J. KEGIATAN PEMBELAJARAN

1. **<u>Pertemuan I (1x45 menit)</u>**

Langkah Pembelajaran	Kegiatan Pembelajaran	Karakter yang Dibangun	Ket.
Kegiatan Pendahuluan (5 menit)	• Salam sapa dan doa (1 menit) • Presensi (2 menit) • Apersepsi (2 menit)	Religius	Tatap muka
Kegiatan Inti (35 menit)	**<u>Building Knowledge of the Field</u> (**10 menit) • Guru menunjukkan beberapa gambar objek wisata dan menanyakan apakah para siswa pernah mengunjungi objek-objek tersebut. (5 menit). **task 1** • Siswa memperhatikan gambar tersebut sekali lagi dan guru meminta mereka untuk memberikan definisi sederhana dari gambar tempat wisata yang diberikan (5 menit). **task 1**	Tanggung jawab Kerjasama	Tatap muka

	<u>Modeling of Text</u> (10 menit) • Guru memberikan contoh teks *descriptive* sederhana dalam bentuk brosur tempat wisata. Para siswa mencoba memahami isi teks tersebut dan mendiskusikan isi teks serta fungsi sosial dan struktur teks tersebut dengan teman dan guru. (5 menit) **task 2** • Siswa menentukan sinonim atau arti kata dalam teks (5 menit) **task 3** **<u>Joint Construction of the Text</u>** (5 menit) • Secara berpasangan, para siswa menentukan bagian-bagian dalam teks descriptive sederhana yang diberikan oleh guru. (5 menit) **task 4** **<u>Independent Construction of the Text</u>** (10 menit) • Secara individual, para siswa menentukan statement yang benar dan salah terkait teks yang ada. (10 menit) **task 5**		
Kegiatan Penutup (5 menit)	• Guru dan peserta didik membuat simpulan pembelajaran. (2 menit) • Guru memberikan *feedback* pada proses pembelajaran yang telah dilakukan. (2 menit) • Berdoa. (1 menit)		Tatap muka

2. <u>Pertemuan II (2x45 menit)</u>

Langkah Pembelajaran	Kegiatan Pembelajaran	Karakter yang Dibangun	Ket.
Kegiatan Pendahuluan (5 menit)	• Salam sapa dan doa (1 menit) • Presensi (2 menit) • Apersepsi (2 menit)	Religius	Tatap muka
Kegiatan Inti (75 menit)	**<u>Building Knowledge of the Field</u> (**10 menit) • Guru mengingatkan kembali tentang pelajaran sebelumnya	Tanggung jawab Kerjasama	Tatap muka

	tentang descriptive teks dengan tema tempat wisata. (10 menit) **<u>Modeling of Text</u>** (30 menit) • Guru memberikan contoh teks *descriptive* sederhana tentang tempat wisata dalam bentuk surat, siswa diminta membaca teks tersebut.(10 menit) **task 1** • Guru dan siswa mendiskusikan kembali struktur fungsi sosial teks descriptive. (10 menit) • Siswa menentukan sinonim atau arti kata dalam teks. (10 menit) **task 2** **<u>Joint Construction of the Text</u>** (15 menit) • Secara berpasangan para siswa membaca teks dan mencoba menemukan detail informasi yang ditanyakan dalam paragraph teks bacaan. **task 3&4** **<u>Independent Construction of the Text</u>** (20 menit) • Secara individual, para siswa menjawab pertanyaan terkait dengan teks *descriptive* yang diberikan oleh guru. **task 5**		
Kegiatan Penutup (5 menit)	• Guru dan peserta didik membuat simpulan pembelajaran. (2 menit) • Guru memberikan *feedback* pada proses pembelajaran yang telah dilakukan. (2 menit) • Berdoa. (1 menit)		Tatap muka

K. SUMBER BELAJAR

Doddy, Achmad, dkk. 2008. Developing English Competencies for Senior High School Grade X. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

Sudarwati, Th. M. 2007. Look Ahead, An English Course for Senior High School Students Year X. Jakarta: Erlangga.

L. PENILAIAN

1. Indikator Penilaian

Indikator Pencapaian Kompetensi	Penilaian		
	Teknik	**Bentuk Instrumen**	**Instrumen**
Menjawab pertanyaan terkait dengan teks *descriptive* yang diberikan oleh guru dengan tepat dan akurat.	Tes tertulis	Soal isian (comprehension questions)	*Answer the following questions according to the text "**The Eiffel Tower".***

2. Rubrik Penilaian

Indikator 4. Menjawab pertanyaan terkait dengan teks deskriptif sederhana yang diberikan oleh guru dengan tepat dan akurat.

Kriteria	**Skor**
Jawaban benar	5
Jumlah soal	10
Skor maksimum	50

$$\text{Nilai: } \frac{\text{Skor yang diperoleh}}{\text{Skor maksimum}} \times 100$$

Prambanan, 21 Januari 2014,

Guru Mata Pelajaran	Mahasiswa,
Latifah Nur Dwiyanti, S.Pd	Dhanastri Herningtyas
NIP. 197205051998022005	NIM. 10202244002

Meeting 1

TOURIST ATTRACTIONS

Task 1

Study the picture and then answer these questions orally.

1

Eifel Tower

2

Raja Ampat

3

Bedugul

1. What picture is it?
2. What can you do if you go to that place?
3. Can you describe the situation on the picture?

Task 2

Read this travel ad and discuss the parts of the text below and discuss the parts of the text with your friends and your teacher.

HOLIDAY OF A LIFETIME!!!!!

Don't miss it!

Get hand to hand experience with our family and take picture with lions*, binturong, crocodile, eagle, snake and much more.

BALI PARK ZOO

BALI ZOO is one of the tourist attractions in Bali Island. This zoo is notable as the zoo that has some open spaces and many trees in its surroundings. Bali Zoo provides a good place for many kinds of animals because it is built as the habitat of the animals. Sometimes visitors can enjoy the sights of animals laying under the shade of the tree.

Here, you will not only see many kinds of animals but also you can have an interaction with them. You can buy fruit for them at next to ticket counter to feed wallabies, deer, gibbons in gibbon islands, sun bear, orangutan, etc. You also can feed our wild animals such as crocodiles, tigers and lions with help of our keeper.

Task 3

After you read the text above learn these words. Then match them with their meanings or synonyms.

WORDS	MEANINGS OR SYNONYMS
1. Tourist attraction	a. An empty area which is available to use
2. Notable	b. Slight darkness caused by something blocking the light of the sun
3. Open space	c. View
4. Habitat	d. The natural environment in which an animal or plant usually lives
5. Sight	e. Tourism object
6. Shade	f. Famous

Remember to follow this outline.

IDENTIFICATION : identify the subject to be described
DESCRIPTION : describe the quality, characteristics, and parts

Task 4

Read the following text and decide the parts of the text (the identification and description parts).

Mount Kosciusko

Mount Kosciusko is actually the highest mountain (2,228 meters) on the world's flattest and smallest continent, Australia. It does not rise up out of the surrounding countryside as do many of Indonesia's spectacular mountains. Elevation gain is minimal and the wide open terrain is scenic. In the winter there is deep snow on the upper parts of the mountain. The mountain is within a national park so no cars are allowed and the vegetation and wildlife is protected. Mt. Kosciusko was named by Polish explorer Paul Strezelecki in 1840. Actually, Australia does have some interesting mountainous terrain, including areas of the Blue Mountains, the crags of Tasmania, and even Mt. Townshend, a craggier peak about one kilometer north of Kosciusko.

Task 5

Choose T if the statement is true and F if it is false according to the text.

STATEMENTS	TRUE/FALSE
1. Mount Kosciousko is the highest mountain in the world.	
2. Mount Kosciousko is located far away from a national park.	
3. Australia is the flattest and smallest continent in the world.	
4. Mt. Kosciousko was named by Polish explorer.	
5. The elevation gain is minimal and the open terrain is beautiful.	
6. In the winter, there is no snow in the mountain.	
7. Cars are not allowed in the area of the mountain.	

ANSWER KEY

TASK 3

1. E
2. F
3. A
4. D
5. C
6. B

TASK 4

Parts of the Text	Sentence
IDENTIFICATION	Mount Kosciusko is actually the highest mountain (2,228 meters) on the world's flattest and smallest continent, Australia.
DESCRIPTION	It does not rise up out of the surrounding countryside as do many of Indonesia's spectacular mountains. Elevation gain is minimal and the wide open terrain is scenic. In the winter there is deep snow on the upper parts of the mountain. The mountain is within a national park so no cars are allowed and the vegetation and wildlife is protected. Mt. Kosciusko was named by Polish explorer Paul Strezelecki in 1840. Actually, Australia does have some interesting mountainous terrain, including areas of the Blue Mountains, the crags of Tasmania, and even Mt. Townshend, a craggier peak about one kilometer north of Kosciusko.

TASK 5

1.	**F**	Mount Kosciusko is actually the highest mountain in Australia. Line 1-2
2.	**F**	The mountain is **within** a national park. Line 4
3.	**T**	Mount Kosciusko is actually the highest mountain (2,228 meters) on the world's flattest and smallest continent, Australia. Line 1-2
4.	**T**	Mt. Kosciusko was named by Polish explorer Paul Strezelecki in 1840. Line 5-6
5.	**T**	Elevation gain is minimal and the wide open terrain is scenic. Line 3
6.	**F**	In the winter there is deep snow on the upper parts of the mountain. Line 3-4
7.	**T**	The mountain is within a national park so no cars are allowed and the vegetation and wildlife is protected. Line 4-5

RESOURCES

Task 1

Picture 1	http://rivareginajunee.blogspot.com/2012/11/misteri-menara-eiffel-yang-terungkap.html
Picture 2	http://pohonkenari.blogspot.com/2013/03/last-paradise-on-earth.html
Picture 3	http://www.balitrekkingtour.com/bedugul-and-beratan-lake-tours/

Task 2

Picture 1,2,3	https://www.balitrips.net/adventure/bali_zoo_park.html
Text "***Holiday of a Lifetine***"	Adapted from: https://www.balitrips.net/adventure/bali_zoo_park.html

Task 4

Text "**Mount Kosciusko**"	Doddy, Achmad, dkk. 2008. Developing English Competencies for Senior High School Grade X. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional. Page 123-124.

Meeting 2

TOURIST ATTRACTIONS

Task 1

Read the following email carefully. This is an email from Annie to her friend, Paul.

Dear Paul,

Hi Paul, how are you there?

Last month you said to me to tell you all about Hongkong because you want to go there in the next holiday right? Well, let me tell you about Hongkong. Hongkong is a really crowded place. Many people say that if we want to visit all places there, spending two days there is not enough.

In the center of the city you will find some high-rise buildings. These buildings are dominated by shopping centers in the town. You also can visit Causeway Bay for shopping. To get the atmosphere of people's live in Hongkong you can visit Mong Kok. After shopping, you can get to Avenue of Stars. There you will see many names of actors and actress along the street. It is really stunning, just like the Walk of Fame in Hollywood. At night you can visit A Symphony of Lights that is a multimedia performance involving all of the buildings around Victoria Harbour. We can see a scenic view here. This performance is decided as '*The World's Largest Permanent Light and Sound Show*' by Guinness World Records.

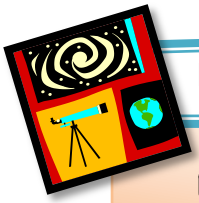
Ok, I think that's all I know about Hongkong, if you want to get more specific information about this city, feel free to ask me.

Annie

Task 2

After you read the text above learn these words. Then match them with their meanings or synonyms.

WORDS	MEANINGS OR SYNONYMS
1. High-rise	a. Beautiful
2. Atmosphere	b. Extremely beautiful or attractive
3. Stunning	c. The biggest
4. Scenic	d. Very tall
5. The largest	e. Feeling or mood of a place or situation



Remember to follow this outline.

IDENTIFICATION : identify the subject to be described
DESCRIPTION : describe the quality, characteristics, and parts

Task 3

Read the following text carefully.

The Eiffel Tower

The Eiffel Tower is an iron lattice tower located on the Champ de Mars in Paris. Built in 1889, it has become both a global icon of France and one of the most recognizable structures in the world. The tower is the tallest building in Paris and the most-visited paid monument in the world; millions of people ascend it every year. Named for its designer, engineer Gustave Eiffel, the tower was built as the entrance arch to the 1889 World's Fair.

The tower stands 324 metres (1,063 ft) tall, about the same height as an 81-story building. Upon its completion, it surpassed the Washington Monument to assume the title of tallest man-made structure in the world, a title it held for 41 years, until the Chrysler Building in New York City was built in 1930; however, due to the addition in 1957 of the antenna, the tower is now taller than the Chrysler Building. Not including broadcast antennas, it is the second-tallest structure in France after the 2004 Millau Viaduct.

The tower has three levels for visitors. Tickets can be purchased to ascend, by stairs or lift, to the first and second levels. The walk to the first level is over 300 steps, as is the walk from the first to the second level. The third and highest level is accessible only by elevator. Both the first and second levels feature restaurants.

The tower has become the most prominent symbol of both Paris and France, often in the establishing shot of films set in the city.

Task 4

Decide in which paragraph you can find the following information from the text.

INFORMATION	PARAGRAPH(S)
1. The designer of Eiffel Tower.	
2. The location of Eiffel Tower.	
3. Eiffel Tower as the symbol of Paris and France.	
4. The level of the tower.	
5. The description of the tower.	

Task 5

Answer the following questions according to the text "**The Eiffel Tower**"

1. Where is the location of Eiffel Tower according to the text?

   _____
   _____

2. Who is the name of the designer of Eiffel Tower?

   _____
   _____

3. What was the reason for building Eiffel Tower in 1889?

   _____
   _____

4. According to the text, when was Chrysler Building built in New York City?

   _____
   _____

5. Is the Washington Monument taller than the Eiffel Tower?

   _____
   _____

6. How many levels that the tower has?

   _____
   _____

7. What is offered for the visitors by purchasing the tickets?

   _____
   _____

8. Please describe the Eiffel Tower in one sentence.

   _____
   _____

9. How can the visitors get to the third level of the tower?

   _____
   _____

10. The tower becomes an important symbol of two cities. What are they?

    _____
    _____

ANSWER KEY

TASK 2

1. D
2. E
3. B
4. A
5. C

TASK 4

INFORMATION	PARAGRAPH(S)	SENTENCE(S)
1. The designer of Eiffel Tower.	1	Named for its designer, engineer Gustave Eiffel, the tower was built as the entrance arch to the 1889 World's Fair.
2. The location of Eiffel Tower.	1	The Eiffel Tower is an iron lattice tower located on the Champ de Mars in Paris.
3. Eiffel Tower as the symbol of Paris and France.	4	The tower has become the most prominent symbol of both Paris and France, often in the establishing shot of films set in the city.
4. The level of the tower.	3	The tower has three levels for visitors.
5. The description of the tower.	2&3	All sentences.

TASK 5

1. The Eiffel Tower is located located **on the Champ de Mars in Paris**.
2. The name of the designer of Eiffel Tower is **Gustave Eiffel**.
3. The reason was the tower was built **as the entrance arch to the 1889 World's Fair**.
4. Chrysler Building was built in New York City in **1930.**
5. **No it is not.** Upon its completion, it (Eiffel Tower) surpassed the Washington Monument.
6. The tower has **three levels**.
7. By purchasing the ticket, **the visitors can ascend, by stairs or lift, to the first and second levels.**
8. The answer can be various.
9. The visitors can get to the third level of the tower **by elevator.**
10. They are **Paris and France.**

RESOURCES

TASK 1

Text (letter)	Adapted from: http://travelawan.com/blog-travel/wisata-hemat-ke-hong-kong-dengan-waktu-yang-singkat.html

TASK 3

Text (**The Eiffel Tower**)	Adapted from: http://sofyandescriptivetextbahasainggris.blogspot.com/

RENCANA PELAKSANAAN PEMBELAJARAN 2
(Control Class)

A. IDENTITAS MATA PELAJARAN

Sekolah	: SMA N 1 Prambanan
Mata pelajaran	: Bahasa Inggris
Kelas/ Semester	: X IPA/ 2
Jenis teks	: *Descriptive*
Tema	: *Historical Buildings*
Ketrampilan berbahasa	: *Reading*
Alokasi waktu	: 3x45 menit (2 pertemuan)

B. KOMPETENSI INTI

KI 1. Menghayati dan mengamalkan ajaran agama yang dianutnya.

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

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

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

C. KOMPETENSI DASAR

1.1. Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.3. Menunjukkkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada **teks deskriptif sederhana** tentang orang, tempat wisata, dan **bangunan bersejarah terkenal**, sesuai dengan konteks penggunaannya.

4.8. Menangkap makna dalam **teks deskriptif**, lisan dan **tulis**, sederhana, tentang orang, tempat wisata, dan **bangunan bersejarah terkenal**.

D. KARAKTER

1. Tanggung jawab
2. Kerjasama

E. INDIKATOR PENCAPAIAN KOMPETENSI

Pada akhir kegiatan pembelajaran, peserta didik dapat:

5. Menentukan sinonim atau arti kata dalam teks dengan tepat.
6. Menentukan bagian-bagian dalam teks deskriptif sederhana dengan benar.
7. Menemukan detail informasi pada bacaan dengan tepat dan akurat.
8. Menjawab pertanyaan terkait dengan teks deskriptif sederhana yang diberikan oleh guru dengan tepat dan akurat.

F. TUJUAN PEMBELAJARAN

Pada akhir kegiatan pembelajaran, peserta didik dapat:

1. Menentukan sinonim atau arti kata dalam teks dengan tepat.
2. Menentukan bagian-bagian dalam teks deskriptif sederhana dengan benar.
3. Menemukan detail informasi pada bacaan dengan tepat dan akurat.
4. Menjawab pertanyaan terkait dengan teks deskriptif sederhana yang diberikan oleh guru dengan tepat dan akurat.

G. MATERI AJAR

1. Input teks

Teks *descriptive* dalam bentuk iklan:

Jam Gadang is an **icon** of Bukittinggi. In the Indonesian language, Jam Gadang means big clock and big it certainly is!

This 26 meter tall clock was built in 1826 as a **present** from the Dutch Queen to the city secretary, Rook Maker. Its **roof** has been changed three times reflecting changes in the history of the town itself. During the Dutch era, its roof was round with a rooster **statue** on its top. Today its roof **reflects** architecture of a traditional Minangkabau home.

Given its iconic appearance, the structure is a frequent object of local souvenirs. It is printed on **apparel**, painted, used as a **sculpting** model, and so forth. You can easily find these kinds of souvenirs in the souvenirs sellers around the place.

2. Text Organization

IDENTIFICATION : identify the subject to be described
DESCRIPTION : describe the quality, characteristics, and parts

H. MEDIA PEMBELAJARAN

Gambar, contoh teks *descriptive*, modul (terlampir), dan lembar kerja siswa.

I. METODE PEMBELAJARAN

Communicative Language Teaching: Text-based Approach

The Four Stages Technique

1. Building Knowledge of the Field
2. Modeling of Text
3. Joint Construction of the Text
4. Independent Construction of the Text

J. KEGIATAN PEMBELAJARAN

1. <u>Pertemuan I (1x45 menit)</u>

Langkah Pembelajaran	Kegiatan Pembelajaran	Karakter yang Dibangun	Ket.
Kegiatan Pendahuluan (5 menit)	• Salam sapa dan doa (1 menit) • Presensi (2 menit) • Apersepsi (2 menit)	Religius	Tatap muka
Kegiatan Inti (35 menit)	**<u>Building Knowledge of the Field</u> (**10 menit) • Guru menunjukkan beberapa gambar bangunan bersejarah dan mendiskusikannya dengan para siswa dengan bantuan pertanyaan arahan. (10 menit) **<u>Modeling of Text</u>** (10 menit) • Guru memberikan contoh teks *descriptive* sederhana .Para siswa mencoba memahami isi teks tersebut dan mendiskusikan isi teks serta fungsi sosial dan struktur teks tersebut dengan teman dan guru. (5 menit) • Siswa menentukan sinonim atau arti kata dalam teks (5 menit) **<u>Joint Construction of the Text</u>** (5 menit) • Secara berpasangan, para siswa	Tanggung jawab Kerjasama	Tatap muka

	menentukan bagian-bagian dalam teks descriptive sederhana yang diberikan oleh guru. (5 menit) **<u>Idependent Construction of the Text</u>** (10 menit) • Secara individual, para siswa menjawab pertanyaan terkait dengan bacaan yang diberikan dengan benar. (10 menit)		
Kegiatan Penutup (5 menit)	• Guru dan peserta didik membuat simpulan pembelajaran. (2 menit) • Guru memberikan *feedback* pada proses pembelajaran yang telah dilakukan. (2 menit) • Berdoa. (1 menit)		Tatap muka

2. <u>Pertemuan II (2x45 menit)</u>

Langkah Pembelajaran	Kegiatan Pembelajaran	Karakter yang Dibangun	Ket.
Kegiatan Pendahuluan (5 menit)	• Salam sapa dan doa (1 menit) • Presensi (2 menit) • Apersepsi (2 menit)	Religius	Tatap muka
Kegiatan Inti (75 menit)	**<u>Building Knowledge of the Field (</u>**10 menit) • Guru mengingatkan kembali tentang pelajaran sebelumnya tentang descriptive teks dengan tema bangunan-bangunan bersejarah. (10 menit) **<u>Modeling of Text</u>** (30 menit) • Guru memberikan contoh teks *descriptive* sederhana tentang bangunan bersejarah dalam bentuk email, siswa diminta membaca teks tersebut.(10 menit) • Guru dan siswa mendiskusikan kembali struktur fungsi sosial teks descriptive. (10 menit) • Siswa menentukan sinonim atau arti kata dalam teks. (10 menit) **<u>Joint Construction of the Text</u>** (15 menit) • Secara berpasangan para siswa	Tanggung jawab Kerjasama	Tatap muka

	membaca teks dan mencoba menemukan detail informasi yang ditanyakan dalam paragraph. **<u>Independent Construction of the Text</u>** (20 menit) • Secara individual, para siswa menjawab pertanyaan terkait dengan teks *descriptive* yang diberikan oleh guru.		
Kegiatan Penutup (5 menit)	• Guru dan peserta didik membuat simpulan pembelajaran. (2 menit) • Guru memberikan *feedback* pada proses pembelajaran yang telah dilakukan. (2 menit) • Berdoa. (1 menit)		Tatap muka

K. SUMBER BELAJAR

Doddy, Achmad, dkk. 2008. Developing English Competencies for Senior High School Grade X. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

Sudarwati, Th. M. 2007. Look Ahead, An English Course for Senior High School Students Year X. Jakarta: Erlangga.

L. PENILAIAN

1. Indikator Penilaian

Indikator Pencapaian Kompetensi	Penilaian		
	Teknik	**Bentuk Instrumen**	**Instrumen**
Menjawab pertanyaan terkait dengan teks *descriptive* yang diberikan oleh guru dengan tepat dan akurat.	Test tertulis	Soal isian (comprehension questions)	*Answer the following questions according to the text.*

2. Rubrik Penilaian

Indikator 4. Menjawab pertanyaan terkait dengan teks deskriptif sederhana yang diberikan oleh guru dengan tepat dan akurat.

Kriteria	**Skor**
Jawaban benar	5
Jumlah soal	8
Skor maksimum	40

$$\text{Nilai: } \frac{\text{Skor yang diperoleh}}{\text{Skor maksimum}} \times 100$$

Prambanan, 28 Januari 2014,

Guru Mata Pelajaran	Mahasiswa,
Latifah Nur Dwiyanti, S.Pd	Dhanastri Herningtyas
NIP. 197205051998022005	NIM. 10202244002

Meeting 3

HISTORICAL BUILDINGS-1

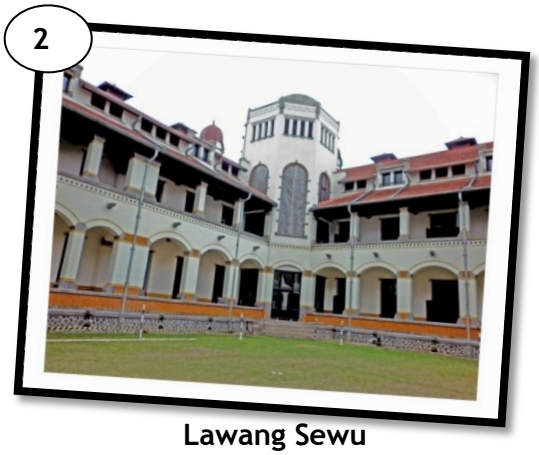
Task 1

Study the picture and then answer these questions orally.

1

Jam Gadang

2



Lawang Sewu

1. What pictures are they?
2. Have you ever visited that places?
3. What can you see there?

Task 2

Read and understand this travel advertisement and try to find the parts of a descriptive text according to the following text.

Jam Gadang is an **icon** of Bukittinggi. In the Indonesian language, Jam Gadang means big clock and big it certainly is!

This 26 meter tall clock was built in 1826 as a **present** from the Dutch Queen to the city secretary, Rook Maker. Its **roof** has been changed three times reflecting changes in the history of the town itself. During the Dutch era, its roof was round with a rooster **statue** on its top. Today its roof **reflects** architecture of a traditional Minangkabau home.

Given its iconic appearance, the structure is a frequent object of local souvenirs. It is printed on **apparel**, painted, used as a **sculpting** model, and so forth. You can easily find these kinds of souvenirs in the souvenirs sellers around the place.

Task 3

After you read the text above learn these words. Then match them with their meanings or synonyms.

WORDS	MEANINGS OR SYNONYMS
1. Icon	a. The covering that forms the top of a building
2. Presents	b. Sculpture
3. Roof	c. clothes of a particular type when they are being sold in a shop
4. Statue	d. Gifts
5. Reflect	e. Symbol
6. Apparel	f. To show, express or be a sign of something

Task 4

Read the following text and decide the parts of the text (the identification and description parts).

Istiqlal Mosque

Although this city is filled with modern glass buildings, it still has a historic building with a beautiful design. The Istiqlal Mosque is the Moslem house of worship. This place has been a landmark of Jakarta. It is the work of an Indonesian architect, F. Silaban.

It sturdy stands on a 9.5 hectares area and it has a capacity of up to 8,000 people. This is one of the largest mosques in Southeast Asia. According to its name, it symbolized independent. Istiqlal Mosque has a huge white dome that looks like a ball cut in half. Like other mosques in the world, Istiqlal Mosque also features a tower whose height reflects the amount of the existing paragraphs in the Holy Qur'an. A giant drum part adds to the uniqueness of this mosque. The size of this drum is very large. The drum was crowned as the biggest drum in Indonesia.

Task 5

After reading the text, answer the following questions correctly.

1. What is the name of the building described in the above text?
2. Where is the location of the building?
3. Does the building belong to the modern glass buildings in Jakarta?
4. How is the capacity of this building?
5. What is symbolized by the name of this building?
6. What does the huge white dome look like?
7. What is represented by the height of the tower in this building?
8. How about the size of the drum in the building?

ANSWER KEY

TASK 3

1. E 2. D 3. A 4. B 5. F 6. C

TASK 4

Parts of the Text	PARAGRAPH
IDENTIFICATION	1
DESCRIPTION	2

TASK 5

1. The name of the building is **Istiqlal Mosque**.
2. The building is located in **Jakarta**.
3. **No, it does not**. Because the building is one of the historical buildings in Jakarta.
4. The capacity of the building is **up to 8,000 people**.
5. The name of the building symbolizes **independent**.
6. The huge white dome looks like **a ball cut in half**.
7. The height of the tower in this building **represents the ammount of the existing paragraphs in the Holy Qur'an.**
8. The size of the drum in the building is **very large**.

RESOURCES

Task 1

Picture 1	http://www.indonesia.travel/public/media/images/upload/poi/Jam%20Gadang.jpg
Picture 2	http://asruldinazis.files.wordpress.com/2011/03/lawangsewu.jpg

Task 2

Picture 1	http://www.indonesia.travel/en/destination/253/jam-gadang
Picture 2	
Text	Adapted from: http://www.indonesia.travel/en/destination/253/jam-gadang http://en.wikipedia.org/wiki/Jam_Gadang

Task 4

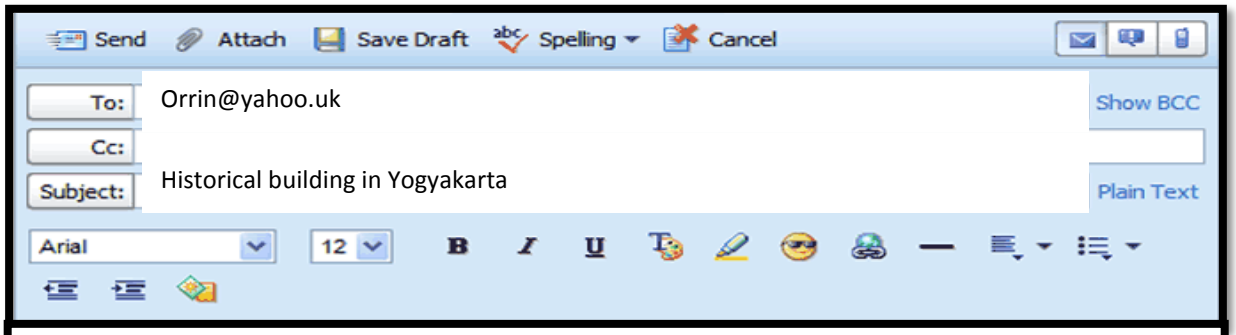
Text **"Istiqlal Mosque"**	Adapted from: http://boomz77.blogspot.com/2012/07/11-historic-buildings-in-indonesia_08.html

Meeting 4

HISTORICAL BUILDINGS-2

Task 1

Read the following email carefully. This is an email from Sienna to her friend, Orrin.



Hi Orrin,

Yesterday you asked me about some historical buildings in Yogyakarta. Here, I will tell you one of them which I know very well.

It is Vredeburg Fortress Museum. It is also known as Yogyakarta Fortress Museum**.** The museum was **established** in a former Dutch fortress. It is located in front of Gedung Agung, one of seven presidential **palaces** in Indonesia and the Sultan Palace called Kraton.

The museum comprises the complete area of the former **fortress**. The walls, **gates**, **barracks**, **store rooms** and houses have been restored to their original **outward** appearance. Collection of photographs, historical objects and **replicas** is housed in one of the former barracks. The **exposition** of dioramas represents the main attraction of the museum's exhibition. The original design included 93 of these **showcases**. When opened in 1987, 30 of them were finished. Another 18 showcases have been added until March 1996.

I think that is a little bit information about the building. I hope that you can visit this building when you come to Yogyakarta next year.

Your best friend,
Sienna

Task 2

After you read the text above learn these words. Then match them with their meanings or synonyms.

WORDS	MEANINGS OR SYNONYMS
1. Established	a. parts of outside wall that is fixed at one side and opens and closes like a door
2. Palaces	b. Rooms something which is being kept for future use
3. Fortress	c. Built
4. Gates	d. relating to how situations or things seem to be, rather than how they are inside

5. Barracks	e. exhibition
6. Store rooms	f. a building or group of buildings where soldiers live
7. Outward	g. large houses that is the official home of a king, queen
8. Replicas	h. containers with glass sides in which valuable or important objects are kept
9. Exposition	i. an exact copy of an object
10. Showcases	j. fortifications

Task 3

Read the following text carefully.

Lawang Sewu

Semarang is a place in Java which is notable for its attractive tourist spots. One of them is Lawang Sewu. Lawang Sewu is located in the center of Semarang city. Many people visit this building for its beautiful architecture. The name Lawang Sewu is from Javanese. It means "Thousand Doors". The name comes from its design, with numerous doors and arcs.

The building has about 600 large windows. The complex consists of several buildings, two main ones named A and B and two smaller ones named C and D. The l-shaped A building faces the Tugu Muda roundabout. There are two identical towers on A building, which were originally used to store water, each with a capacity of 7,000 liters. The building features large stained-glass windows and a grand staircase in the center. There was also once an underground tunnel connecting A building to several other sites in the city, including the governor's mansion and the harbour.

The B building is located behind A building. It is three stories in height, with the first two floors consisting of offices and the third holding a ballroom. The building, with high, large windows, also has a basement floor that is kept partially flooded to serve to cool the building through evaporation.

In front of A building stands a monument to five employees killed during the Indonesian War of Independence. All in all, this building is really impressive. It is also characterized as the historical building in Indonesia.

Task 4

Decide in which paragraph you can find the following information from the text.

INFORMATION	PARAGRAPH(S)
1. The location of Lawang Sewu.	
2. The meaning of the name of “Lawang Sewu”.	
3. The description of building B in Lawang Sewu.	
4. The function of the two identical towers on A building.	
5. The amount of the windows in the building.	

Task 5

Answer the following questions according to the text.

1. Where is the location of Lawang Sewu building?
2. What is the meaning of the name of “Lawang Sewu”?
3. What are the buildings in the complex of Lawang Sewu?
4. What is the function of an underground tunnel in A building?
5. What can the visitors see in the third floor of the B building?
6. How many stories that the building B has?
7. Explain the meaning of the word “evaporation”. You may consult your dictionary.
8. Is Lawang Sewu built in a remote area in Semarang?

ANSWER KEY

TASK 2

1.	C	6.	B
2.	G	7.	D
3.	J	8.	I
4.	A	9.	E
5.	F	10.	H

TASK 4

1. Paragraph 1 : Lawang sewu is located in the center of Semarang City.
2. Paragraph 1 : It means “Thousand Doors”.
3. Paragraph 3 : It is three stories in height,with the first two floors consisting of offices and the third holding a ballroom. (and so forth)
4. Paragraph 2 : There are two identical towers on A building, which were originally used to store water, each with a capacity.
5. Paragraph 2 :The building has about 600 large windows.

TASK 5

1. The location of Lawang Sewu building is **in the center of Semarang City**.
2. The meaning of the name of “Lawang Sewu” is **“Thousand Words”**.
3. The buildings in the complex of Lawang Sewu are: **two main buildings named A and B and two smaller buildings named C and D.**
4. The function of an underground tunnel in A building is **for connecting A building to several other sites in the city, including governor’s mansion and the harbour.**
5. The visitors can see **a ballroom** in the third floor of the B building.
6. The building B has **three stories.**
7. The meaning of the word evaporation is **the proccess by which a liquid change into a gas.**
8. **No, it is not.** Because Lawang Sewu is built in the center of Semarang City.

RESOURCES

Task 1

Picture 1 (email template)	http://www.athleticscholarships.net/how-to-email-college-coaches.htm
Text	Adapted from: http://en.wikipedia.org/wiki/Yogyakarta_Fortress_Museum

Task 3

Text "**Lawang Sewu**"	Adapted from: http://en.wikipedia.org/wiki/Lawang_Sewu http://ayoraihprestasi.blogspot.com/2012/11/contoh-descriptive-text-lawang-sewu.html

RENCANA PELAKSANAAN PEMBELAJARAN 3
(Control Class)

A. IDENTITAS MATA PELAJARAN

Sekolah	: SMA N 1 Prambanan
Mata pelajaran	: Bahasa Inggris
Kelas/ Semester	: X IPA/ 2
Jenis teks	: *Descriptive*
Ketrampilan berbahasa	: *Reading*
Alokasi waktu	: 2x45 menit

B. KOMPETENSI INTI

KI 1. Menghayati dan mengamalkan ajaran agama yang dianutnya.

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

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

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

C. KOMPETENSI DASAR

1.2. Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.3. Menunjukkkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada **teks deskriptif sederhana** tentang **orang**, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.

4.8. Menangkap makna dalam **teks deskriptif**, lisan dan **tulis**, sederhana, tentang **orang**, tempat wisata, dan bangunan bersejarah terkenal.

D. KARAKTER

1. Tanggung jawab
2. Kerjasama

E. INDIKATOR PENCAPAIAN KOMPETENSI

Pada akhir kegiatan pembelajaran, peserta didik dapat:

1. Menentukan antonim dari beberapa kata dalam teks deskriptif sederhana yang diberikan guru dengan benar.
2. Memilih gambar berdasarkan deskripsi yang tersedia dengan tepat.
3. Menentukan pernyataan benar dan salah sesuai isi teks deskriptif yang tersedia dengan benar.
4. Menjawab pertanyaan terkait dengan teks deskriptif dengan tepat dan akurat.

F. TUJUAN PEMBELAJARAN

Pada akhir kegiatan pembelajaran, peserta didik dapat:

1. Menentukan antonim dari beberapa kata dalam teks deskriptif sederhana yang diberikan guru dengan benar.
2. Memilih gambar berdasarkan deskripsi yang tersedia dengan tepat.
3. Menentukan pernyataan benar dan salah sesuai isi teks deskriptif yang tersedia dengan benar.
4. Menjawab pertanyaan terkait dengan teks deskriptif dengan tepat dan akurat.

G. MATERI AJAR

1. Input Teks

Describing a Woman

A : Excuse me, are you Ms. Davis?
B : No, I am not Ms. Davis but I know who she is.
A : Great! Can you tell me where to find her?
B : I am not sure where she is in the building now. I do know what she looks like though.
A : Can you describe her please?
B : She is a tall woman, with dark brown hair and light brown eyes.
A : Do you know what she is wearing?
B : Yes, she is wearing a white dress shirt and black blazer and skirt.
A : Thank you so much.
B : You're welcome. I hope you find her.

2. Organisasi Teks

a. Identification : mention the name, occupation, profession and career.

b. Description : mention the physical features, the way he/she dresses and his/ her personality.

H. MEDIA PEMBELAJARAN

Video, contoh teks *descriptive*, modul dan lembar kerja siswa.

I. METODE PEMBELAJARAN

Communicative Language Teaching: Text-based Approach

The Four Stages Technique

1. Building Knowledge of the Field
2. Modeling of Text
3. Joint Construction of the Text
4. Independent Construction of the Text

J. KEGIATAN PEMBELAJARAN

Langkah Pembelajaran	Kegiatan Pembelajaran	Karakter yang Dibangun	Ket.
Kegiatan Pendahuluan (5 menit)	• Salam sapa dan doa (2 menit) • Presensi (1 menit) • Apersepsi (2 menit)	Religius	Tatap muka
Kegiatan Inti (80 menit)	**Building Knowledge of the Field (10 menit)** • Guru menyajikan video yang berisi tentang deskripsi orang. Para siswa memperhatikan dengan seksama. (5 menit) • Siswa dan guru mendiskusikan video tersebut berdasarkan pertanyaan arahan yang ada dalam modul. (5 menit) **Modeling of Text (25 menit)** • Siswa membaca sebuah dialog yang merupakan dialog dalam video yang telah ditampilkan sebelumnya. (5 menit) • Guru dan siswa mendiskusikan isi teks, struktur dan fungsi sosial dari teks deskriptif. (10 menit) • Para siswa membaca sebuah teks deskriptif dengan cermat , kemudian mencari antonim dari beberapa kata yang terdapat dalam teks dan mengisikannya pada crossword puzzle. (10 menit) **Joint Construction of the Text (25 menit)** • Para siswa menjawab beberapa pertanyaan terkait dengan isi teks yang telah diberikan secara berpasangan. (10 menit)	Tanggung jawab Kerjasama	Tatap muka

	• Guru dan siswa mendiskusikan kata-kata yang dapat digunakan untuk menggambarkan "physical appearance" seseorang (tersedia dalam modul).(10 menit) • Siswa mencoba menentukan gambar yang sesuai dengan deskripsi yang ada. (5 menit) **Independent Construction of the Text (20 menit)** • Secara individual, para siswa menentukan statement yang benar dan salah terkait teks yang ada. (10 menit) • Secara individual, para siswa menjawab pertanyaan terkait teks yang diberikan. (10 menit)		
Kegiatan Penutup (5 menit)	• Guru dan peserta didik membuat simpulan pembelajaran. (2 menit) • Guru memberikan *feedback* pada proses pembelajaran yang telah dilakukan. (2 menit) • Berdoa. (1 menit)		Tatap muka

K. SUMBER BELAJAR

Doddy, Achmad, dkk. 2008. Developing English Competencies for Senior High School Grade X. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

Sudarwati, Th. M. 2007. Look Ahead, An English Course for Senior High School Students Year X. Jakarta: Erlangga.

http://www.youtube.com/watch?v=iQHPimqNrbM

L. PENILAIAN

1. Indikator Penilaian

Indikator Pencapaian Kompetensi	Penilaian		
	Teknik	**Bentuk Instrumen**	**Instrumen**
Menjawab pertanyaan terkait dengan teks deskriptif dengan tepat dan akurat.	Test tertulis	T/F questions Soal isian (comprehension questions)	*Choose T if the statement is true and F if it is false according to the text.* *Answer the following questions according to the text below.*

2. Rubrik Penilaian

Indikator 4. Menjawab pertanyaan terkait dengan teks deskriptif dengan tepat dan akurat.

a. T/F questions

Kriteria	**Skor**
Jawaban benar	2
Jumlah soal	5
Skor maksimum	10

b. Comprehension questions

Kriteria	**Skor**
Jawaban benar	3
Jumlah soal	5
Skor maksimum	15

$$\text{Nilai: } \frac{\text{Skor yang diperoleh}}{\text{Skor maksimum}} \times 100$$

Prambanan, 25 Januari 2014,

Guru Mata Pelajaran	Mahasiswa,
Latifah Nur Dwiyanti, S.Pd	Dhanastri Herningtyas
NIP. 197205051998022005	NIM. 10202244002

Meeting 5 WHAT DOES SHE LOOK LIKE ?

Task 1

Watch the video carefully and discuss these following questions with your friends and your teacher.

1. What is the conversation about?
2. What does the woman look like?
3. Can you describe what she is wearing?

Task 2

Read the following text carefully. It is a conversation in the video that you have watched.

Describing a Woman

A : Excuse me, are you Ms. Davis?
B : No, I am not Ms. Davis but I know who she is.
A : Great! Can you tell me where to find her?
B : I am not sure where she is in the building now. I do know what she looks like though.
A : Can you describe her please?
B : She is a tall woman, with dark brown hair and light brown eyes.
A : Do you know what she is wearing?
B : Yes, she is wearing a white dress shirt and black blazer and skirt.
A : Thank you so much.
B : You're welcome. I hope you find her.

Task 3

After reading the text, discuss the parts of the text above. Compare with the parts of a descriptive text about people below.

Descriptive Text

- **Identification:** mention the name, occupation, profession and career.
- **Description:** mention the physical features, the way he/she dresses and his/her personality.

Task 4

Now, read the following text carefully. Put attention to the words in bold.

My Family

My family has four members. They are my sister, my parents, and of course, me. My father is an architect and my mother is a Music teacher. My father works in an office, not too far from our house. My mother teaches music in a vocational high school. My sister and I are students. My sister is a junior high school student, while I am a senior high school student.

My mother is 47 years old. Her name's Anisa. She's **thin-faced** and she's got long, black hair and beautiful brown eyes. She has a **pointed nose**. She is still **slim** because she always tries to stay in shape. She is very good-looking. I love her because she is so **patient**.

My father, Lukman, is 5 years older than my mother. He is 52. In spite of his age he's still black-haired, with several grey hairs. He is quite **tall**, but a bit shorter than me. He's very **hard-working**. But he is also a really **easy-going** person.

My sister is Nadina. She is 14. She has long wavy hair and freckles. She is definitely shorter than me. She is rather **introverted**. But she is very **reliable**, smart and **friendly**.

Task 5

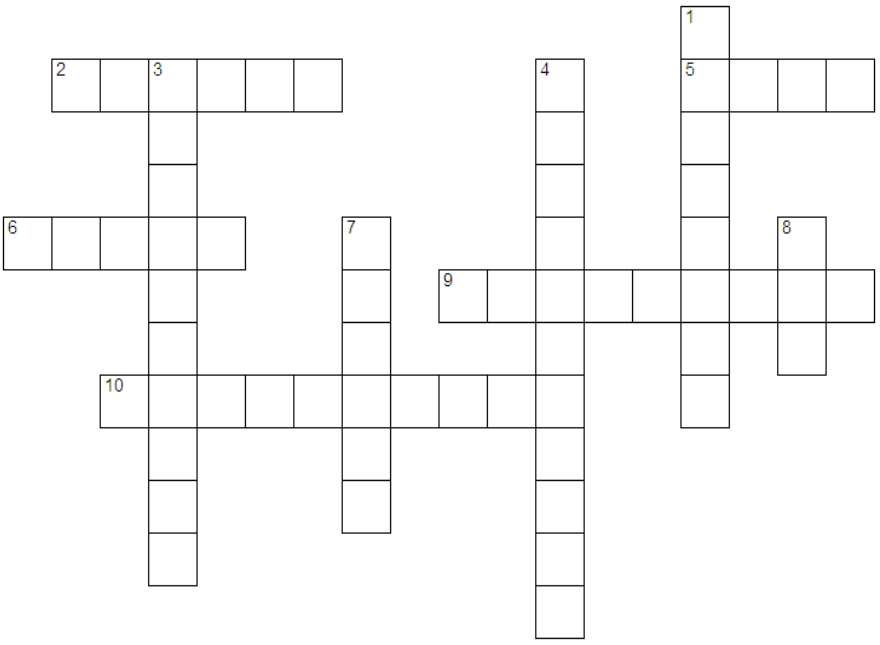
Try to find the antonym of these words. Then, write the antonym on the puzzle provided.

ACROSS

2. Thin-faced
5. Hard-working
6. Tall
9. Patient
10. Reliable

DOWN

1. Pointed nose
3. Friendly
4. Introverted
7. Easy-going
8. Slim



Task 6

Answer the following questions related to the above text.

1. What does the writer's father do?
2. How old is the writer's mother?
3. Who is the name of the writer's sister?
4. How is her personality?
5. Who is the one who is a hard-working person in the family?

There are many ways to describe a person. One common way to describe somebody is based on appearance. Among other things, you can describe their build, their height, their hairstyle, their health, and their complexion.

Build

He/she is . . .	skinny	thin slim slender	average build	stocky	fat overweight chubby	obese

Height

He/she is . . .	short	average height	Tall

Health

He/she is . . .	out of shape	in (good) shape (physically) fit	well-built

General Looks

He/she is . . .	sexy	good looking handsome pretty beautiful attractive	plain	ugly unattractive funny looking

Hairstyle

He/she has . . .	blond hair brown hair red hair black hair gray hair dyed hair	straight hair wavy hair curly hair	long hair shoulder-length hair short hair a shaved head long eyelashes bushy eyebrows	a ponytail pigtails bangs her hair in a bun a beard a mustache sideburns
He is . . .	Bald			

Complexion:

He/she has . .	dark skin light skin a pale complexion a rosy complexion	pimples/zits a wart a scar a mole/ a beauty mark	oily skin dry skin freckles wrinkles

Other:

He has a tattoo.

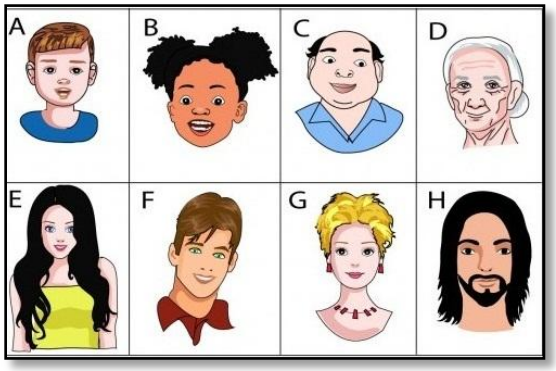
He has braces.

She has a pierced ear/nose/lip/tongue.

He wears glasses/contacts.

Task 7

Match the images below with their correct description.



1. Old woman with gray hair ( )
2. Beautiful brunette girl with long hair and blue eyes ( )
3. Pretty blond woman with short hair and black eyes ( )
4. Little boy with brown hair and black eyes ( )
5. Cute little black girl ( )
6. Brunette young man with a beard and moustache ( )
7. Middle-aged bald man ( )
8. Attractive boy with brown hair and green eyes ( )

Task 8

Read the following text carefully.

My next-door neighbors are a middle-aged couple. Bert, the husband, is a man of forty. He is Australian and works in the local bank. Doris, his wife, is about thirty. She is English and works as a cashier in the supermarket. They live in a small house and have no children.

Bert is a tall, athletic person with clear blue eyes, fair curly hair and a square face. He often dresses in black trousers, blue shirts, red jackets brown ties and black shoes. He is a talkative person, especially with children. He enjoys reading newspapers but hates watching television. He is tolerant and patient with people. He is not selfish. He is ambitious.

Doris is a tall, good-looking person. She has green eyes, fair straight hair and a round face. She generally dresses in black skirts, red shirts, blue cardigans, black shoes. She is a smart woman. Unlike her husband, she enjoys watching TV very much but not reading newspapers. She is generous, helpful and audacious. She has a great sense of humor because she likes telling funny stories and diverting her friends.

Task 9

After reading the above text, state if the following statements are *TRUE*, *FALSE* or *NOT MENTIONED* in the text.

a) Bert is the director of the local bank. ( )
b) Doris has long hair. ( )
c) Bert does not like watching TV. ( )
d) Bert is a really emotional person. ( )
e) Doris likes having good time ( )

Task 10

Now read the text carefully then answer these questions.

1. What does Bert like?

_____

_____

2. What does Doris do?

_____

_____

3. What doesn't she like?

_____

_____

4. How does Bert look like?

_____

_____

5. Does he have a job?

_____

_____

6. Choose a title to the text!

_____

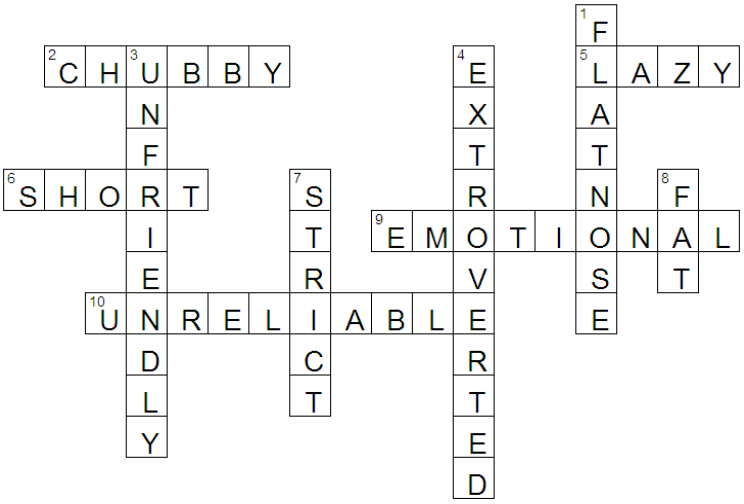
_____

ANSWER KEY

TASK 1

1. The conversation is about a woman who is looking for Ms. Davis.
2. She is a tall woman, with dark brown hair and light brown eyes.
3. She is wearing a white dress shirt and black blazer and skirt.

TASK 4



TASK 6

1. He is an architect.
2. She is 47 years old.
3. The name of the writer's sister is Nadina.
4. She is rather introverted. But she is very reliable, smart and friendly.
5. He is the writer's father or Mr. Lukman.

TASK 7

1. D 2. E 3. G 4. A 5. B 6. H 7. C 8. F

TASK 9

1. NOT MENTIONED 2. FALSE 3. TRUE 4. FALSE 5. TRUE

TASK 10

1. He likes reading newspaper.
2. Doris is a cashier in the supermarket.
3. She does not like reading newspaper.
4. Bert is a tall athletic person with clear blue eyes, fairly curly hair and square face.
5. Yes he does. He works in a local bank.
6. (The answer can be various)

RESOURCES

Task 2

Dialogue	http://www.youtube.com/watch?v=o23npkPCD-I&feature

Task 4

Text "***My Family***"	Adapted from: http://dwadesign.blogspot.com/2013/02/descriptive-text-example-my-family.html

Task 5

Crossword	http://www.puzzle-maker.com/

Task 6

Pictures and materials	Downloaded from: bogglesworldesl.com/files7/peopleappearance.doc

Task 7

Pictures and exercise	Adapted from: http://www.kids-pages.com/folders/worksheets/People/page1.htm

Task 8

Text	Adapted from: http://www.englishexercises.org/makeagame/viewgame.asp?id=301

RENCANA PELAKSANAAN PEMBELAJARAN 4
(Control Class)

A. IDENTITAS MATA PELAJARAN

Sekolah : SMA N 1 Prambanan
Mata pelajaran : Bahasa Inggris
Kelas/ Semester : X IPA/ 2
Jenis teks : *Descriptive*
Ketrampilan berbahasa : *Reading*
Alokasi waktu : 2x45 menit

B. KOMPETENSI INTI

KI 1. Menghayati dan mengamalkan ajaran agama yang dianutnya.

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

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

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

C. KOMPETENSI DASAR

1.3. Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.3. Menunjukkkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada **teks deskriptif sederhana** tentang **orang**, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.

4.8. Menangkap makna dalam **teks deskriptif**, lisan dan **tulis**, sederhana, tentang **orang**, tempat wisata, dan bangunan bersejarah terkenal.

D. KARAKTER

1. Tanggung jawab
2. Kerjasama

E. INDIKATOR PENCAPAIAN KOMPETENSI

Pada akhir kegiatan pembelajaran, peserta didik dapat:

1. Menentukan sinonim atau arti dari beberapa teks deskriptif sederhana yang diberikan guru dengan tepat.
2. Menetukan bagian-bagian teks deskriptif dengan benar.
3. Menemukan kalimat yang berisikan detail informasi dalam bacaan dengan benar.
4. Menentukan pernyataan benar dan salah sesuai isi teks deskriptif yang tersedia dengan tepat.
5. Menjawab pertanyaan terkait dengan teks deskriptif dengan tepat dan akurat.

F. TUJUAN PEMBELAJARAN

Pada akhir kegiatan pembelajaran, peserta didik dapat:

1. Menentukan sinonim atau arti dari beberapa teks deskriptif sederhana yang diberikan guru dengan tepat.
2. Menetukan bagian-bagian teks deskriptif dengan benar.
3. Menemukan kalimat yang berisikan detail informasi dalam bacaan dengan benar.
4. Menentukan pernyataan benar dan salah sesuai isi teks deskriptif yang tersedia dengan tepat.
5. Menjawab pertanyaan terkait dengan teks deskriptif dengan tepat dan akurat.

G. MATERI AJAR

1. Input Teks

Dear Vincent,

How are you Vincent?
Vincent, I think I'm going to go to Jakarta next week because I want to see Afgan's performance there. Do you know that I am the big fan of Afgan?

OK Vincent, his full name is Afgan Syah Reza. He was born on 27th May 1989 in Jakarta. He is well known as a **talented** singer in Indonesia. Afgan is quiet tall. His height is 170 cm. He has an oval face and short hair. He is easily known because there are dimples on his cheeks when he is smiling. He also always wears glasses. I have ever met him twice. It was the event of meet and greet in Jogjakarta. And believe it or not, although he is a popular singer, he is very kind and friendly. When we went to a hospital for charity, he didn't seem **bossy**. He did whatever he can do to help us. He is not a **talkative** person. Afgan's favourite music is pop, R&B, Soul and Jazz. When he sings a song, he will sing it by his own style. Because of that, I think Afgan is really **creative** too. He is also so patient when answering all of the questions from his fans. Yeah… I really like him. So, who is your favourite singer Vincent?

Your friend
Dara

2. **Organisasi Teks**
   a. **Identification** : mention the name, occupation, profession and career.
   b. **Description** : mention the physical features, the way he/she dresses and his/ her personality.

H. MEDIA PEMBELAJARAN

Comic strip, contoh teks *descriptive*, modul (terlampir) dan lembar kerja siswa.

I. METODE PEMBELAJARAN

Communicative Language Teaching: Text-based Approach

The Four Stages Technique

1. Building Knowledge of the Field
2. Modeling of Text
3. Joint Construction of the Text
4. Independent Construction of the Text

J. KEGIATAN PEMBELAJARAN

Langkah Pembelajaran	Kegiatan Pembelajaran	Karakter yang Dibangun	Ket.
Kegiatan Pendahuluan (5 menit)	• Salam sapa dan doa (2 menit) • Presensi (1 menit) • Apersepsi (2 menit)	Religius	Tatap muka
Kegiatan Inti (80 menit)	**Building Knowledge of the Field (10 menit)** • Para siswa membaca *comic strip* yang tersedia di dalam modul. (3 menit) • Siswa dan guru mendiskusikan isi comic strip tersebut serta personality tokoh di dalamnya dengan bantuan pertanyaan arahan yang ada dalam modul. (7 menit) **Modeling of Text (30 menit)** • Para siswa membaca teks deskriptif sederhana dalam bentuk surat. (5 menit) • Guru dan siswa mendiskusikan isi teks dan mengingat kembali struktur dan fungsi sosial dari teks deskriptif. (10 menit) • Para siswa membaca teks	Tanggung jawab Kerjasama	Tatap muka

	deskriptif sederhana yang diberikan oleh guru dengan memperhatikan kata-kata yang dicetak tebal di dalam teks. (5 menit) • Secara berpasangan, para siswa mencari arti atau persamaan kata dari kata-kata yang dicetak tebal. (5 menit) • Para siswa mencermati beberapa kata lain yang menggambarkan *personality* seseorang yang terdapat di dalam modul (5 menit) **Joint Construction of the Text (20 menit)** • Secara berpasangan para siswa menentukan bagian-bagian teks deskriptif serta menemukan kalimat-kalimat yang berisi detail informasi yang dibutuhkan. (20 menit) **Independent Construction of the Text (20 menit)** • Secara individual, para siswa membaca sebuah teks deskriptif dan menentukan statement yang benar dan salah terkait teks yang ada. (10 menit) • Secara individual, para siswa menjawab pertanyaan terkait teks yang diberikan. (10 menit)		
Kegiatan Penutup (5 menit)	• Guru dan peserta didik membuat simpulan pembelajaran. (2 menit) • Guru memberikan *feedback* pada proses pembelajaran yang telah dilakukan (2 menit) • Berdoa. (1 menit)		Tatap muka

K. SUMBER BELAJAR

Doddy, Achmad, dkk. 2008. Developing English Competencies for Senior High School Grade X. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

L. PENILAIAN

1. Indikator Penilaian

Indikator Pencapaian Kompetensi	Penilaian		
	Teknik	**Bentuk Instrumen**	**Instrumen**
Menjawab pertanyaan terkait dengan teks deskriptif dengan tepat dan akurat.	Test tertulis	T/F questions Soal isian (comprehension questions)	*After reading the above text, state if the following statements are TRUE or FALSE.* *Now read the text again, then answer these questions.*

2. Rubrik Penilaian

Indikator 4. Menjawab pertanyaan terkait dengan teks deskriptif dengan tepat dan akurat.

a. T/F questions

Kriteria	**Skor**
Jawaban benar	2
Jumlah soal	5
Skor maksimum	10

b. Comprehension questions

Kriteria	**Skor**
Jawaban benar	2.5
Jumlah soal	8
Skor maksimum	20

$$\text{Nilai: } \frac{\text{Skor yang diperoleh}}{\text{Skor maksimum}} \times 100$$

Prambanan, 6 Februari 2014,

Guru Mata Pelajaran

Mahasiswa,

Latifah Nur Dwiyanti, S.Pd
NIP. 197205051998022005

Dhanastri Herningtyas
NIM. 10202244002

Meeting 6 WHAT DO YOU THINK ABOUT HIM ?

Task 1

Look at the comic strip below and read it carefully. Then discuss the following questions with your teacher and your friends.

1. What is the comic strip about?
2. What do you think about the woman?
3. What do you think about the man?

Task 2

Read the following letter carefully. It is a letter from Dara to her friend, Vincent. Discuss the content of the text with your teacher and friends.

Dear Vincent,

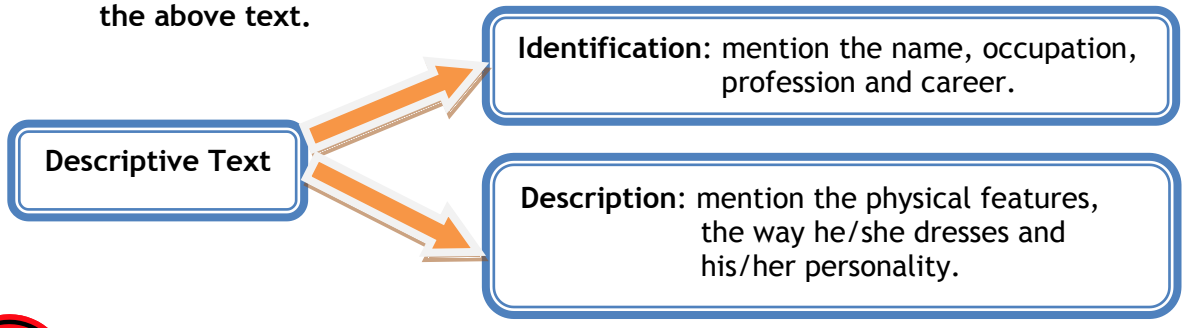
How are you Vincent?
Vincent, I think I'm going to go to Jakarta next week because I want to see Afgan's performance there. Do you know that I am the big fan of Afgan?

OK Vincent, his full name is Afgan Syah Reza. He was born on 27th May 1989 in Jakarta. He is well known as a **talented** singer in Indonesia. Afgan is quiet tall. His height is 170 cm. He has an oval face and short hair. He is easily known because there are dimples on his cheeks when he is smiling. He also always wears glasses. I have ever met him twice. It was the event of meet and greet in Jogjakarta. And believe it or not, although he is a popular singer, he is very kind and friendly. When we went to a hospital for charity, he didn't seem **bossy**. He did whatever he can do to help us. He is not a **talkative** person. Afgan's favourite music is pop, R&B, Soul and Jazz. When he sings a song, he will sing it by his own style. Because of that, I think Afgan is really **creative** too. He is also so patient when answering all of the questions from his fans. Yeah… I really like him. So, who is your favourite singer Vincent?

Your friend
Dara

Task 3

After reading the text, discuss the parts of the text above. Remember the parts of a descriptive text below and compare it with the parts of the above text.



Task 4

Now, read the following text carefully.

Lionel Messi

His full name is Lionel Andres Messi. He was born in Rosario, Argentina, on 24th June 1987. His father's name is Jorge Horacio Messi, and his mother is Celia Maria Cuccittini. He has 2 brothers and 1 sister. His brothers' names are Rodrigo and Matias. His sister's name is Maria Sol. Lionel Messi is a famous footballer playing for Barcelona FC in Spain. He is a very talented footballer. He can dribble well like dancing. He can also run very fast although his body is too short for a footballer.

Beside those abilities, Lionel Messi is also an excellent goal getter. He often goals in every game he plays. Lionel Messi has several achievements. He has ever won the best footballer in the world 3 times. In Spain he has several achievements such as the best goal scorer and top goals scorer. He brings Barcelona to win trophies of La Liga and Champions League many times. He is really **competitive** and **cooperative** with his team. For his fans, Messi is really **good-looking**. Although he is quite short for a football player, he has a strong and **muscular** body. Messi is **well-known** as a very kindhearted person. He is very **polite** in and outside the pitch. He founds an institution of charity to help children in health and education.

Task 5

In the first and the second texts you found some words in bold. Study these following words and then match them with their meanings or synonyms.

WORDS	MEANINGS OR SYNONYMS
1. Talented	a. Having a lot of original ideas and inspirations
2. Bossy	b. Behaving in a way that is socially correct
3. Talkative	c. Having well-developed muscles
4. Creative	d. Willing to win or to be better than others
5. Competitive	e. Skillful
6. Cooperative	f. Famous or popular
7. Good-looking	g. Willing to help and work with others
8. Muscular	h. Like to give orders or commands
9. Well-known	i. Talking a lot
10. Polite	j. Really attractive for a man or a woman

DID YOU KNOW?

There are some other words that you can use to describe someone's personality. Put attention to the words below:

generous	conceited
modest	self-confident
narrow-minded	nervous
relaxed	open-minded
honest	introverted
independent	aloof
sociable	pessimistic
optimistic	dependent
extroverted	two-faced

- ✓ Which of these characteristics do you find **attractive** in other people?
- ✓ Which of these characteristics do you **not tolerate** in other people?

Task 6

Read the text of "Lionel Messi" again and complete the following table. You have to write down the parts of the text in the first column and the sentence(s) describing the information needed in the last column.

Parts of the Text	Information	Sentence
.....	• The name of the person. • Lionel Messi's birth place. • Lionel Messi's parents and siblings. • The profession of Lionel Messi. • The name of the club which is joined by Lionel Messy.	**1**
.....	• Lionel Messi's achievements. • Lionel Messi's personality in relation to his football team. • Lionel Messi's looks. • The built of Lionel Messi. • Lionel Messi's personalities in relation to society.	

Task 7

Read the following text carefully.

Steven Spielberg is an American film director, screen writer, and producer. He is one of the most talented and successful film makers today.

Steven Spielberg was born in Cincinnati, Ohio on December 8, 1946. His full name is Steven Allan Spielberg. He is son of Leak Adler, a computer engineer. Spielberg is very interested in reading, studying films and television show and talking with other film makers. He, however, dislikes parties. He says that whenever he comes to a party he will be guy at the corner. He is really sophisticated and creative. Steven Spielberg married Kate Captshaw and they have seven children in their home. Besides, there are several pets, including dogs, in his house.

For Spielberg, success came early. When he was only twenty years, he was given seven year contract with a movie studio after directing a twenty two minutes movie called "Ambin" about a boy and a girl hitchhiking in the desert. He has made even seven movies since he signed that contract, some of them the biggest money makers of recent years. His most famous films are: Jaws(1975), Close Encounters of the Third Kind (1977), Raiders of the Last Ark (1981), and E. T. (Extra Terrestrial) (1982).

Steven Spielberg success does not come without hard work. When he is directing a film, he often works a hundred hours a week. When the film is finished, he gets depressed because he misses the people he worked with, people that Steven Spielberg regards as his "family".

Task 8

After reading the above text, state if the following statements are *TRUE or FALSE*.

a) Steven Spielberg is only a film director. ( )
b) Steven Spielberg love to look after pets. ( )
c) Steven Spielberg love to go to a party. ( )
d) E.T is one of Steven's movies. ( )
e) When he was 20, Steven was given 6 year contract with a movie studio. ( )

Task 9

Now read the text again, then answer these questions.

1. What does Steven's father do?
2. How many children does Steven have?
3. How old is Steven Spielberg now?
4. What is the reason that for Spielberg, *success came early*?
5. What does the movie "Ambin" talk about?
6. What are the most famous films of Steven Spielberg?
7. Steven Spielberg is a hard-worker. Which sentence in the text that describes this statement?
8. Why does Steven Spielberg get depress when the film is finished?

ANSWER KEYS

TASK 5

1. E
2. H
3. I
4. A
5. D
6. G
7. J
8. C
9. F
10. B

TASK 6

Parts of the Text	Information	Sentence
IDENTIFICATION	• The name of the person. • Lionel Messi's birth place. • Lionel Messi's parents and siblings. • The profession of Lionel Messi. • The name of the club which is joined by Lionel Messy.	**1** **2** **3,4,5,6** **7,8** **7**
DESCRIPTION	• Lionel Messi's achievements. • Lionel Messi's personality in relation to his football team. • Lionel Messi's looks. • The built of Lionel Messi. • Lionel Messi's personalities in relation to society.	**13,14,15** **17** **18** **19** **20,21,22**

TASK 8

a.	FALSE	Steven Spielberg is an American film **director, screen writer, and producer.** (paragraph 1)
b.	TRUE	Besides, **there are several pets, including dogs, in his house**. (paragraph 2)
c.	FALSE	He, however, **dislikes parties**.(paragraph 2)
d.	TRUE	His most famous films are: Jaws(1975), Close Encounters of the Third Kind (1977), Raiders of the Last Ark (1981), and **E. T. (Extra Terrestrial)** (1982). (paragraph 3)
e.	FALSE	When he was only twenty years, he was given **seven year contract** with a movie studio after directing a twenty two minutes movie called "Ambin" about a boy and a girl hitchhiking in the desert. (paragraph 3)

TASK 9

1.	Steven's father is a **computer engineer**.
2.	Steven has **seven** children.
3.	Now Steven Spielberg is **67** years old.
4.	Because when he was only twenty years, he was given seven year contract with a movie studio after directing a twenty two minutes movie called "Ambin".
5.	The movie Ambin tells about a boy and a girl hitchhiking in the desert.
6.	They are Jaws(1975), Close Encounters of the Third Kind (1977), Raiders of the Last Ark (1981), and E. T. (Extra Terrestrial) (1982).
7.	Steven Spielberg success does not come without hard work. When he is directing a film, he often works a hundred hours a week. (last paragraph)
8.	He gets depressed because he misses the people he worked with, people that Steven Spielberg regards as his "family".

RESOURCES

Task 1

Comic strip	Adapted from: http://www.plexoft.com/SBF/S06.html

Task 2

Text about Afgan	Adapted from: http://www.sekolahoke.com/2011/06/descriptive-text-pop-singer-afgan.html

Task 4

Text about Lionel Messi	Adapted from: http://www.sekolahoke.com/2012/11/descriptive-text-lionel-messi.html

Task 5

Pictures	jennifah.edublogs.org
Materials	Downloaded from: http://pu.i.wp.pl/k,NzIxNDI5NjIsNDgxNDIwNjg=,f,336109_Adjectives_to_descri.other

Task 7

Text about Steven Spielberg	Adapted from: http://ithinkeducation.blogspot.com/2013/03/example-for-descriptive-text-about.html
Picture	http://www.filming.asia/the-film-director-page-3/

RENCANA PELAKSANAAN PEMBELAJARAN 1
(Experimental Class)

A. IDENTITAS MATA PELAJARAN

Sekolah	: SMA N 1 Prambanan
Mata pelajaran	: Bahasa Inggris
Kelas/ Semester	: X IPA/ 2
Jenis teks	: *Descriptive*
Tema	: *Tourist Attractions*
Ketrampilan berbahasa	: *Reading*
Alokasi waktu	: 3x45 menit

B. KOMPETENSI INTI

KI 1. Menghayati dan mengamalkan ajaran agama yang dianutnya.

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

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

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

C. KOMPETENSI DASAR

1.8. Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.3. Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada **teks deskriptif sederhana** tentang orang, **tempat wisata**, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.

4.8. Menangkap makna dalam **teks deskriptif**, lisan dan **tulis**, sederhana, tentang orang, **tempat wisata**, dan bangunan bersejarah terkenal.

D. KARAKTER

1. Tanggung jawab
2. Kerjasama

E. INDIKATOR PENCAPAIAN KOMPETENSI

Pada akhir kegiatan pembelajaran, peserta didik dapat:

1. Mencari kata-kata sulit dalam teks deskriptif sederhana dan menuliskan makna kata-kata tersebut dalam *word cards* dengan tepat.
2. Menentukan bagian-bagian dalam teks deskriptif sederhana dengan benar.
3. Menemukan detail informasi pada bacaan dengan tepat dan akurat.
4. Menjawab pertanyaan terkait dengan teks deskriptif sederhana yang diberikan oleh guru dengan tepat dan akurat.

F. TUJUAN PEMBELAJARAN

Pada akhir kegiatan pembelajaran, peserta didik dapat:

1. Mencari kata-kata sulit dalam teks deskriptif sederhana dan menuliskan makna kata-kata tersebut dalam *word cards* dengan tepat.
2. Menentukan bagian-bagian dalam teks deskriptif sederhana dengan benar.
3. Menemukan detail informasi pada bacaan dengan tepat dan akurat.
4. Menjawab pertanyaan terkait dengan teks deskriptif sederhana yang diberikan oleh guru dengan tepat dan akurat.

G. MATERI AJAR

1. Input teks

Teks *descriptive* dalam bentuk iklan:

BALI PARK ZOO

BALI ZOO is one of the tourist attractions in Bali Island. This zoo is notable as the zoo that has some open spaces and many trees in its surroundings. Bali Zoo provides a good place for many kinds of animals because it is built as the habitat of the animals. Sometimes visitors can enjoy the sights of animals laying under the shade of the tree.

IDENTIFICATION

Here, you will not only see many kinds of animals but also you can have an interaction with them. You can buy fruit for them at next to ticket counter to feed wallabies, deer, gibbons in gibbon islands, sun bear, orangutan, etc. You also can feed our wild animals such as crocodiles, tigers and lions with help of our keeper.

DESCRIPTION

2. Text Organization

IDENTIFICATION : identify the subject to be described
DESCRIPTION : describe the quality, characteristics, and parts

H. MEDIA PEMBELAJARAN

Gambar, contoh teks *descriptive* dalam bentuk iklan tempat wisata dan surat, modul (terlampir), dan lembar kerja siswa.

I. METODE PEMBELAJARAN

Communicative Language Teaching: Text-based Approach

The Four Stages Technique

1. Building Knowledge of the Field
2. Modeling of Text
3. Joint Construction of the Text
4. Independent Construction of the Text

J. KEGIATAN PEMBELAJARAN

Langkah Pembelajaran	Kegiatan Pembelajaran	Karakter yang Dibangun	Ket.
Kegiatan Pendahuluan (10 menit)	• Salam sapa dan doa (2 menit) • Presensi (2 menit) • Apersepsi (3 menit) • Guru menginformasikan tentang fokus pembelajaran yaitu teks *descriptive* tentang tempat wisata (3 menit)	Religius	Tatap muka
Kegiatan Inti (95 menit)	**Building Knowledge of the Field (**10 menit) • Guru menunjukkan beberapa gambar objek wisata dan menanyakan apakah para siswa pernah mengunjungi objek-objek tersebut. (5 menit). **task 1** • Siswa memperhatikan gambar tersebut sekali lagi dan guru meminta mereka untuk memberikan definisi sederhana dari gambar tempat wisata yang diberikan (5 menit). **task 1** **Modeling of Text** (30 menit) • Guru memberikan contoh teks	Tanggung jawab Kerjasama	Tatap muka

	descriptive sederhana dalam bentuk brosur tempat wisata. Para siswa mencoba memahami isi teks tersebut dan mendiskusikan isi teks serta fungsi sosial dan struktur teks tersebut dengan teman dan guru. (10 menit) **task 2** • Guru memberikan contoh teks *descriptive* sederhana tentang tempat wisata dalam bentuk *letter.* **task 3** • Siswa mencoba memahami isi teks dan menuliskan kata-kata sulit dalam teks dalam *word cards* yang disediakan guru. (10 menit) **task 4** • Siswa mencari arti kata-kata tersebut dan menuliskannya sisi lain pada *word cards*. (10 menit) **task 4** **Joint Construction of the Text** (35 menit) • Secara berkelompok, para siswa menentukan bagian-bagian dalam teks descriptive sederhana yang diberikan oleh guru. (5 menit) **task 5** • Secara berpasangan, para siswa menentukan statement yang benar dan salah terkait teks yang ada. (5 menit) **task 6** • Secara berpasangan para siswa membaca teks dan mencoba menemukan detail informasi yang ditanyakan dalam paragraph. (15 menit) **Task 7&8** • Di akhir tahap ini, siswa kembali mengingat kata-kata yang mereka tulis dalam word cards. (10 menit) **Independent Construction of the Text** (20 menit) • Secara individual, para siswa menjawab pertanyaan terkait dengan teks *descriptive* yang diberikan oleh guru. **Task 9**		

Kegiatan Penutup (20 menit)	• Siswa kembali mengingat arti kata-kata yang telah mereka tulis dalam word cards. Kata-kata yang tidak dapat mereka ingat artinya, ditempatkan dalam satu bendel terpisah. (10 menit) • Guru dan peserta didik membuat simpulan pembelajaran. (3 menit) • Guru menginformasikan kegiatan pembelajaran yang akan dilakukan pada pertemuan berikutnya. (3 menit) • Guru memberikan *feedback* pada proses pembelajaran yang telah dilakukan. (3 menit) • Berdoa. (1 menit)		Tatap muka

K. SUMBER BELAJAR

Doddy, Achmad, dkk. 2008. Developing English Competencies for Senior High School Grade X. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

Sudarwati, Th. M. 2007. Look Ahead, An English Course for Senior High School Students Year X. Jakarta: Erlangga.

L. PENILAIAN

1. Indikator Penilaian

Indikator Pencapaian Kompetensi	**Penilaian**		
	Teknik	**Bentuk Instrumen**	**Instrumen**
Menjawab pertanyaan terkait dengan teks *descriptive* yang diberikan oleh guru dengan tepat dan akurat.	Tes tertulis	Soal isian (comprehension questions)	*Answer the following questions according to the text "**The Eiffel Tower".***

2. Rubrik Penilaian

Indikator 4. Menjawab pertanyaan terkait dengan teks deskriptif sederhana yang diberikan oleh guru dengan tepat dan akurat.

Kriteria	**Skor**
Jawaban benar	5
Jumlah soal	10
Skor maksimum	50

$$\text{Nilai: } \frac{\text{Skor yang diperoleh}}{\text{Skor maksimum}} \times 100$$

Prambanan, 21 Januari 2014,

Guru Mata Pelajaran	Mahasiswa,
Latifah Nur Dwiyanti, S.Pd	Dhanastri Herningtyas
NIP. 197205051998022005	NIM. 10202244002

Meeting 1

TOURIST ATTRACTIONS

Task 1

Study the picture and then answer these questions orally.

1

Eifel Tower

2

Raja Ampat

3

Bedugul

1. What picture is it?
2. What can you do if you go to that place?
3. Can you describe the situation on the picture?

Task 2

Read this travel ad and discuss the parts of the text below and discuss the parts of the text with your friends and your teacher.

HOLIDAY OF A LIFETIME!!!!!

Don't miss it!

Get hand to hand experience with our family and take picture with lions*, binturong, crocodile, eagle, snake and much more.

BALI PARK ZOO

BALI ZOO is one of the tourist attractions in Bali Island. This zoo is notable as the zoo that has some open spaces and many trees in its surroundings. Bali Zoo provides a good place for many kinds of animals because it is built as the habitat of the animals. Sometimes visitors can enjoy the sights of animals laying under the shade of the tree.

Here, you will not only see many kinds of animals but also you can have an interaction with them. You can buy fruit for them at next to ticket counter to feed wallabies, deer, gibbons in gibbon islands, sun bear, orangutan, etc. You also can feed our wild animals such as crocodiles, tigers and lions with help of our keeper.

Task 3

Read the following email carefully. This is an email from Annie to her friend, Paul.

Dear Paul,

Hi Paul, how are you there?

Last month you said to me to tell you all about Hongkong because you want to go there in the next holiday right? Well, let me tell you about Hongkong. Hongkong is a really crowded place. Many people say that if we want to visit all places there, spending two days there is not enough.

In the center of the city you will find some high-rise buildings. These buildings are dominated by shopping centers in the town. You also can visit Causeway Bay for shopping. To get the atmosphere of people's live in Hongkong you can visit Mong Kok. After shopping, you can get to Avenue of Stars. There you will see many names of actors and actress along the street. It is really stunning, just like the Walk of Fame in Hollywood. At night you can visit A Symphony of Lights that is a multimedia performance involving all of the buildings around Victoria Harbour. We can see a scenic view here. This performance is decided as '*The World's Largest Permanent Light and Sound Show*' by Guinness World Records.

Ok, I think that's all I know about Hongkong, if you want to get more specific information about this city, feel free to ask me.

Annie

Task 4

After you read the text above, find some difficult words in the text and write them on your word cards. Then, try to find the meaning of the words in Indonesian on the other side of the cards.

Remember to follow this outline.

IDENTIFICATION : identify the subject to be described
DESCRIPTION : describe the quality, characteristics, and parts

Task 5

Read the following text and decide the parts of the text (the identification and description parts).

Mount Kosciusko

Mount Kosciusko is actually the highest mountain (2,228 meters) on the world's flattest and smallest continent, Australia. It does not rise up out of the surrounding countryside as do many of Indonesia's spectacular mountains. Elevation gain is minimal and the wide open terrain is scenic. In the winter there is deep snow on the upper parts of the mountain. The mountain is within a national park so no cars are allowed and the vegetation and wildlife is protected. Mt. Kosciusko was named by Polish explorer Paul Strezelecki in 1840. Actually, Australia does have some interesting mountainous terrain, including areas of the Blue Mountains, the crags of Tasmania, and even Mt. Townshend, a craggier peak about one kilometer north of Kosciusko.

Task 6

Choose T if the statement is true and F if it is false according to the text.

STATEMENTS	TRUE/FALSE
1. Mount Kosciousko is the highest mountain in the world.	
2. Mount Kosciousko is located far away from a national park.	
3. Australia is the flattest and smallest continent in the world.	
4. Mt. Kosciousko was named by Polish explorer.	
5. The elevation gain is minimal and the open terrain is beautiful.	
6. In the winter, there is no snow in the mountain.	
7. Cars are not allowed in the area of the mountain.	

Task 7

Read the following text carefully.

The Eiffel Tower

The Eiffel Tower is an iron lattice tower located on the Champ de Mars in Paris. Built in 1889, it has become both a global icon of France and one of the most recognizable structures in the world. The tower is the tallest building in Paris and the most-visited paid monument in the world; millions of people ascend it every year. Named for its designer, engineer Gustave Eiffel, the tower was built as the entrance arch to the 1889 World's Fair.

The tower stands 324 metres (1,063 ft) tall, about the same height as an 81-story building. Upon its completion, it surpassed the Washington Monument to assume the title of tallest man-made structure in the world, a title it held for 41 years, until the Chrysler Building in New York City was built in 1930;

however, due to the addition in 1957 of the antenna, the tower is now taller than the Chrysler Building. Not including broadcast antennas, it is the second-tallest structure in France after the 2004 Millau Viaduct.

The tower has three levels for visitors. Tickets can be purchased to ascend, by stairs or lift, to the first and second levels. The walk to the first level is over 300 steps, as is the walk from the first to the second level. The third and highest level is accessible only by elevator. Both the first and second levels feature restaurants.

The tower has become the most prominent symbol of both Paris and France, often in the establishing shot of films set in the city.

Task 8

Decide in which paragraph(s) you can find the following information from the text.

INFORMATION	PARAGRAPH
1. The designer of Eiffel Tower.	
2. The location of Eiffel Tower.	
3. Eiffel Tower as the symbol of Paris and France.	
4. The level of the tower.	
5. The description of the tower.	

Task 9

Answer the following questions according to the text **"The Eiffel Tower".**

1. Where is the location of Eiffel Tower according to the text?

   _____

   _____

2. Who is the name of the designer of Eiffel Tower?

   _____

   _____

3. What is the reason for building Eiffel Tower in 1889?

   _____

   _____

4. According to the text, when was Chrysler Building built in New York City?

   _____

   _____

5. Is the Washington Monument taller than the Eiffel Tower?
   _____
   _____

6. How many levels that the tower has?
   _____
   _____

7. What is offered for the visitors by purchasing the tickets?
   _____
   _____

8. Please describe the Eiffel Tower in one sentence.
   _____
   _____

9. How can the visitors get to the third level of the tower?
   _____
   _____

10. The tower becomes an important symbol of two cities. What are they?
    _____
    _____

ANSWER KEY

TASK 5

Parts of the Text	Sentence
IDENTIFICATION	Mount Kosciusko is actually the highest mountain (2,228 meters) on the world's flattest and smallest continent, Australia.
DESCRIPTION	It does not rise up out of the surrounding countryside as do many of Indonesia's spectacular mountains. Elevation gain is minimal and the wide open terrain is scenic. In the winter there is deep snow on the upper parts of the mountain. The mountain is within a national park so no cars are allowed and the vegetation and wildlife is protected. Mt. Kosciusko was named by Polish explorer Paul Strezelecki in 1840. Actually, Australia does have some interesting mountainous terrain, including areas of the Blue Mountains, the crags of Tasmania, and even Mt. Townshend, a craggier peak about one kilometer north of Kosciusko.

TASK 6

1.	**F**	Mount Kosciusko is actually the highest mountain in Australia. Line 1-2
2.	**F**	The mountain is **within** a national park. Line 4
3.	**T**	Mount Kosciusko is actually the highest mountain (2,228 meters) on the world's flattest and smallest continent, Australia. Line 1-2
4.	**T**	Mt. Kosciusko was named by Polish explorer Paul Strezelecki in 1840. Line 5-6
5.	**T**	Elevation gain is minimal and the wide open terrain is scenic. Line 3
6.	**F**	In the winter there is deep snow on the upper parts of the mountain. Line 3-4
7.	**T**	The mountain is within a national park so no cars are allowed and the vegetation and wildlife is protected. Line 4-5

TASK 8

INFORMATION	PARAGRAPH(S)	SENTENCE(S)
1. The designer of Eiffel Tower.	1	Named for its designer, engineer Gustave Eiffel, the tower was built as the entrance arch to the 1889 World's Fair.
2. The location of Eiffel Tower.	1	The Eiffel Tower is an iron lattice tower located on the Champ de Mars in Paris.
3. Eiffel Tower as the symbol of Paris and France.	4	The tower has become the most prominent symbol of both Paris and France, often in the establishing shot of films set in the city.
4. The level of the tower.	3	The tower has three levels for visitors.
5. The description of the tower.	2&3	All sentences.

TASK 9

1. The Eiffel Tower is located located **on the Champ de Mars in Paris**.
2. The name of the designer of Eiffel Tower is **Gustave Eiffel**.
3. The reason was the tower was built **as the entrance arch to the 1889 World's Fair**.
4. Chrysler Building was built in New York City in **1930.**
5. **No it is not.** Upon its completion, it (Eiffel Tower) surpassed the Washington Monument.
6. The tower has **three levels**.
7. By purchasing the ticket, **the visitors can ascend, by stairs or lift, to the first and second levels.**
8. The answer can be various.
9. The visitors can get to the third level of the tower **by elevator.**
10. They are **Paris and France.**

RESOURCES

Task 1

Picture 1	http://rivareginajunee.blogspot.com/2012/11/misteri-menara-eiffel-yang-terungkap.html
Picture 2	http://pohonkenari.blogspot.com/2013/03/last-paradise-on-earth.html
Picture 3	http://www.balitrekkingtour.com/bedugul-and-beratan-lake-tours/

Task 2

Picture 1,2,3	https://www.balitrips.net/adventure/bali_zoo_park.html
Text "***Holiday of a Lifetine***"	Adapted from: https://www.balitrips.net/adventure/bali_zoo_park.html

TASK 3

Text (letter)	Adapted from: http://travelawan.com/blog-travel/wisata-hemat-ke-hong-kong-dengan-waktu-yang-singkat.html

Task 5

Text "**Mount Kosciusko**"	Doddy, Achmad, dkk. 2008. Developing English Competencies for Senior High School Grade X. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional. Page 123-124.

TASK 7

Text (**The Eiffel Tower**)	Adapted from: http://sofyandescriptivetextbahasainggris.blogspot.com/

RENCANA PELAKSANAAN PEMBELAJARAN 2
(Experimental Class)

A. IDENTITAS MATA PELAJARAN

Sekolah	: SMA N 1 Prambanan
Mata pelajaran	: Bahasa Inggris
Kelas/ Semester	: X IPA/ 2
Jenis teks	: *Descriptive*
Tema	: *Historical Buildings*
Ketrampilan berbahasa	: *Reading*
Alokasi waktu	: 3x45 menit

B. KOMPETENSI INTI

KI 1. Menghayati dan mengamalkan ajaran agama yang dianutnya.

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

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

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

C. KOMPETENSI DASAR

1.4. Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.3. Menunjukkkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada **teks deskriptif sederhana** tentang orang, tempat wisata, dan **bangunan bersejarah terkenal**, sesuai dengan konteks penggunaannya.

4.8. Menangkap makna dalam **teks deskriptif**, lisan dan **tulis**, sederhana, tentang orang, tempat wisata, dan **bangunan bersejarah terkenal**.

D. KARAKTER

1. Tanggung jawab
2. Kerjasama

E. INDIKATOR PENCAPAIAN KOMPETENSI

Pada akhir kegiatan pembelajaran, peserta didik dapat:

1. Menuliskan kata-kata sulit yang terdapat dalam teks deskriptif sederhana yang diberikan oleh guru dan menentukan arti atau padanan kata-kata tersebut dalam Bahasa Indonesia.
2. Menentukan bagian-bagian dalam teks deskriptif sederhana dengan benar.
3. Menemukan detail informasi pada bacaan dengan tepat dan akurat.
4. Menjawab pertanyaan terkait dengan teks deskriptif sederhana yang diberikan oleh guru dengan tepat dan akurat.

F. TUJUAN PEMBELAJARAN

Pada akhir kegiatan pembelajaran, peserta didik dapat:

1. Menuliskan kata-kata sulit yang terdapat dalam teks deskriptif sederhana yang diberikan oleh guru dan menentukan arti atau padanan kata-kata tersebut dalam Bahasa Indonesia.
2. Menentukan bagian-bagian dalam teks deskriptif sederhana dengan benar.
3. Menemukan detail informasi pada bacaan dengan tepat dan akurat.
4. Menjawab pertanyaan terkait dengan teks deskriptif sederhana yang diberikan oleh guru dengan tepat dan akurat.

G. MATERI AJAR

1. Input teks

Teks *descriptive* dalam bentuk iklan:

Jam Gadang is an **icon** of Bukittinggi. In the Indonesian language, Jam Gadang means big clock and big it certainly is!

This 26 meter tall clock was built in 1826 as a **present** from the Dutch Queen to the city secretary, Rook Maker. Its **roof** has been changed three times reflecting changes in the history of the town itself. During the Dutch era, its roof was round with a rooster **statue** on its top. Today its roof **reflects** architecture of a traditional Minangkabau home.

Given its iconic appearance, the structure is a frequent object of local souvenirs. It is printed on **apparel**, painted, used as a sculpting model, and so forth. You can easily find these kinds of souvenirs in the souvenirs sellers around the place.

2. Text Organization

IDENTIFICATION : identify the subject to be described
DESCRIPTION : describe the quality, characteristics, and parts

H. MEDIA PEMBELAJARAN

Gambar, contoh teks *descriptive*, modul (terlampir), dan lembar kerja siswa.

I. METODE PEMBELAJARAN

Communicative Language Teaching: Text-based Approach

The Four Stages Technique

1. Building Knowledge of the Field
2. Modeling of Text
3. Joint Construction of the Text
4. Independent Construction of the Text

J. KEGIATAN PEMBELAJARAN

Langkah Pembelajaran	Kegiatan Pembelajaran	Karakter yang Dibangun	Ket.
Kegiatan Pendahuluan (5 menit)	• Salam sapa dan doa (1 menit) • Presensi (2 menit) • Apersepsi (2 menit)	Religius	Tatap muka
Kegiatan Inti (110 menit)	**Building Knowledge of the Field (**10 menit) • Guru menunjukkan beberapa gambar bangunan bersejarah dan mendiskusikannya dengan para siswa dengan bantuan pertanyaan arahan. (10 menit) **Modeling of Text** (40 menit) • Guru memberikan contoh teks *descriptive* sederhana .Para siswa mencoba memahami isi teks tersebut dan mendiskusikan isi teks serta fungsi sosial dan struktur teks tersebut dengan teman dan guru. (15 menit) • Guru memberikan contoh teks *descriptive* lain tentang bangunan bersejarah dalam bentuk email, siswa diminta membaca teks tersebut.(10 menit)	Tanggung jawab Kerjasama	Tatap muka

	• Siswa membaca teks sekali lagi dengan memperhatikan kata-kata sulit yang terdapat dalam teks. Kemudian mereka menuliskannya dalam word cards masing-masing dan menuliskan arti kata-kata tersebut dalam Bahasa Indonesia di sisi sebaliknya. (15 menit) **Joint Construction of the Text** (30 menit) • Secara berpasangan, para siswa menentukan bagian-bagian dalam teks descriptive sederhana yang diberikan oleh guru. (15 menit) • Setelah menentukan bagian-bagian teks deskriptif, para siswa menjawab beberapa pertanyaan terkait dengan isi teks deskriptif yang diberikan. (15 menit) **Idependent Construction of the Text** (30 menit) • Secara individual, para siswa membaca sebuah teks deskriptif sederhana dengan seksama. Kemudian para siswa mencoba menemukan paragraf yang berisi detail informasi yang ditanyakan. (15 menit) • Secara individual, para siswa menjawab beberapa pertanyaan terkait dengan teks deskriptif yang diberikan oleh guru.(15 menit)		
Kegiatan Penutup (13 menit)	• Guru dan peserta didik membuat simpulan pembelajaran. (2 menit) • Guru memberikan feedback terhadap kegiatan belajar mengajar yang dilakukan siswa. (5 menit) • Guru mendorong siswa untuk mengingat kembali kata-kata yang telah ditulis oleh para siswa dalam wordcards. Jika terdapat kata-kata yang sulit untuk dihafalkan, mereka dapat memisahkannya di bendel yang berbeda. (5 menit) • Berdoa. (1 menit)		Tatap muka

K. SUMBER BELAJAR

Doddy, Achmad, dkk. 2008. Developing English Competencies for Senior High School Grade X. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

Sudarwati, Th. M. 2007. Look Ahead, An English Course for Senior High School Students Year X. Jakarta: Erlangga.

L. PENILAIAN

1. Indikator Penilaian

Indikator Pencapaian Kompetensi	**Penilaian**		
	Teknik	**Bentuk Instrumen**	**Instrumen**
Menjawab pertanyaan terkait dengan teks *descriptive* yang diberikan oleh guru dengan tepat dan akurat.	Test tertulis	Soal isian (comprehension questions)	*Answer the following questions according to the text.*

2. Rubrik Penilaian

Indikator 4. Menjawab pertanyaan terkait dengan teks deskriptif sederhana yang diberikan oleh guru dengan tepat dan akurat.

Kriteria	**Skor**
Jawaban benar	5
Jumlah soal	8
Skor maksimum	40

$$\text{Nilai: } \frac{\text{Skor yang diperoleh}}{\text{Skor maksimum}} \times 100$$

Prambanan, 28 Januari 2014,

Guru Mata Pelajaran	Mahasiswa,
Latifah Nur Dwiyanti, S.Pd	Dhanastri Herningtyas
NIP. 197205051998022005	NIM. 10202244002

Meeting 3

HISTORICAL BUILDINGS

Task 1

Study the picture and then answer these questions orally.

1

Jam Gadang

2

Lawang Sewu

1. What pictures are they?
2. Have you ever visited that places?
3. What can you see there?

Task 2

Read and understand this travel advertisement and try to find the parts of a descriptive text according to the following text.

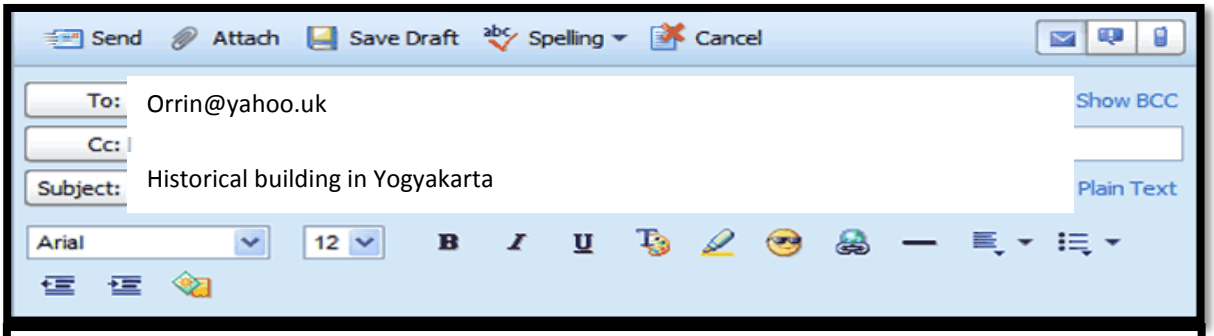
Jam Gadang is an icon of Bukittinggi. In the Indonesian language, Jam Gadang means big clock and big it certainly is!

This 26 meter tall clock was built in 1826 as a **present** from the Dutch Queen to the city secretary, Rook Maker. Its **roof** has been changed three times reflecting changes in the history of the town itself. During the Dutch era, its roof was round with a rooster **statue** on its top. Today its roof **reflects** architecture of a traditional Minangkabau home.

Given its iconic appearance, the structure is a frequent object of local souvenirs. It is printed on **apparel**, painted, used as a **sculpting** model, and so forth. You can easily find these kinds of souvenirs in the souvenirs sellers around the place.

Task 3

Read the following email carefully. This is an email from Sienna to her friend,



Hi Orrin,

Yesterday you asked me about some historical buildings in Yogyakarta. Here, I will tell you one of them which I know very well.

It is Vredeburg Fortress Museum. It is also known as Yogyakarta Fortress Museum**.** The museum was **established** in a former Dutch fortress. It is located in front of Gedung Agung, one of seven presidential **palaces** in Indonesia and the Sultan Palace called Kraton.

The museum comprises the complete area of the former **fortress**. The walls, **gates**, **barracks**, **store rooms** and houses have been restored to their original **outward** appearance. Collection of photographs, historical objects and **replicas** is housed in one of the former barracks. The **exposition** of dioramas represents the main attraction of the museum's exhibition. The original design included 93 of these **showcases**. When opened in 1987, 30 of them were finished. Another 18 showcases have been added until March 1996.

I think that is a little bit information about the building. I hope that you can visit this building when you come to Yogyakarta next year.

Your best friend,
Sienna

Task 4

After you read the text above, find some difficult words in the text and write them on your word cards. Then, try to find the meaning of the words in Indonesian on the other side of the cards.

Task 5

Read the following text and decide the parts of the text (the identification and description parts).

Istiqlal Mosque

Although this city is filled with modern glass buildings, it still has a historic building with a beautiful design. The Istiqlal Mosque is the Moslem house of worship. This place has been a landmark of Jakarta. It is the work of an Indonesian architect, F. Silaban.

It sturdy stands on a 9.5 hectares area and it has a capacity of up to 8,000 people. This is one of the largest mosques in Southeast Asia. According to its name, it symbolized independent. Istiqlal Mosque has a huge white dome that looks like a ball cut in half. Like other mosques in the world, Istiqlal Mosque also features a tower whose height reflects the amount of the existing paragraphs in the Holy Qur'an. A giant drum part adds to the uniqueness of this mosque. The size of this drum is very large. The drum was crowned as the biggest drum in Indonesia.

Task 6

After reading the text, answer the following questions correctly.

1. What is the name of the building described in the above text?
2. Where is the location of the building?
3. Does the building belong to the modern glass buildings in Jakarta?
4. How is the capacity of this building?
5. What is symbolized by the name of this building?
6. What does the huge white dome look like?
7. What is represented by the height of the tower in this building?
8. How about the size of the drum in the building?

Task 7

Read the following text carefully.

Lawang Sewu

Semarang is a place in Java which is notable for its attractive tourist spots. One of them is Lawang Sewu. Lawang Sewu is located in the center of Semarang city. Many people visit this building for its beautiful architecture. The name Lawang Sewu is from Javanese. It means "Thousand Doors". The name comes from its design, with numerous doors and arcs.

The building has about 600 large windows. The complex consists of several buildings, two main ones named A and B and two smaller ones named C

and D. The l-shaped A building faces the Tugu Muda roundabout. There are two identical towers on A building, which were originally used to store water, each with a capacity of 7,000 liters. The building features large stained-glass windows and a grand staircase in the center. There was also once an underground tunnel connecting A building to several other sites in the city, including the governor's mansion and the harbour.

The B building is located behind A building. It is three stories in height, with the first two floors consisting of offices and the third holding a ballroom. The building, with high, large windows, also has a basement floor that is kept partially flooded to serve to cool the building through evaporation.

In front of A building stands a monument to five employees killed during the Indonesian War of Independence. All in all, this building is really impressive. It is also characterized as the historical building in Indonesia.

Task 8

Decide in which paragraph you can find the following information from the text.

INFORMATION	PARAGRAPH(S)
1. The location of Lawang Sewu.	
2. The meaning of the name of “Lawang Sewu”.	
3. The description of building B in Lawang Sewu.	
4. The function of the two identical towers on A building.	
5. The amount of the windows in the building.	

Task 9

Answer the following questions according to the text.

1. Where is the location of Lawang Sewu building?
2. What is the meaning of the name of “Lawang Sewu”?
3. What are the buildings in the complex of Lawang Sewu?
4. What is the function of an underground tunnel in A building?
5. What can the visitors see in the third floor of the B building?
6. How many stories that the building B has?
7. Explain the meaning of the word “evaporation”. You may consult your dictionary.
8. Is Lawang Sewu built in a remote area in Semarang?

ANSWER KEY

TASK 5

Parts of the Text	PARAGRAPH
IDENTIFICATION	1
DESCRIPTION	2

TASK 6

1. The name of the building is **Istiqlal Mosque**.
2. The building is located in **Jakarta**.
3. **No, it does not**. Because the building is one of the historical buildings in Jakarta.
4. The capacity of the building is **up to 8,000 people**.
5. The name of the building symbolizes **independent**.
6. The huge white dome looks like **a ball cut in half**.
7. The height of the tower in this building **represents the ammount of the existing paragraphs in the Holy Qur'an.**
8. The size of the drum in the building is **very large**.

TASK 8

1. Paragraph 1 : Lawang sewu is located in the center of Semarang City.
2. Paragraph 1 : It means "Thousand Doors".
3. Paragraph 3 : It is three stories in height,with the first two floors consisting of offices and the third holding a ballroom. (and so forth)
4. Paragraph 2 : There are two identical towers on A building, which were originally used to store water, each with a capacity.
5. Paragraph 2 : The building has about 600 large windows.

TASK 9

1. The location of Lawang Sewu building is **in the center of Semarang City**.
2. The meaning of the name of "Lawang Sewu" is "**Thousand Words**".
3. The buildings in the complex of Lawang Sewu are: **two main buildings named A and B and two smaller buildings named C and D.**
4. The function of an underground tunnel in A building is **for connecting A building to several other sites in the city, including governor's mansion and the harbour.**
5. The visitors can see **a ballroom** in the third floor of the B building.
6. The building B has **three stories**.
7. The meaning of the word evaporation is **the proccess by which a liquid change into a gas.**
8. **No, it is not.** Because Lawang Sewu is built in the center of Semarang City.

RESOURCES

Task 1

Picture 1	http://www.indonesia.travel/public/media/images/upload/poi/Jam%20Gadang.jpg
Picture 2	http://asruldinazis.files.wordpress.com/2011/03/lawangsewu.jpg

Task 2

Picture 1	http://www.indonesia.travel/en/destination/253/jam-gadang
Picture 2	
Text	Adapted from: http://www.indonesia.travel/en/destination/253/jam-gadang http://en.wikipedia.org/wiki/Jam_Gadang

Task 3

Picture 1 (email template)	http://www.athleticscholarships.net/how-to-email-college-coaches.htm
Text	Adapted from: http://en.wikipedia.org/wiki/Yogyakarta_Fortress_Museum

Task 5

Text **"Istiqlal Mosque"**	Adapted from: http://boomz77.blogspot.com/2012/07/11-historic-buildings-in-indonesia_08.html

Task 7

Text **"Lawang Sewu"**	Adapted from: http://en.wikipedia.org/wiki/Lawang_Sewu http://ayoraihprestasi.blogspot.com/2012/11/contoh-descriptive-text-lawang-sewu.html

RENCANA PELAKSANAAN PEMBELAJARAN 3
(Experimental Class)

A. IDENTITAS MATA PELAJARAN

Sekolah : SMA N 1 Prambanan
Mata pelajaran : Bahasa Inggris
Kelas/ Semester : X IPA/ 2
Jenis teks : *Descriptive*
Ketrampilan berbahasa : *Reading*
Alokasi waktu : 2x45 menit

B. KOMPETENSI INTI

KI 1. Menghayati dan mengamalkan ajaran agama yang dianutnya.

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

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

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

C. KOMPETENSI DASAR

1.5. Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.3. Menunjukkkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada **teks deskriptif sederhana** tentang **orang**, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.

4.8. Menangkap makna dalam **teks deskriptif**, lisan dan **tulis**, sederhana, tentang **orang**, tempat wisata, dan bangunan bersejarah terkenal.

D. KARAKTER

1. Tanggung jawab
2. Kerjasama

E. INDIKATOR PENCAPAIAN KOMPETENSI

Pada akhir kegiatan pembelajaran, peserta didik dapat:

1. Menuliskan kata-kata sulit dalam teks deskriptif yang diberikan guru dan menentukan artinya dalam bahasa Indonesia dengan benar.
2. Memilih gambar berdasarkan deskripsi yang tersedia dengan tepat.
3. Menentukan pernyataan benar dan salah sesuai isi teks deskriptif yang tersedia dengan benar.
4. Menjawab pertanyaan terkait dengan teks deskriptif dengan tepat dan akurat.

F. TUJUAN PEMBELAJARAN

Pada akhir kegiatan pembelajaran, peserta didik dapat:

1. Menuliskan kata-kata sulit dalam teks deskriptif yang diberikan guru dan menentukan artinya dalam bahasa Indonesia dengan benar.
2. Memilih gambar berdasarkan deskripsi yang tersedia dengan tepat.
3. Menentukan pernyataan benar dan salah sesuai isi teks deskriptif yang tersedia dengan benar.
4. Menjawab pertanyaan terkait dengan teks deskriptif dengan tepat dan akurat.

G. MATERI AJAR

1. Input Teks

Describing a Woman

A : Excuse me, are you Ms. Davis?
B : No, I am not Ms. Davis but I know who she is.
A : Great! Can you tell me where to find her?
B : I am not sure where she is in the building now. I do know what she looks like though.
A : Can you describe her please?
B : She is a tall woman, with dark brown hair and light brown eyes.
A : Do you know what she is wearing?
B : Yes, she is wearing a white dress shirt and black blazer and skirt.
A : Thank you so much.
B : You're welcome. I hope you find her.

2. Organisasi Teks

a. Identification : mention the name, occupation, profession and career.

b. Description : mention the physical features, the way he/she dresses and his/ her personality.

H. MEDIA PEMBELAJARAN

Video, contoh teks *descriptive*, modul dan lembar kerja siswa.

I. METODE PEMBELAJARAN

Communicative Language Teaching: Text-based Approach

The Four Stages Technique

1. Building Knowledge of the Field
2. Modeling of Text
3. Joint Construction of the Text
4. Independent Construction of the Text

J. KEGIATAN PEMBELAJARAN

Langkah Pembelajaran	Kegiatan Pembelajaran	Karakter yang Dibangun	Ket.
Kegiatan Pendahuluan (5 menit)	• Salam sapa dan doa (2 menit) • Presensi (1 menit) • Apersepsi (2 menit)	Religius	Tatap muka
Kegiatan Inti (80 menit)	**Building Knowledge of the Field (10 menit)** • Guru menyajikan video yang berisi tentang deskripsi orang. Para siswa memperhatikan dengan seksama. (5 menit) • Siswa dan guru mendiskusikan video tersebut berdasarkan pertanyaan arahan yang ada dalam modul. (5 menit) **Modeling of Text (25 menit)** • Siswa membaca sebuah dialog yang merupakan dialog dalam video yang telah ditampilkan sebelumnya. (5 menit) • Guru dan siswa mendiskusikan isi teks, struktur dan fungsi sosial dari teks deskriptif. (10 menit) • Para siswa membaca sebuah teks deskriptif dengan cermat , kemudian menuliskan kata-kata sulit yang terdapat dalam teks dalam word cards masing-masing. Setelah itu para siswa mendiskusikan arti kata-kata tersebut dengan guru dan teman. (10 menit)	Tanggung jawab Kerjasama	Tatap muka

	<u>Joint Construction of the Text (25 menit)</u> • Para siswa menjawab beberapa pertanyaan terkait dengan isi teks yang telah diberikan secara berpasangan. (10 menit) • Guru dan siswa mendiskusikan kata-kata yang dapat digunakan untuk menggambarkan "physical appearance" seseorang (tersedia dalam modul).(10 menit) • Siswa mencoba menentukan gambar yang sesuai dengan deskripsi yang ada. (5 menit) **<u>Independent Construction of the Text (20 menit)</u>** • Secara individual, para siswa menentukan statement yang benar dan salah terkait teks yang ada. (10 menit) • Secara individual, para siswa menjawab pertanyaan terkait teks yang diberikan. (10 menit)		
Kegiatan Penutup (5 menit)	• Guru dan peserta didik membuat simpulan pembelajaran. (2 menit) • Siswa melihat kembali word cards masing-masing dan menentukan kata mana yang telah dapat dihafalkan dan kata mana yang sulit untuk dihafalkan. (2 menit) • Berdoa. (1 menit)		Tatap muka

K. SUMBER BELAJAR

Doddy, Achmad, dkk. 2008. Developing English Competencies for Senior High School Grade X. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

Sudarwati, Th. M. 2007. Look Ahead, An English Course for Senior High School Students Year X. Jakarta: Erlangga.

http://www.youtube.com/watch?v=iQHPimqNrbM

L. PENILAIAN

1. Indikator Penilaian

Indikator Pencapaian Kompetensi	Penilaian		
	Teknik	**Bentuk Instrumen**	**Instrumen**
Menjawab pertanyaan terkait dengan teks deskriptif dengan tepat dan akurat.	Test tertulis	T/F questions Soal isian (comprehension questions)	*Choose T if the statement is true and F if it is false according to the text.* *Answer the following questions according to the text below.*

2. Rubrik Penilaian

Indikator 4. Menjawab pertanyaan terkait dengan teks deskriptif dengan tepat dan akurat.

a. T/F questions

Kriteria	**Skor**
Jawaban benar	2
Jumlah soal	5
Skor maksimum	10

b. Comprehension questions

Kriteria	**Skor**
Jawaban benar	3
Jumlah soal	5
Skor maksimum	15

$$\text{Nilai: } \frac{\text{Skor yang diperoleh}}{\text{Skor maksimum}} \times 100$$

Prambanan, 25 Januari 2014,

Guru Mata Pelajaran

Mahasiswa,

Latifah Nur Dwiyanti, S.Pd
NIP. 197205051998022005

Dhanastri Herningtyas
NIM. 10202244002

Meeting 3 WHAT DOES SHE LOOK LIKE

Task 1

Watch the video carefully and discuss these following questions with your friends and your teacher.

1. What is the conversation about?
2. What does the woman look like?
3. Can you describe what she is wearing?

Task 2

Read the following text carefully. It is a conversation in the video that you have watched.

Describing a Woman

A : Excuse me, are you Ms. Davis?
B : No, I am not Ms. Davis but I know who she is.
A : Great! Can you tell me where to find her?
B : I am not sure where she is in the building now. I do know what she looks like though.
A : Can you describe her please?
B : She is a tall woman, with dark brown hair and light brown eyes.
A : Do you know what she is wearing?
B : Yes, she is wearing a white dress shirt and black blazer and skirt.
A : Thank you so much.
B : You're welcome. I hope you find her.

Task 3

After reading the text, discuss the parts of the text above. Compare with the parts of a descriptive text about people below.

Descriptive Text

- **Identification**: mention the name, occupation, profession and career.
- **Description**: mention the physical features, the way he/she dresses and his/her personality.

Task 4

Now, read the following text carefully. Put attention to the words in bold.

My Family

My family has four members. They are my sister, my parents, and of course, me. My father is an architect and my mother is a Music teacher. My father works in an office, not too far from our house. My mother teaches music in a vocational high school. My sister and I are students. My sister is a junior high school student, while I am a senior high school student.

My mother is 47 years old. Her name's Anisa. She's **thin-faced** and she's got long, black hair and beautiful brown eyes. She has a **pointed nose**. She is still **slim** because she always tries to stay in shape. She is very good-looking. I love her because she is so **patient**.

My father, Lukman, is 5 years older than my mother. He is 52. In spite of his age he's still black-haired, with several grey hairs. He is quite **tall**, but a bit shorter than me. He's very **hard-working**. But he is also a really **easy-going** person.

My sister is Nadina. She is 14. She has long wavy hair and freckles. She is definitely shorter than me. She is rather **introverted**. But she is very **reliable**, smart and **friendly**.

Task 5

After you read the text above, write the words in bold on your word cards. Then, try to find the meaning of the words in Indonesian and write on the other side of the cards.

Task 6

Answer the following questions related to the above text.

1. What does the writer's father do?
2. How old is the writer's mother?
3. Who is the name of the writer's sister?
4. How is her personality?
5. Who is the one who is a hard-working person in the family?

There are many ways to describe a person. One common way to describe somebody is based on appearance. Among other things, you can describe their build, their height, their hairstyle, their health, and their complexion.

Build

He/she is . . .	skinny	thin slim slender	average build	stocky	fat overweight chubby	obese

Height

He/she is . . .	short	average height	tall

Health

He/she is . . .	out of shape	in (good) shape (physically) fit	well-built

General Looks

He/she is . . .	sexy	good looking handsome pretty beautiful attractive	plain	ugly unattractive funny looking

Hairstyle

He/she has . . .	blond hair brown hair red hair black hair gray hair dyed hair	straight hair wavy hair curly hair	long hair shoulder-length hair short hair a shaved head long eyelashes bushy eyebrows	a ponytail pigtails bangs her hair in a bun a beard a mustache sideburns
He is . . .	Bald			

Complexion:

He/she has . . .	dark skin light skin a pale complexion a rosy complexion	pimples/zits a wart a scar a mole/ a beauty mark	oily skin dry skin freckles wrinkles

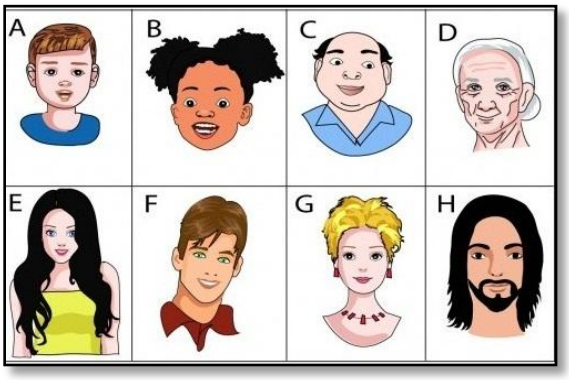
Other:

He has a tattoo.
She has a pierced ear/nose/lip/tongue.

He has braces.
He wears glasses/contacts.

Task 7

Match the images below with their correct description.



1. Old woman with gray hair ( )
2. Beautiful brunette girl with long hair and blue eyes ( )
3. Pretty blond woman with short hair and black eyes ( )
4. Little boy with brown hair and black eyes ( )
5. Cute little black girl ( )
6. Brunette young man with a beard and moustache ( )
7. Middle-aged bald man ( )
8. Attractive boy with brown hair and green eyes ( )

Task 8

Read the following text carefully.

My next-door neighbors are a middle-aged couple. Bert, the husband, is a man of forty. He is Australian and works in the local bank. Doris, his wife, is about thirty. She is English and works as a cashier in the supermarket. They live in a small house and have no children.

Bert is a tall, athletic person with clear blue eyes, fair curly hair and a square face. He often dresses in black trousers, blue shirts, red jackets brown ties and black shoes. He is a talkative person, especially with children. He enjoys reading newspapers but hates watching television. He is tolerant and patient with people. He is not selfish. He is ambitious.

Doris is a tall, good-looking person. She has green eyes, fair straight hair and a round face. She generally dresses in black skirts, red shirts, blue cardigans, black shoes. She is a smart woman. Unlike her husband, she enjoys watching TV very much but not reading newspapers. She is generous, helpful and audacious. She has a great sense of humor because she likes telling funny stories and diverting her friends.

Task 9

After reading the above text, state if the following statements are *TRUE*, *FALSE* or *NOT MENTIONED* in the text.

a) Bert is the director of the local bank. ( )
b) Doris has long hair. ( )
c) Bert does not like watching TV. ( )
d) Bert is a really emotional person. ( )
e) Doris likes having good time ( )

Task 10

Now read the text carefully then answer these questions.

1. What does Bert like?

_____

_____

2. What does Doris do?

_____

_____

3. What doesn't she like?

_____

_____

4. How does Bert look like?

_____

_____

5. Does he have a job?

_____

_____

6. Choose a title to the text!

_____

_____

ANSWER KEY

TASK 1

1. The conversation is about a woman who is looking for Ms. Davis.
2. She is a tall woman, with dark brown hair and light brown eyes.
3. She is wearing a white dress shirt and black blazer and skirt.

TASK 6

1. He is an architect.
2. She is 47 years old.
3. The name of the writer's sister is Nadina.
4. She is rather introverted. But she is very reliable, smart and friendly.
5. He is the writer's father or Mr. Lukman.

TASK 7

1. D 2. E 3. G 4. A 5. B 6. H 7. C 8. F

TASK 9

1. NOT MENTIONED 2. FALSE 3. TRUE 4. FALSE 5. TRUE

TASK 10

1. He likes reading newspaper.
2. Doris is a cashier in the supermarket.
3. She does not like reading newspaper.
4. Bert is a tall athletic person with clear blue eyes, fairly curly hair and square face.
5. Yes he does. He works in a local bank.
6. (The answer can be various)

RESOURCES

Task 2

Dialogue	http://www.youtube.com/watch?v=o23npkPCD-I&feature

Task 4

Text "***My Family***"	Adapted from: http://dwadesign.blogspot.com/2013/02/descriptive-text-example-my-family.html

Task 6

Pictures and materials	Downloaded from: bogglesworldesl.com/files7/peopleappearance.doc

Task 7

Pictures and exercise	Adapted from: http://www.kids-pages.com/folders/worksheets/People/page1.htm

Task 8

Text	Adapted from: http://www.englishexercises.org/makeagame/viewgame.asp?id=301

RENCANA PELAKSANAAN PEMBELAJARAN 4
(Experimental Class)

A. IDENTITAS MATA PELAJARAN

Sekolah : SMA N 1 Prambanan
Mata pelajaran : Bahasa Inggris
Kelas/ Semester : X IPA/ 2
Jenis teks : *Descriptive*
Ketrampilan berbahasa : *Reading*
Alokasi waktu : 2x45 menit

B. KOMPETENSI INTI

KI 1. Menghayati dan mengamalkan ajaran agama yang dianutnya.

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

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

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

C. KOMPETENSI DASAR

1.6. Mensyukuri kesempatan dapat mempelajari Bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.

2.3. Menunjukkkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.

3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada **teks deskriptif sederhana** tentang **orang**, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.

4.8. Menangkap makna dalam **teks deskriptif**, lisan dan **tulis**, sederhana, tentang **orang**, tempat wisata, dan bangunan bersejarah terkenal.

D. KARAKTER

1. Tanggung jawab
2. Kerjasama

E. INDIKATOR PENCAPAIAN KOMPETENSI

Pada akhir kegiatan pembelajaran, peserta didik dapat:

1. Menuliskan kata-kata sulit dalam teks deskriptif yang diberikan guru dan menentukan artinya dalam bahasa Indonesia dengan benar.
2. Menetukan bagian-bagian teks deskriptif dengan benar.
3. Menemukan kalimat yang berisikan detail informasi dalam bacaan dengan benar.
4. Menentukan pernyataan benar dan salah sesuai isi teks deskriptif yang tersedia dengan tepat.
5. Menjawab pertanyaan terkait dengan teks deskriptif dengan tepat dan akurat.

F. TUJUAN PEMBELAJARAN

Pada akhir kegiatan pembelajaran, peserta didik dapat:

1. Menuliskan kata-kata sulit dalam teks deskriptif yang diberikan guru dan menentukan artinya dalam bahasa Indonesia dengan benar.
2. Menetukan bagian-bagian teks deskriptif dengan benar.
3. Menemukan kalimat yang berisikan detail informasi dalam bacaan dengan benar.
4. Menentukan pernyataan benar dan salah sesuai isi teks deskriptif yang tersedia dengan tepat.
5. Menjawab pertanyaan terkait dengan teks deskriptif dengan tepat dan akurat.

G. MATERI AJAR

1. Input Teks

Dear Vincent,

How are you Vincent?
Vincent, I think I'm going to go to Jakarta next week because I want to see Afgan's performance there. Do you know that I am the big fan of Afgan?

OK Vincent, his full name is Afgan Syah Reza. He was born on 27th May 1989 in Jakarta. He is well known as a **talented** singer in Indonesia. Afgan is quiet tall. His height is 170 cm. He has an oval face and short hair. He is easily known because there are dimples on his cheeks when he is smiling. He also always wears glasses. I have ever met him twice. It was the event of meet and greet in Jogjakarta. And believe it or not, although he is a popular singer, he is very kind and friendly. When we went to a hospital for charity, he didn't seem **bossy**. He did whatever he can do to help us. He is not a **talkative** person. Afgan's favourite music is pop, R&B, Soul and Jazz. When he sings a song, he will sing it by his own style. Because of that, I think Afgan is really **creative** too. He is also so patient when answering all of the questions from his fans. Yeah… I really like him. So, who is your favourite singer Vincent?

Your friend
Dara

2. **Organisasi Teks**
   a. **Identification** : mention the name, occupation, profession and career.
   b. **Description** : mention the physical features, the way he/she dresses and his/ her personality.

H. MEDIA PEMBELAJARAN

Comic strip, contoh teks *descriptive*, modul (terlampir) dan lembar kerja siswa.

I. METODE PEMBELAJARAN

Communicative Language Teaching: Text-based Approach

The Four Stages Technique

1. Building Knowledge of the Field
2. Modeling of Text
3. Joint Construction of the Text
4. Independent Construction of the Text

J. KEGIATAN PEMBELAJARAN

Langkah Pembelajaran	Kegiatan Pembelajaran	Karakter yang Dibangun	Ket.
Kegiatan Pendahuluan (5 menit)	• Salam sapa dan doa (2 menit) • Presensi (1 menit) • Apersepsi (2 menit)	Religius	Tatap muka
Kegiatan Inti (80 menit)	**Building Knowledge of the Field (10 menit)** • Para siswa membaca *comic strip* yang tersedia di dalam modul. (3 menit) • Siswa dan guru mendiskusikan isi comic strip tersebut serta personality tokoh di dalamnya dengan bantuan pertanyaan arahan yang ada dalam modul. (7 menit) **Modeling of Text (30 menit)** • Para siswa membaca teks deskriptif sederhana dalam bentuk surat. (5 menit) • Guru dan siswa mendiskusikan isi teks dan mengingat kembali struktur dan fungsi sosial dari teks deskriptif. (10 menit) • Para siswa membaca teks deskriptif sederhana yang diberikan oleh guru	Tanggung jawab Kerjasama	Tatap muka

	dengan memperhatikan kata-kata yang dicetak tebal di dalam teks. (5 menit) • Para siswa membaca sebuah teks deskriptif dengan cermat , kemudian menuliskan kata-kata sulit yang terdapat dalam teks dalam word cards masing-masing. Setelah itu para siswa mendiskusikan arti kata-kata tersebut dengan guru dan teman. (5 menit) • Para siswa mencermati beberapa kata lain yang menggambarkan *personality* seseorang yang terdapat di dalam modul (5 menit) **Joint Construction of the Text (20 menit)** • Secara berpasangan para siswa menentukan bagian-bagian teks deskriptif serta menemukan kalimat-kalimat yang berisi detail informasi yang dibutuhkan. (20 menit) **Independent Construction of the Text (20 menit)** • Secara individual, para siswa membaca sebuah teks deskriptif dan menentukan statement yang benar dan salah terkait teks yang ada. (10 menit) • Secara individual, para siswa menjawab pertanyaan terkait teks yang diberikan. (10 menit)		
Kegiatan Penutup (5 menit)	• Guru dan peserta didik membuat simpulan pembelajaran. (2 menit) • Siswa melihat kembali word cards masing-masing dan menentukan kata mana yang telah dapat dihafalkan dan kata mana yang sulit untuk dihafalkan. (2 menit) • Berdoa. (1 menit)		Tatap muka

K. SUMBER BELAJAR

Doddy, Achmad, dkk. 2008. Developing English Competencies for Senior High School Grade X. Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

L. PENILAIAN

1. Indikator Penilaian

Indikator Pencapaian Kompetensi	Penilaian		
	Teknik	**Bentuk Instrumen**	**Instrumen**
Menjawab pertanyaan terkait dengan teks deskriptif dengan tepat dan akurat.	Test tertulis	T/F questions Soal isian (comprehension questions)	*After reading the above text, state if the following statements are TRUE or FALSE.* *Now read the text again, then answer these questions.*

2. Rubrik Penilaian

Indikator 4. Menjawab pertanyaan terkait dengan teks deskriptif dengan tepat dan akurat.

a. T/F questions

Kriteria	**Skor**
Jawaban benar	2
Jumlah soal	5
Skor maksimum	10

b. Comprehension questions

Kriteria	**Skor**
Jawaban benar	2.5
Jumlah soal	8
Skor maksimum	20

$$\text{Nilai: } \frac{\text{Skor yang diperoleh}}{\text{Skor maksimum}} \times 100$$

Prambanan, 6 Februari 2014,

Guru Mata Pelajaran

Mahasiswa,

Latifah Nur Dwiyanti, S.Pd
NIP. 197205051998022005

Dhanastri Herningtyas
NIM. 10202244002

Meeting 4 WHAT DO YOU THINK ABOUT HIM ?

Task 1

Look at the comic strip below and read it carefully. Then discuss the following questions with your teacher and your friends.

1. What is the comic strip about?
2. What do you think about the woman?
3. What do you think about the man?

Task 2

Read the following letter carefully. It is a letter from Dara to her friend Vincent. Discuss the content of the text with your teacher and friends.

Dear Vincent,

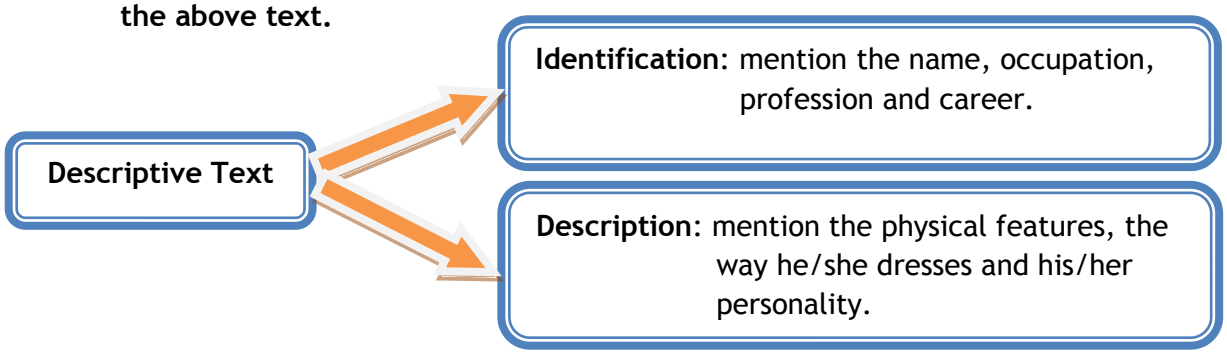
How are you Vincent?
Vincent, I think I'm going to go to Jakarta next week because I want to see Afgan's performance there. Do you know that I am the big fan of Afgan?

OK Vincent, his full name is Afgan Syah Reza. He was born on 27th May 1989 in Jakarta. He is well known as a **talented** singer in Indonesia. Afgan is quiet tall. His height is 170 cm. He has an oval face and short hair. He is easily known because there are dimples on his cheeks when he is smiling. He also always wears glasses. I have ever met him twice. It was the event of meet and greet in Jogjakarta. And guess what? Although he is a popular singer, he is very **kind** and **friendly**. When we went to a hospital for charity, he didn't seem **bossy**. He did whatever he can did to help us. He is not a **talkative** person. Afgan's favourite music is pop, R & B, Soul and Jazz. When he sings a song, he will sing it by his own style. Because of that, I think Afgan is really **creative** too. He is also so **patient** when answering all of the questions from his fans. Yeah… I really like him. So, who is your favourite singer Vincent?

Your friend
Dara

Task 3

After reading the text, discuss the parts of the text above. Remember the parts of a descriptive text below and compare it with the parts of the above text.



Task 4

Now, read the following text carefully. Put attention to the words in bold.

Lionel Messi

His full name is Lionel Andres Messi. He was born in Rosario, Argentina, on 24 June 1987. His father's name is Jorge Horacio Messi, and his mother is Celia Maria Cuccittini. He has 2 brothers and 1 sister. His brothers' names are Rodrigo and Matias. His sister's name is Maria Sol. Lionel Messi is a famous footballer playing for Barcelona FC in Spain. He is a very talented footballer. He can dribble well like dancing. He can also run very fast although his body is too short for a footballer.

Beside those abilities, Lionel Messi is also an excellent goal getter. He often goals in every game he plays. Lionel Messi has several achievements. He has ever won the best footballer in the world 3 times. In Spain he has several achievements such as the best goal scorer and top goals scorer. He brings Barcelona to win trophy of La Liga and Champions League many times. He is really **competitive** and **cooperative** with his team. For his fans, Messi is really **good-looking**. Although he is quite short for a football player, he has a **strong** and **muscular** body. Messi is **well-known** as a very **kindhearted** person. He is very **polite** in and outside the pitch. He founds an institution of charity to help children in health and education.

Task 5

After you read the text above, write the words in bold on your word cards. Then, try to find the meaning of the words in Indonesian and write on the other side of the cards.

DID YOU KNOW?

There are some other words that you can use to describe someone's personality. Put attention to the words below:

generous	conceited
modest	self-confident
narrow-minded	nervous
relaxed	open-minded
honest	introverted
independent	aloof
sociable	pessimistic
optimistic	dependent
extroverted	two-faced

- ✓ Which of these characteristics do you find **attractive** in other people?
- ✓ Which of these characteristics do you **not tolerate** in other people?

Task 6

Read the text again and decide the identification and description parts of the text. Then, write the information that you can find in each part of the text. Look at the example.

Parts of the Text	Information	Sentence
.....	• The name of the person. • Lionel Messi's birth place. • Lionel Messi's parents and siblings. • The profession of Lionel Messi. • The name of the club which is joined by Lionel Messy.	1
.....	• Lionel Messi's achievements. • Lionel Messi's personality in relation to his football team. • Lionel Messi's looks. • The built of Lionel Messi. • Lionel Messi's personalities in relation to society.	

Task 7

Read the following text carefully.

Steven Spielberg is an American film director, screen writer, and producer. He is one of the most talented and successful film makers today.

Steven Spielberg was born in Cincinnati, Ohio on December 8, 1946. His full name is Steven Allan Spielberg. He is son of Leak Adler, a computer engineer. Spielberg is very interested in reading, studying films and television show and talking with other film makers. He, however, dislikes parties. He says that whenever he comes to a party he will be guy at the corner. He is really sophisticated and creative. Steven Spielberg married Kate Captshaw and they have seven children in their home. Besides, there are several pets, including dogs, in his house.

For Spielberg, success came early. When he was only twenty years, he was given seven year contract with a movie studio after directing a twenty two minutes movie called "Ambin" about a boy and a girl hitchhiking in the desert. He has made even seven movies since he signed that contract, some of them the biggest money makers of recent years. His most famous films are: Jaws(1975), Close Encounters of the Third Kind (1977), Raiders of the Last Ark (1981), and E. T. (Extra Terrestrial) (1982).

Steven Spielberg success does not come without hard work. When he is directing a film, he often works a hundred hours a week. When the film is finished, he gets depressed because he misses the people he worked with, people that Steven Spielberg regards as his "family".

Task 8

After reading the above text, state if the following statements are *TRUE or FALSE*.

a) Steven Spielberg is only a film director. ( )
b) Steven Spielberg love to look after pets. ( )
c) Steven Spielberg love to go to a party. ( )
d) E.T is one of Steven's movies. ( )
e) Steven was given six year contract with a movie studio. ( )

Task 9

Now read the text again, then answer these questions.

1. What does Steven's father do?
2. How many children does Steven have?
3. How old is Steven Spielberg now?
4. What is the reason that for Spielberg, success came early?
5. What does the movie "Ambin" talk about?
6. What are the most famous films of Steven Spielberg?
7. Steven Spielberg is a hard-worker. Which sentence in the text that describes this statement?
8. Why did Steven Spielberg get depress when the film is finished?

ANSWER KEY

TASK 6

Parts of the Text	Information	Sentence
IDENTIFICATION	• The name of the person. • Lionel Messi's birth place. • Lionel Messi's parents and siblings. • The profession of Lionel Messi. • The name of the club which is joined by Lionel Messy.	**1** **2** **3,4,5,6** **7,8** **7**
DESCRIPTION	• Lionel Messi's achievements. • Lionel Messi's personality in relation to his football team. • Lionel Messi's looks. • The built of Lionel Messi. • Lionel Messi's personalities in relation to society.	**13,14,15** **17** **18** **19** **20,21,22**

TASK 8

a.	FALSE	Steven Spielberg is an American film **director, screen writer, and producer.** (paragraph 1)
b.	TRUE	Besides, **there are several pets, including dogs, in his house**. (paragraph 2)
c.	FALSE	He, however, **dislikes parties**.(paragraph 2)
d.	TRUE	His most famous films are: Jaws(1975), Close Encounters of the Third Kind (1977), Raiders of the Last Ark (1981), and **E. T. (Extra Terrestrial)** (1982). (paragraph 3)
e.	FALSE	When he was only twenty years, he was given **seven year contract** with a movie studio after directing a twenty two minutes movie called "Ambin" about a boy and a girl hitchhiking in the desert. (paragraph 3)

TASK 9

1.	Steven's father is a **computer engineer**.
2.	Steven has **seven** children.
3.	Now Steven Spielberg is **67** years old.
4.	Because when he was only twenty years, he was given seven year contract with a movie studio after directing a twenty two minutes movie called "Ambin".
5.	The movie Ambin tells about a boy and a girl hitchhiking in the desert.
6.	They are Jaws(1975), Close Encounters of the Third Kind (1977), Raiders of the Last Ark (1981), and E. T. (Extra Terrestrial) (1982).
7.	Steven Spielberg success does not come without hard work. When he is directing a film, he often works a hundred hours a week. (last paragraph)
8.	He gets depressed because he misses the people he worked with, people that Steven Spielberg regards as his "family".

RESOURCES

Task 1

Comic strip	Adapted from: http://www.plexoft.com/SBF/S06.html

Task 2

Text about Afgan	Adapted from: http://www.sekolahoke.com/2011/06/descriptive-text-pop-singer-afgan.html

Task 4

Text about Lionel Messi	Adapted from: http://www.sekolahoke.com/2012/11/descriptive-text-lionel-messi.html

Task 5

Pictures	jennifah.edublogs.org
Materials	Downloaded from: http://pu.i.wp.pl/k,NzIxNDI5NjIsNDgxNDIwNjg=,f,336109_Adjectives_to_descri.other

Task 7

Text about Steven Spielberg	Adapted from: http://ithinkeducation.blogspot.com/2013/03/example-for-descriptive-text-about.html
Picture	http://www.filming.asia/the-film-director-page-3/

APPENDIX 4
COMPUTATION

A. VALIDITY AND RELIABILITY

B. DESCRIPTIVE STATISTICS

C. INFERENTIAL STATISTICS

D. HYPOTHESIS (MANN-WHITNEY *U*-TEST)

DATA TRY-OUT PRE-TEST

060 O N 12

KEY: EDBACEACBDDBACEBDCAECDEABEABDCDCEABADBCEEBACDACEDBDACBECEABD

YYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYY

1	ADAM	EDBDCEACBDDBACEBDCACADEAEEAEEEDCEAAADBAEEBACDACEDBDACBECEABD
2	ANANDA	EDBACEABDDDBDCDBDCADADEABEABDEDCEABADBCEEBACCACEDDDACBECEAAA
3	ANDIKA	EDAADEBCDDDBDEEBDCAECDEABCAABEDCEACADBCEEBACCACEBBDACBECEBAD
4	ANISA	EDAABEACBDDBDEDBDCAECDEAAEABBEDCEABADBBEEBACCACEDDDACBECEAAA
5	BAGAS	EDADCEEACDDBACCBDBAECDEABEABDBDCAAEADEEEDBACDACECBDACBECACCB
6	BAYU	EBADNEACCEDDDAABDCEDCADBBEDEDADCBCCADABAEBACDACCAEDAABECEAAD
7	CANDRA	EDBDAEBCCEDBADEBDBNEADEADEACDEBCEABADBDEENACDACNNNDAABECEAAD
8	CHRISTIN	EDAACEBCDDDBDEEBDCAEADEAACABBEDCEACADBCEEBACCACEDBDACBECEAAD
9	DAMAYANTI	EDBDAEACBDDADCEBDCDEACECEEAEDDDAEABADBCEECACCACEDDDABBECEAAA
10	DARU	EDADCEACDDDBAACBDCAECDEABEABDDDCAAAADEEEEBACCACEDDDACDECEBDB
11	FARDANA	EDBDAEACDDDBACDBECADCEEADEABBEACAAEADDCEEBACAACEBBDACEECEADD
12	FIFI	EDAACEACBDDBDCDBDCADADEADEABDEDCEABADBCEEBACCACEDDDACBECEAAA
13	GALIH	EDADAEDABEDBACCBDDAECBEABEABDDDCAAAADEEEEBACDACECDDACBEDAACB
14	HESTIN	EDBDAEACDDDBACDBDCDECEEADEABBEDCAAEADDCEEBAAAACEBBDACEECEADD
15	IRSYAD	EBADAEACCCDDACBBDCBDCADBBEADDADCBAAADDDEEBACDACEDBDACBECEABA
16	JANNORO	EDADCEACAEDBCCBBDCADCDEABEABBDDCAAEADBDEEBACDACEBBAABBECACCB
17	MONICA	EDBACEABDDDBDCDBDCADADDADEABDEDCEBBADBCEEBACCACEDDDACBECEAAA
18	MUTIARA	EDAAAEACBNDBACEBECAECDBADEBBDEDCEABADBAEEBABCACEEBDACBECEAAB
19	NIMAS	EDBAAEACDDDEACEBDDADCDEADEADABDCCABADBDEEAABBACAABDBBDECEABA
20	NORMALITA	EDAACEACEDDBDCDBDCADADEADEABDEDCEACADBCEEBACCACEDDDACBECEAAA
21	PUTRI	EDAACEACBDDBDCDBDCADADEADEBBDEDCEABADBCEEBACDACEDDDACBECEAAA
22	RIKE	EABDDEECCEDBDEBBDBBDCCAEDEBBCBDCCDBADBAEEBACCACCECDACDDCADAD
23	SELVIAN	EDBBDEDABDDBDDCBDBAEBADAAEACEEDCEAEADEAEAABCAACEDBEACBEAECAB
24	TANIA	EDBDEEECDDDBAAEBEBAECBAACEACDDDCABEABBDEEBADDADEEBDACBACEABD
25	TEGAR	EDADCEEACDDBACCBDBAECDEABEABDBDCAEEADEDEDBACDACEDBDACBECCACB
26	TISTA	EDBDCEBCCEDEBCDBDBADADECDEADBCDCEAEADBAEEDACCACEDBDAEBECEABD
27	UJANG	EDADCEACBEDBCCABECEDCDEABEABDADCBACAEDDEEBACAACEDBDABDECACBD
28	WAHYU	EDBDCEBCCEDBADEBDBAEADEADEACDEDCEABADBDEEBACDACEDBDACBECEABD
29	WINDA	EDADDEDCCEDAADCBDDBCAADADEACEBDCAAEADBABEAACBACAABEDCCECCABB
30	YUNANDA	EDBDCEBABADBAADBDBAEADEADEACDEDCEABABBDEEBACDACEDBDACBECEABD

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Item analysis for data from file pretestnew.Dat

Item Statistics					Alternative Statistics				
Seq. No.	Scale Item	Prop. Correct	Biser.	Point Biser.	Alt.	Prop Endorsing	Biser.	Point Biser.	Key
1	0-1	1.000	-9.000	-9.000	A	0.000	-9.000	-9.000	
					B	0.000	-9.000	-9.000	
					C	0.000	-9.000	-9.000	
					D	0.000	-9.000	-9.000	
					E	1.000	-9.000	-9.000	*
					Other	0.000	-9.000	-9.000	
2	0-2	0.900	0.885	0.518	A	0.033	-1.000	-0.427	
					B	0.067	-0.609	-0.316	
					C	0.000	-9.000	-9.000	
					D	0.900	0.885	0.518	*
					E	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
3	0-3	0.467	-0.031	-0.025	A	0.533	0.031	0.025	?
					B	0.467	-0.031	-0.025	*
	CHECK THE KEY				C	0.000	-9.000	-9.000	
	B was Specified, A works better				D	0.000	-9.000	-9.000	
					E	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
4	0-4	0.333	0.651	0.502	A	0.333	0.651	0.502	*
					B	0.033	-0.723	-0.299	
					C	0.000	-9.000	-9.000	
					D	0.633	-0.487	-0.380	
					E	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
5	0-5	0.500	0.725	0.579	A	0.267	-0.103	-0.077	
					B	0.033	0.358	0.148	
					C	0.500	0.725	0.579	*
					D	0.133	-0.918	-0.581	
					E	0.033	-0.260	-0.107	
					Other	0.033	-0.878	-0.363	
6	0-6	1.000	-9.000	-9.000	A	0.000	-9.000	-9.000	
					B	0.000	-9.000	-9.000	
					C	0.000	-9.000	-9.000	
					D	0.000	-9.000	-9.000	
					E	1.000	-9.000	-9.000	*
					Other	0.000	-9.000	-9.000	
7	0-7	0.567	0.405	0.321	A	0.567	0.405	0.321	*
					B	0.200	0.303	0.212	
					C	0.000	-9.000	-9.000	
					D	0.100	-0.852	-0.499	
					E	0.133	-0.438	-0.278	
					Other	0.000	-9.000	-9.000	
8	0-8	0.767	-0.064	-0.047	A	0.167	-0.157	-0.105	
					B	0.067	0.455	0.236	?
	CHECK THE KEY				C	0.767	-0.064	-0.047	*
	C was Specified, B works better				D	0.000	-9.000	-9.000	
					E	0.000	-9.000	-9.000	

						Other	0.000	-9.000	-9.000	
9	0-9	0.333		0.336	0.259	A	0.033	-0.106	-0.044	
						B	0.333	0.336	0.259	*
						C	0.300	-0.631	-0.479	
						D	0.300	0.226	0.171	
						E	0.033	0.358	0.148	
						Other	0.000	-9.000	-9.000	
10	0-10	0	0.600	0.525	0.414	A	0.033	0.358	0.148	
						B	0.000	-9.000	-9.000	
						C	0.033	-0.183	-0.076	
						D	0.600	0.525	0.414	*
						E	0.300	-0.681	-0.516	
						Other	0.033	0.280	0.116	
11	0-11	1	1.000	-9.000	-9.000	A	0.000	-9.000	-9.000	
						B	0.000	-9.000	-9.000	
						C	0.000	-9.000	-9.000	
						D	1.000	-9.000	-9.000	*
						E	0.000	-9.000	-9.000	
						Other	0.000	-9.000	-9.000	
12	0-12	2	0.800	0.659	0.461	A	0.067	-0.653	-0.338	
						B	0.800	0.659	0.461	*
						C	0.000	-9.000	-9.000	
						D	0.067	-0.609	-0.316	
						E	0.067	-0.165	-0.086	
						Other	0.000	-9.000	-9.000	
13	0-13	3	0.500	-0.022	-0.017	A	0.500	-0.022	-0.017	*
						B	0.033	-0.106	-0.044	
	CHECK THE KEY					C	0.067	-0.121	-0.063	
	A was Specified, D works better					D	0.400	0.083	0.066	?
						E	0.000	-9.000	-9.000	
						Other	0.000	-9.000	-9.000	
14	0-14	4	0.600	0.436	0.344	A	0.133	-0.225	-0.143	
						B	0.000	-9.000	-9.000	
						C	0.600	0.436	0.344	*
						D	0.133	-0.518	-0.328	
						E	0.133	-0.039	-0.025	
						Other	0.000	-9.000	-9.000	
15	0-15	5	0.300	0.292	0.221	A	0.067	-0.564	-0.293	
						B	0.100	-0.558	-0.327	
	CHECK THE KEY					C	0.200	-0.495	-0.347	
	E was Specified, D works better					D	0.333	0.573	0.442	?
						E	0.300	0.292	0.221	*
						Other	0.000	-9.000	-9.000	
16	0-16	6	1.000	-9.000	-9.000	A	0.000	-9.000	-9.000	
						B	1.000	-9.000	-9.000	*
						C	0.000	-9.000	-9.000	
						D	0.000	-9.000	-9.000	
						E	0.000	-9.000	-9.000	
						Other	0.000	-9.000	-9.000	
17	0-17	7	0.867	0.039	0.025	A	0.000	-9.000	-9.000	
						B	0.000	-9.000	-9.000	
						C	0.000	-9.000	-9.000	
						D	0.867	0.039	0.025	*
						E	0.133	-0.039	-0.025	

						Other	0.000	-9.000	-9.000	
18	0-18	8	0.600	0.555	0.438	A	0.000	-9.000	-9.000	
						B	0.300	-0.302	-0.229	
						C	0.600	0.555	0.438	*
						D	0.100	-0.624	-0.365	
						E	0.000	-9.000	-9.000	
						Other	0.000	-9.000	-9.000	
19	0-19	9	0.733	0.784	0.582	A	0.733	0.784	0.582	*
						B	0.100	-0.983	-0.575	
						C	0.000	-9.000	-9.000	
						D	0.067	0.012	0.006	
						E	0.067	-0.564	-0.293	
						Other	0.033	-0.183	-0.076	
20	0-20	0	0.500	0.165	0.132	A	0.000	-9.000	-9.000	
						B	0.000	-9.000	-9.000	
						C	0.067	-0.254	-0.132	
						D	0.433	-0.084	-0.067	
						E	0.500	0.165	0.132	*
						Other	0.000	-9.000	-9.000	
21	0-21	1	0.533	-0.358	-0.286	A	0.433	0.499	0.396	?
						B	0.033	-0.723	-0.299	
	CHECK THE KEY					C	0.533	-0.358	-0.286	*
	C was Specified, A works better					D	0.000	-9.000	-9.000	
						E	0.000	-9.000	-9.000	
						Other	0.000	-9.000	-9.000	
22	0-22	2	0.667	0.893	0.689	A	0.133	-0.997	-0.632	
						B	0.067	-0.254	-0.132	
						C	0.067	-0.609	-0.316	
						D	0.667	0.893	0.689	*
						E	0.067	0.012	0.006	
						Other	0.000	-9.000	-9.000	
23	0-23	3	0.733	0.819	0.608	A	0.067	-0.742	-0.384	
						B	0.033	0.280	0.116	
						C	0.000	-9.000	-9.000	
						D	0.167	-0.776	-0.520	
						E	0.733	0.819	0.608	*
						Other	0.000	-9.000	-9.000	
24	0-24	4	0.833	0.661	0.443	A	0.833	0.661	0.443	*
						B	0.067	-0.609	-0.316	
						C	0.067	-0.077	-0.040	
						D	0.000	-9.000	-9.000	
						E	0.033	-1.000	-0.427	
						Other	0.000	-9.000	-9.000	
25	0-25	5	0.333	-0.121	-0.093	A	0.100	-0.003	-0.002	
						B	0.333	-0.121	-0.093	*
	CHECK THE KEY					C	0.033	-0.260	-0.107	
	B was Specified, E works better					D	0.467	0.041	0.033	
						E	0.067	0.366	0.190	?
						Other	0.000	-9.000	-9.000	
26	0-26	6	0.933	-0.322	-0.167	A	0.000	-9.000	-9.000	
						B	0.000	-9.000	-9.000	
	CHECK THE KEY					C	0.067	0.322	0.167	?
	E was Specified, C works better					D	0.000	-9.000	-9.000	
						E	0.933	-0.322	-0.167	*

						Other	0.000	-9.000	-9.000	
27	0-27	7	0.867	0.385	0.244	A	0.867	0.385	0.244	*
						B	0.100	-0.101	-0.059	
						C	0.000	-9.000	-9.000	
						D	0.033	-0.878	-0.363	
						E	0.000	-9.000	-9.000	
						Other	0.000	-9.000	-9.000	
28	0-28	8	0.567	0.361	0.286	A	0.033	0.203	0.084	
						B	0.567	0.361	0.286	*
						C	0.200	-0.373	-0.261	
						D	0.100	-0.199	-0.117	
						E	0.100	-0.101	-0.059	
						Other	0.000	-9.000	-9.000	
29	0-29	9	0.600	0.317	0.250	A	0.033	-0.183	-0.076	
						B	0.233	0.177	0.128	
						C	0.033	-1.000	-0.427	
						D	0.600	0.317	0.250	*
						E	0.100	-0.493	-0.288	
						Other	0.000	-9.000	-9.000	
30	0-30	0	0.033	-0.106	-0.044	A	0.100	-0.493	-0.288	
						B	0.167	-0.684	-0.459	
	CHECK THE KEY					C	0.033	-0.106	-0.044	*
	C was Specified, E works better					D	0.167	-0.134	-0.090	
						E	0.533	0.752	0.599	?
						Other	0.000	-9.000	-9.000	
31	0-31	0.933		0.121	0.063	A	0.033	-0.028	-0.012	
						B	0.033	-0.183	-0.076	
						C	0.000	-9.000	-9.000	
						D	0.933	0.121	0.063	*
						E	0.000	-9.000	-9.000	
						Other	0.000	-9.000	-9.000	
32	0-32	2	0.967	0.028	0.012	A	0.033	-0.028	-0.012	
						B	0.000	-9.000	-9.000	
						C	0.967	0.028	0.012	*
						D	0.000	-9.000	-9.000	
						E	0.000	-9.000	-9.000	
						Other	0.000	-9.000	-9.000	
33	0-33	3	0.533	0.723	0.576	A	0.300	-0.318	-0.241	
						B	0.100	-0.493	-0.288	
						C	0.067	-0.697	-0.361	
						D	0.000	-9.000	-9.000	
						E	0.533	0.723	0.576	*
						Other	0.000	-9.000	-9.000	
34	0-34	4	0.833	0.547	0.366	A	0.833	0.547	0.366	*
						B	0.067	0.012	0.006	
						C	0.033	-0.878	-0.363	
						D	0.033	-1.000	-0.427	
						E	0.033	0.049	0.020	
						Other	0.000	-9.000	-9.000	
35	0-35	5	0.400	0.365	0.288	A	0.133	0.147	0.093	
						B	0.400	0.365	0.288	*
						C	0.167	-0.019	-0.013	
						D	0.000	-9.000	-9.000	
						E	0.300	-0.483	-0.366	

						Other	0.000	-9.000	-9.000	
36	0-36	6	1.000	-9.000	-9.000	A	1.000	-9.000	-9.000	*
						B	0.000	-9.000	-9.000	
						C	0.000	-9.000	-9.000	
						D	0.000	-9.000	-9.000	
						E	0.000	-9.000	-9.000	
						Other	0.000	-9.000	-9.000	
37	0-37	0.900		0.003	0.002	A	0.000	-9.000	-9.000	
						B	0.067	0.056	0.029	?
	CHECK THE KEY					C	0.000	-9.000	-9.000	
	D was Specified, B works better					D	0.900	0.003	0.002	*
						E	0.033	-0.106	-0.044	
						Other	0.000	-9.000	-9.000	
38	0-38	8	0.667	0.389	0.300	A	0.033	-0.878	-0.363	
						B	0.667	0.389	0.300	*
						C	0.000	-9.000	-9.000	
						D	0.133	-0.092	-0.058	
						E	0.167	-0.226	-0.151	
						Other	0.000	-9.000	-9.000	
39	0-39	9	0.333	0.557	0.430	A	0.200	-0.536	-0.375	
						B	0.067	-0.298	-0.155	
						C	0.333	0.557	0.430	*
						D	0.300	-0.021	-0.016	
						E	0.100	-0.036	-0.021	
						Other	0.000	-9.000	-9.000	
40	0-40	0	0.933	1.000	0.591	A	0.033	-0.878	-0.363	
						B	0.033	-1.000	-0.459	
						C	0.000	-9.000	-9.000	
						D	0.000	-9.000	-9.000	
						E	0.933	1.000	0.591	*
						Other	0.000	-9.000	-9.000	
41	0-41	1	0.900	0.297	0.174	A	0.033	-0.723	-0.299	
						B	0.000	-9.000	-9.000	
						C	0.000	-9.000	-9.000	
						D	0.067	0.012	0.006	
						E	0.900	0.297	0.174	*
						Other	0.000	-9.000	-9.000	
42	0-42	2	0.800	0.618	0.433	A	0.100	-0.852	-0.499	
						B	0.800	0.618	0.433	*
						C	0.033	-0.028	-0.012	
						D	0.033	-0.106	-0.044	
						E	0.000	-9.000	-9.000	
						Other	0.033	-0.183	-0.076	
43	0-43	0.967		0.723	0.299	A	0.967	0.723	0.299	*
						B	0.033	-0.723	-0.299	
						C	0.000	-9.000	-9.000	
						D	0.000	-9.000	-9.000	
						E	0.000	-9.000	-9.000	
						Other	0.000	-9.000	-9.000	
44	0-44	4	0.867	0.039	0.025	A	0.033	0.049	0.020	
						B	0.067	0.056	0.029	?
						C	0.867	0.039	0.025	*
						D	0.033	-0.260	-0.107	
						E	0.000	-9.000	-9.000	

						Other	0.000	-9.000	-9.000	
45	0-45	5	0.400	0.053	0.042	A	0.133	-0.279	-0.176	
						B	0.067	-0.742	-0.384	
	CHECK THE KEY					C	0.400	0.350	0.276	?
	D was Specified, C works better					D	0.400	0.053	0.042	*
						E	0.000	-9.000	-9.000	
						Other	0.000	-9.000	-9.000	
46	0-46	6	1.000	-9.000	-9.000	A	1.000	-9.000	-9.000	*
						B	0.000	-9.000	-9.000	
						C	0.000	-9.000	-9.000	
						D	0.000	-9.000	-9.000	
						E	0.000	-9.000	-9.000	
						Other	0.000	-9.000	-9.000	
47	0-47	7	0.967	0.260	0.107	A	0.000	-9.000	-9.000	
						B	0.000	-9.000	-9.000	
						C	0.967	0.260	0.107	*
						D	0.033	-0.260	-0.107	
						E	0.000	-9.000	-9.000	
						Other	0.000	-9.000	-9.000	
48	0-48	8	0.833	1.000	0.674	A	0.067	-0.742	-0.384	
						B	0.000	-9.000	-9.000	
						C	0.067	-1.000	-0.568	
						D	0.000	-9.000	-9.000	
						E	0.833	1.000	0.674	*
						Other	0.033	-0.183	-0.076	
49	0-49	9	0.567	0.652	0.518	A	0.100	-0.918	-0.537	
						B	0.133	0.041	0.026	
						C	0.067	-0.121	-0.063	
						D	0.567	0.652	0.518	*
						E	0.100	-0.428	-0.250	
						Other	0.033	-0.183	-0.076	
50	0-50	0	0.600	-0.068	-0.054	A	0.000	-9.000	-9.000	
						B	0.600	-0.068	-0.054	*
	CHECK THE KEY					C	0.033	-1.000	-0.427	
	B was Specified, D works better					D	0.300	0.522	0.396	?
						E	0.033	-0.878	-0.363	
						Other	0.033	-0.183	-0.076	
51	0-51	1	0.900	0.820	0.479	A	0.033	-0.106	-0.044	
						B	0.000	-9.000	-9.000	
						C	0.000	-9.000	-9.000	
						D	0.900	0.820	0.479	*
						E	0.067	-1.000	-0.545	
						Other	0.000	-9.000	-9.000	
52	0-52	2	0.933	0.742	0.384	A	0.933	0.742	0.384	*
						B	0.033	-0.183	-0.076	
						C	0.000	-9.000	-9.000	
						D	0.033	-1.000	-0.459	
						E	0.000	-9.000	-9.000	
						Other	0.000	-9.000	-9.000	
53	0-53	3	0.767	0.385	0.279	A	0.067	-0.609	-0.316	
						B	0.133	-0.146	-0.092	
						C	0.767	0.385	0.279	*
						D	0.000	-9.000	-9.000	
						E	0.033	-0.106	-0.044	

						Other	0.000	-9.000	-9.000	
54	0-54	4	0.767	0.554	0.401	A	0.000	-9.000	-9.000	
						B	0.767	0.554	0.401	*
						C	0.033	-1.000	-0.459	
						D	0.133	-0.412	-0.261	
						E	0.067	0.012	0.006	
						Other	0.000	-9.000	-9.000	
55	0-55	5	0.933	0.742	0.384	A	0.033	-0.260	-0.107	
						B	0.000	-9.000	-9.000	
						C	0.000	-9.000	-9.000	
						D	0.033	-1.000	-0.427	
						E	0.933	0.742	0.384	*
						Other	0.000	-9.000	-9.000	
56	0-56	6	0.933	0.520	0.270	A	0.033	-0.723	-0.299	
						B	0.000	-9.000	-9.000	
						C	0.933	0.520	0.270	*
						D	0.033	-0.183	-0.076	
						E	0.000	-9.000	-9.000	
						Other	0.000	-9.000	-9.000	
57	0-57	7	0.767	0.610	0.441	A	0.167	-0.432	-0.290	
						B	0.000	-9.000	-9.000	
						C	0.067	-0.609	-0.316	
						D	0.000	-9.000	-9.000	
						E	0.767	0.610	0.441	*
						Other	0.000	-9.000	-9.000	
58	0-58	8	0.767	0.404	0.292	A	0.767	0.404	0.292	*
						B	0.067	0.189	0.098	
						C	0.133	-0.332	-0.210	
						D	0.033	-1.000	-0.427	
						E	0.000	-9.000	-9.000	
						Other	0.000	-9.000	-9.000	
59	0-59	9	0.300	-0.087	-0.066	A	0.467	0.099	0.079	?
						B	0.300	-0.087	-0.066	*
	CHECK THE KEY					C	0.133	-0.092	-0.058	
	B was Specified, A works better					D	0.100	0.062	0.036	
						E	0.000	-9.000	-9.000	
						Other	0.000	-9.000	-9.000	
60	0-60	0	0.433	-0.084	-0.067	A	0.300	0.457	0.346	?
						B	0.267	-0.383	-0.284	
	CHECK THE KEY					C	0.000	-9.000	-9.000	
	D was Specified, A works better					D	0.433	-0.084	-0.067	*
						E	0.000	-9.000	-9.000	
						Other	0.000	-9.000	-9.000	

There were 30 examinees in the data file.

Scale Statistics

Scale:	0
N of Items	60
N of Examinees	30
Mean	42.367
Variance	33.832
Std. Dev.	5.817
Skew	-0.917
Kurtosis	0.34

Minimum	28
Maximum	51
Median	42
Alpha	0.742
SEM	2.954
Mean P	0.706
Mean Item-Tot.	0.264
Mean Biserial	0.385

DATA TRY-OUT POST-TEST

060 O N 12

KEY: DCEBAECDABEBEACBDCAECDEABEBACDDCAEBADBCEEBACDACEDBDACBECEABD
YYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYYY

1	ADITYA	DEBAECDAEEBECCBDCBECACDAEBACDDCABBADBBAEEACEACNDAEBCAACEAAE
2	ALDI	DCEBEECDAAEBEACBDCAECADABEDADADCABBADBCEEBACEACEDBEAABCCEAEE
3	AMAY	DCEBAECDEBEEEACBDDCECACABEEADDDCAADAAABEEBADEACEDBDAEBACECAD
4	ANDREAS	DEEAEECDABEBEDDBDBADCDEABEDAEADCCEBADACEEBACEACEEBEACBDCEABB
5	ANGGA	CBDEAECDAEEDEDCBDBAECACABEBCCDDCACBCABBDEBACBACADBDBABACEABE
6	APRISKA	DCEBAECDEBEBEANBDDCECACABEEADDDCCADAAABEEBADEACEDBDAEBACEAAD
7	BERINDA	DEEBDECDEBEBEACBDCCCCACABEDADDDCAEBACBCEECDCDACEDBDBEBECEABE
8	BRAVIANA	DAEBAECDAEEBEDCBDCAECABEBEBACDDCDEBADCCDEBACBACEEBDCCBACEABE
9	DIAH	DEEBACCDEBEEEACBDDCECACABEEADDDCADDAAABEEBADEACEDBDAEBACECAD
10	DIAN	DBEDAECDAAEBECCBDBBDCABACEDADADCCBBADBBEEEACEACADADEABBCEAEA
11	FITRIANA	DBEBAECDAEEBECBBDCBEBAEAEEBACDDCABBADDCAEEACEACADBEBCAAEEAAE
12	HARYA	CBDEAECDAEEDEBCBDBCCABDAAEBAABDCAECACBCEECABECCDBBDBAAACEABE
13	I PUTU	DEEBAEEDAAEBBADBAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAA
14	IMAM	CEEDAEEDEAEEEDDBDBCECACADEBADAAAABBACAEBBBBCCAAEEBDEBBACNBDD
15	KURNIA	DCEBAECDEBEBEACBDDCECACABEEADDDCCBDAAABEBBADEACEDBDBEBACEAAD
16	MERY	DCENAECDEBEBEABBDBAECDECEEBBDBDCDBEADACEEEADCACEDAAAABBCEACE
17	MUTIARA	DECACEBDDDEBECEBDCADCAEADEDBACBCCCBADBCEEBACBACCDBEACDACDBEC
18	NANDA	EBBACEBDBAAEECCCDCBABDBCEEBEACDCCDEDBDEDECDBDCDADEBDBAEAACDD
19	NIRSA	DAEBAECDAEEBEDCBDCCECABEBEBACDDCCEBADECDEBACBACEBBDCCBACEABE
20	OKTAVIANUS	DABBAECDAEEBEDCBDCAECABEBEBACDDCAEBADECDEBACDACADBECBBACEABE
21	REFORMAS	DDEAEECDAEEDEADBDCCECADABEEEDEDCDBBAABBEEBADEACADBDBEBDCEAAE
22	RESTU	CBDEAECDAEEAEABBDDEBCEAADEEECDDCCEAAEEEEEDECDAEEEEDBEADCEADE
23	RHOBFIYANI	DCEBDECDEBEBEACBDCCCCACABEDADDDCAEBACBCEECACDACEDBDBEBECEABE
24	RIDWAN	DCEBAECDEBEBEABBDBBECDEABEBBCDDCDBBADBCDEEADDACEDADAABBCEABE
25	RIFKY	DCEBDECDADEDEACBDCACAADABEBAEDDCABBCDABBEBADECBADCDBEBDCEAAE
26	ROBERTUS	DCENAAEDCAECEADBDCADBDADDEBBEADDBEDADABCECACDABEECBBADACAABC
27	VERAWATI	DAEBAECDAEEBEDCBDCAECAEEBEBACDDCCEBADECDEBACBACEBBECCBACEABE
28	VERONICA	DEEBAECDABECEADBDCAECBECBBBACDDCCEBADDBEEAACDACEDBDACBDCEDCD

MicroCAT (tm) Testing System
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Item and Test Analysis Program -- ITEMAN (tm) Version 3.00

Item analysis for data from file postnew.Dat

Item Statistics					Alternative Statistics				
Seq. No.	Scale Item	Prop. Correct	Biser.	Point Biser.	Alt.	Prop Endorsing	Biser.	Point Biser.	Key
1	0-1	0.821	0.825	0.563	A	0.000	-9.000	-9.000	
					B	0.000	-9.000	-9.000	
					C	0.143	-0.531	-0.342	
					D	0.821	0.825	0.563	*
					E	0.036	-1.000	-0.516	
					Other	0.000	-9.000	-9.000	
2	0-2	0.321	0.277	0.212	A	0.143	0.597	0.385	?
					B	0.214	-0.586	-0.416	
	CHEK THE KEY				C	0.321	0.277	0.212	*
	C was Specified, A works better				D	0.071	-0.053	-0.028	
					E	0.250	-0.176	-0.129	
					Other	0.000	-9.000	-9.000	
3	0-3	0.786	0.541	0.384	A	0.000	-9.000	-9.000	
					B	0.071	-0.471	-0.250	
					C	0.036	-0.325	-0.138	
					D	0.107	-0.368	-0.219	
					E	0.786	0.541	0.384	*
					Other	0.000	-9.000	-9.000	
4	0-4	0.607	0.742	0.584	A	0.143	-0.492	-0.317	
					B	0.607	0.742	0.584	*
					C	0.000	-9.000	-9.000	
					D	0.071	-0.471	-0.250	
					E	0.107	-0.368	-0.219	
					Other	0.071	-0.310	-0.164	
5	0-5	0.714	0.033	0.025	A	0.714	0.033	0.025	*
					B	0.000	-9.000	-9.000	
	CHEK THE KEY				C	0.071	-0.890	-0.471	
	A was Specified, D works better				D	0.107	0.346	0.206	?
					E	0.107	0.251	0.150	
					Other	0.000	-9.000	-9.000	
6	0-6	0.929	0.278	0.147	A	0.036	-0.549	-0.232	
					B	0.000	-9.000	-9.000	
					C	0.036	0.066	0.028	
					D	0.000	-9.000	-9.000	
					E	0.929	0.278	0.147	*
					Other	0.000	-9.000	-9.000	
7	0-7	0.821	1	0.769	A	0.000	-9.000	-9.000	
					B	0.071	-0.890	-0.471	
					C	0.821	1.000	0.769	*
					D	0.000	-9.000	-9.000	
					E	0.107	-0.939	-0.560	
					Other	0.000	-9.000	-9.000	
8	0-8	1	-9	-9	A	0.000	-9.000	-9.000	
					B	0.000	-9.000	-9.000	
					C	0.000	-9.000	-9.000	
					D	1.000	-9.000	-9.000	*

					E	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
9	0-9	0.571	0.166	0.132	A	0.571	0.166	0.132	*
					B	0.036	-1.000	-0.516	
	CHEK THE KEY				C	0.036	-0.549	-0.232	
	A was Specified, E works better				D	0.036	-0.325	-0.138	
					E	0.321	0.277	0.212	?
					Other	0.000	-9.000	-9.000	
10	0-10	0.357	0.574	0.447	A	0.214	-0.842	-0.598	
					B	0.357	0.574	0.447	*
					C	0.000	-9.000	-9.000	
					D	0.071	-0.246	-0.130	
					E	0.357	0.174	0.135	
					Other	0.000	-9.000	-9.000	
11	0-11	0.964	1	0.516	A	0.036	-1.000	-0.516	
					B	0.000	-9.000	-9.000	
					C	0.000	-9.000	-9.000	
					D	0.000	-9.000	-9.000	
					E	0.964	1.000	0.516	*
					Other	0.000	-9.000	-9.000	
12	0-12	0.607	0.571	0.45	A	0.036	-0.493	-0.209	
					B	0.607	0.571	0.450	*
					C	0.071	-0.021	-0.011	
					D	0.143	-0.220	-0.142	
					E	0.143	-0.570	-0.367	
					Other	0.000	-9.000	-9.000	
13	0-13	0.964	0.996	0.421	A	0.000	-9.000	-9.000	
					B	0.036	-0.996	-0.421	
					C	0.000	-9.000	-9.000	
					D	0.000	-9.000	-9.000	
					E	0.964	0.996	0.421	*
					Other	0.000	-9.000	-9.000	
14	0-14	0.536	0.118	0.094	A	0.536	0.118	0.094	*
					B	0.036	-0.381	-0.161	
	CHEK THE KEY				C	0.179	-0.472	-0.322	
	A was Specified, D works better				D	0.250	0.335	0.246	?
					E	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
15	0-15	0.571	0.334	0.265	A	0.000	-9.000	-9.000	
					B	0.143	0.014	0.009	
					C	0.571	0.334	0.265	*
					D	0.214	-0.420	-0.299	
					E	0.036	-0.325	-0.138	
					Other	0.036	0.178	0.075	
16	0-16	0.964	1	0.516	A	0.000	-9.000	-9.000	
					B	0.964	1.000	0.516	*
					C	0.036	-1.000	-0.516	
					D	0.000	-9.000	-9.000	
					E	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
17	0-17	0.964	0.996	0.421	A	0.036	-0.996	-0.421	
					B	0.000	-9.000	-9.000	
					C	0.000	-9.000	-9.000	
					D	0.964	0.996	0.421	*
					E	0.000	-9.000	-9.000	

					Other	0.000	-9.000	-9.000	
18	0-18	0.536	0.273	0.217	A	0.036	-0.996	-0.421	
					B	0.250	-0.107	-0.079	
					C	0.536	0.273	0.217	*
					D	0.179	0.015	0.010	
					E	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
19	0-19	0.429	0.125	0.099	A	0.429	0.125	0.099	*
					B	0.179	-0.237	-0.162	
	CHEK THE KEY				C	0.357	0.139	0.108	?
	A was Specified, C works better				D	0.000	-9.000	-9.000	
					E	0.036	-0.493	-0.209	
					Other	0.000	-9.000	-9.000	
20	0-20	0.607	0.617	0.486	A	0.071	-1.000	-0.676	
					B	0.036	-0.493	-0.209	
					C	0.143	0.150	0.097	
					D	0.143	-0.258	-0.167	
					E	0.607	0.617	0.486	*
					Other	0.000	-9.000	-9.000	
21	0-21	0.786	0.857	0.609	A	0.107	-0.630	-0.376	
					B	0.107	-0.725	-0.432	
					C	0.786	0.857	0.609	*
					D	0.000	-9.000	-9.000	
					E	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
22	0-22	0.179	-0.304	-0.21	A	0.714	0.317	0.239	?
					B	0.071	0.076	0.040	
	CHEK THE KEY				C	0.000	-9.000	-9.000	
	D was Specified, A works better				D	0.179	-0.304	-0.207	*
					E	0.036	-0.493	-0.209	
					Other	0.000	-9.000	-9.000	
23	0-23	0.25	0.363	0.266	A	0.107	-0.867	-0.517	
					B	0.179	-0.035	-0.024	
					C	0.321	0.191	0.147	
					D	0.143	-0.064	-0.041	
					E	0.250	0.363	0.266	*
					Other	0.000	-9.000	-9.000	
24	0-24	0.679	-0.118	-0.09	A	0.679	-0.118	-0.090	*
					B	0.000	-9.000	-9.000	
	CHEK THE KEY				C	0.107	-0.296	-0.177	
	A was Specified, E works better				D	0.071	-0.278	-0.147	
					E	0.143	0.597	0.385	?
					Other	0.000	-9.000	-9.000	
25	0-25	0.607	0.948	0.746	A	0.107	-0.558	-0.333	
					B	0.607	0.948	0.746	*
					C	0.036	-0.158	-0.067	
					D	0.143	-0.706	-0.455	
					E	0.107	-0.487	-0.290	
					Other	0.000	-9.000	-9.000	
26	0-26	0.929	0.278	0.147	A	0.036	-0.996	-0.421	
					B	0.036	0.513	0.217	?
	CHEK THE KEY				C	0.000	-9.000	-9.000	
	E was Specified, B works better				D	0.000	-9.000	-9.000	
					E	0.929	0.278	0.147	*

					Other	0.000	-9.000	-9.000	
27	0-27	0.536	-0.015	-0.01	A	0.036	-0.996	-0.421	
					B	0.536	-0.015	-0.012	*
					C	0.000	-9.000	-9.000	
	CHEK THE KEY				D	0.214	0.317	0.225	?
	B was Specified, D works better				E	0.214	-0.029	-0.021	
					Other	0.000	-9.000	-9.000	
28	0-28	0.714	0.524	0.394	A	0.714	0.524	0.394	*
					B	0.143	-0.142	-0.091	
					C	0.036	0.010	0.004	
					D	0.000	-9.000	-9.000	
					E	0.107	-0.796	-0.475	
					Other	0.000	-9.000	-9.000	
29	0-29	0.357	0.492	0.383	A	0.143	-1.000	-0.656	
					B	0.000	-9.000	-9.000	
					C	0.357	0.492	0.383	*
					D	0.393	0.194	0.152	
					E	0.107	-0.154	-0.092	
					Other	0.000	-9.000	-9.000	
30	0-30	0.607	0.754	0.593	A	0.214	-0.435	-0.309	
					B	0.071	-0.214	-0.113	
					C	0.071	-0.890	-0.471	
					D	0.607	0.754	0.593	*
					E	0.036	-0.158	-0.067	
					Other	0.000	-9.000	-9.000	
31	0-31	0.893	0.844	0.503	A	0.071	-0.954	-0.505	
					B	0.036	-0.325	-0.138	
					C	0.000	-9.000	-9.000	
					D	0.893	0.844	0.503	*
					E	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
32	0-32	0.893	0.939	0.56	A	0.071	-0.954	-0.505	
					B	0.000	-9.000	-9.000	
					C	0.893	0.939	0.560	*
					D	0.036	-0.549	-0.232	
					E	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
33	0-33	0.464	0.004	0.003	A	0.464	0.004	0.003	*
					B	0.036	-0.549	-0.232	
	CHEK THE KEY				C	0.357	-0.050	-0.039	
	A was Specified, D works better				D	0.143	0.267	0.172	?
					E	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
34	0-34	0.393	0.411	0.323	A	0.107	-0.273	-0.163	
					B	0.357	0.021	0.016	
					C	0.071	-0.182	-0.096	
					D	0.071	-0.664	-0.352	
					E	0.393	0.411	0.323	*
					Other	0.000	-9.000	-9.000	
35	0-35	0.643	0.65	0.506	A	0.071	-0.857	-0.454	
					B	0.643	0.650	0.506	*
					C	0.036	-0.381	-0.161	
					D	0.179	-0.002	-0.001	
					E	0.071	-0.697	-0.369	

					Other	0.000	-9.000	-9.000	
36	0-36	0.893	0.558	0.333	A	0.893	0.558	0.333	*
					B	0.000	-9.000	-9.000	
					C	0.071	-0.053	-0.028	
					D	0.036	-1.000	-0.516	
					E	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
37	0-37	0.536	0.482	0.384	A	0.250	-0.148	-0.109	
					B	0.036	-1.000	-0.516	
					C	0.143	-0.044	-0.029	
					D	0.536	0.482	0.384	*
					E	0.036	-0.493	-0.209	
					Other	0.000	-9.000	-9.000	
38	0-38	0.357	0.186	0.145	A	0.357	-0.308	-0.240	
					B	0.357	0.186	0.145	*
	CHEK THE KEY				C	0.036	0.457	0.193	?
	B was Specified, C works better				D	0.107	-0.273	-0.163	
					E	0.143	0.267	0.172	
					Other	0.000	-9.000	-9.000	
39	0-39	0.464	0.633	0.504	A	0.036	-0.996	-0.421	
					B	0.393	0.034	0.027	
					C	0.464	0.633	0.504	*
					D	0.000	-9.000	-9.000	
					E	0.107	-1.000	-0.603	
					Other	0.000	-9.000	-9.000	
40	0-40	0.536	0.239	0.191	A	0.107	-0.368	-0.219	
					B	0.071	-0.439	-0.232	
					C	0.036	-0.549	-0.232	
					D	0.250	0.238	0.175	
					E	0.536	0.239	0.191	*
					Other	0.000	-9.000	-9.000	
41	0-41	0.893	0.653	0.39	A	0.036	-0.996	-0.421	
					B	0.071	-0.310	-0.164	
					C	0.000	-9.000	-9.000	
					D	0.000	-9.000	-9.000	
					E	0.893	0.653	0.390	*
					Other	0.000	-9.000	-9.000	
42	0-42	0.536	0.35	0.279	A	0.071	-0.278	-0.147	
					B	0.536	0.350	0.279	*
					C	0.179	-0.372	-0.253	
					D	0.036	-0.493	-0.209	
					E	0.179	0.133	0.090	
					Other	0.000	-9.000	-9.000	
43	0-43	0.857	0.686	0.443	A	0.857	0.686	0.443	*
					B	0.036	-0.660	-0.280	
					C	0.000	-9.000	-9.000	
					D	0.071	-0.471	-0.250	
					E	0.036	-0.493	-0.209	
					Other	0.000	-9.000	-9.000	
44	0-44	0.607	0.377	0.297	A	0.036	-0.996	-0.421	
					B	0.071	-0.922	-0.488	
					C	0.607	0.377	0.297	*
					D	0.286	0.173	0.130	
					E	0.000	-9.000	-9.000	

					Other	0.000	-9.000	-9.000	
45	0-45	0.286	0.006	0.004	A	0.036	-0.996	-0.421	
					B	0.179	0.301	0.205	?
	CHEK THE KEY				C	0.071	-0.375	-0.198	
	D was Specified, B works better				D	0.286	0.006	0.004	*
					E	0.429	0.125	0.099	
					Other	0.000	-9.000	-9.000	
46	0-46	0.893	0.725	0.432	A	0.893	0.725	0.432	*
					B	0.000	-9.000	-9.000	
					C	0.107	-0.725	-0.432	
					D	0.000	-9.000	-9.000	
					E	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
47	0-47	0.786	1	0.769	A	0.071	-0.954	-0.505	
					B	0.071	-0.375	-0.198	
					C	0.786	1.000	0.769	*
					D	0.036	-1.000	-0.516	
					E	0.036	-0.493	-0.209	
					Other	0.000	-9.000	-9.000	
48	0-48	0.607	0.571	0.45	A	0.286	-0.498	-0.375	
					B	0.000	-9.000	-9.000	
					C	0.036	-0.325	-0.138	
					D	0.036	-0.381	-0.161	
					E	0.607	0.571	0.450	*
					Other	0.036	0.066	0.028	
49	0-49	0.679	0.323	0.248	A	0.036	-0.996	-0.421	
					B	0.107	0.203	0.121	
					C	0.000	-9.000	-9.000	
					D	0.679	0.323	0.248	*
					E	0.179	-0.288	-0.196	
					Other	0.000	-9.000	-9.000	
50	0-50	0.679	0.654	0.502	A	0.179	-0.187	-0.127	
					B	0.679	0.654	0.502	*
					C	0.071	-0.375	-0.198	
					D	0.000	-9.000	-9.000	
					E	0.071	-0.986	-0.522	
					Other	0.000	-9.000	-9.000	
51	0-51	0.607	0.274	0.216	A	0.071	-0.568	-0.301	
					B	0.071	-1.000	-0.539	
	CHEK THE KEY				C	0.000	-9.000	-9.000	
	D was Specified, E works better				D	0.607	0.274	0.216	*
					E	0.250	0.349	0.256	?
					Other	0.000	-9.000	-9.000	
52	0-52	0.357	0.174	0.135	A	0.357	0.174	0.135	*
					B	0.393	-0.103	-0.081	
	CHEK THE KEY				C	0.143	0.597	0.385	?
	A was Specified, C works better				D	0.036	-1.000	-0.516	
					E	0.071	-0.471	-0.250	
					Other	0.000	-9.000	-9.000	
53	0-53	0.286	0.445	0.334	A	0.286	-0.266	-0.200	
					B	0.107	-0.630	-0.376	
					C	0.286	0.445	0.334	*
					D	0.000	-9.000	-9.000	
					E	0.321	0.154	0.118	

					Other	0.000	-9.000	-9.000	
54	0-54	0.714	0.885	0.666	A	0.214	-0.797	-0.566	
					B	0.714	0.885	0.666	*
					C	0.000	-9.000	-9.000	
					D	0.071	-0.503	-0.267	
					E	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
55	0-55	0.107	-0.13	-0.08	A	0.571	-0.102	-0.081	
					B	0.107	0.132	0.079	
	CHEK THE KEY				C	0.036	0.457	0.193	?
	E was Specified, C works better				D	0.179	0.015	0.010	
					E	0.107	-0.130	-0.078	*
					Other	0.000	-9.000	-9.000	
56	0-56	0.893	0.915	0.546	A	0.071	-1.000	-0.676	
					B	0.000	-9.000	-9.000	
					C	0.893	0.915	0.546	*
					D	0.000	-9.000	-9.000	
					E	0.036	0.066	0.028	
					Other	0.000	-9.000	-9.000	
57	0-57	0.821	1	0.769	A	0.107	-1.000	-0.702	
					B	0.000	-9.000	-9.000	
					C	0.000	-9.000	-9.000	
					D	0.036	-0.325	-0.138	
					E	0.821	1.000	0.769	*
					Other	0.036	-0.660	-0.280	
58	0-58	0.786	0.39	0.277	A	0.786	0.390	0.277	*
					B	0.071	-0.568	-0.301	
					C	0.107	-0.415	-0.248	
					D	0.036	0.513	0.217	
					E	0.000	-9.000	-9.000	
					Other	0.000	-9.000	-9.000	
59	0-59	0.393	0.502	0.395	A	0.321	-0.127	-0.098	
					B	0.393	0.502	0.395	*
					C	0.071	0.301	0.159	
					D	0.107	-1.000	-0.603	
					E	0.107	-0.011	-0.007	
					Other	0.000	-9.000	-9.000	
60	0-60	0.25	-0.204	-0.15	A	0.071	-0.664	-0.352	
					B	0.036	0.289	0.122	
	CHEK THE KEY				C	0.071	-0.503	-0.267	
	D was Specified, E works better				D	0.250	-0.204	-0.150	*
					E	0.571	0.513	0.407	?
					Other	0.000	-9.000	-9.000	

There were 28 examinees in the data file.

Scale Statistics

Scale:	0
N of Items	60
N of Examinees	28
Mean	37.821
Variance	66.218
Std. Dev.	8.137
Skew	-0.984

Kurtosis	0.315
Minimum	16
Maximum	47
Median	39
Alpha	0.85
SEM	3.148
Mean P	0.63
Mean Item-Tot.	0.338
Mean Biserial	0.488

RESULT OF DESCRIPTIVE ANALYSIS

DAFTAR NILAI CONTROL CLASS

Mata Pel. : Bahasa Inggris (5 jam/ minggu)
Kelas : X IPA 1
Wali Kelas : Bimo Susetyo, S.Si
Semester : dua
Tahun Pel : 2013/2014

NO.	NO. INDUK	NAMA SISWA	NILAI			KETUNTASAN	
				PRE-TEST	POST-TEST	PRE-TEST	POST-TEST
		KKM YANG DIUJIKAN	**75**				
1	5654	AJI NUR HIDAYATULLOH		72.34	86.36	TDK TUNTAS	TUNTAS
2	5669	ANNISA KURNIAWATI		74.47	75.00	TUNTAS	TUNTAS
3	5671	APRILIA ARTHA KUSUMADEWI		89.36	93.18	TUNTAS	TUNTAS
4	5672	APRILIA NURFAUZIAH		87.23	90.91	TDK TUNTAS	TUNTAS
5	5677	ARIFIN MUHAMMAD NUR		70.21	77.27	TDK TUNTAS	TUNTAS
6	5679	AYU SWANDRA DIANA INAYAT		51.06	70.45	TUNTAS	TDK TUNTAS
7	5688	CAECILIA DEBORA		93.62	84.09	TUNTAS	TUNTAS
8	5689	CAECILIA NOVENA DIANIKA		78.72	86.36	TUNTAS	TUNTAS
9	5693	CICILIA MELATI OCTAVIANI PUTRI		87.23	90.91	TUNTAS	TUNTAS
10	5698	DEVINA ARNYNDIASARI		82.98	88.64	TUNTAS	TUNTAS
11	5704	DIAS CRISMONICA		76.60	88.64	TUNTAS	TUNTAS
12	5706	DIONISIUS YUDHA SETIAWAN		87.23	77.27	TDK TUNTAS	TUNTAS
13	5713	ESKA NURAYNI NANDYA S		74.47	88.64	TDK TUNTAS	TUNTAS
14	5717	FAJRIN AZIZAH		70.21	77.27	TDK TUNTAS	TUNTAS
15	5725	FITRIA ANDARINI		74.47	86.36	TUNTAS	TUNTAS
16	5732	GITA NURFATIMA TUZZAHRO		91.49	86.36	TUNTAS	TUNTAS
17	5735	HARIS HENDRA KURNIAWAN		89.36	86.36	TUNTAS	TUNTAS
18	5745	KRISTINA WIDIYANI		89.36	88.64	TUNTAS	TUNTAS
19	5748	LINGGA PRANAYAMA ZAKIDIPA		89.36	90.91	TUNTAS	TUNTAS
20	5750	MELINDA DWI PRATIWI		76.60	90.91	TUNTAS	TUNTAS
21	5761	MUHAMMAD HASAN AL BAHSRI		82.98	86.36	TUNTAS	TUNTAS
22	5770	NANDHARDI ADIYASA		97.87	88.64	TDK TUNTAS	TUNTAS
23	5773	NINDITYA WANITA NINGRUM		72.34	81.82	TUNTAS	TUNTAS
24	5777	NOVITA SUGIARTI		76.60	90.91	TDK TUNTAS	TUNTAS
25	5779	NUR LAMBANG RIZKI SAPUTRA		70.21	77.27	TDK TUNTAS	TUNTAS
26	5786	PUTRI INDAH YULIYANA		72.34	86.36	TUNTAS	TUNTAS
27	5793	REZA MONICA PUTRI		78.72	88.64	TUNTAS	TUNTAS
28	5799	RISKA WULANDARI		89.36	93.18	TUNTAS	TUNTAS
29	5819	TOMY SETYA PRABOWO		76.60	86.36	TDK TUNTAS	TUNTAS
30	5832	YOGA ALDI RAMADHAN		72.34	93.18	TDK TUNTAS	TUNTAS

DAFTAR NILAI EXPERIMENTAL CLASS

Mata Pel. : Bahasa Inggris (5 jam/ minggu)
Kelas : X IPA 2
Wali Kelas : Sri Rahayu, S.Pd
Semester : dua
Tahun Pel : 2013/2014

NO.	NO. INDUK	NAMA SISWA	NILAI			KETUNTASAN	
				PRE-TEST	POST-TEST	PRE-TEST	POST-TEST
		KKM YANG DIUJIKAN	**75**				
1	5652	AINUN MA'RIFAH		74.47	90.91	TDK TUNTAS	TUNTAS
2	5659	ALVINA SHAFWATI NABILA RASYA		80.85	84.09	TUNTAS	TUNTAS
3	5667	ANNISA DWI UTARI		65.96	79.55	TDK TUNTAS	TUNTAS
4	5670	ANUGRAH TRIARDIAN YOGA TAMA		91.49	81.82	TUNTAS	TUNTAS
5	5674	ARDA HANDIKA PRADANA		72.34	88.64	TDK TUNTAS	TUNTAS
6	5686	BONDAN TRI PRABOWO		61.70	72.73	TDK TUNTAS	TDK TUNTAS
7	5699	DHANU HERAWAN		82.98	90.91	TUNTAS	TUNTAS
8	5703	DIAN PRATAMA SULISTYAWATI		80.85	81.82	TUNTAS	TUNTAS
9	5707	DWI ANA WIRANTI		85.11	84.09	TUNTAS	TUNTAS
10	5708	DWI KUNCORO JATI		87.23	72.73	TUNTAS	TDK TUNTAS
11	5715	FAATIHAH LAILIA ANWAR		91.49	90.91	TUNTAS	TUNTAS
12	5716	FAJARANI SUSANTI		93.62	93.18	TUNTAS	TUNTAS
13	5722	FIRDA MAULIDINA		91.49	72.73	TUNTAS	TDK TUNTAS
14	5728	FITRIASARI		70.21	72.73	TDK TUNTAS	TDK TUNTAS
15	5733	GUSTINA DEWI		70.21	72.73	TDK TUNTAS	TDK TUNTAS
16	5741	IRVAN DANU SAPUTRA		74.47	72.73	TDK TUNTAS	TDK TUNTAS
17	5742	ISTI JANAH		95.74	93.18	TUNTAS	TUNTAS
18	5744	KARTIKA CANDRA		72.34	81.82	TDK TUNTAS	TUNTAS
19	5751	MELINDA TRININGTYAS		63.83	88.64	TDK TUNTAS	TUNTAS
20	5756	MITA SAFIR FADILLA		89.36	88.64	TUNTAS	TUNTAS
21	5760	MUHAMAD NURIMANTORO		89.36	90.91	TUNTAS	TUNTAS
22	5771	NIAWATI PRATIWI		76.60	86.36	TUNTAS	TUNTAS
23	5778	NUR DWI SETIAWATI		85.11	93.18	TUNTAS	TUNTAS
24	5783	PRASETYA PUTRA UTAMA		87.23	90.91	TUNTAS	TUNTAS
25	5811	SUYATNI UTAMI		72.34	84.09	TDK TUNTAS	TUNTAS
26	5817	TIRA EVIANA		82.98	84.09	TUNTAS	TUNTAS
27	5821	ULFA AMALYA KARTIKA PUTRI		91.49	88.64	TUNTAS	TUNTAS
28	5828	WENI TRI ARDANY		80.85	93.18	TUNTAS	TUNTAS
29	5831	WINTA NURAISYAH		70.21	72.73	TDK TUNTAS	TDK TUNTAS
30	5838	YUSUF HARYO PRABOWO		78.72	81.82	TUNTAS	TUNTAS

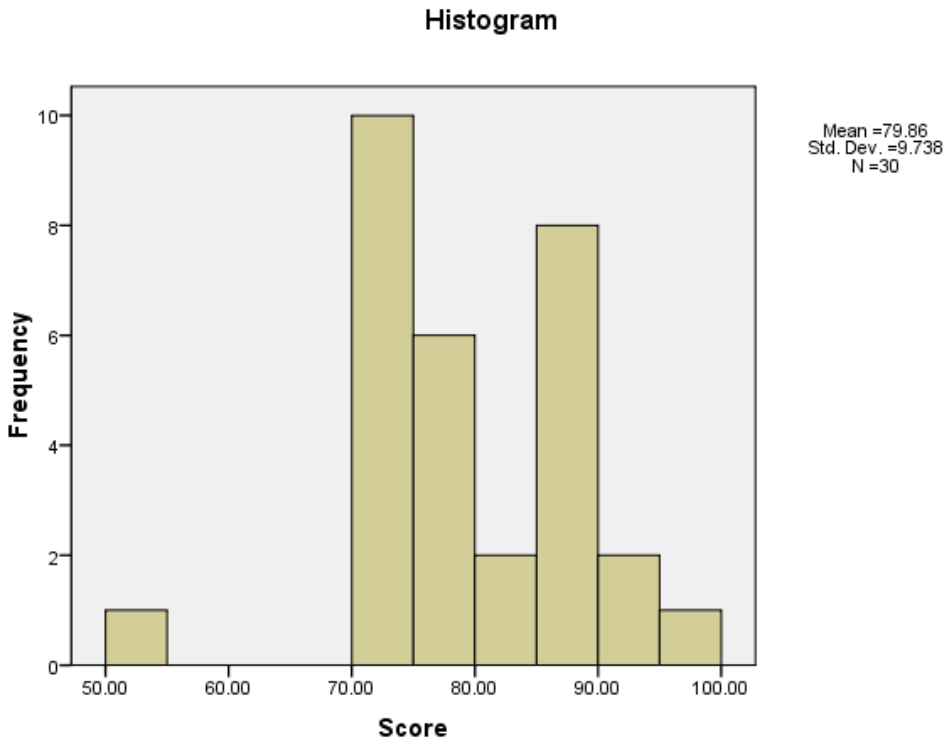
Statistics

Pre-test Control Class

N	Valid	30
	Missing	0
Mean		79.8577
Std. Error of Mean		1.77786
Median		77.6600
Mode		89.36
Std. Deviation		9.73777
Variance		94.824
Skewness		-.532
Std. Error of Skewness		.427
Kurtosis		1.091
Std. Error of Kurtosis		.833
Range		46.81
Minimum		51.06
Maximum		97.87
Sum		2395.73

Pre-test Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	51.06	1	3.3	3.3	3.3
	70.21	3	10.0	10.0	13.3
	72.34	4	13.3	13.3	26.7
	74.47	3	10.0	10.0	36.7
	76.6	4	13.3	13.3	50.0
	78.72	2	6.7	6.7	56.7
	82.98	2	6.7	6.7	63.3
	87.23	3	10.0	10.0	73.3
	89.36	5	16.7	16.7	90.0
	91.49	1	3.3	3.3	93.3
	93.62	1	3.3	3.3	96.7
	97.87	1	3.3	3.3	100.0
	Total	30	100.0	100.0	



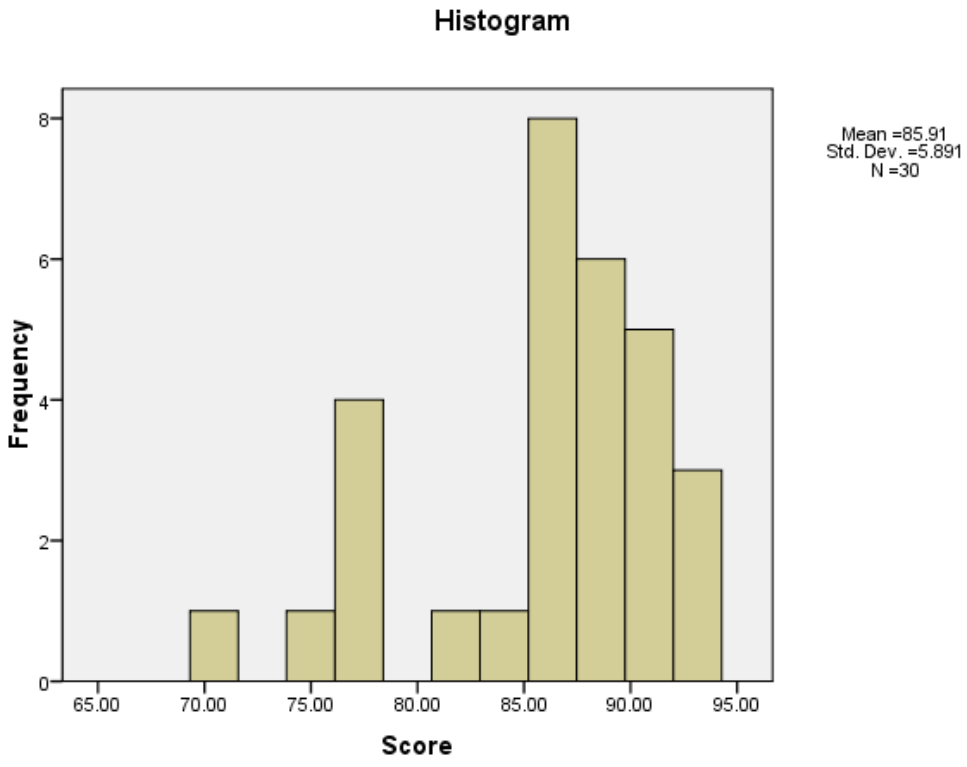
Statistics

Post-test Control Class

N	Valid	30
	Missing	0
Mean		85.9083
Std. Error of Mean		1.07563
Median		86.3600
Mode		86.36
Std. Deviation		5.89147
Variance		34.709
Skewness		-1.038
Std. Error of Skewness		.427
Kurtosis		.384
Std. Error of Kurtosis		.833
Range		22.73
Minimum		70.45
Maximum		93.18
Sum		2577.25

Post-test Control Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70.45	1	3.3	3.3	3.3
	75	1	3.3	3.3	6.7
	77.27	4	13.3	13.3	20.0
	81.82	1	3.3	3.3	23.3
	84.09	1	3.3	3.3	26.7
	86.36	8	26.7	26.7	53.3
	88.64	6	20.0	20.0	73.3
	90.91	5	16.7	16.7	90.0
	93.18	3	10.0	10.0	100.0
	Total	30	100.0	100.0	



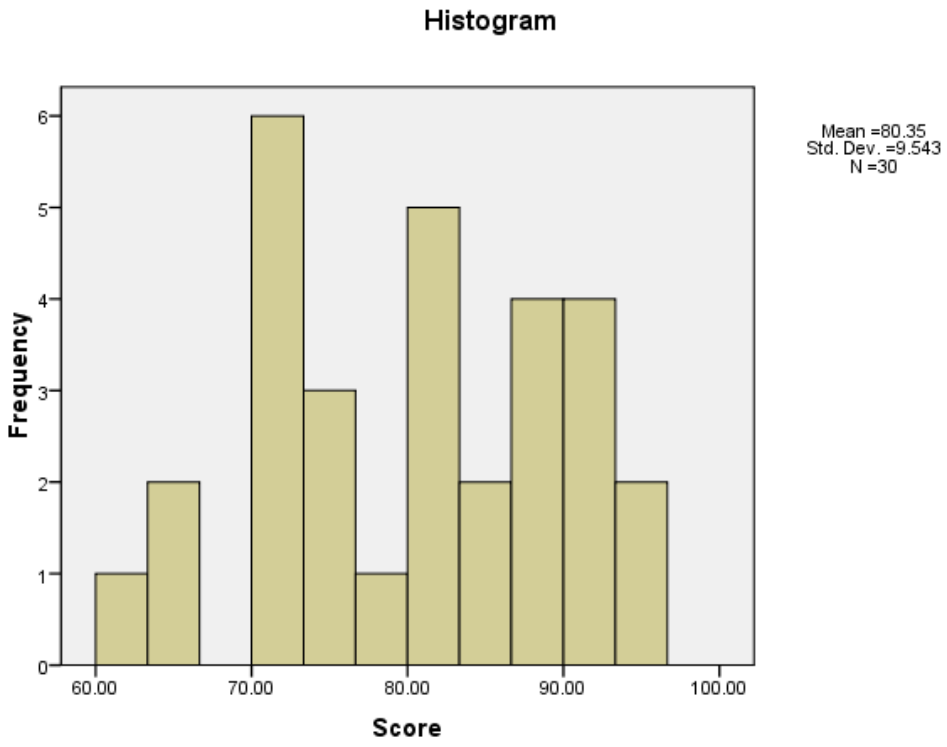
Statistics

Pre-test Experimental Class

N	Valid	30
	Missing	0
Mean		80.3543
Std. Error of Mean		1.74227
Median		80.8500
Mode		91.49
Std. Deviation		9.54279
Variance		91.065
Skewness		-.224
Std. Error of Skewness		.427
Kurtosis		-1.022
Std. Error of Kurtosis		.833
Range		34.04
Minimum		61.70
Maximum		95.74
Sum		2410.63

Pre-test Experimental Class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	61.7	1	3.3	3.3	3.3
	63.83	1	3.3	3.3	6.7
	65.96	1	3.3	3.3	10.0
	70.21	3	10.0	10.0	20.0
	72.34	3	10.0	10.0	30.0
	74.47	2	6.7	6.7	36.7
	76.6	1	3.3	3.3	40.0
	78.72	1	3.3	3.3	43.3
	80.85	3	10.0	10.0	53.3
	82.98	2	6.7	6.7	60.0
	85.11	2	6.7	6.7	66.7
	87.23	2	6.7	6.7	73.3
	89.36	2	6.7	6.7	80.0
	91.49	4	13.3	13.3	93.3
	93.62	1	3.3	3.3	96.7
	95.74	1	3.3	3.3	100.0
	Total	30	100.0	100.0	



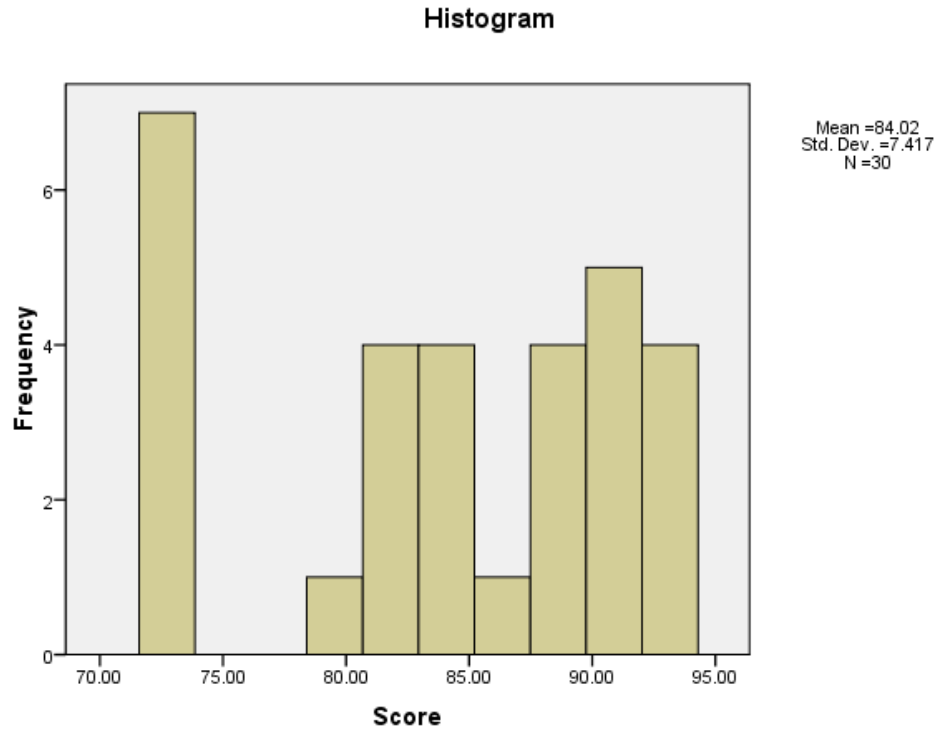
Statistics

Post-test Experimental Class

N	Valid	30
	Missing	0
Mean		84.0163
Std. Error of Mean		1.35420
Median		84.0900
Mode		72.73
Std. Deviation		7.41723
Variance		55.015
Skewness		-.459
Std. Error of Skewness		.427
Kurtosis		-1.159
Std. Error of Kurtosis		.833
Range		20.45
Minimum		72.73
Maximum		93.18
Sum		2520.49

Score

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	72.73	7	23.3	23.3	23.3
	79.55	1	3.3	3.3	26.7
	81.82	4	13.3	13.3	40.0
	84.09	4	13.3	13.3	53.3
	86.36	1	3.3	3.3	56.7
	88.64	4	13.3	13.3	70.0
	90.91	5	16.7	16.7	86.7
	93.18	4	13.3	13.3	100.0
	Total	30	100.0	100.0	



THE RESULT OF THE NORMALITY TEST

NPar Tests

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
Pre-test Control Class	30	79.8577	9.73777	51.06	97.87
Post-test Control Class	30	85.9083	5.89147	70.45	93.18
Pre-test Experimental Class	30	80.3543	9.54279	61.70	95.74
Post-test Experimental Class	30	84.0163	7.41723	72.73	93.18

One-Sample Kolmogorov-Smirnov Test

		Pre-test Control Class	Post-test Control Class	Pre-test Experimental Class	Post-test Experimental Class
N		30	30	30	30
Normal Parameters[a]	Mean	79.8577	85.9083	80.3543	84.0163
	Std. Deviation	9.73777	5.89147	9.54279	7.41723
Most Extreme Differences	Absolute	.142	.264	.099	.169
	Positive	.131	.129	.099	.169
	Negative	-.142	-.264	-.098	-.167
Kolmogorov-Smirnov Z		.779	1.445	.545	.927
Asymp. Sig. (2-tailed)		.579	.031	.928	.356

a. Test distribution is Normal.

THE RESULT OF HOMOGENEITY TEST

Homogeneity of Pre-test Scores

Test of Homogeneity of Variances

Pre-test

Levene Statistic	df1	df2	Sig.
.009	1	58	.923

ANOVA

Pre-test

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	3.700	1	3.700	.040	.843
Within Groups	5390.782	58	92.945		
Total	5394.482	59			

Homogeneity of Post-test Scores

Test of Homogeneity of Variances

Post-test

Levene Statistic	df1	df2	Sig.
2.868	1	58	.096

ANOVA

Post-test

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	53.695	1	53.695	1.197	.278
Within Groups	2602.020	58	44.862		
Total	2655.714	59			

THE RESULT OF HYPOTHESIS TESTING

Mann-Whitney Test

Ranks

	GROUP	N	Mean Rank	Sum of Ranks
SCORE	CONTROL CLASS	30	32.38	971.50
	EXPERIMENTAL CLASS	30	28.62	858.50
	Total	60		

Test Statistics[a]

	SCORE
Mann-Whitney U	393.500
Wilcoxon W	858.500
Z	-.843
Asymp. Sig. (2-tailed)	.400

a. Grouping Variable: GROUP

APPENDIX 5
PHOTOGRAPHS

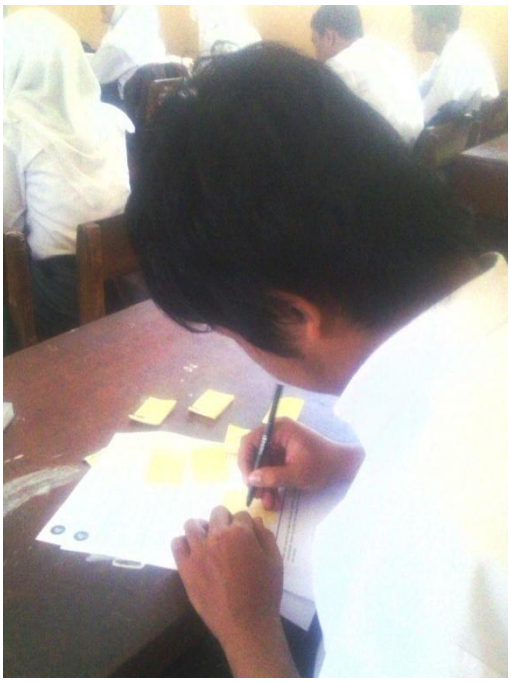
The word cards for vocabulary teaching and learning in the experimental group.

The try-out of pre-test in X IPS 2 on Saturday, 11th January 2014.

The researcher explained the procedure of the word card strategy to the students in the experimental class in the first meeting.

The students tried to apply the word card strategy.

The students read the texts in their module and put some difficult words in their word cards.



In the second meeting, the students could apply the word card strategy by themselves along the lesson.

The researcher checked whether the student still remember thw words in his word cards or not.

The researcher explained the keyword technique to the students.

In the last meeting in the experimental class, the students checked whether they still remembered the words in their word cards in pairs.

The English teacher taught in the control class using the same media as in the experimental class (using video).

The students in the control class finished some vovabulary exercises in their module.

The reading comprehension post-test in the control class.

The reading comprehension post-test in the experimental class.

APPENDIX 6
LETTERS OF PERMIT

PEMERINTAH KABUPATEN SLEMAN
DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA
SEKOLAH MENENGAH ATAS NEGERI 1 PRAMBANAN
Madubaru, Madurejo, Prambanan, Sleman, 55572, Φ (0274) 496753
Web : www.sman1pramb-yog.sch.id , e-mail : sma1prb@yahoo.co.id

SURAT KETERANGAN

NOMOR : 070 / 041

Yang bertanda tangan di bawah ini , Kepala SMA Negeri 1 Prambanan Sleman

Nama	: Drs. MAWARDI HADISUYITNO
NIP	: 19550505 198101 1 012
Jabatan	: Kepala Sekolah
Unit Kerja	: SMA Negeri 1 Prambanan

menerangkan bahwa :

N a m a	: DHANASTRI HERNINGTYAS
Status / NIM	: Mahasiswa / 10202244002
Fakultas	: Bahasa dan Seni
Jurusan /. Prodi	: Pendidikan Bahasa Inggris
Perguruan Tinggi	: Universitas Negeri Yogyakarta

Telah melaksanakan kegiatan Penelitian di SMA Negeri 1 Prambanan Sleman pada tanggal 13 Januari s.d 15 Februari 2014 dengan judul:

" THE EFFECT OF WORD CARD STRATEGY USING ON THE READING COMPREHENSION ACHIEVEMENT OF GRADE X STUDENTS OF SMA N 1 PRAMBANAN IN THE ACADEMIC YEAR OF 2013/2014."

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Prambanan , 12 Maret 2014
Kepala Sekolah

Drs. MAWARDI HADISUYITNO
NIP. 19550505 198101 1 012

PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA
SEKRETARIAT DAERAH
Kompleks Kepatihan, Danurejan, Telepon (0274) 562811 - 562814 (Hunting)
YOGYAKARTA 55213

SURAT KETERANGAN IJIN
070 /Reg / V/ **8719** / 12 /2013

Membaca Surat : **DEKAN FAK BAHASA DAN SENI UNY** Nomor : **2256C/UN34.12/XII/2013**

Tanggal : **31 Desember 2013** Perihal : ***IJIN PENELITIAN***

Mengingat :
1. Peraturan Pemerintah Nomor 41 Tahun 2006 tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam Melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengem-bangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 tahun 2008 tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwa-kilan Rakyat Daerah;
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/pengembangan/pengkajian/studi lapangan kepada:

Nama : **DHANASTRI HERNINGTYAS** NIP/NIM : **10202244002**
Alamat : **KARANGMALANG YK**
Judul : **THE EFFECT OF WORD CARDD STRATEGY USING ON THE READING COMPREHENSION ACHIEVEMENT OF GRADE X STUDENTS OF SMA N 1 PRAMBANAN IN THE ACADEMIC YEAR OF 2013/2014**
Lokasi : **KAB SLEMAN**

Waktu : **31 Desember 2013** s/d **13 Maret 2014**

Dengan Ketentuan
1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan *softcopy* hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam bentuk *compact disk* (CD) maupun mengunggah (*upload*) melalui website : *adbang.jogjaprov.go.id* dan menunjukkan naskah cetakan asli yang sudah di syahkan dan di bubuhi cap institusi;
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentatati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui *website:* adbang.jogjaprov.go.id;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta
Pada tanggal **31 Desember 2013**

An. Sekretaris Daerah
Asisten Perekonomian dan Pengembangan
Ub.
Kepala Biro Administrasi Pembangunan

PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA SETDA

Hendah Susilowati, SH.
NIP. 19680520 198503 2 003

Tembusan:
1 Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan)
2 Bupati Sleman CQ Ka. Bappeda
3 DEKAN FAK BAHASA DAN SENI UNY
4 Yang Bersangkutan

KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI
Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
http: //www.fbs.uny.ac.id//

FRM/FBS/33-01
10 Jan 2011

Nomor : 2256c/UN.34.12/DT/XII/2013
Lampiran : 1 Berkas Proposal
Hal : **Permohonan Izin Penelitian**

31 Desember 2013

Kepada Yth.
Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Provinsi DIY
Kompleks Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

THE EFFECT OF WORD CARD STRATEGY USING ON THE READING COMPREHENSION ACHIEVEMENT OF GRADE X STUDENTS OF SMA N 1 PRAMBANAN IN THE ACADEMIC YEAR OF 2013/2014

Mahasiswa dimaksud adalah :

Nama	: DHANASTRI HERNINGTYAS
NIM	: 10202244002
Jurusan/ Program Studi	: Pendidikan Bahasa Inggris
Waktu Pelaksanaan	: Januari - Maret 2014
Lokasi Penelitian	: SMA N 1 Prambanan

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubbag Pendidikan FBS,

Indun Probo Utami, S.E.
NIP 19670704 199312 2 001

Tembusan:
1. Kepala SMA N 1 Prambanan