

**THE EFFECT OF USING JIGSAW TECHNIQUE ON STUDENTS'
READING COMPREHENSION ABILITY OF
SMK MUHAMMADIYAH BAWANG**

A THESIS

Submitted 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
STATE UNIVERSITY OF YOGYAKARTA
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APPROVAL

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A THESIS



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RATIFICATION

THE EFFECT OF USING JIGSAW TECHNIQUE ON STUDENTS'
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A THESIS

By

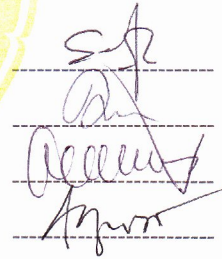
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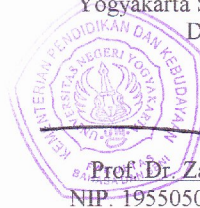
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PERNYATAAN

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**THE EFFECT OF USING JIGSAW TECHNIQUE ON STUDENTS'
READING COMPREHENSION ABILITY OF SMK MUHAMMADIYAH
BAWANG**

menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri, dan sepanjang pengetahuan saya tidak berisi materi yang telah dipublikasikan atau ditulis oleh orang lain, kecuali pada bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila terbukti bahwa pernyataan ini tidak benar, hal ini sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 11 Juni 2013

Penulis,



Restu Widoyoko

MOTTOS

"I will do my best for my mother and my father
because they have given me their best,
I will do my best for my children
because I believe they will give me their best."

- Restu Widoyoko -

"Nil Satis Nisi Optimum."

- Everton -

This thesis is dedicated to;
my amazing mother & my beloved father,
whose endless love, prayer, and patience have been
enlightening every piece of moment of my life,
my lovely brother & sister,
everyone who supports me so far.

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Alhamdulillahirobil'alamin, all praises be to Allah SWT, the Almighty, the Merciful, and the owner of the universe who has blessed me with so many beautiful things in my life. His blessing has empowered me to finish this thesis.

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Finally, this thesis is still far from being perfect. However, I hope that it is useful for the development of the reading teaching and learning process at junior high schools in particular.

Yogyakarta, June 2013

Restu Widoyoko

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ABSTRACT

The objective of the research is to find out whether there is a significant difference in the reading comprehension ability between the students who are taught by using Jigsaw technique and those who are taught without using it.

The research was a quasi-experimental study. It involved 72 students of grade tenth students of SMK Muhammadiyah Bawang in the second semester of the academic year of 2012/2013. The students were divided into two groups: X AK2 class as the experimental group and X AK1 class as the control group. In the research, the students of X AK2 class were taught by using jigsaw technique whereas the students of X AK1 class were taught without using Jigsaw technique. The researcher used the reading comprehension test (pre-test and post-test) to collect the data. The data were analyzed by means of descriptive and inferential statistics. After the data distribution was found to be normal and the sample variance was also found to be homogenous, the hypothesis was tested using the analysis of covariance (ANCOVA) to find out the difference of the mean scores between the two groups.

The result of the research shows that there is a significant difference in the reading comprehension ability between the students who are taught by using Jigsaw technique and those who are taught without using it. It can be seen by the result of ANCOVA test ($F = 35.724$, $p = 0.00$). It is found that the level of significance is lower than 0.05, i.e. $0.00 < 0.05$. It can be concluded that there is a significant difference in the reading comprehension ability between the students who are taught by using Jigsaw technique and those who are taught without using it.

CHAPTER I

INTRODUCTION

A. Background of the Problem

Communication plays an important role in the human lives. Communication is the activity of expressing the ideas or giving information to the other. Communication lets people to share their ideas, experiences, opinions, etc to the other people. In their daily lives, people always need to communicate with the other because they are social creature. They need to talk, ask, answer, etc. People need a media in communication, the language is a media for communication, so the language is used by people in communication.

There are so many languages in the world because different area has different language, for example Spain has Spanish, China has Chinese, Japan has Japanese, etc. However it is possible that different area has same language, for example America, Australia, and England has English, Saudi Arabia, Iran, Iraq has Arabic, etc. It is also possible that in one are there are some languages, for example in Indonesia. In Indonesia there are many languages such as Javanese, Sundanese, Balinese, Maduranese, etc. Because of the differences of language in Indonesia, Indonesian use *Bahasa Indonesia* to communicate with the other Indonesian. It is because in Indonesia, *Bahasa Indonesia* is decided as Indonesia's national language, so most of Indonesian can communicate in *Bahasa Indonesia*. *Bahasa Indonesia* usually used by

Indonesian to communicate with other Indonesian who has different language (mother tongue). However when they want to communicate with people from different country, they do not use *Bahasa Indonesia*, they usually use English because English is the international language.

As the international language, English is used by most of people in the world when they communicate with other people from different country. Because of that, most of country in the world conducts the English teaching and learning. They want to help their people to be able to communicate in English. Some countries conduct the English teaching and learning as second language, for example Singapore, Malaysia, etc. The other countries, included Indonesia, conduct the English teaching and learning as foreign language. Usually they conduct the English teaching and learning as foreign language in school.

The teaching of English is aimed to master the four language skills (Hidayatun, 2001). Reading is one of those skills that we must master in learning English. Learning Reading is as important as the other three skills (listening, speaking, and writing). Usually students mastered the listening and speaking first before they master the reading. After mastering reading they continue to master the writing.

Reading activity is still a big problem for most Indonesian students, as well as many other students who learn English as a foreign language. The students have to think not only in translating the words, phrases, sentences, or even paragraphs, but also have to understand the meaning, tenses, etc. It is

because of English and *Bahasa Indonesia* has differences in terms of vocabulary, sound or pronunciation, spelling, tenses and grammar. This problem usually makes the students lose their interest in English teaching and learning reading process.

Message or information from the text can be received successfully if the reader understands the contents of the text. If the reader only translates the meaning without understanding the content of the text, it is possible that the reader lost some messages or information from the text. Because of that, the understanding or comprehending the text plays an important role in getting message or information from the text read by the reader.

Based on the observation conducted in SMK Muhammadiyah Bawang, the researcher found that most of the students in SMK Muhammadiyah Bawang got difficulty in comprehending reading texts. Most of them only tried to translate the text given for them. They only focused on the meaning of each word without trying to comprehend the whole text. There were not aware that the word might have different meaning in different context. Usually when they read some texts, they spend the time in translating the words. When they found text which has long paragraph or many texts in one task, usually they lose their motivation because they thought that it would take a long time to translate the text. They thought that it was impossible to finish the task personally, although the texts were not too complicated. They lost their interest in reading, even in learning English. Those problems above made the students in SMK Muhammadiyah Bawang cannot comprehend the

reading text maximally, so the English teaching and learning reading process cannot be optimum.

Because of that the researcher wants to conduct the research in SMK Muhammadiyah Bawang. Through various reading activities, techniques, and strategies, this research is expected can help the students in SMK Muhammadiyah Bawang to maximize their comprehension in reading text.

B. Identification of the Problem

According to the background of the research above, the researcher can identify some problems related to the reading comprehension in SMK Muhammadiyah Bawang. Those problems are discussed in the following discussion.

The first problem is about the students of SMK Muhammadiyah Bawang that only tried to translate the text given for them. They only translate the text from English to *Bahasa Indonesia*. The second problem is that the students of SMK Muhammadiyah Bawang only focused on the meaning of each word without trying to comprehend the whole text. They were not aware that the word might have different meaning in different context. Whereas when they translate a phrase or sentences in a paragraph, they must look at the context. Because of that usually they lose some messages or information from the text. They get difficulty in comprehending the contents of whole text.

The students in SMK Muhammadiyah Bawang also get problem on managing the time when comprehending the text. They spend their time in

translating the words when they read the texts. As a result, in reading test, usually they cannot finish it on time. Because of that the students think that they cannot finish their job personally. This problem makes the students lost their motivation, especially when the students found a lot of text or some long texts in the task. Some teachers in SMK Muhammadiyah Bawang solve this problem by grouping the students, so they can work in group. However not all of the students were active in the group discussion.

C. Limitation of the Problem

Based on the background of the study and the identification of the problems mentioned above, this research will be focused on helping the students in SMK Muhammadiyah Bawang to maximize the students' reading comprehension ability.

The Jigsaw technique was regarded by the researcher as the suitable technique for the students in SMK Muhammadiyah Bawang. The Jigsaw technique was one of the types of Cooperative Learning. This technique lets the students work on group. However this technique also encouraged the students to be active in the teaching and learning process. In the Jigsaw technique each student had two groups, the first group was Jigsaw group and the second group was the expert group. In the expert group the students were encouraged to be active in the discussion because they had responsibility to explain the text to the other members in the Jigsaw group. Because of that each student should comprehend the whole contents of the text given to them.

This Jigsaw technique was expected to help the students in SMK Muhammadiyah Bawang to maximize their reading comprehension in reading text. The Jigsaw technique was also expected can help the students to feel that comprehending the reading was not as hard as they think. It was because they were familiar to comprehend the whole messages and information from the text. They did not just translate the word from English to *Bahasa Indonesia*.

D. Formulation of the Problem

According to the background of the study, the identification of the problem, and limitation of the problem above, this research was formulated as follows:

1. How is the students' reading comprehension ability which taught by using the Jigsaw technique?
2. How is the students' reading comprehension ability which taught without using the Jigsaw technique?
3. Is there any significant difference in the reading comprehension ability between the students taught using the Jigsaw technique and those taught without using it?

E. Objectives of the Research

Based on the formulation of the problem above, the objectives of this research are:

1. to describe the reading comprehension ability of the students taught using the Jigsaw technique.
2. to describe the reading comprehension ability of the students taught without using the Jigsaw technique.
3. to find out whether there is a significant difference in the reading comprehension ability between the students taught using the Jigsaw technique and those taught without using it.

F. Significance of the Research

The researcher considers that this research can create some significance:

1. Scientific Significance

This research can give more insights in the teaching of reading comprehension. This research is also expected to be used as a reference to the next research.

2. Practical Significance

a. For the school

This research can improve the quality of reading comprehension ability in SMK Muhammadiyah Bawang.

b. For the teacher

The result of this research facilitates the English teachers of SMK Muhammadiyah Bawang to improve the students' reading comprehension ability in the next generation.

c. For the student

This study helps the students in SMK Muhammadiyah Bawang to maximize their reading comprehension ability.

CHAPTER II

LITERATURE REVIEW

In this chapter, the researcher discusses the theories related to the research conducted by the researcher. The researcher is trying to explore the theories that can support the study by finding in the books, journals and articles from the internet.

A. Theoretical Review

1. Definition of Reading

Reading plays an important role in the teaching and learning process. It is one of four skills that we must master when we learn English. We can get new insight and information by reading. In the teaching and learning English as foreign language process, there are many reading activities, reading the materials, reading the text, and even reading the questions in the task. Some experts have opinions related to the reading

Brown (2004: 189) states that reading is a process of negotiation of meaning. In this process, the readers bring their early thought to the next parts of reading process to finally reaches their understanding about the meaning of the texts that they read. It can be said that the readers' understanding about the text is the result of interaction between their thought and the meaning of the texts they read.

Carrell et. al (1993: 12) point out that reading is a receptive language process. The writer encodes thought as a language while the reader decodes the language to thought. This definition shows that in reading, the writer expresses his idea through language and the reader interacts with the language to understand the writer's idea.

On the other hand, Celce-Murcia (2001:154) views reading as an interactive, socio cognitive process. It involves a text, a reader, and a social context within which the activity of reading takes place. She says that in the reading, an individual constructs meaning through a transaction with written text that has been created by symbols that represent the language. The transaction includes the reader's past experiences, language background, and cultural framework. As well as the reader's purpose for reading is to make meaning to comprehend what is read.

Reading as one of language skills is a process that involves reader, the text, and interaction between the reader and the text. Reading cannot be separated from the knowledge of the readers because in the process of decoding written symbols to assign meaning, what writer means may be different from what reader gets. Furthermore, the meaning that one reader gets from a text may be different from that of the other readers that read the same text. This variation occurs because of influences on the reader by the family, community, and cultural environment and because of individual differences in motivation, aptitude, and other personal characteristics (Aebbersold and Field, 1997:15).

According to Alderson (2000:25) who states that reading involves social context. He explains that reading is not an isolated activity takes place in some vacuum, however reading is usually undertaken for some purpose, in a social context, and that social context itself contributes to a reader's notion of what it means to read, or, as recent thinkers tend to put it, to be understand.

Furthermore, Johnson in Mikulecky (1990:2) defines that the reading is more than interaction between the reader and the text. He defines reading as complex behavior that involves conscious and unconscious use of various strategies including problem solving strategies to build meaning which the writer intended. Problem solving strategies are useful for the resolution of many difficulties in reading.

Based on the theories above, it can be concluded that reading is a complex activity, it is more than just interaction between the reader and the text, it involves writer purpose, the social context, the reader past experiences language background, and cultural framework.

2. Reading Comprehension

Reading comprehension is so important in reading. In reading we must comprehend the content of the text to avoid the misunderstanding. Reading without comprehending may lose some messages or information. Reading cannot be separated from comprehension because in understanding and interpreting the written symbols, one must comprehend the text. Reading is a process of getting information from the text. Therefore,

reading comprehension means understanding what has been read. Reading is an active process that depends not only on comprehension abilities, but also on the readers' experiences and prior knowledge.

Furthermore, there are many theories which discuss the reading comprehension. One of them is proposed by Boardman, et al. (2007: 8). They define reading comprehension as a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).

Related to reading comprehension, Tonjes, Wolpow, and Zintz (1999: 99) define the term of comprehension as facts, meanings or knowledge gained from reading. They say that comprehension is the purpose of comprehending. Comprehending itself is a complex interactive process that involves what is being read and what readers already know in the real world. This process requires predicting, interpreting, relating ideas into some systematic structures, deciding what strategies or skills are needed for a certain purpose, revising when necessary, and finally, evaluating the significance of the message.

According to Brassell and Rasinski (2008: 15), reading comprehension refers to the ability to comprehend or make meaning from written text. It means that when someone read a text he also needs to comprehend it.

On the other hand, Lenz (2005:1) says that reading comprehension is the process of constructing the meaning from the text. In this theory, Lenz explains that comprehending the text is the aim of reading. Reading comprehension involves at least two people: the reader and the writer. The process of comprehending involves decoding the writer's words and then the reader uses the background knowledge to construct an approximate understanding of the writer's message.

On the other hand, reading comprehension is not only viewed as a complex process but it is also an interactive process. As what Nunan (1999: 257) proposes, reading comprehension is an interactive process between the reader and the text, in that the reader is required to fit the clues provided in the text to his or her own background knowledge. In this respect, Snow (2002: 11) points out that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

Davies (2002: 90-91) simply proposes a model of reading comprehension. The following figure describes the model of reading comprehension proposed by Davies.

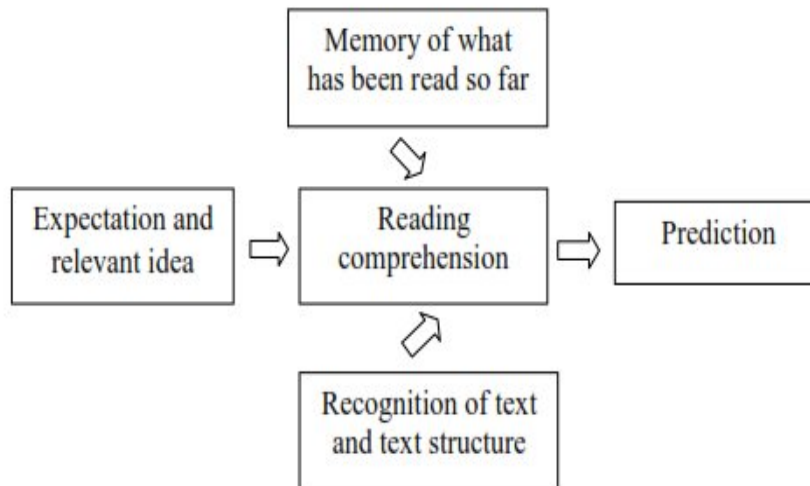


Figure 1: **A Model of Reading Comprehension**

The theories above suggests that reading comprehension is the ability of getting the information or meaning from text. It is influenced by the reader's past experiences, knowledge, language background, and the reader's culture.

3. Factors Affecting Reading Comprehension

Some experts have proposed theories about factors affecting reading comprehension. Hafner (1974: 117) proposes two factors influencing reading comprehension. The first is intelligence. He argues that intelligence is the main factor of influencing the reading comprehension. The second are background knowledge and experiences. The background knowledge helps readers to comprehending the text.

In line with Hafner, Klinger, Vaughn, and Boardman (2007: 8) state that reading comprehension involves much more than readers' responses to text. It is a complex process that involves many interactions between readers and what they bring to the text (previous knowledge,

strategy use) as well as variables related to the text itself (interest in text, understanding of text types, and so on).

In support of the above statement, Boardman, et al. (2007: 6) propose that poor readers lack many factors that influence their text comprehension such as word reading (decoding), fluency (accuracy and speed of reading), vocabulary (knowing what the words mean in context), and world knowledge (having sufficient background knowledge to benefit from reading text). In addition, Lenski and Lewis (2008: 170) assert that poor readers have three problems that affecting their reading comprehension. These include the lack of motivation and engagement, text difficulty, and insufficient or ineffective strategies instruction and use.

From the theory above, the conclusion is that reading comprehension is affecting by some factors, such as the reader's intelligence and background knowledge, the technique and strategy used by the reader, and the features of the texts.

4. Strategies on Reading Comprehension

Brown (2001: 306) describes the strategies for reading comprehension. Those are identifying the purpose in reading, using graphic rules and patterns, scanning the text for specific information, using semantic mapping or clustering, analyzing vocabulary, distinguishing between literal and implied meanings, and capitalizing on discourse markers to process relationship.

Furthermore, according to the Bloom' taxonomy there are six levels of cognition which can be applied to the reading comprehension level. Table 1 below describes each of the cognitive level of reading comprehension proposed by Bloom based on Anderson and Krathwohl (2001) revision.

Table 1: Bloom's Taxonomy of the Cognitive Levels

Category Name	Expected Cognitive Levels	Key Concepts
1. Remembering	Recalling or recognizing information, ideas and principles in the approximate form	Memory, knowledge, repetition, description
2. Understanding	Interpreting, exemplifying, classifying, summarizing, inferring, comparing, explaining	Explanation, comparison, illustration
3. Applying	Executing and implementing data and principles to complete a problem task with a minimum of directions	Solution, application and convergence
4. Analyzing	Differentiating, organizing and attributing the assumption, hypothesis, evidence, conclusion and structure of a statement or a question with an awareness of the thought process	Logic, induction and deduction, formal reasoning
5. Evaluating	Checking and Critiquing on a basis of specific standards and criteria	Judgment, selection
6. Creating	Generating, planning and producing ideas into a product, plan or proposal	Divergence, productive thinking and novelty

5. Reading Skill

Mikulecky (1990: 25) defines reading skills as the skills to foster the thinking process which the reader needs to develop further in order to read a standard language effectively. These skills involve a variety of skills as follows:

- a). Automatic decoding
- b). Previewing and predicting
- c). Specifying purpose
- d). Identifying genre
- e). Questioning
- f). Scanning
- g). Recognizing topics
- h). Classification of ideas into main topics and details
- i). Locating topic sentences
- j). Stating the main idea of a sentence, paragraph or passage.
- k). Recognizing patterns of relationships
- l). Identifying and using words
- m). Inferring the main idea
- n). Recognizing and using pronouns, referents, and other lexical equivalents
- o). Guessing the meaning of unknown words from the contexts
- p). Paraphrasing
- q). Summarizing
- r). Drawing conclusions
- s). Drawing inferences and using evidences
- t). Visualizing
- u). Reading critically
- v). Reading faster
- w). Adjusting reading rate accordance to materials and purposes

In addition, Brown (2001:307) adds that there are some micro skills for reading comprehension as presented in the following:

- a). Discriminating among the distinctive graphemes and the orthographic patterns of English.
- b). Retaining the chunks of language of different lengths in the short term memory.
- c). Processing writing at an efficient rate of speed to suit the purpose.
- d). Recognizing a core of words and interpreting word order patterns and their significance,

- e). Recognizing grammatical word classes system (e.g. tense, agreement and pluralisation), rules, and elliptical forms.
- f). Recognizing that a particular meaning may be expressed in different grammatical forms.
- g). Recognizing cohesive devices in written discourse and their role in signaling the relationship between and among the clauses.
- h). Recognizing the rhetorical forms of written discourse and their significance for better interpretation.
- i). Recognizing the communicative functions of written text according to the form and the purpose.
- j). Inferring context that is not explicit by using background knowledge.
- k). Inferring links and connections between events, ideas, etc, deducing causes and effects and detecting such relations as main idea, supporting idea, new information, given information, generalization and exemplification.
- l). Distinguishing between literal and implied meaning.
- m). Detecting cultural specific references and interpreting them in a context of appropriate cultural schemata.
- n). Developing and using a battery of reading strategy such as scanning, skimming, detecting discourse markers, guessing the meaning of words from context and activating schemata for the interpretation of text.

The fourteen reading skills above can be classified into the six big categorizations: identifying the structure of a text, identifying the context of the text, identifying the meaning, recognizing the reading speed, identifying the communicative functions, and applying the reading strategies.

6. Teaching Reading

Harmer (1998:70) proposes six principles behind the teaching of reading. The first, that reading is not a passive skill. It is an incredibly active occupation. Second, the students need to be engaged with what they are reading. The students, who are not engaged with the reading text, usually cannot get many benefits from the reading text. Third, students should be encouraged to respond to the content of a reading text. Students

should have chances to respond the meaning or the message from the text they read. They should also be allowed to express their feelings about the topic of the text. Fourth, prediction should be a major factor in reading. Teachers should provide the prediction activities to let the students predict what is going to happen as they read the text. Fifth, the task should be matched with the topic. The teachers need to choose good reading tasks which help the students became interested in reading the text. The last, he adds that good teachers should integrate the reading text into interesting class sequence, using the topic for discussion and further tasks.

Farrel (2002: 9) proposes seven principles which help teachers make their reading classes interesting and relevant for their students. The first principle is that the reading materials need to be interesting for students. The teachers can utilize real and authentic material in their reading lessons. Second, the major activity of the reading lesson is students reading texts. The teachers should ask the students to do actual reading activities. Third, activities and exercises should reflect the purposeful and task-based interactive nature of real reading. It means that each lesson should have some specific objective. Fourth, activities and tasks allow the learners to bring their knowledge and experiences to the reading passage. It means that the teachers need to find out what the students know about the topic and then choose appropriate topic for the students.

The fifth principle is instructional activities conducted in the reading lesson should have a teaching rather than a testing focus. In other

words, the teachers need to remember that the whole idea of teaching reading is to instruct the students to understand or comprehend unfamiliar texts. The sixth principle is a variety of reading activities should be used during each lesson. The teachers need to vary the reading activities to maintain interest, motivation, and pace of students. Finally, the seventh principle proposed by Farrel (2002: 14) is the lessons should be divided into pre-reading, during-reading, and post-reading phases. In the pre-reading phase, the teachers can introduce the lesson objective and encourage the students to activate their prior knowledge on the topic.

In addition, Brown (2001: 313-316) also develops some principles for designing interactive reading technique. They will be described below:

- a). In interactive curriculum, make sure that you don't overlook the importance of specific instruction in reading skills.
- b). Use techniques that are intrinsically motivating.
- c). Balance authenticity and readability in choosing texts.
- d). Encourage the development of reading strategies.
- e). Include both bottom up and top down processing.
- f). Follow the SQ3R sequence.
- g). Subdivide the techniques into pre-reading, during reading, and after-reading.
- h). Build in some evaluative aspect on the techniques.

Janzen (1996) in Farrell (2002: 20) states that reading strategies refer to how readers make sense of what they read and do when they do not understand something in a text. This means that readers can comprehend the text if they know the appropriate strategies they can use in reading. To know the appropriate strategies being used the readers need to be taught or trained by the teacher.

7. Cooperative Learning

Cooperative Learning is one of teaching strategies which is commonly used in the process of teaching and learning. Richards and Rogers (2001: 192) state that Cooperative Learning is an approach of teaching that maximizes the use of cooperative activities involving pairs and small groups of learners in the classroom. Furthermore, Olsen and Kagan in Richards and Rogers (2001: 192) define that Cooperative Learning is a group of systematic learning activity which depends on the information exchange between learners in groups in which each learner is given responsibility for his or her own learning and is motivated to increase the learning of others.

Johnson in Richards and Rogers (2001: 192) believes that low-achieving students might fall behind higher-achieving students in the classroom learning where the teacher is focusing competition rather than cooperation, and favored high-achieving students. Cooperative Learning in this context is possible to raise the achievement of all students in the learning activities. It also helps the teacher build positive relationship among students and give students the experiences they need for healthy social, psychological, and cognitive development. However, it benefits for replacing the competitive structure of most classroom and schools with team- based, high performance structure.

In addition, Chamot and O'Malley (1994: 102) state that Cooperative learning requires students to interact and rely on others and

themselves to complete a task. These interactions may be structured formally in which each student is given a specific and certain role in the group. These also can be structured informally in which students are collaborating to finish a task. They also suggest that the Cooperative Learning environment offers many other rewards such as learners become more active, self-directed and communicative.

Johnson and Johnson (1991) say that cooperative learning can help the students to achieve the good result of learning because cooperative learning can increase the students' motivation; motivation is a factor which affects the students to achieve the good result.

In summary, Cooperative Learning is a strategy which maximizes students' involvement, participations, and cooperative activities in group. Cooperative learning can also build a positive relationship among the students.

8. Jigsaw technique

Jigsaw technique was developed by Aronson as cooperative learning. This technique can use in teaching reading, writing, listening, and speaking (Lie,2008: 69). Haryanto (2012) states that in Jigsaw technique the students conduct the learning activities by cooperating with other students to reach their goal.

In addition, Gladstone (2013) states that the Jigsaw technique is a cooperative learning strategy in which groups of students become experts in

different subjects, then teach other students what they've learned. The strategy enhances learning, retention, and engagement

Klippel (1984) states that Jigsaw is one of the activities which is used in teaching. In Jigsaw task, each participant is equally important because each holds the part of solutions. From the reason before, Jigsaw is considered to improve cooperative and mutual acceptance within the group. Jigsaw tasks practice two different areas of skill in the foreign language. Firstly, the students have to understand the bits of information they are given and describe them to the other members of the group. Secondly, the students have to organise the process of finding the solution.

Slavin (1995:122) states that in the Jigsaw technique, students work in heterogeneous teams. The scores that students contribute to their team are based on the improvement score system, and students on high-scoring teams may receive certificates or other recognition. The advantage of Jigsaw technique is that all students read all material, which may make unified concepts easier to understand.

The benefit of Jigsaw technique proposed by Aronson (2000) are as follow. First and foremost, it is a remarkably efficient way to learn the material. But even more important, the jigsaw process encourages listening, engagement, and empathy by giving each member of the group an essential part to play in the academic activity. Group members must work together as a team to accomplish a common goal; each person depends on all the others. No student can succeed completely unless everyone works well

together as a team. It facilitates interaction among all students in the class, leading them to value each other as contributors to their common task.

In addition, Rusman as quoted by Haryanto (2012) states that in Jigsaw technique the students have many opportunities in expressing their opinions and analyzing the information. All members of the group have responsibility in the group's success.

Aronson (2000) states that Jigsaw consists of ten steps. They are:

- a). Divide students into five or six people called "jigsaw group". The groups should be diverse in terms of gender, ethnicity, ability, and skill.
- b). Appoint one student from each group as a leader.
- c). Divide the material into five or six segments.
- d). Assign each student to learn a segment of material.
- e). Teacher gives the students time to read over their segment at least twice and become familiar with it.
- f). From temporary 'expert groups' by having one student from each Jigsaw group join other students assigned to the same segment. At this step, the teacher gives time to these 'expert groups' to discuss the main points of their segment and to rehearse the presentations they will make to their Jigsaw group. They have to share ideas, opinions, and comprehension about the material and try to solve their problems.
- g). Bring the students back into their Jigsaw group.
- h). Ask each student to present her or his segment to the group. Teacher should encourage others in the group to ask questions for clarification.
- i). Float from group to group, observing the process. If any group is having trouble, for example; a member is dominating or disruptive, make an appropriate intervention.
- j). Give a quiz on the material to find out students' achievement

The illustration of Jigsaw technique in teaching learning process can be seen in figure 2 below

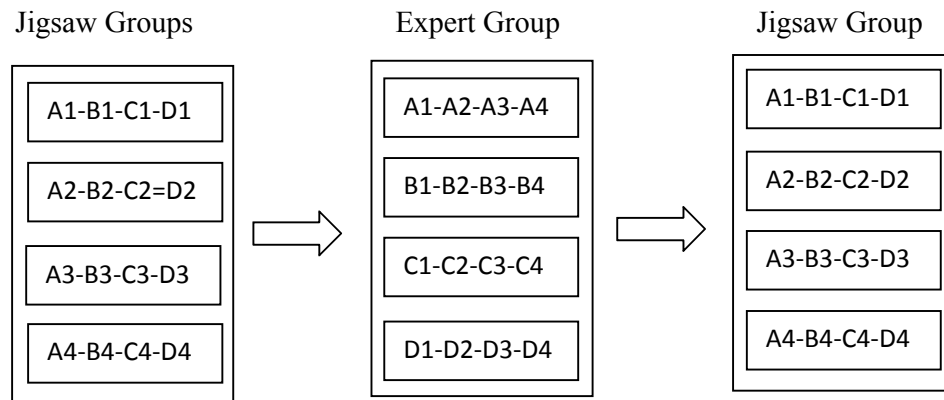


Figure 2: Jigsaw technique illustration (adapted from Lie, 2008)

B. Relevant Studies

Meng (2010) studied through Jigsaw cooperative learning the students in the experimental class benefited from the cooperative learning approach. It also fosters the interest of students' English study, arouses their motivation, and improves their reading ability. What's more, jigsaw cooperative learning embodies a learner-centered, teacher-facilitated, positive interdependent communication. So it is safe to say that jigsaw cooperative learning approach is an effective ways of teaching English reading.

Mengduo & Xiaoling (2010) investigated that implementing Jigsaw technique in the EFL classroom made it possible for the teacher to focus on language learners and thereby language learning became interdependent. A conclusion was drawn that jigsaw technique is an effective way to promote student participation and enthusiasm as well as a useful technique for language

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

Cholisoh (2010) found that the result of the research showed (1) Jigsaw Technique could improve students' reading comprehension in terms of raising students' achievement in the case of (a) understanding main idea, (b) doing paraphrasing, (c) making inference; and (d) identifying reference (2) Jigsaw technique can improve class situation, in terms of (a) students' better interaction when having and responding teacher's question, (b) being active both in individual and work group activities, (c) being more attentive to the reading class, (d) the absence of students who were late and went out during reading comprehension class, and (e) the unobservable dominance of the teacher. Based on the result of the study, it can be concluded that students' reading comprehension could be improved by the implementation of jigsaw technique. Therefore, it is recommended that (1) teacher should give the explicit model during implementing jigsaw technique in teaching reading; and (2) teachers need to improve their acquisition of knowledge about jigsaw technique through collaboration with other teachers.

C. Conceptual Framework

It has been mentioned that students get difficulties in reading comprehension. Their reading comprehension ability needs to be maximized. Based on the theories above, the researcher uses the Jigsaw technique which is one kind of cooperative learning in teaching reading. The Jigsaw technique can help the students to improve their reading comprehension ability. The Jigsaw technique also can make feel easy. Then, the Jigsaw technique can motivate the students to be active in teaching and learning process.

D. Research Hypothesis

Concerning the theoretical review and conceptual framework, hypothesis of the research can be formulated as follows.

“There is a significant difference in the students reading comprehension ability between the students taught using Jigsaw technique and those taught without using it.”

CHAPTER III

RESEARCH METHOD

This chapter discusses the method which has been used in this research. This chapter is divided into seven parts. Those are the research type, research variable, research population and sample, research design, instrument of the research, data collecting technique, and data analysis technique. Each part will be presented in the following discussion.

A. Research Type

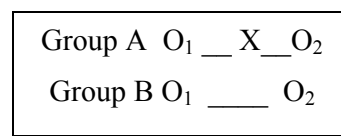
This research is classified as a quasi-experimental research. The characteristic of a quasi-experimental research is that it includes the pre-test and post-test design and the experimental and control groups but excludes the random assignment. In the quasi-experimental research, the random selection or random assignment of the participants is quite impracticable. Lapp and Fisher (2011: 402) said that a quasi-experimental study assigns the participants to the experimental and control groups by a method other than random assignment.

The principle of such experiment is that the researcher gives a treatment to a group of subjects and then the researcher analyzes the change of their behavior, then compared to the other group that is not given the treatment (Alsa, 2003: 19). This experiment used an intact group pre-test and post-test that involved a group of students belonged to the experimental

group and the other belonged to the control group. In this research, the treatment that was given is applying jigsaw technique in teaching and learning process of reading comprehension in the class.

B. Research Variables

This experiment involves two variables, one being an independent variable and the other being a dependent variable (Suharto, 2003: 55-56). The independent variable is the method, namely X. The dependent variable is the students' reading comprehension ability, namely Y.



A = experimental group

O_1 = pre-test

O_2 = post-test

B = control group

X = treatment

Figure 3. The Design of the Study. (Creswell, 1994: 132)

The independent variable is the variable that is controlled by the researcher while the dependent variable is the variable that is measured by the researcher. The independent variable is the cause and the dependent variable is the effect. The independent variable of the research was the treatments (Jigsaw technique) whereas the dependent variable of the research was the students' reading comprehension ability.

C. Research Population and Sample

The subjects of this study were students of tenth grade at SMK Muhammadiyah Bawang in the academic year of 2012/2013. There were ten

classes of grade X. There were X TKR1, X TKR2, X TKR3, X TSM1, X TSM2, X TKJ1, X TKJ2, X AK1, X AK2, and X PB. The total numbers of students were 374 students. Table 2 below describes the population of the research.

Table 2: The Population of the Research

No	Class	The Number of Students
1	X TKR1	40
2	X TKR2	38
3	X TKR3	37
4	X TSM1	37
5	X TSM2	36
6	X TKJ1	38
7	X TKJ2	40
8	X AK1	37
9	X AK2	35
10	X PB	36
Total Number		374

Based on the suggestion of the English teacher in SMK Muhammadiyah Bawang, the researcher took two classes as the samples of the research; there are X AK (akuntansi) 1 class and X AK (akuntansi) 2 class. The researcher determined them as the sample of the research; one as the experimental class and the other one as the control class by dividing students in each class into group, each group consist of five students. Finally, after dividing the students, the researcher found that both of those two classes may have seven groups, however in X AK1 there were two students who did not have group. Because of that to make the jigsaw

technique works as the researcher's expectation, the researcher decided the X AK2 class as the experimental group and the X AK1 class as the control group. The details are in the table as follows:

Table 3: Subjects of the Research

No.	Class	Quantity
1.	X AK1 (the control group)	37
2.	X AK2 (the experiment group)	35
Total		72

No.	Class	Quantity
1.	X AK1 (the control group)	37
2.	X AK2 (the experiment group)	35
Total		72

D. Research Design

In this research, the subjects were classified into two groups, experimental group and control group. Both of the groups were given different treatments. The experimental group (X AK2) received a treatment using Jigsaw technique in teaching and learning reading while the control group did not use Jigsaw technique in teaching and learning reading. Both of the group received a pre-test of reading comprehension before the treatment was given and post-test after the treatment had been given. The design of the research is visualized in the following table.

Table 4: **Design of the Research**

Sample	Group	Pre-test	Treatment	Post-test
S	C	O1	non jigsaw technique	02
S	E	01	jigsaw technique	02

in which:

- S : Sample
- C : Control group (X AK1)
- E : Experimental group (X AK2)
- O1 : Students' Pre-test score
- O2 : Students' Post-test score

From the table above, it could be seen that the pre-test was given to both of the groups before the treatment given. The control group and the experimental group got different teaching treatments. The difference was at the use of jigsaw technique on the teaching of reading comprehension. The experimental group was taught by using jigsaw technique on the teaching of reading comprehension. Meanwhile, the control group was taught without using it.

E. Instrument of the Research

1. Research Instrument

In this research, the instrument that was used by the researcher to collect the data was a reading comprehension test. The researcher designed the same instruments for both of the pre-test and post-test. The instrument was in the form of multiple-choices. The type of the test consisted of fifty multiple-choice questions which were taken from some resources. The pre-test (given before the treatment) and post-test (given

after the treatment) were used to find the student's reading comprehension scores of both experimental and control groups.

In this research, the try-out was conducted before the instrument was used to collect the data. It was used to find out the validity and reliability of the instrument.

2. Validity of the Instruments

A valid instrument is an instrument which is used to test what should be tested in order to make the test become valid and reliable. Gronlund in Brown (2004:22) states that validity is the extents to which inferences made from assessment result which are appropriate, meaningful, and useful in terms of purpose of the assessment.

The evidence of validity is related to the accuracy of the proposed interpretation of the test scores, not the test itself. However, a valid result is gained from a valid instrument. Meanwhile a valid instrument is the instrument which is able to test what should be tested.

Based on the explanation above, it means that the instrument can explain the data from the variables which are accurately researched. There were three kinds of validity applied in this research. They were content validity, construct validity and item validity.

a. Content Validity

To guarantee the validity of the instrument, the researcher applied the content validity in which it refers to the degree to which the test represents the parts of category tested (Suharto, 2003:69). The

reading comprehension test used in this study employs the content validity.

In this study, the reading comprehension test was developed in reference to the materials which were based on the standard competences and the basic competences of the School Based Curriculum of the tenth grade of SMK Muhammadiyah Bawang in the second semester of the academic year of 2012-2013. The detail is illustrated in the following table.

Table 5: The Standard of Competence and Basic Competence in the Second Semester

Standard of Competence	Basic Competences	Indicators
Reading 1. Communicate in English in Novice Level.	1.6 Understanding simple memo, menu, public transportation, and traffic sign. 1.8 Writing a simple invitation.	<ul style="list-style-type: none"> - Finding and explaining some information from a simple memo correctly - Finding and explaining some information from a simple menu correctly - Finding and explaining some information from transportation schedules correctly - Writing and explaining simple invitation (such as: birthday invitation) correctly - Reading for information: invitations

b. Construct Validity

The construct validity concerns with the validation of the underlying theory. There are several indicators of the reading comprehension. According to Mickulecky (1990:25) how a reader comprehends a text can be seen from the reading ability which he or she acquired. There are the skills of stating the main idea (finding main idea of the text, finding the topic, identifying the main information), guessing the meaning of unfamiliar words and lexical items, making and understanding inferences, identifying purpose (identifying the writer's purpose, identifying the writer's attitude, identifying the text's genre and organization), and the skill of paraphrasing (summarizing).

Brown (2001: 307) also adds the indicators of the reading comprehension through the skills of using the reading strategies such as scanning and skimming. To meet the construct validity, the researcher constructed the reading comprehension test according to some specific indicators of reading comprehension.

To meet the construct validity, the researcher constructed the reading comprehension test according to some specific indicators of reading comprehension. The following table describes the detail of the reading comprehension ability in the reading comprehension test items according to the Bloom' taxonomy.

Table 6: The Item Distribution of the Reading Comprehension Test in reference to Cognitive Level of Bloom' Taxonomy

Indicators	Cognitive Level						Total
	R	U	App.	An.	E	C	
Finding the main idea of the text				1, 13, 14, 27, 35, 47			6
Finding the topic of the text		5, 18, 43					3
Identifying the specific information	6, 20, 23, 25, 29, 30, 34, 38						8
Deducing meaning of unfamiliar lexical items		8, 12, 17, 22, 36, 42, 49					7
Making inferences						3, 10, 28, 32, 33, 39, 41, 44, 45, 46, 48, 50	12
Understanding references			4, 7, 11, 16, 21, 26, 40				7
Critical Reading: The writer's purpose The writer's attitude Genre Organization		2, 9, 15, 19, 24, 31, 37					7
Total	8	17	7	6		12	50

R : Remembering
U : Understanding
App : Applying

An : Analyzing
E : Evaluating
C : Creating

c. Item Validity

Item validity is to find the validity of each item in the test instrument. The item validity will be able to describe whether the items valid or not valid. An item can be said valid if the value of the correct

proportion (item difficulty) lies between 0.20 up to 0.80 and the value of the point biserial (item discrimination) is ≥ 0.25 .

From the result of try-out, the computation result showed that there were 7 invalid items of 60 items in the test, while the valid items were 53. The invalid items were the item number 2, 8, 18, 35, 39, 49, and 56. Then, the researcher eliminated 3 valid items to make the scoring easier. The 50 valid items were used to collect the data on the students' reading comprehension test in the actual research while the invalid items were revised and dropped. The computer print-out can be seen in the appendix.

3. Reliability of the Instrument

The researcher found out the reliability of the instrument first before it was used to collect the data in the research. It was found by conducting a try-out test of the instrument to the students outside the sample. The test (try-out) was given before the research started.

To get the reliability of the reading comprehension test, the researcher used IteMan program. The reliability of the reading comprehension test was known by its reliability coefficient. The computation showed that the reliability coefficient was 0.905. It could be inferred that the reliability of the instrument of the test was very high.

To determine the level of the instrument reliability, the norm of categorizing the correlation coefficient was employed. The following practical rule below is the norm proposed by Suharto (2006:84).

Table 7: Value of the Reliability Coefficient

No	Reliability Coefficient	Category
1	0.800 – 1.000	Very high
2	0.600 – 0.799	High
3	0.400 – 0.599	Fair
4	0.200 – 0.399	Low
5	0.000 – 0.199	Very low

(Suharto, 2006: 84)

F. Data Collecting Technique

The procedure of collecting data is divided into three steps, those are try-out, test, and scoring. Each of the steps are presented as follows.

1. Try-out

The researcher conducted the try-out before using the instrument to collect the data in order to find out the validity and reliability of the instrument. The try-out of the reading comprehension test was done on 24th April 2013 on X TKJ2 class of SMK Muhammadiyah Bawang.

The result of the validity of reading comprehension test showed that there were 7 invalid items of 60 items in the test, while the valid items were 53. Then, the researcher eliminated 3 valid items to make the scoring easier. The result of the reliability of the reading comprehension test showed that the test is reliable. The result of the reliability coefficient of the instrument was 0.905.

2. Test and Implementation of the Research

After validating the reading comprehension test, the researcher conducted the pre-test to know the students' reading comprehension ability before the jigsaw technique treatment. Both of experimental group and control groups received the same pre-test. The pre-test was conducted in X AK2 class (the experimental group) and X AK1 Class (the control group) on 6th May 2013.

The treatment was conducted on 7th May 2013 until 21st May 2013. The treatment was conducted in 5 meetings and had 90 minutes of duration for each. After that, the post test was done on 27th May 2013. Both experimental group and control groups received the same post-test. The following table describes the research time schedule.

Table 8: **The Research' Time Schedule**

No.	Research' Schedule	Class	Activity
1.	Wednesday, 24 th April 2013	X TKJ2	try-out
2.	Monday, 6 th May 2013	X AK2	pre-test
3.	Monday, 6 th May 2013	X AK1	
4.	Tuesday, 7 th May 2013	X AK1	treatment
5.	Tuesday, 7 th May 2013	X AK2	
6.	Monday, 13 th May 2013	X AK2	
7.	Monday, 13 th May 2013	X AK1	
8.	Tuesday, 14 th May 2013	X AK1	
9.	Tuesday, 14 th May 2013	X AK2	
10.	Monday, 20 th May 2013	X AK2	
11.	Monday, 20 th May 2013	X AK1	
12.	Tuesday, 21 st May 2013	X AK1	
13.	Tuesday, 21 st May 2013	X AK2	
14.	Monday, 27 th May 2013	X AK2	post-test
15.	Monday, 27 th May 2013	X AK1	

3. Scoring

The researcher got the score of reading comprehension from the pre-test and post test. The pre-test and post-test are consist of 50 questions, those are in multiple-choice form. The correct answer was scored 2 and the false answer was scored 0.

G. Data Analysis Technique

There were two techniques of analyzing the data used in this study, namely descriptive and inferential analysis. In this research, the program of SPSS 17.00 computer program for windows was used to analyze the data.

1. Data Categorization

Categorization is needed to determine the data distribution of the students' reading comprehension score of pre-test and post-test. The ideal mean score (M_i) and the ideal standard deviation (SD_i) were found first to make the categorization. The ideal mean is $\frac{1}{2} \times (\text{maximum score} + \text{minimum score})$ from the highest possible score and the ideal standard deviation is $\frac{1}{6} \times (\text{ideal maximum score} - \text{ideal minimum score})$. There were 50 items in the reading comprehension test. The correct answer was scored 2 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 $\frac{1}{2} \times (100 + 0) = 50$. The ideal standard deviation was $\frac{1}{6} \times (100 - 0) =$

16.66 \rightarrow 16.7. The formula of the data categorization of students' reading comprehension ability is presented in the table 9.

Table 9: **The Conversion Criterion by Five Scales**

No.	Class Interval	Category
1	$X > M_i + 1.50 SD_i$	Very High
2	$M_i + 0.5 SD_i < X \leq M_i + 1.50 SD_i$	High
3	$M_i - 0.5 SD_i < X \leq M_i + 0.5 SD_i$	Fair
4	$M_i - 1.5 SD_i < X \leq M_i - 0.5 SD_i$	Low
5	$X \leq M_i - 1.5 SD_i$	Very Low

2. Descriptive Statistic

The descriptive statistics aimed at describing the result of the data. It employed the result of the mean and the standard deviation of the scores. The statistics used in the research are the mean and the standard deviation. The mean was the total of all scores or sum of all scores divided by the number of the scores. It was used to know the position of the group, whether it is in high or low position. Whereas the standard deviation was the average variability of all scores around mean.

3. Inferential Analysis

The inferential analysis was employed to make inferences about the population based on the data obtained from the sample. It was used to test the hypothesis whether there was significant difference between the students who were taught using Jigsaw technique on their reading class and those who were taught without using Jigsaw technique. The statistics used in this computation are test of normality, test of homogeneity, and test of hypothesis.

a. Test of normality

The normality test aimed to know whether the data distribution of the responses in the population met the normal distribution requirement or not. In the research, the test was done by using the Kolmogorov Smirnov test. Theoretically, if the level of significance is higher than 0.05, it means that the scores have a normal distribution.

b. Test of homogeneity

It is used to analyze whether the samples of variance are homogenous or not. The test used in this research is Levene's test. The samples are considered homogenous if the level of significance is more than 0.05.

c. Test of hypothesis

The test of hypothesis is applied to find out whether the hypothesis is accepted or rejected. In order to test the hypothesis, the ANCOVA (Analysis of Covariance) was applied. Theoretically, the hypothesis is accepted if the level of significance is lower than 0.05.

In the research, the researcher used SPSS version 17.00 computer program for windows to analyze the normality test, the homogeneity test, and the hypothesis testing.

CHAPTER IV

RESEARCH FINDINGS

The aim of the research is to find out the effect of Jigsaw technique on the students' reading comprehension ability. This chapter presents the findings of the research that are divided into three sections. The first section is the descriptive analysis. The second is the inferential analysis. The last section is the interpretation of the findings. The descriptive analysis describes the results of the reading comprehension test. The inferential analysis describes the pre-test analysis and the post-test analysis, whereas the interpretation of the finding describes the result of the hypothesis testing.

A. Descriptive Analysis

The descriptive analysis explains the results of the test. There were two tests which have been conducted in this research (the pre-test and the post-test). In the descriptive analysis, the researcher describes the data scores of the students who were taught by using jigsaw technique (the experimental group; Class X AK2) and those who were taught without using jigsaw technique (the control group; Class X AK1). The data mainly involve the mean and the standard deviation of the students' scores of the experimental groups and the control groups.

1. The Data of Experimental Group

The data of the experimental group was gathered from the pre-test and post-tests. The results of the pre-test and post-test scores will be presented in the following section. The presentation involves the statistics of the descriptive analysis on the students' reading comprehension score.

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

The pre-test was given to measure the students' reading comprehension ability of the experimental group before the treatment was applied. The pre-test of the experimental group (X AK2 class) was done on Monday, 6th May 2013. The following table shows the information on the categorization of the students reading comprehension based on the pre-test score of the experimental group.

Table 10. **The Results of Pre-test Scores of the Experimental Group**

Category	Scores	frequencies	Percentage
Very high	75.2 - 100	1	2.9 %
High	58.5 - 75.1	32	91.4 %
Fair	41.7 - 58.4	2	5.7 %
Low	25 - 41.6	-	0 %
Very low	0 - 24.9	-	0 %

As presented in the table, there is one student who achieves the category of the very high category (2.9%). There are thirty two students who reach the category of the high category (91.4%). There are two students who achieve the category of the fair category (5.7%). There are no students who reach the category of the low category

(0%). There are no students who get the category of the very low category (0%)

The detailed frequency distribution of the pre-test scores of the experimental group is attached in Appendix C. The following table presents the descriptive analysis based on the result of the pre-test score of the experimental group.

Table 11. The Descriptive Analysis of Pre-Test Scores of the Experimental Group

Mean	Median	SD	Max	Min
65.49	66	4.293	78	56

The data of the pre-test score of the experimental group shows that the maximum score is 78 and the minimum score is 56. The mean score of the pre-test score of the experimental group is 65.49, the median is 66 and the standard deviation is 4.293. The mean score of the experimental group was higher than the ideal mean score ($65.49 > 50.00$). Based on the table of categorization of the pre-test score, the mean score of the experimental group is between 58.5 – 75.1. It means that the reading comprehension ability of the students of the experimental group before the applying of jigsaw technique is at the high category.

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

A post-test was given to measure the students' reading comprehension after the treatment was applied. The post-test of the experimental group (X AK2 class) was done on Monday, 27th May 2013.

The following table shows the information on the categorization of the students' reading comprehension based on the results of the post-test score of the experimental group.

Table 12. The Results of Post-Test Scores of the Experimental Group

Category	Scores	frequencies	Percentage
Very high	75.2 - 100	25	71.4 %
High	58.5 - 75.1	10	28.6 %
Fair	41.7 - 58.4	-	0 %
Low	25 - 41.6	-	0 %
Very low	0 - 24.9	-	0 %

As presented in the table, it can be seen that there are twenty five students who reach the category of the very high category (71.4%). Ten students achieved the category of high category (28.6%). There are no students who get the category of the fair category (0%). There are no students who reach the category of the low category (0%). There are no students who achieve the category of the very low category (0%).

The detailed frequency distribution of the post-test scores of the experimental group is attached in Appendix C. The following table

presents the descriptive analysis of the post-test score of the experimental group.

Table 13. The Descriptive Analysis of Post-Test Scores of the Experimental Group

Mean	Median	SD	Max	Min
77.54	78	3.791	86	70

The data of the post-test score of the experimental group show that the maximum score is 86 and the minimum score is 70. The mean score of the post-test score of the experimental group is 77.54, the median is 78 and the standard deviation is 3.791. The mean score of the experimental group was higher than the ideal mean score ($77.54 > 50.00$). Based on the table of categorization of the post-test scores of the experimental group, the mean score of the experimental group is between 75.2 - 100. It means that the reading comprehension ability of the students of the experimental group after the applying of the jigsaw technique is at the very high category.

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

The table below describes the statistical data on the pre-test and post-test scores of students' reading comprehension of the experimental group. The statistical data presents the information of the number of cases, the sum of scores, the mean, and the standard deviation of the pre-test and post-test scores of the students of the

experimental group.

Table 14. The Comparison between Pre-Test and Post-Test of the Experimental Group

Data	Pre-test	Post-test
Number of cases	35	35
Sum of scores	2292	2714
Mean score	65.49	77.54
SD	4.293	3.791

From the statistical data presented on the table, it can be seen that the mean score of the pre-test and the post-test of the experimental group increases from 65.49 to 77.54 or increased 12.05 points. It can be said that after the implementation of the jigsaw technique, the reading comprehension ability of the students of the experimental group improved from the high category to the very high category.

Based on the Standard Deviation (SD), the experimental group standard deviation decreased from 4.293 to 3.791 or decreased 0.502 point. It can be said that the variation of data around mean is more homogeneous.

d. The Percentage of Improvement of the Mean Score of the Reading Comprehension Test of the Experimental Group

The percentage of improvement of the mean score of the reading comprehension test of the experimental group is presented in the following table.

Table 15. The Percentage of Improvement of the Experimental Group

Variable	Mean	Mean difference	The percentage of improvement
Pre-test	65.49	12.05	18.39 %
Post-test	77.54		

As presented on the table above, it can be seen that the percentage of improvement of the mean score of the reading comprehension test of the experimental group is 18.39% (increase). This means that most of the students' post-test scores increased from the pre-test score.

2. The Data of the Control Group

The data of the control group was gathered from the pre-test and post-tests. The results of the pre-test and post-test scores will be presented in the following section. The presentation involves the statistics of the descriptive analysis on the students' reading comprehension score.

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

The pre-test was given to measure the students' reading comprehension ability of the control group before the treatment was applied. The pre-test of the control group (X AK1 class) was done on Monday, 6th May 2013. The following table shows the information on the categorization of the students reading comprehension based on the pre-test score of the control group.

The following table shows the information on the categorization of the students reading comprehension based on the results of pre-test score of the students of the control group.

Table 16. **The Results of Pre-test Scores of the Control Group**

Category	Scores	frequencies	Percentage
Very high	75.2 - 100	-	0 %
High	58.5 - 75.1	33	89.2 %
Fair	41.7 - 58.4	4	10.8 %
Low	25 - 41.6	-	0 %
Very low	0 - 24.9	-	0 %

As presented in the table, there are no student who achieves the category of the very high category (0%). There are thirty three students who reach the category of the high category (89.2%). There are four students who achieve the category of the fair category (10.8%). There are no students who reach the category of the low category (0%). There are no students who get the category of the very low category (0%)

The detailed frequency distribution of the pre-test scores of the control group is attached in Appendix C. The following table presents the descriptive analysis of the pre-test score of the students of the control group.

Table 17. The Descriptive Analysis of Pre-Test Scores of the Control Group

Mean	Median	SD	Max	Min
64.86	66	4.231	72	54

The data of the pre-test score of the control group shows that the maximum score is 72 and the minimum score is 54. The mean score of the pre-test score of the control group is 64.86, the median is 66 and the standard deviation is 4.231. The mean score of the control group (64.86) was higher than the ideal mean score (50.00). Based on the table of categorization of the pre-test score, the mean score of pre-test of the control group is between 58.5 until 75.1. It means that the reading comprehension ability of the control group is at the high category.

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

A post-test was given to measure the students' reading comprehension ability after the treatment was applied. The post-test of the control group (X AK1 class) was done on Monday, 27th May 2013.

The following table shows the information on the categorization of the students' reading comprehension based on the results of the post-test score of the control group.

Table 18. The Results of Post-Test Scores of the Control Group

Category	Scores	frequencies	Percentage
Very high	75.2 - 100	3	8.1 %
High	58.5 - 75.1	34	91.9 %
Fair	41.7 - 58.4	-	0 %
Low	25 - 41.6	-	0 %
Very low	0 - 24.9	-	0 %

From the table above, it can be seen that there are three students who reach the category of the very high category (8.1%). Thirty four students achieve the category of high category (91.9%). There are no students who get the category of the fair category (0%). There are no students who achieve the category of the low category (0%). There are no students who reach the category of the very low category (0%).

The detailed frequency distribution of the post-test scores of the students of the control group is attached in Appendix C. The following table presents the descriptive analysis of the post-test score of the students of the control group.

Table 19. The Descriptive Analysis of the Post-Test Scores of the Control Group

Mean	Median	SD	Max	Min
68.27	68	5.378	84	60

The data of the post-test score of the control group show that the maximum score is 84 and the minimum score is 60. The mean score of the post-test score of the control group is 68.27, the median is 68 and the standard deviation is 5.378. The mean score of the control group (68.27) was higher than the ideal mean score (50.00). Based on the table of categorization of the post-test scores of the control group, the mean score of post-test of the control group is between 58.5 until 75.1. It can be said that the reading comprehension ability of the students of the control group is at the high category.

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

The following table describes the statistical data on the pre-test and post-test scores of students' reading comprehension of the control group. The statistical data presents the information of the number of cases, the sum of scores, the mean, and the standard deviation of the pre-test and post-test scores of the students of the control group.

Table 20. The Comparison between Pre-Test and Post-Test of the Control Group

Data	Pre-test	Post-test
Number of cases	37	37
Sum of scores	2400	2526
Mean score	64.86	68.27
SD	4.231	5.378

From the statistical data above, it can be seen that the mean score of the pre-test and the post-test increases from 64.86 to 68.27 or increased 3.41 points. However the reading comprehension ability of the students of the control group is still at the high category (same as at the beginning).

Based on the Standard Deviation (SD), the experimental group standard deviation increased from 4.231 to 5.378 or increased 1.147 points. It indicates that the variation of data around mean is less homogeneous.

d. The Percentage of Improvement of the Mean Score of the Reading Comprehension Test of the Control Group

The percentage of improvement of the mean score of the reading comprehension test of the control group is presented in the following table.

Table 21. **The Percentage of Improvement of the Control Group**

Variable	Mean	Mean difference	The percentage of improvement
Pre-test	64.86	3.41	5.25 %
Post-test	68.27		

Based the table above, it can be said that the percentage of improvement of the mean score of the reading comprehension test of the control group is 5.25% (increase). This means that most of the students' post-test scores increased from the pre-test score.

B. Inferential Analysis

In order to find whether there is a significant difference on the reading comprehension ability between the students who are taught by using Jigsaw technique and who are taught without using it, the researcher applied the analysis of covariance (ANCOVA). Before this test was operated, the pre-analysis test was applied. The pre-analysis test included the test of normality and the test of homogeneity. Moreover, the hypothesis testing was done in order to test the research hypothesis that is stated in chapter II. The discussion is as follows.

1. Test of Normality

The test of normality is aimed at finding whether the distribution requirement is normal or not. In the research, the data was calculated by using the Kolmogorov-Smirnov test and was carried out by using the SPSS program version 17.00 for windows. Theoretically, the data

distribution is said to be normal if the p -value is higher than 0.05. If it is below 0.05, the data is significantly deviated from a normal distribution. Table 22 and Table 23 present the results of the normality test of students' pre-test and post-test results.

Table 22: The Normality Test Result of the Pre-test

Group	N	Significance Level	p	Interpretation
Experimental group (X AK2)	35	5%	0.535	Normal
Control group (X AK1)	37	5%	0.103	Normal

Table 23: The Normality Test Result of the Post-test

Group	N	Significance Level	p	Interpretation
Experimental group (X AK2)	35	5%	0.465	Normal
Control group (X AK1)	37	5%	0.243	Normal

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

- a. The significance value obtained for the pre-test of the experimental group was 0.535. As a result, the significance value of the pre-test for the experimental group (0.535) was higher than the significance level of 0.05. The result shows that the data of the pre-test of the experimental group had a normal distribution.
- b. The significance value of the pre-test of the control group was 0.103. It was also higher than the significance level of 0.05. It can be said that the data of the pre-test of the control group had a normal distribution.

- c. The significance value of the post-test for the experimental group was 0.465. It means that the significance value for the post-test of the experimental group was higher than the significance level of 0.05. Then, the data was considered having a normal distribution.
- d. The significance value obtained for the post-test of the control group was 0.243. In other words, it can be said that the significance value of the post-test of the control group was higher than the significance level of 0.05. The result shows that the data of the post-test of the control group had a normal distribution

The conclusion is the level of significance value for both the pre-test and post-test of the experimental and control group were higher than the significance level of 0.05. It could be stated that the data distribution of the students' reading comprehension were normal. The print out of the computation is in Appendix C.

2. Test of Homogeneity

The homogeneity test is applied to know whether the sample have the homogenous variances or not. The test was done before and after the treatment. The analysis technique which was employed here was the Levene test. This test was carried out by using the SPSS program version 17.00 for windows. Theoretically, the sample of variances can be considered homogenous if the significance value is more than 0.05.

Table 24: **The Homogeneity Test Result of the Pre-test**

Variables	W	df1	df2	<i>p</i>	Interpretation
Experimental group (VIII D)	0.122	1	70	0.728	Homogenous
Control group (VIII E)					

Table 25: **The Homogeneity Test Result of the Post-test**

Variables	W	df1	df2	<i>p</i>	Interpretation
Experimental group (VIII A)	1.351	1	70	0.249	Homogenous
Control group (VIII B)					

Based on table 24 and table 25, the values of *p* of the pre-test of experimental and control groups (0.728) is higher than 0.05. Moreover, the values of *p* of the post-test of experimental and control groups (0.249) is also higher than 0.05. It can be said that the data distributions of both the pre-test and post-test are homogenous. The test was carried out by using the SPSS program version 17.00 for windows. The print out of the computation is in Appendix C.

3. Test of hypothesis

The hypothesis testing is used to find out whether or not there is any significance difference on the students' reading comprehension ability between the students who are taught using jigsaw technique and those who are taught without using it. First of all, the hypothesis must be changed into the null hypothesis (H_0) before the hypothesis is rejected or

accepted. The function of setting the null hypothesis (H_0) is to predict that the hypothesis has no legal effect on the analysis. Muijs (2004) says that the alternative hypothesis is the one that the researcher wants to be true, while the null hypothesis is the opposite. From the null hypothesis: “There is no difference on the reading comprehension ability between students taught using Jigsaw technique and those who taught without it.”

The ANCOVA was applied to figure out the hypothesis because the scores of both the pre-test and the post-test are different. In this case, the pre-test is used as the covariate. Theoretically, the hypothesis is accepted if the value level of significance is lower than 0.05. The result of the ANCOVA is presented below. The printout of the computation is in appendix C.

Table 26. The Summary of the ANCOVA Results

F	df	p
35.724	1	0.00

Based on the table, the value of the ANCOVA result is 35.724. The value level of significance is 0.00, it is lower than 0.05. From the data, it can be said that the alternative hypothesis (H_1) is accepted and the null hypothesis (H_0) is rejected. In other words, there is any significant difference in terms of the reading comprehension ability of the students who were taught using Jigsaw technique and those who were not at the significant level of 0.00. Therefore, the proposed hypothesis that

states 'There is a significant difference in the students reading comprehension ability between the students taught using Jigsaw technique and those taught without using it' is accepted.

C. Interpretation of the Findings

The purpose of the study is to find out whether there is a significant difference in the reading comprehension ability between the students who are taught by using jigsaw technique and who are taught without using it. Based on the findings of the research it can be said that there was a significant difference in the reading comprehension ability between the students who are taught by using Jigsaw technique and who are taught without using it. The conclusions of the result of research are as follow.

First, from the pre-test result, it can be gathered two findings, the mean of experimental group and the mean score of the control group, the mean score of the experimental group is 65.49 while the mean score of the control group is 64.86. Both of those mean score are in the same category. From these results, it can be interpreted that the students of both groups are possessing equal intelligence.

Second, based on the result of the post-test, it is found that there is an increase of the mean score of the experimental group and the control group. Nevertheless the increase of the mean score of the experimental group is higher than that of the control group. The increase of the mean

score of the experimental group is 12.05 points. Meanwhile, the increase of the mean score of the control group is 3.41 points.

Next, from one of the test of normality, it is discovered that both of the group have normal distribution. It can be seen from the all level of significance from both of the groups which are higher than the 0.05. From the result of the homogeneity testing, the experimental and control class are homogeneous. It showed from the values of probability which are higher than 0.05.

The last, according to the level of significance of the ANCOVA (0.00), it was lower than 0.05. It means that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. In other words, there is a significant difference in the reading comprehension ability between the students who are taught by using Jigsaw technique and who are taught without using it.

In the teaching and learning process of English, the use Jigsaw technique is good to improve the students' reading comprehension ability. The students are forced to understand the whole content of the text. The students are forced to analyze the specific information, the purpose, the topic, the main idea, etc of the text. The students also have to understand the context of the text. They have the responsibility to explain what they get to their friends. Unconsciously the students will be familiar on comprehending the text.

It is different from the students who were taught without using Jigsaw technique. In this case, the teacher explains about the text and then asks the students to do the task. In doing the task the students only translate the text from English to *Bahasa Indonesia*, without understanding the whole text. They also do not give attention in context of the text. Because of that there are some messages or information missing.

Based on the result, the conclusion of the research conducting in SMK Muhammadiyah Bawang is that the Jigsaw technique is effective to maximize the students' reading comprehension ability.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

There are three parts which are discussed in this last chapter. The first part is the conclusions of the research findings, the second part is the implications and the third part is the suggestions to the teacher, the students and other researchers. Below is further explanation about those parts.

A. Conclusions

As mentioned in the formulation of the problems previously, this study is aimed at finding out whether there is a significant difference between students who are taught using Jigsaw technique and those who are taught without using it. Based on the research findings in the previous chapter, the researcher proposes some conclusions below.

1. The mean score of the pre-test of the experimental group before the treatment is given is almost in the same category with that of the control group.
2. Furthermore, the mean score of the post-test of the experimental group after the treatment is given is clearly higher than that of the control group.
3. The hypothesis that there is a significant difference on reading comprehension ability between students who are taught using jigsaw technique and those who are taught without using it is accepted. It can be seen from the result of the level of significance of the ANCOVA that it is

lower than 0.05. In addition, the result of improvement of the experimental group's mean (12.05) shows that it is higher than that of the control group (3.41).

B. Implications

Implications are concluded from the research findings. The research finds that there is a significant difference on students' reading comprehension ability between students who are taught using Jigsaw technique and those who are taught without using it. In addition, the research findings imply the use of Jigsaw technique in teaching reading is effective.

Based on the conclusions, this research implies that the use of jigsaw technique is capable of promoting the improvement of the students' reading comprehension ability in which it can be seen from the students' reading comprehension scores after treated using jigsaw technique. It is expected that the teachers are highly recommended to utilize jigsaw technique on the teaching and learning reading in order to improve students' reading comprehension ability.

C. Suggestions

Concerning the result of the study, the interpretation and the conclusions, the researcher proposes some suggestions as follows:

1. For the English Teachers

The study shows that jigsaw technique gives a significant effect

to the students' reading comprehension ability. Therefore, the researcher suggests the teachers to employ jigsaw technique to improve the quality of the teaching and learning process especially in the teaching of reading.

2. For the Students

The researcher suggests that the students should employ jigsaw technique to help them in understanding the whole contents, the context, the specific information, the topic, the main idea, the purpose, etc of the text.

3. For Other Researchers

The study shows that the use of jigsaw technique gives a significant effect to the students' reading comprehension ability. The researcher hopes that other researchers will conduct further exploration about the employment of the jigsaw technique in learning reading.

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APPENDICES

APPENDIX A

RESEARCH INSTRUMENTS

Try-out

Instruction: Write the answer on the answer sheet.

Read the following text and answer the questions number 1 – 6.

*Jl. Setiabudi 204
Bandung
April 29th, 2013*

Hi Friends.

Please come to my 17th birthday party on May 7th, 2013 at 4 pm at Italian pizza, Setiabudi.

This party will be not cheerful without your presence.

See you.

*Best regards,
Tiara*

Dress Code: Purple and Black

RSVP to Marwan (081802643682) before May 6th, 2013

- What event will be held based on the text?
 - Birthday.
 - Wedding.
 - Funeral.
 - Engagement.
- How old will Tiara be at the time of the celebration?
 - Sixteen.
 - Seventeen.
 - Eighteen.
 - Nineteen.
- What does the word “dress code” in the text mean?
 - Cake.
 - Color.
 - Uniform.
 - Card.
- What is the writer’s purpose based on the text?
 - Inviting her friends to come to the birthday party.
 - Declining the invitation from her friend.
 - Accepting the invitation from her friend.
 - Asking her friends to attend to her wedding.
- From the text we can conclude that ...
 - Tiara was born on May 7th, 2013.
 - Tiara’s friends should wear purple and black cloth to attend the party.
 - Tiara’s friends should bring present to the party.
 - if Tiara’s friends cannot come to the party, they should contact Marwan on May 6th, 2013.
- “This party will be not cheerful without your presence.” The underlined word refers to...
 - Tiara’s friends.
 - Tiara.
 - Marwan.
 - Setiabudi.

Read this reply letter and answer the questions number 7 – 12.

Jl. Imam Bonjol 199

Semarang

Dear Martha,

It will be wonderful to go with you to Karimunjawa Island! As I count the days, I can hardly wait for the time to get there. I'll be ready when you arrive the morning of May 8th, 2013. See you soon!

Affectionately,

Etty

7. What is the text about?
 - a. Inviting Martha to Karimunjawa.
 - b. Declining invitation.
 - c. Accepting invitation.
 - d. Advertising.
8. Where would they go?
 - a. Semarang.
 - b. Karimunjawa.
 - c. Malang.
 - d. Yogyakarta.
9. When would the sender of the letter be ready to go?
 - a. After Etty counts the days.
 - b. When Etty arrives in the morning in Karimunjawa.
 - c. After Martha departs to Karimunjawa.
 - d. When Martha arrives in the morning of May 8th, 2013.
10. "As I count the days, I can hardly wait for the time to get there." The word "there" refers to ...
 - a. Etty's home.
 - b. Karimunjawa.
 - c. Martaha's home.
 - d. Semarang.
11. According to the letter above, which statement is **NOT CORRECT**?
 - a. Etty is excited to visit Karimunjawa.
 - b. Etty and Marta will have a trip to Karimunjawa.
 - c. Marta asks Etty to go to Karimunjawa together.
 - d. Etty invites Marta to go to Karimunjawa.
12. "It will be wonderful to go" The underlined word has the similar meaning to
 - a. awful
 - b. sad
 - c. great
 - d. bad

Read the invitation below and answer the questions number 13 – 16.

Jl Margasatwa 105

Jakarta

April 18th 2013

Dear Dimas

Next Sunday, April 22nd, 2013, some of our classmates and I will watch the final match between Everton versus Liverpool. Please come to my house at 7 p.m. And would you be able to bring a few cans of soft drinks?

regards

Tony

13. The writer wrote the text in order to ...
 - a. invite Dimas to watch the football match.
 - b. ask Dimas to drink a few cans of soft drinks.
 - c. inform Dimas about the final match on Sunday.
 - d. describe the final match between Everton versus Liverpool.
14. According to the text, the statements below are true **EXCEPT** ...
 - a. Tony wrote the letter 4 days before the match.
 - b. The final match between Everton versus Liverpool will be held on April 22nd, 2013.
 - c. Tony is invited to watch the final match between Everton versus Liverpool.
 - d. Tony expects Dimas to bring a few cans of soft drinks.
15. "Next Sunday, April 22nd, some of our classmates and I" The underlined word refers to ...
 - a. Dimas.
 - b. Tony.
 - c. Dimas & Tony.
 - d. Everton and Liverpool.
16. "... will watch the final match between Everton versus Liverpool. The word "versus" means ...
 - a. cooperate.
 - b. against.
 - c. support.
 - d. join.

Read the following text and answer the questions number 17 – 22.

Mr. Lukito is a manager in a company located in Semarang. He wrote the following memo to his secretary, Shinta.

MEMO
To : Shinta From : Lukito Date : April 24, 2013 Subject : A round trip ticket booking
<p>I will need to attend a board meeting in Jakarta. Please book a round trip ticket flight for me.</p> <p>I need to depart on Wednesday morning. If possible, please book the earliest flight for me. I need to arrive in Jakarta before 10 am.</p> <p>I will leave Jakarta on Thursday evening. I will leave Jakarta before 10 am.</p> <p>Please put the ticket on my desk on Tuesday afternoon.</p> <p>Thank you</p>

17. The text above tells us about ...
 - a. Mr. Lukito's memo for his staff.
 - b. Mr. Lukito's memo for his secretary.
 - c. The staff's memo for Mr. Lukito.
 - d. Shinta's memo for Mr. Lukito.
18. Why does Mr. Lukito have to go to Jakarta?
 - a. He has to attend a party.
 - b. He wants to get a vacation.
 - c. He wants to go shopping.
 - d. He has to attend a board meeting.
19. What does Mr. Lukito ask Shinta to do?
 - a. To book a round trip ticket flight.
 - b. To go to Jakarta.
 - c. To attend a board meeting.
 - d. To book a hotel.
20. What is the purpose of the text?
 - a. Informing Shinta about the trip to Jakarta.
 - b. Asking Shinta to go to Jakarta.
 - c. Asking Shinta to book a round trip ticket flight.
 - d. Explaining about Mr. Lukito's visit to Jakarta.
21. "If possible, please book the earliest flight for me." The word "me" refers to ...
 - a. Shinta.
 - b. Lukito.
 - c. Shinta and Lukito.
 - d. the secretary.
22. "I need to depart on Wednesday morning." The synonym of the underlined word is
 - a. leave
 - b. arrive
 - c. trip
 - d. landing

Read the memo below and answer the questions number 23 – 27.

MEMO	
TO	: Department Managers
FROM	: Mr. Charles Chavez
DATE	: February 8 th , 2013
SUBJECT	: Monthly managerial Meeting
<p>Our monthly managerial meeting is scheduled for February 27th, 2013, in the management meeting room at 09:00 a.m.</p> <p>Please bring your monthly report with you and submit it to my secretary 30 minutes prior to the meeting.</p>	

23. What does the memo above inform us about?

- a. The monthly managerial meeting.
- b. The management meeting room.
- c. The monthly report.
- d. The weekly managerial meeting.

24. Why does Mr. Chavez write the memo?

- a. To cancel the monthly managerial meeting.
- b. To inform about the monthly managerial meeting.
- c. To submit the result of the monthly managerial meeting.
- d. To invite the department managers to attend the weekly managerial meeting.

25. What action should be taken by department managers?

- a. Reschedule the meeting.
- b. Report the meeting to the secretary.
- c. Bring the result of the meeting.
- d. Submit the monthly report prior to the meeting.

26. "... and submit it to my secretary". The word "it" refers to. . .

- a. monthly report.
- b. monthly meeting.
- c. meeting schedule.
- d. meeting room.

27. "... 30 minutes prior to the meeting." The antonym of the underlined word is

- a. previous
- b. before
- c. after
- d. from

Read the memo below and answer the questions 28 – 32.

To : Edward Fleural

From : Maria Rotini

Date : April 24th, 2013

Subjet : Client visit

Mrs. Tamara, who represents one of our most important clients, will visit our city next week. We want to make sure that she gets the best treatment possible while she is here. She will be staying at the grand hotel, not too far from our office. We expect her to arrive at the office first on Monday Morning.

Please send her a limousine to her hotel by 7.30 on Monday so that she doesn't have to look for a cab. You should ride with her and make sure that she has everything she needs.

Thanks

Maria

28. Why should Edward send a limousine to the hotel?

- a. So Mrs. Tamara doesn't have to look for a cab.
- b. Because Mrs. Tamara is their most important client.
- c. To make sure that she has everything she needs.
- d. To get the best treatment.

29. Maria wrote the memo to . . .

- a. invite Mrs. Tamara to come to his office.
- b. ask Edward to serve Mrs. Tamara while she visits their city.
- c. help her to represent their most important client.
- d. expect Edward to arrive at the office first.

30. Who is Mrs. Tamara?

- a. Maria's Sister.
- b. Edward's Boss.
- c. The manager of the company.
- d. The client of the company.

31. Where should Edward send the limousine to Mrs. Tamara?

- a. At Edward's office.
- b. At Maria's office.
- c. At the Grand Hotel.
- d. At Maria's Hotel.

32. "She will be staying at the grand hotel, not too far from our office." The word "she" refers to ...

- a. Maria.
- b. Edward.
- c. The client of the company.
- d. Maria's sister.

Study the following train schedule and answer the questions number 33 – 37.

Train Schedule			
Bandung (Bandung Train Station)- Jakarta (Gambir Train Station)			
Train Name	Class	Departure Time	Arrival Time
Argo Gede	Executive	6:00 AM	8:52 AM
Argo Gede	Executive	7:35 AM	10:26 AM
Argo Gede	Executive	10:30 AM	1:27 PM
Argo Gede	Executive	2:30 AM	5:24 AM
Argo Gede	Executive	4:15 AM	7:10 AM
Argo Parahyangan	Executive, Bussiness	5:00 AM	8:05 AM
Argo Parahyangan	Executive, Bussiness	6:35 AM	9:45 AM
Argo Parahyangan	Executive, Bussiness	8:45 AM	11:53 AM
Argo Parahyangan	Executive, Bussiness	12:45 AM	3:56 AM
Argo Anggrek	Bussiness	3:05 AM	6:05 AM
Argo Anggrek	Bussiness	5:05 AM	8:08 AM

33. What is being discussed in the text above?

- a. The arrival time of Gambir Train Station.
- b. The departure time of Bandung Train Station.
- c. The train schedule from Bandung to Jakarta.
- d. The train schedule from Jakarta to Bandung.

34. From the text we know that ...

- a. Argo Gede only has one departure time per day.
- b. the latest train of Argo Parahyangan leaves Bandung train station at 3:56 AM.
- c. Argo Anggrek only has the business class.
- d. all Argo Gede trains arrive at Jakarta train station in the afternoon.

35. How many different trains can you take from Bandung to Jakarta?

- a. Three.
- b. Five.
- c. Six.
- d. Eleven.

36. What train has two alternative classes?

- a. Argo Anggrek & Argo Gede.
- b. Argo Anggrek.
- c. Argo Gede.
- d. Argo Parahyangan.

37. What train will arrive in Gambir Train Station at 9:45 a.m.?

- a. Argo Gede.
- b. Argo Anggrek.
- c. Argo Parahyangan.
- d. Argo Anggrek & Argo Gede.

Study the following schedule and answer the questions number 38 – 42.

Flight schedule from Denpasar to Yogyakarta			
Airlines	Flight	Departure Time	Arrival Time
Garuda Indonesia	GA 251	8:00 AM	8:00 AM
Garuda Indonesia	GA 253	1:00 PM	1:00 PM
Lion Air	JT 8901	8:00 PM	8:00 PM
Flight schedule from Yogyakarta to Denpasar			
Garuda Indonesia	GA 252	1:50 PM	3:50 PM
Garuda Indonesia	GA 254	8:20 PM	10:20 PM
Lion Air	JT 8926	8:45 PM	10:45 PM

38. What is the purpose of the text above?)
- To persuade people to use the airlines.
 - To invite us to fly with Garuda Indonesia and Lion Air.
 - To inform the flight schedule from Denpasar to Yogyakarta and vice versa.
 - To describe the characteristics of Garuda Indonesia and Lion Air.
39. Which is the last flight from Denpasar to Yogyakarta?
- GA 251.
 - JT 8901.
 - GA 252.
 - JT 8926.
40. From the text we can infer that . . .
- all Garuda Indonesia airplanes only serve flight from Denpasar to Yogyakarta.
 - Lion Air has one flight from Denpasar to Yogyakarta and vice versa.
 - Lion Air JT 8926 leaves Yogyakarta at night.
 - Garuda Indonesia GA 254 takes sharply two hours to reach Denpasar.
41. Which flight can you take from Denpasar to Yogyakarta in the afternoon?
- Garuda Indonesia GA 252.
 - Garuda Indonesia GA 253.
 - Lion Air JT 8901.
 - Lion Air JT 8926.
42. When does the GA 252 depart to Denpasar?
- 8:00 AM.
 - 1:50 PM.
 - 10:10 PM.
 - 10:55 PM.

Read the following text and answer the questions number 43 – 46.

Jaya Executive Bus

From : Semarang (SMG-Terboyo Bus Station)

To : Jakarta (JKT- Lebak Bulus Bus Station)

Number	Origin	Destination	Departure Time	Arrival Time	Bus Number
1	Semarang	Jakarta	6:10 AM	2:10 PM	231
2	Semarang	Jakarta	7:40 AM	3:40 PM	233
3	Semarang	Jakarta	8:40 AM	4 :40 PM	235
4	Semarang	Jakarta	10:50 AM	6:50 PM	239
5	Semarang	Jakarta	3:00 PM	11:00 PM	241
6	Semarang	Jakarta	6:15 PM	2:15 AM	245
7	Semarang	Jakarta	7:30 PM	3:30 PM	247

43. What is the text above talking about?

- a. Jaya Executive Bus schedule from Lebak Bulus to Terboyo Bus Station.
- b. The bus schedule of Terboyo Bus Station.
- c. The bus schedule of Lebak Bulus Bus Station.
- d. Jaya Executive Bus schedule from Terboyo to Lebak Bulus Bus Station.

44. The word “origin” has the opposite meaning with

- a. derivation
- b. source
- c. departure
- d. destination

45. What is the purpose of the text above?

- a. To ask people to ride Jaya Executive Bus.
- b. To explain the benefits of Jaya Executive Bus.
- c. To tell how to ride Jaya Executive Bus.
- d. To inform the departure and arrival time of Jaya Executive Bus.

46. Which bus arrives in Lebak Bulus Bus Station on 4:40 PM?

- a. Bus number 231.
- b. Bus number 233.
- c. Bus number 235.
- d. Bus number 247.

Read the following text and answer the questions number 47 – 51.

FLAMINGO RESTAURANT	
DINNER MENU	
<u>APPETIZER</u>	
Chicken soup	Rp 15.000
Shrimp cocktail	Rp 25.000
Vegetable soup	Rp 12.500
<u>ENTREES</u>	
Roast rib of beef	Rp 75.000
Broiled fish fillet	Rp 67.500
Fried chicken	Rp 59.500
Sirloin steak	Rp 75.000
Baked stuffedshrimp	Rp 72.500
<i>(Those are served with tossed green salad, choice of vegetables and bread)</i>	
<u>DESSERT</u>	
Apple pie	Rp 12.500
Carrot cake	Rp 11.000
Ice cream	Rp 10.000
Chocolate mousse	Rp 72.500
<u>BEVERAGES</u>	
Tomato juice	Rp 7.500
Coffee	Rp 6.500
Tea	Rp 6.500
Milk	Rp 7.500

47. According to the text, we know that . . .
- Sirloin Steak and Roast rib of beef are the most expensive food in this restaurant.
 - we can eat apple pie as the appetizer at this restaurant.
 - the restaurant does not serve food from meat products.
 - the cheapest cuisine is Apple pie and Ice cream.
48. “Those are served with tossed green salad, choice of vegetables and bread.”
The word “those” refers to ...
- dessert.
 - entrees.
 - beverages.
 - appetizer.
49. How much money should Sandra pay for her order (Shrimp cocktail, Broiled fish fillet, ice cream, tea)?
- Rp 75.000.
 - Rp 109.000.
 - Rp 150.000.
 - Rp 175.000.
50. What is the cheapest main course in Flamingo Restaurant?
- Ice cream.
 - Tea.
 - Vegetable soup.
 - Fried chicken.
51. The word ‘beverages’ has the similar meaning to
- menu
 - food
 - drink
 - eat

Read the following text and answer the questions number 52 – 56.

Blackcha Café

Soups:	Cup/Bowl	Salads:	
Chicken noodle	Rp 18.000 / 27.000	Mixed Greens	Rp 13.500
Clam Chowder	Rp 18.000 / 27.000	Pasta Salad	Rp 25.000
French Onion	Rp 27.000 / 41.000	Chef Salad	Rp 38.000
Sandwiches (<i>served with Cole Slaw</i>)		Burgers (served with French Fries)	
Tuna Salad	Rp 38.000	Hamburger	Rp 49.500
Roast Beef	Rp 42.500	Cheeseburger	Rp 54.000
Grilled Salmon	Rp 62.500	Turkey Burger	Rp 51.500
Beverages	Medium/Large	Desserts	
Coffee or Tea	Rp 4.000 / 9.000	Ice Cream	Rp 13.500
Soda	Rp 7.000 / 10.000	Clam Chowder	Rp 20.000
Ice Tea	Rp 9.000 / 13.500	French Onion	Rp 33.500
Milk	Rp 7.000 / 10.000		

52. What is the text about?

- a. The menu served in Blackcha Café.
- b. The kinds of snacks sold in the cafe.
- c. The price list of tools available at the store.
- d. The various desserts that are served by the Restaurant.

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

- a. French onion is a name of soup.
- b. The chicken noodle is Rp. 27.000 per bowl.
- c. Tuna salad is more expensive than Pasta salad.
- d. The café only serves snacks and drinks for the customer.

54. A man has ordered a cup of chicken noodle soup, roast beef, a medium of soda, chocolate ice cream.
How much will he pay later?

- a. Rp 38.000.
- b. Rp 49.500.
- c. Rp. 60.500.
- d. Rp. 81.000.

55. What food may someone have for the last time?

- a. Chicken noodle.
- b. Tuna salad.
- c. Hamburger.
- d. Ice Cream.

56. Which is the most expensive menu in Blackcha Café?

- a. Grilled Salmon.
- b. Tuna Salad.
- c. Cheeseburger.
- d. French Onion.

Read the following text and answer the questions number 57 – 60.

STAR COFFEE SHOP

Hot		Cold		Snack	
Black Coffee	Rp 8.000	Cappuccino Float	Rp 12.000	French Fries	Rp 8.000
White Coffee	Rp 8.000	Americano Float	Rp 12.000	Pancake	Rp 7.000
Cappuccino	Rp 9.000	Ice Cappuccino	Rp 10.000	Union Ring	Rp 7.000
Americano	Rp 9.000	Ice Americano	Rp 10.000	Crepes	Rp 8.000
Luwak Coffee	Rp 15.000	Coffee Ice Cream	Rp 11.000		

57. What does the text above discuss?

- a. The menu of various coffee and snack in Star Coffee Shop.
- b. The announcement from Star Coffee Shop.
- c. The description of Star Coffee Shop.
- d. The advertisement of Star Coffee Shop.

58. If Herman has Rp 15.000,00, what beverage and snack could he get at Star Coffee Shop?

- a. Black Coffee and Pancake.
- b. Luwak Coffee.
- c. Cappuccino Float and Union Ring.
- d. White Coffee and Crepes.

59. The word "cold" can be replaced by

- a. hot
- b. warm
- c. humid
- d. icy

60. How many kinds of drinks can we get in Star Coffee Shop?

- a. Four.
- b. Five.
- c. Six.
- d. Ten.

Pre-Test

Instruction: Write the answer on the answer sheet.

Read the following text and answer the questions number 1 – 4.

Jl. Setiabudi 204

Bandung

April 29th, 2013

Hi Friends.

Please come to my 17th birthday party on May 7th, 2013 at 4 pm at Italian pizza, Setiabudi.

This party will be not cheerful without your presence.

See you.

Best regards,

Tiara

Dress Code: Purple and Black

RSVP to Marwan (081802643682) before May 6th, 2013

- What event will be held based on the text?
 - Birthday.
 - Wedding.
 - Funeral.
 - Engagement.
- What is the writer's purpose based on the text?
 - Inviting her friends to come to the birthday party.
 - Declining the invitation from her friend.
 - Accepting the invitation from her friend.
 - Asking her friends to attend to her wedding.
- From the text we can conclude that ...
 - Tiara was born on May 7th, 2013.
 - Tiara's friends should wear purple and black cloth to attend the party.
 - Tiara's friends should bring present to the party.
 - if Tiara's friends cannot come to the party, they should contact Marwan on May 6th, 2013.
- "This party will be not cheerful without your presence." The underlined word refers to ...
 - Tiara's friends.
 - Tiara.
 - Marwan.
 - Setiabudi.

Read this reply letter and answer the questions number 5 – 8.

Jl. Imam Bonjol 199

Semarang

Dear Martha,

It will be wonderful to go with you to Karimunjawa Island! As I count the days, I can hardly wait for the time to get there. I'll be ready when you arrive the morning of May 8th, 2013. See you soon!

Affectionately,

Etty

5. What is the text about?
 - a. Inviting Martha to Karimunjawa.
 - b. Declining invitation.
 - c. Accepting invitation.
 - d. Advertising.
6. When would the sender of the letter be ready to go?
 - a. After Etty counts the days.
 - b. When Etty arrives in the morning in Karimunjawa.
 - c. After Martha departs to Karimunjawa.
 - d. When Martha arrives in the morning of May 8th, 2013.
7. "As I count the days, I can hardly wait for the time to get there." The word "there" refers to ...
 - a. Etty's home.
 - b. Karimunjawa.
 - c. Martaha's home.
 - d. Semarang.
8. "It will be wonderful to go" The underlined word has the similar meaning to
 - a. awful
 - b. sad
 - c. great
 - d. bad

Read the invitation below and answer the questions number 9 – 12.

Jl Margasatwa 105

Jakarta

April 18th 2013

Dear Dimas

Next Sunday, April 22nd, 2013, some of our classmates and I will watch the final match between Everton versus Liverpool. Please come to my house at 7 p.m. And would you be able to bring a few cans of soft drinks?

regards

Tony

9. The writer wrote the text in order to ...
 - a. invite Dimas to watch the football match.
 - b. ask Dimas to drink a few cans of soft drinks.
 - c. inform Dimas about the final match on Sunday.
 - d. describe the final match between Everton versus Liverpool.
10. According to the text, the statements below are true **EXCEPT** ...
 - a. Tony wrote the letter 4 days before the match.
 - b. The final match between Everton versus Liverpool will be held on April 22nd, 2013.
 - c. Tony is invited to watch the final match between Everton versus Liverpool.
 - d. Tony expects Dimas to bring a few cans of soft drinks.
11. "Next Sunday, April 22nd, some of our classmates and I" The underlined word refers to ...
 - a. Dimas.
 - b. Tony.
 - c. Dimas & Tony.
 - d. Everton and Liverpool.
12. "... will watch the final match between Everton versus Liverpool. The word "versus" means ...
 - a. cooperate.
 - b. against.
 - c. support.
 - d. join.

Read the following text and answer the questions number 13 – 17.

Mr. Lukito is a manager in a company located in Semarang. He wrote the following memo to his secretary, Shinta.

MEMO
To : Shinta From : Lukito Date : April 24, 2013 Subject : A round trip ticket booking
<p>I will need to attend a board meeting in Jakarta. Please book a round trip ticket flight for me.</p> <p>I need to depart on Wednesday morning. If possible, please book the earliest flight for me. I need to arrive in Jakarta before 10 am.</p> <p>I will leave Jakarta on Thursday evening. I will leave Jakarta before 10 pm.</p> <p>Please put the ticket on my desk on Tuesday afternoon.</p> <p>Thank you</p>

13. The text above tells us about ...
 - a. Mr. Lukito's memo for his staff.
 - b. Mr. Lukito's memo for his secretary.
 - c. The staff's memo for Mr. Lukito.
 - d. Shinta's memo for Mr. Lukito.
14. What does Mr. Lukito ask Shinta to do?
 - a. To book a round trip ticket flight.
 - b. To go to Jakarta.
 - c. To attend a board meeting.
 - d. To book a hotel.
15. What is the purpose of the text?
 - a. Informing Shinta about the trip to Jakarta.
 - b. Asking Shinta to go to Jakarta.
 - c. Asking Shinta to book a round trip ticket flight.
 - d. Explaining about Mr. Lukito's visit to Jakarta.
16. "If possible, please book the earliest flight for me." The word "me" refers to ...
 - a. Shinta.
 - b. the manager.
 - c. Shinta and Lukito.
 - d. the secretary.
17. "I need to depart on Wednesday morning." The synonym of the underlined word is
 - a. leave
 - b. arrive
 - c. trip
 - d. landing

Read the memo below and answer the questions number 18 – 22.

MEMO	
TO	: Department Managers
FROM	: Mr. Charles Chavez
DATE	: February 8 th , 2013
SUBJECT	: Monthly managerial Meeting
<p>Our monthly managerial meeting is scheduled for February 27th, 2013, in the management meeting room at 09:00 a.m.</p> <p>Please bring your monthly report with you and submit it to my secretary 30 minutes prior to the meeting.</p>	

18. What does the memo above inform us about?
- The monthly managerial meeting.
 - The management meeting room.
 - The monthly report.
 - The weekly managerial meeting.
19. Why does Mr. Chavez write the memo?
- To cancel the monthly managerial meeting.
 - To inform about the monthly managerial meeting.
 - To submit the result of the monthly managerial meeting.
 - To invite the department managers to attend the weekly managerial meeting.
20. What action should be taken by department managers?
- Reschedule the meeting.
 - Report the meeting to the secretary.
 - Bring the result of the meeting.
 - Submit the monthly report prior to the meeting.
21. "... and submit it to my secretary". The word "it" refers to. . .
- monthly report
 - monthly meeting
 - meeting schedule
 - meeting room
22. "... 30 minutes prior to the meeting." The antonym of the underlined phrase is
- previous
 - before
 - after
 - from

Read the memo below and answer the questions 23 – 26.

To : Edward Fleural

From : Maria Rotini

Date : April 24th, 2013

Subjet : Client visit

Mrs. Tamara, who represents one of our most important clients, will visit our city next week. We want to make sure that she gets the best treatment possible while she is here. She will be staying at the grand hotel, not too far from our office. We expect her to arrive at the office first on Monday Morning.

Please send her a limousine to her hotel by 7.30 on Monday so that she doesn't have to look for a cab. You should ride with her and make sure that she has everything she needs.

Thanks

Maria

23. Why should Edward send a limousine to the hotel?

- a. So Mrs. Tamara doesn't have to look for a cab.
- b. Because Mrs. Tamara is their most important client.
- c. To make sure that she has everything she needs.
- d. To get the best treatment.

24. Maria wrote the memo to . . .

- a. invite Mrs. Tamara to come to his office.
- b. ask Edward to serve Mrs. Tamara while she visits their city.
- c. help her to represent their most important client.
- d. expect Edward to arrive at the office first.

25. Where should Edward send the limousine to Mrs. Tamara?

- a. At Edward's office.
- b. At Maria's office.
- c. At the Grand Hotel.
- d. At Maria's Hotel.

26. "She will be staying at the grand hotel, not too far from our office." The word "she" refers to ...

- a. Maria.
- b. Edward.
- c. The client of the company.
- d. Maria's sister.

Study the following train schedule and answer the questions number 27 – 30.

Train Schedule			
Bandung (Bandung Train Station)- Jakarta (Gambir Train Station)			
Train Name	Class	Departure Time	Arrival Time
Argo Gede	Executive	6:00 AM	8:52 AM
Argo Gede	Executive	7:35 AM	10:26 AM
Argo Gede	Executive	10:30 AM	1:27 PM
Argo Gede	Executive	2:30 AM	5:24 AM
Argo Gede	Executive	4:15 AM	7:10 AM
Argo Parahyangan	Executive, Bussiness	5:00 AM	8:05 AM
Argo Parahyangan	Executive, Bussiness	6:35 AM	9:45 AM
Argo Parahyangan	Executive, Bussiness	8:45 AM	11:53 AM
Argo Parahyangan	Executive, Bussiness	12:45 AM	3:56 AM
Argo Anggrek	Bussiness	3:05 AM	6:05 AM
Argo Anggrek	Bussiness	9:45 AM	11:45 AM

27. What is being discussed in the text above?

- a. The arrival time of Gambir Train Station.
- b. The departure time of Bandung Train Station.
- c. The train schedule from Bandung to Jakarta.
- d. The train schedule from Jakarta to Bandung.

28. From the text we know that ...

- a. Argo Gede only has one departure time per day.
- b. the latest train of Argo Parahyangan leaves Bandung train station at 3:56 AM.
- c. Argo Anggrek only has the business class.
- d. all Argo Gede trains arrive at Jakarta train station in the afternoon.

29. What train has two alternative classes?

- a. Argo Anggrek & Argo Gede.
- b. Argo Anggrek.
- c. Argo Gede.
- d. Argo Parahyangan.

30. What train will arrive in Gambir Train Station at 9:45 a.m.?

- a. Argo Gede.
- b. Argo Anggrek.
- c. Argo Parahyangan.
- d. Argo Anggrek & Argo Gede.

Study the following schedule and answer the questions number 31 – 34.

Flight schedule from Denpasar to Yogyakarta			
Airlines	Flight	Departure Time	Arrival Time
Garuda Indonesia	GA 251	8:00 AM	8:00 AM
Garuda Indonesia	GA 253	1:00 PM	1:00 PM
Lion Air	JT 8901	8:00 PM	8:00 PM
Flight schedule from Yogyakarta to Denpasar			
Garuda Indonesia	GA 252	1:50 PM	3:50 PM
Garuda Indonesia	GA 254	8:20 PM	10:20 PM
Lion Air	JT 8926	8:45 PM	10:45 PM

31. What is the purpose of the text above?
- To persuade people to use the airlines.
 - To invite us to fly with Garuda Indonesia and Lion Air.
 - To inform the flight schedule from Denpasar to Yogyakarta and vice versa.
 - To describe the characteristics of Garuda Indonesia and Lion Air.
32. From the text we can infer that . . .
- all Garuda Indonesia airplanes only serve flight from Denpasar to Yogyakarta.
 - Lion Air has one flight from Denpasar to Yogyakarta and vice versa.
 - Lion Air JT 8926 leaves Yogyakarta at night.
 - Garuda Indonesia GA 254 takes sharply two hours to reach Denpasar.
33. Which flight can you take from Denpasar to Yogyakarta in the afternoon?
- Garuda Indonesia GA 252.
 - Garuda Indonesia GA 253.
 - Lion Air JT 8901.
 - Lion Air JT 8926.
34. When does the GA 252 depart to Denpasar?
- 8:00 AM.
 - 1:50 PM.
 - 10:10 PM.
 - 10:55 PM.

Read the following text and answer the questions number 35 – 38.

Jaya Executive Bus

From : Semarang (SMG-Terboyo Bus Station)

To : Jakarta (JKT- Lebak Bulus Bus Station)

Number	Origin	Destination	Departure Time	Arrival Time	Bus Number
1	Semarang	Jakarta	6:10 AM	2:10 PM	231
2	Semarang	Jakarta	7:40 AM	3:40 PM	233
3	Semarang	Jakarta	8:40 AM	4 :40 PM	235
4	Semarang	Jakarta	10:50 AM	6:50 PM	239
5	Semarang	Jakarta	3:40 PM	11:40 PM	241
6	Semarang	Jakarta	6:15 PM	2:15 AM	245
7	Semarang	Jakarta	7:30 PM	3:30 PM	247

35. What is the text above talking about?
- Jaya Executive Bus schedule from Lebak Bulus to Terboyo Bus Station.
 - The bus schedule of Terboyo Bus Station.
 - The bus schedule of Lebak Bulus Bus Station.
 - Jaya Executive Bus schedule from Terboyo to Lebak Bulus Bus Station.
36. The word “origin” has the opposite meaning with
- derivation
 - source
 - departure
 - destination
37. What is the purpose of the text above?
- To ask people to ride Jaya Executive Bus.
 - To explain the benefits of Jaya Executive Bus.
 - To tell how to ride Jaya Executive Bus.
 - To inform the departure and arrival time of Jaya Executive Bus.
38. Which bus arrives in Lebak Bulus Bus Station on 3:40 PM?
- Bus number 231.
 - Bus number 233.
 - Bus number 235.
 - Bus number 241.

Read the following text and answer the questions number 39 – 42.

FLAMINGO RESTAURANT

DINNER MENU

APPETIZER

Chicken soup	Rp 15.000
Shrimp cocktail	Rp 25.000
Vegetable soup	Rp 12.500

ENTREES

Roast rib of beef	Rp 75.000
Broiled fish fillet	Rp 67.500
Fried chicken	Rp 59.500
Sirloin steak	Rp 75.000
Baked stuffedshrimp	Rp 72.500

(Those are served with tossed green salad, choice of vegetables and bread)

DESSERT

Apple pie	Rp 12.500
Carrot cake	Rp 11.000
Ice cream	Rp 10.000
Chocolate mousse	Rp 72.500

BEVERAGES

Tomato juice	Rp 7.500
Coffee	Rp 6.500
Tea	Rp 6.500
Milk	Rp 7.500

39. According to the text, we know that . . .

- a. Sirloin Steak and Roast rib of beef are the most expensive food in this restaurant.
- b. we can eat apple pie as the appetizer at this restaurant.
- c. the restaurant does not serve food from meat products.
- d. the cheapest cuisine is Apple pie and Ice cream.

40. "Those are served with tossed green salad, choice of vegetables and bread."

The word "those" refers to ...

- a. dessert.
- b. entrees.
- c. beverages.
- d. appetizer.

41. What is the cheapest main course in Flamingo Restaurant?

- a. Ice cream.
- b. Tea.
- c. Vegetable soup.
- d. Fried chicken.

42. The word 'beverages' has the similar meaning to

- a. menu
- b. food
- c. drink
- d. eat

Read the following text and answer the questions number 43 – 46.

Blackcha Café

Soups:	Cup/Bowl	Salads:	
Chicken noodle	Rp 18.000 / 27.000	Mixed Greens	Rp 13.500
Clam Chowder	Rp 18.000 / 27.000	Pasta Salad	Rp 25.000
French Onion	Rp 27.000 / 41.000	Chef Salad	Rp 38.000
Sandwiches (<i>served with Cole Slaw</i>)		Burgers (<i>served with French Fries</i>)	
Tuna Salad	Rp 38.000	Hamburger	Rp 49.500
Roast Beef	Rp 42.500	Cheeseburger	Rp 54.000
Grilled Salmon	Rp 62.500	Turkey Burger	Rp 51.500
Beverages	Medium/Large	Desserts	
Coffee or Tea	Rp 4.000 / 9.000	Ice Cream	Rp 13.500
Soda	Rp 7.000 / 10.000	Clam Chowder	Rp 20.000
Ice Tea	Rp 9.000 / 13.500	French Onion	Rp 33.500
Milk	Rp 7.000 / 10.000		

43. What is the text about?

- a. The menu served in Blackcha Café.
- b. The kinds of snacks sold in the cafe.
- c. The price list of tools available at the store.
- d. The various desserts that are served by the Restaurant.

44. Which statement is **NOT CORRECT** based on the text above?

- a. French onion is a name of soup.
- b. The chicken noodle is Rp. 27.000 per bowl.
- c. Tuna salad is more expensive than Pasta salad.
- d. The café only serves snacks and drinks for the customer.

45. A man has ordered a cup of chicken noodle soup, roast beef, a medium of soda, chocolate ice cream. How much will he pay later?

- a. Rp 38.000.
- b. Rp 49.500.
- c. Rp. 60.500.
- d. Rp. 81.000.

46. What food may someone have for the last time?

- a. Chicken noodle.
- b. Tuna salad.
- c. Hamburger.
- d. Ice Cream.

Read the following text and answer the questions number 47 – 50.

STAR COFFEE SHOP

Hot		Cold		Snack	
Black Coffee	Rp 8.000	Cappuccino Float	Rp 12.000	French Fries	Rp 8.000
White Coffee	Rp 8.000	Americano Float	Rp 12.000	Pancake	Rp 7.000
Cappuccino	Rp 9.000	Ice Cappuccino	Rp 10.000	Union Ring	Rp 7.000
Americano	Rp 9.000	Ice Americano	Rp 10.000	Crepes	Rp 8.000
Luwak Coffee	Rp 15.000	Coffee Ice Cream	Rp 11.000		

47. What does the text above discuss?
 a. The menu of various coffee and snack in Star Coffee Shop.
 b. The announcement from Star Coffee Shop.
 c. The description of Star Coffee Shop.
 d. The advertisement of Star Coffee Shop.
48. If Herman has Rp 15.000,00, what beverage and snack could he get at Star Coffee Shop?
 a. Black Coffee and Pancake. c. Cappuccino Float and Union Ring.
 b. Luwak Coffee. d. White Coffee and Crepes.
49. The word "cold" can be replaced by
 a. hot c. humid
 b. warm d. icy
50. How many kinds of drinks can we get in Star Coffee Shop?
 a. Four. c. Six.
 b. Five. d. Ten.

Post-Test

Instruction: Write the answer on the answer sheet.

Read the following text and answer the questions number 1 – 4.

*Jl. A. Yani 202
Semarang
July 16th, 2013*

Hi Friends,

Please come and join to my Graduation party, on:

Date : June 4th, 2013

Time : 03:00 p.m.

Place : Kampung Laut Resto

Jl. Marina Semarang

See you and have fun with me

Best regards: Didi

R.S.V.P to Tomo (084720570284) before 3rd of June 2013

Dress Code: blue and black

1. What event will be held based on the text?
 - a. Graduation party.
 - b. Wedding party.
 - c. Funeral ceremony.
 - d. Engagement celebration.
2. The purpose of the text above is . . .
 - a. to ask her friends to attend to her wedding.
 - b. to decline the invitation from her friend.
 - c. to accept the invitation from her friend.
 - d. to invite her friends to come to the graduation party.
3. From the text we can conclude that ...
 - a. the party will be held in Didi's house.
 - b. Didi's friends should wear blue and black cloth to attend the party.
 - c. Didi's friends should bring present to the party.
 - d. if Didi's friends cannot come to the party, they should contact Tomo on June 3rd, 2013.
4. "See you and have fun with me." The underlined word refers to ...
 - a. Didi's friends.
 - b. Didi.
 - c. Tomo.
 - d. Tomo and Didi.

Read this reply letter and answer the questions number 5 – 8.

Jl. Imam Bonjol 199
Semarang

Dear Martha,

I'm sorry that I have to turn down your invitation. I'd give anything if I could go with you to Karimunjawa Island, but Dad needs me at the store. Since nearly all of his clerks are on vacation, I have to stay around to help out.

I hope that you and your family have a good trip.

Sincerely,

Etty

5. What is the text about?
 - a. Invitation to Karimunjawa.
 - b. Confirming an invitation.
 - c. Accepting invitation.
 - d. Declining invitation.
6. Why did the sender turn down the invitation?
 - a. She has a trip with her family.
 - b. She has to stay around to help out Marta.
 - c. She goes to Karimunjawa Island.
 - d. She should help her father at the store.
7. "Since nearly all of his clerks are on vacation." The word "his" refers to ...
 - a. Etty.
 - b. Etty's father.
 - c. Martha's father.
 - d. Martha.
8. "... I have to turn down your invitation" The underlined phrase has the similar meaning to
 - a. postpone
 - b. run
 - c. cancel
 - d. continue

Read the invitation below and answer the questions number 9 – 12.

Jl. Merpati 105
 Yogyakarta
 June 10th, 2013

Dear Laras,

Please come to my winning party on June 15th, 2013 at *Galaxy Café*, Sudirman.

Come to the café at 7 p.m. This party will be not fun without your presence. You can bring along your brother with you.

Best regards,
 Herman

9. The writer wrote the text in order to ...
 - a. invite Laras to attend the winning party.
 - b. ask Laras's brother to come to his party.
 - c. inform Laras about his winning.
 - d. describe the Galaxy Café .

10. According to the text, the statements below are true **EXCEPT** ...
 - a. Herman wrote the letter 5 days before the party.
 - b. the winning party will be held in the evening.
 - c. Herman is invited to come to Galaxy Café by her brother.
 - d. Herman expects Laras to attend the party.

11. "You can bring along your brother with you" The underlined word refers to ...
 - a. Herman's.
 - b. The writer's.
 - c. The sender's.
 - d. Laras'.

12. "This party will be not fun without your presence". The word "presence" means ...
 - a. absence.
 - b. attendance.
 - c. gift.
 - d. presents.

Read the text below and answer the questions number 13 – 17.

MEMO	
TO	: Sales Staffs
FROM	: Mr. Roger Bloom
DATE	: December 1 st , 2013
SUBJECT	: Annual Meeting
<p>I'm writing to remind you that our annual meeting will be on Tuesday, December 8th. I want everyone to be ready with ideas, strategies, and sales forecast for next year. I will be out of town attending a conference on the new product of LCD projectors in Osaka, on Wednesday and Thursday of this week. Remember that next Monday is a holiday. Therefore, if you have something urgent to discuss, please see me on Friday, December 5th.</p>	

13. The text above tells us about ...
 - a. Mr. Roger Bloom's memo for his director.
 - b. Mr. Roger Bloom's memo for his sales staffs.
 - c. the staff's memo for Mr. Roger Bloom.
 - d. the secretary's memo for Mr. Roger Bloom.
14. What does Mr. Roger Bloom ask the sales staffs to do?
 - a. To prepare ideas, strategies, and sales forecast for next year.
 - b. To discuss the new product of LCD projectors in Osaka.
 - c. To attend a conference in Osaka.
 - d. To see him on Friday.
15. What is the purpose of the text?
 - a. To inform Mr. Roger Bloom about the new LCD product.
 - b. To invite the staff to attend the conference.
 - c. To remind the sales staff about the annual meeting.
 - d. To explain about Mr. Bloom's strategies, and sales forecast for next year.
16. " ... remind you that our annual meeting will" The word "our" refers to ...
 - a. Sales staff.
 - b. Mr. Roger Bloom.
 - c. Sales staffs and Mr. Roger Bloom.
 - d. The secretary.
17. " ... if you have something urgent to discuss" The synonym of the underlined word is
 - a. important
 - b. easy
 - c. insignificant
 - d. ordinary

Read the memo below and answer the questions number 18 – 22.

MEMORANDUM

The PANCA Company

From : Mega Rianty
 Date : Friday, April 17 2013
 To : Accounting Department staffs
 Re : Next week

I will be out of the office for Accountants' Conference next week, April 20th–24th, 2013 in Jakarta. If you need help during that time, please contact my assistant, Wulandari. I will meet you all at April 25th for the monthly report. We will discuss our company's development and strategies to increase it.

Thank you

18. What does the memo above tell us about?

- | | |
|--|-------------------------------|
| a. <u>Mega's message to her staff.</u> | c. The monthly meeting. |
| b. Mega's accountants' conference. | d. The company's development. |

19. Why does Mega Rianty write the memo?

- | |
|---|
| a. To cancel the monthly meeting. |
| b. <u>To inform that she is out for some days to attend a conference.</u> |
| c. To discuss the company's development. |
| d. To invite the staff to attend the accountants' Conference. |

20. What action should be taken by the staffs if they find a problem?

- | | |
|---------------------------------------|--|
| a. Discussing with Mega Rianty. | c. Come to the monthly report meeting. |
| b. Finding strategies to overcome it. | d. <u>Contacting Mega's assistant.</u> |

21. "... and strategies to increase it." The word "it" refers to ...

- | | |
|----------------------------------|-----------------------------|
| a. <u>company's development.</u> | c. company . |
| b. monthly report. | d. accountant's conference. |

22. "I will be out of the office for Accountants' Conference. ... " The antonym of the underlined phrase is

- | | |
|-----------|------------------|
| a. beyond | c. <u>inside</u> |
| b. beside | d. farther |

Read the memo below and answer the questions 23 – 26.

From : Mrs. Zaki
 To : Mr. Robert
 Date : June 20th, 2012
 Subject : New training program

Tomorrow we will have a meeting with our General Manager, Mr. Kioto, and all branch managers at 10 A.M. at my office about program for the new trainee. Don't be late and prepare your recommendation and best suggestion for the program. And please pick Mr. Kioto up in the airport. He will arrive there at around 7 A.M. using Garuda Indonesia airplane from Japan.

23. Why should Mr. Robert go to the airport?
- a. Because he has to pick up the general manager.
 - b. Because he has to go to the meeting.
 - c. Because he has to pick up the branch manager.
 - d. Because he has to meet Mrs. Zaki.
24. Mrs. Zaki wrote the memo to . . .
- a. invite Mrs. Kioto to come to his office.
 - b. inform the meeting about the program for the new tainee.
 - c. ask Mr. Robert to pick up the branch manager.
 - d. expect Mr. Kioto to give his suggestion for Mr. Robert.
25. Where should Mr. Robert go to attend the meeting?
- a. At all branch managers' office.
 - b. At Mr. Kioto's office.
 - c. At Mrs. Zaki's office.
 - d. At the airport.
26. "He will arrive there at around 7 A.M" The word "there" refers to ...
- a. office.
 - b. airplane.
 - c. Japan .
 - d. airport.

Study the following train schedule and answer the questions number 27 – 30.

SEMARANG TRAIN SCHEDULE

Train	Class	Depart from	At	Arrive at	At
KA Argomuria I	Executive	Tawang Station	05:30	Gambir Station (Jkt)	11:00
KA Argomuria II	Executive	Tawang Station	16:00	Gambir Station (Jkt)	21:30
KA Kamandanu	Executive	Tawang Station	21:00	Gambir Station (Jkt)	03:02
KA Senja Utama	Business	Tawang Station	20:00	Senen Station (Jkt)	02:07
KA Fajar Bisnis	Business	Tawang Station	08:00	Senen Station (Jkt)	14:18
*KA Argo B. Anggrek I	Executive	Tawang Station	12:05	Gambir Station (Jkt)	17:34
*KA Argo B. Anggrek II	Executive	Tawang Station	00:05	Gambir Station (Jkt)	05:33
*KA Sembrani	Executive	Tawang Station	22:58	Jkt Kota Station^ (Jkt)	05:12
*KA Gumawang	Exec/Bus	Tawang Station	21:35	Jkt Kota Station^ (Jkt)	04:30
*KA Bangunkarta	Exec/Bus	Tawang Station	20:40	Senen Station (Jkt)	03:58
*Origin : Surabaya /Jombang ^ : Last destination : Jakarta Kota Station					

(adapted from an advertisement in *Ilman Nafian bulletin*, edition of I/MGG1/01/2008)

27. What is being discussed in the text above?

- a. The arrival time of Gambir Train Station.
- b. The departure time of Senen Train Station.
- c. The train schedule Surabaya from to Jakarta.
- d. The train schedule from Semarang to Jakarta.

28. From the text we know that ...

- a. KA Senja Utama arrive in Senen station in the afternoon.
- b. KA Gumawang leaves Semarang train station at 22.58.
- c. KA Argo B. Anggrek II arrive in Gambir Station in the morning.
- d. all trains from Surabaya arrive at Jakarta train station in the afternoon.

29. What train has two alternative classes?

- a. KA Argo B. Anggrek I and II.
- b. KA Argomuria.
- c. KA Sembrani and KA Gumawang.
- d. KA Gumawang and KA Bangunkarta.

30. What train will arrive in Gambir Train Station at night?

- a. KA Fajar Bisnis.
- b. KA Argomuria I.
- c. KA Argo muria II.
- d. KA Kamandanu.

Study the following schedule and answer the questions number 31 – 34.

Flight schedule from Yogyakarta to Jakarta			
Airlines	Flight	Departure Time	Arrival Time
Garuda Indonesia	GA 333	7:00 AM	8:15 AM
Garuda Indonesia	GA 336	2:00 PM	3:15 PM
Air Asia	AA 901	8:00 AM	9:15 AM
Batavia Air	BT 007	7:10 PM	8:25 PM

Flight schedule from Yogyakarta to Denpasar			
Garuda Indonesia	GA 132	9:40 AM	11:40 AM
Garuda Indonesia	GA 147	8:50 PM	10:50 PM
Lion Air	JT 8926	9:45 PM	11:45 PM
Lion Air	JT 8767	6:15 PM	8: 15

31. What is the purpose of the text above?
- To inform us about the Garuda Indonesia flight schedule.
 - To tell the flight schedule to Yogyakarta.
 - To inform the flight schedule from Yogyakarta.
 - To tell the departure and arrival time schedule of Air Asia.
32. From the text we can infer that . . .
- Garuda Indonesia airplanes only serve flight from Yogyakarta to Denpasar.
 - Batavia Air has one flight from Yogyakarta to Jakarta.
 - Lion Air JT 8926 leaves Yogyakarta in the morning.
 - Garuda Indonesia GA 147 takes two hours to reach Denpasar.
33. Which flight can you take from Yogyakarta to Jakarta in the afternoon?
- Garuda Indonesia GA 333.
 - Garuda Indonesia GA 336.
 - Air Asia AA 901.
 - Batavia Air BT 007.
34. When does the GA 147 depart to Denpasar?
- 8:50 AM.
 - 8:50 PM.
 - 10:50 PM.
 - 11:45 PM.

Read the following text and answer the questions number 35 – 38.

Train Schedule				
From Yogyakarta (Tugu Train Station)				
Train Name	Destination	Class	Departure Time	Arrival Time
Turangga	Surabaya	Executive	2:00 AM	6:45 AM
Turangga	Bandung	Executive	7:10 PM	11:20 PM
Sancaka	Surabaya	Executive, Bussiness	10:30 AM	3:27 PM
Sancaka	Bandung	Executive, Bussiness	2:30 AM	7:28 AM
Bima	Jakarta	Bussiness	4:15 AM	11:10 AM
Bima	Surabaya	Bussiness	5:00 AM	10:15 AM
Bima	Bandung	Bussiness	9: 00 AM	2: 20 PM
Malabar	Malang	Executive, Bussiness	8:30 AM	3:45 PM
Malabar	Bandung	Executive, Bussiness	6:30 AM	11:45 AM
Gajayana	Malang	Executive	12:45 AM	4:45 AM

35. What is the text above talking about?
- Gajayana train schedule from Tugu to Malang Train Station.
 - The train schedule of business and executive class of Malabar train.
 - The train arrival schedule of Tugu Train Station.
 - Train schedule from Tugu Train Station to some Train Stations.
36. The word “destination” has the opposite meaning with
- goal
 - place
 - arrival
 - origin
37. What is the purpose of the text above?
- To ask people to ride train from Tugu Train Station .
 - To explain the benefits of taking train in Tugu Train Station.
 - To tell how to ride train in Tugu Train Station.
 - To inform the train scedule in Tugu Train Station.
38. Which train arrives in Bandung Station at night?
- Sancaka.
 - Malabar.
 - Turangga.
 - Bima.

Read the following text and answer the questions 39 – 42.

Yummy Resto

Menu							
- Breakfast -				- Lunch and Dinner -			
Beverages:		*Main Courses:		Beverages:		# Main Orders:	
Orange Juice	4\$	Scrambled Eggs	10\$	Milk	5\$	Taco	12\$
Grape Juice	5\$	Fried Eggs	8\$	Milkshake	6\$	Soup	10\$
Milk	5\$	Boiled Eggs	8\$	Coke	4\$	Hamburger	10\$
Coffee	4\$	Omelet	9\$	Orange Juice	5\$	Steak	20\$
		Cereal	10\$	Grape Juice	6\$	Chicken	15\$
Side Orders:		*Free chocolate cookies and mineral water				Spaghetti	13\$
Toast	6\$					Ham	9\$
Bacon	10\$					Seafood	30\$
Sausage	9\$					# Those_ cuisine are served with free garlic bread and sauce	

39. According to the text, we know that . . .

- a. the restaurant serves food for breakfast, lunch and dinner.
- b. we can order bacon for lunch at this restaurant.
- c. the restaurant does not serve food from meat products.
- d. the mineral water cost 5\$.

40. “Those cuisine are served with free garlic bread and sauce.” The word “those” refers to ...

- a. beverages.
- b. main orders.
- c. side orders.
- d. main courses.

41. What is the cheapest main course for dinner in Yummy Resto?

- a. Chicken.
- b. Spaghetti
- c. Hamburger.
- d. Ham.

42. ‘Free chocolate cookies and mineral water.’

The word ‘free’ means we can get the food with

- a. full payment
- b. sale
- c. no cost
- d. discount

Read the following text and answer the questions number 43 – 46.

DELICIOUS RESTO

Menu

Appetizer

- | | |
|--------------------|------|
| 1. Chicken soup | 15rb |
| 2. Crab soup | 30rb |
| 3. Meat sauce soup | 20rb |
| 4. Corn soup | 12rb |

Main course

- | | |
|---------------------------------|------|
| 1. Chicken roasted chili sauce | 25rb |
| 2. Crab fried black paper sauce | 40rb |
| 3. Baked stuffed shrimp | 30rb |
| 4. Beef steak | 25rb |

Dessert

- | | |
|------------------------|------|
| 1. Chocolate ice cream | 10rb |
| 2. Chocolate cake | 10rb |
| 3. Strawberry pudding | 12rb |
| 4. Pancakes | 8rb |

Drink

- | | |
|------------------|------|
| 1. Coffee | 8rb |
| 2. Avocado juice | 10rb |
| 3. Orange juice | 9rb |
| 4. Tea | 7rb |

43. What is the text about?

- | | |
|--|--|
| a. <u>The menu of Delicious Resto.</u> | c. The price list of food in Delicious Resto. |
| b. The kinds of soup sold in the restaurant. | d. The various drinks that are served by the restaurant. |

44. Which statement is NOT CORRECT based on the text above?

- | |
|---|
| a. Baked stuffed shrimp is a name of main course. |
| b. The corn soup is a kind of appetizer. |
| c. We can eat meat products in Delicious Resto. |
| d. <u>The café only serves drinks for the customer.</u> |

45. A man has ordered a cup of chicken soup, beef steak, chocolate ice cream. How much will he pay later?

- | | |
|---------------|-----------------------|
| a. Rp 35.000. | c. <u>Rp. 50.000.</u> |
| b. Rp 40.000. | d. Rp. 55.000. |

46. What food may someone have for the first time?

- | | |
|----------------------|--------------------------|
| a. Pancake. | c. Baked stuffed shrimp. |
| b. <u>Crab soup.</u> | d. Avocado juice. |

Read the following text and answer the questions number 47 – 50.

MOO CAFE

Hot		Cold		Snack	
Coco Milk	Rp 8.000	Strawberry Milkshake	Rp 12.000	French Fries	Rp 8.000
Ginger Milk	Rp 8.000	Chocolate Milkshake	Rp 12.000	Pancake	Rp 7.000
Original Milk	Rp 9.000	Ice Coco	Rp 10.000	Ginger Bread	Rp 7.000
Coffee Milk	Rp 9.000	Ice Strawberry	Rp 10.000	Crepes	Rp 8.000
		Milk Ice Cream	Rp 11.000		

47. What does the text above discuss?
 a. The menu of various beverages and snack in Moo Café.
 b. The announcement from Moo Café.
 c. The description of Moo Café Shop.
 d. The advertisement of Moo Café.
48. If Ratri has Rp 15.000,00, what beverage and snack could she get at Moo Café?
 a. Coco Milk and pancake.
 b. Ice coco and Crepes.
 c. Milk Ice cream and French Fries.
 d. Strawberry milkshake and ginger bread.
49. The word “hot” can be replaced by
 a. cool
 b. warm
 c. fresh
 d. cold
50. How many kinds of food can we get in Star Coffee Shop?
 a. Three.
 b. Four.
 c. Five.
 d. Nine.

Answer Sheet

Name :
 Grade :
 Class :
Student number :

Cross (X) a, b, c, or d to answer the questions.

- | | | | | | | | | | |
|-----|---|---|---|---|-----|---|---|---|---|
| 1. | A | B | C | D | 26. | A | B | C | D |
| 2. | A | B | C | D | 27. | A | B | C | D |
| 3. | A | B | C | D | 28. | A | B | C | D |
| 4. | A | B | C | D | 29. | A | B | C | D |
| 5. | A | B | C | D | 30. | A | B | C | D |
| 6. | A | B | C | D | 31. | A | B | C | D |
| 7. | A | B | C | D | 32. | A | B | C | D |
| 8. | A | B | C | D | 33. | A | B | C | D |
| 9. | A | B | C | D | 34. | A | B | C | D |
| 10. | A | B | C | D | 35. | A | B | C | D |
| 11. | A | B | C | D | 36. | A | B | C | D |
| 12. | A | B | C | D | 37. | A | B | C | D |
| 13. | A | B | C | D | 38. | A | B | C | D |
| 14. | A | B | C | D | 39. | A | B | C | D |
| 15. | A | B | C | D | 40. | A | B | C | D |
| 16. | A | B | C | D | 41. | A | B | C | D |
| 17. | A | B | C | D | 42. | A | B | C | D |
| 18. | A | B | C | D | 43. | A | B | C | D |
| 19. | A | B | C | D | 44. | A | B | C | D |
| 20. | A | B | C | D | 45. | A | B | C | D |
| 21. | A | B | C | D | 46. | A | B | C | D |
| 22. | A | B | C | D | 47. | A | B | C | D |
| 23. | A | B | C | D | 48. | A | B | C | D |
| 24. | A | B | C | D | 49. | A | B | C | D |
| 25. | A | B | C | D | 50. | A | B | C | D |

The Pre-test Score of Control Group

No	Name	Score
1.	ABIN ARI SUSILO	68
2.	ALVA NADIVAH	66
3.	ARIS FARDIAN	66
4.	ATIK DINUL KOIMAH	68
5.	BUDI ASIH	70
6.	DIAH SETIYANI	56
7.	FAJAR NOVIANTO	60
8.	FATTATUN HASANNAH	62
9.	HAFAH HANAFIAH	68
10.	HERNING RIA ATMIAH	58
11.	HIDAYANTI	58
12.	INKA SELVIA	70
13.	IRMA WIDAYANI	64
14.	KALUNG BAROKKAH	66
15.	KHOIRUNISSA	68
16.	KHUSNIYATU AINIYAH	66
17.	MASRIKHA	66
18.	MUKTIANA SARI	66
19.	NAELI HIDAYAH	68
20.	NAILIL KONIAH	68
21.	NOVITA SARI	70
22.	NUR EDI	62
23.	NURUL AROFATUL AINI	72
24.	RIFATTUL MUNA	64
25.	RISKIANA MURDIASIH	66
26.	SAFITRI	68
27.	SAMSUL SARIF HIDAYAT	60
28.	SARI MULYANI	70
29.	SEPTIKA HARFIATI	62
30.	SULIS SETIAWAN	62
31.	TRISWANTI	54
32.	ULFATUL ROHMAH	60
33.	VINA ANISSA	68
34.	WITRIYAH	66
35.	YENNI SAFITRI	64
36.	YULIANA	66
37.	ZAINAL ARIFIN	64

The Pre-test Score of Experimental Group

No	Name	Score
1.	ANI PUJI LESTARI	62
2.	ATIK HEPITA	64
3.	ASRI OKTA KARTIKA SARI	68
4.	ATIKA RISKIANTI	68
5.	BEKTI SETIADEWI	68
6.	BUDI HARYONO	68
7.	EKO NUGROHO	66
8.	FITRI LUTFIANI	64
9.	HARYANTO	60
10.	HASIM ASHARI	60
11.	LAILATUL MUFIDAH	66
12.	MISBAH KHUDIN	64
13.	MUHLISUN	56
14.	MUHRISKON	70
15.	MUSTAH FIRROH	62
16.	NAILINA AGUSTIN	66
17.	NITA KURNIAWATI	78
18.	NOVIATUL ROSSIDAH	62
19.	NUR KHOFIFAH	64
20.	OKTAFIANI	66
21.	PUJI LESTARI	64
22.	RESI AFNI ULI ASTUTI	66
23.	RIAYATUL HAYATI	64
24.	ROIHATUL JANNAH	66
25.	RUSIYAH	74
26.	SELLA DANIARTI	60
27.	SITI FAIZAH	70
28.	SUCI MARIA ULFA	68
29.	TITI NUR BAITI	70
30.	ULFIATUL FADILLAH	58
31.	VIA WULANSARI	64
32.	WAHYU KURNIAWATI	66
33.	WIRDUNA KHOFAN RIDHO	68
34.	YENNI FITRIYANI	68
35.	YULIANTI	64

The Post-test Score of Control Group

No	Name	Score
1.	ABIN ARI SUSILO	74
2.	ALVA NADIVAH	72
3.	ARIS FARDIAN	64
4.	ATIK DINUL KOIMAH	80
5.	BUDI ASIH	68
6.	DIAH SETIYANI	64
7.	FAJAR NOVIANTO	66
8.	FATTATUN HASANNAH	68
9.	HAFSAH HANAFIAH	62
10.	HERNING RIA ATMIASIH	70
11.	HIDAYANTI	70
12.	INKA SELVIA	84
13.	IRMA WIDAYANI	72
14.	KALUNG BAROKKAH	62
15.	KHOIRUNISSA	72
16.	KHUSNIYATU AINIYAH	66
17.	MASRIKHA	66
18.	MUKTIANA SARI	70
19.	NAELI HIDAYAH	74
20.	NAILIL KONIAH	70
21.	NOVITA SARI	70
22.	NUR EDI	64
23.	NURUL AROFATUL AINI	82
24.	RIFATTUL MUNA	66
25.	RISKIANA MURDIASIH	64
26.	SAFITRI	68
27.	SAMSUL SARIF HIDAYAT	60
28.	SARI MULYANI	64
29.	SEPTIKA HARFIATI	68
30.	SULIS SETIAWAN	66
31.	TRISWANTI	64
32.	ULFATUL ROHMAH	62
33.	VINA ANISSA	68
34.	WITRIYAH	68
35.	YENNI SAFITRI	66
36.	YULIANA	64
37.	ZAINAL ARIFIN	68

The Post-test Score of Experimental Group

No	Name	Score
1.	ANI PUJI LESTARI	72
2.	ATIK HEPITA	74
3.	ASRI OKTA KARTIKA SARI	82
4.	ATIKA RISKIANTI	84
5.	BEKTI SETIADEWI	74
6.	BUDI HARYONO	78
7.	EKO NUGROHO	76
8.	FITRI LUTFIANI	76
9.	HARYANTO	76
10.	HASIM ASHARI	76
11.	LAILATUL MUFIDAH	76
12.	MISBAH KHUDIN	74
13.	MUHLISUN	70
14.	MUHRISKON	74
15.	MUSTAH FIRROH	78
16.	NAILINA AGUSTIN	80
17.	NITA KURNIAWATI	86
18.	NOVIATUL ROSSIDAH	78
19.	NUR KHOFIFAH	74
20.	OKTAFIANI	82
21.	PUJI LESTARI	74
22.	RESI AFNI ULI ASTUTI	82
23.	RIAYATUL HAYATI	80
24.	ROIHATUL JANNAH	76
25.	RUSIYAH	84
26.	SELLA DANIARTI	80
27.	SITI FAIZAH	82
28.	SUCI MARIA ULFA	78
29.	TITI NUR BAITI	74
30.	ULFIATUL FADILLAH	72
31.	VIA WULANSARI	76
32.	WAHYU KURNIAWATI	78
33.	WIRDUNA KHOFAN RIDHO	78
34.	YENNI FITRIYANI	80
35.	YULIANTI	80

APPENDIX B

LESSON PLANS

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) EXPERIMENTAL GROUP

Program Keahlian : Semua Program Keahlian
Kelas/Semester : X / 2
Mata Pelajaran : Bahasa Inggris
Tahun Pelajaran : 2012/ 2013

I. STANDAR KOMPETENSI

1. Berkomunikasi dengan Bahasa Inggris setara *Level Novice*.

II. KOMPETENSI DASAR

1.8. Menuliskan undangan sederhana

III. ALOKASI WAKTU

2 x 45 menit

IV. INDIKATOR

- Mengidentifikasi bagian – bagian / struktur dari undangan sederhana.
- Mengidentifikasi tujuan komunikatif dari undangan sederhana
- Mengidentifikasi informasi tersurat dari undangan sederhana
- Mengidentifikasi informasi tersirat dari undangan sederhana

V. TUJUAN PEMBELAJARAN

Siswa dapat merespon makna dan langkah retorika dalam teks berbentuk undangan sederhana secara akurat, lancar, dan berterima.

VI. MATERI POKOK PEMBELAJARAN

<div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px; text-align: center; line-height: 20px; margin-bottom: 10px;">3</div> Dear Dima <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px; text-align: center; line-height: 20px; margin-left: 10px;">2</div> Next Sunday, April 22 nd , 2013, some of our classmates and I will watch the final match between Everton versus Liverpool. Please come to my house at 7 p.m. And would you be able to bring a few cans <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px; text-align: center; line-height: 20px; margin-left: 10px;">4</div> ft drinks? Thank you <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px; text-align: center; line-height: 20px; margin-left: 10px;">5</div>	<div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px; text-align: center; line-height: 20px; margin-bottom: 10px;">1</div> Jl. Margasatwa 105 Jakarta April 18 th 2013 <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px; text-align: center; line-height: 20px; margin-bottom: 10px;">6</div> Regards <div style="border: 1px solid black; display: inline-block; width: 20px; height: 20px; text-align: center; line-height: 20px; margin-bottom: 10px;">7</div> Tony
--	---

A. The purpose of invitation letter is to invite or ask someone to come to an event.

B. Parts of Invitation Letter:

1. The heading

The heading is the address of the sender which appears at the top of the letter. The address is written in the top right hand corner of the page and followed by the date.

The order of the address is as follows: number of house, name of street, town or city, area, country.

Abbreviations : Street (St), Road (Rd), Square (Sq), Avenue (Ave), Place (PL)

Date : June 8th, 8th June, 12th Jan, Jan 12th, etc

2. Salutation

Dear Tom, Dear Jane, Dear Uncle Tom, Dear Aunt Jane, Dear Mr/Mrs Johnson. My dear is used for very friendly terms

3. The body

- Introduction

Begin your letter by referring either to a letter you have recently received or to an event which has prompted you to write.

A few useful phrases

I have just this moment received your letter and am writing at once because..

I am sorry it has taken me so long to reply to your last letter but..

Thank you so much for answering my letter so quickly..

How nice it was to hear from you at last

I had given you up for lost but this morning..

It was such a disappointment to learn

It was very sorry to hear..

Whatever has become of you?

You will be very glad to hear that..

- Purpose

Describe what you are going to do (your plans/your details), and explain why you are writing.

- Conclusion

End the letter with a polite wish (expressing the hope to see someone soon, sending regards, being remembered to a friend, etc)

A few useful phrases..

I shall be looking forward to seeing/hearing from you soon

I do hope you will be able to come this time

4. The Subscription

Example: yours sincerely, yours very sincerely or love followed by comma.

5. Signature

Sign with your full name, or nickname depending on the relationship.

VII. METODE PEMBELAJARAN

PPP (Presentation, Practice, and Production).

VIII. STRATEGI / SKENARIO PEMBELAJARAN

Opening

- Guru mengucapkan salam ketika memasuki kelas.
- Guru memulai kelas dengan berdo'a bersama.
- Guru mengabsen siswa lewat presensi siswa yang ada.

- Guru mengenalkan kegiatan-kegiatan yang akan ditempuh dan tujuan selama proses pembelajaran.
- Guru memulai pembelajaran dengan membangun pengetahuan siswa (guiding/leading to the topic) yang ditemukan dalam kehidupan siswa sehari-hari.
- Guru memperkenalkan topik yang akan dipelajari sekarang.

Main activities

- **Presentation**
 - Guru memberikan contoh undangan sederhana kepada siswa.
 - Guru mengajak siswa mencari struktur dari undangan tersebut.
 - Guru menjelaskan bagian teks tersebut diatas, cara mencari informasi terperinci dan tersirat dari teks tersebut diatas
 - Guru memberikan kesempatan bagi siswa untuk bertanya terkait dengan materi/topik.
- **Practice**
 - Guru mengajak siswa untuk mencari informasi terperinci dan tersirat dari sebuah undangan sederhana yang diberikan sebelumnya.
 - Siswa berdiskusi menemukan informasi terperinci atau tersirat sesuai petunjuk guru.
 - Guru menanyakan kepada beberapa siswa hasil dari diskusi mereka.
- **Production**
 - Guru membagi siswa menjadi 7 kelompok (Jigsaw group), masing-masing kelompok berisi 5 siswa.
 - Masing-masing siswa dari tiap kelompok mendapatkan 5 macam teks undangan sederhana dan worksheet yang berbeda.
 - Siswa yang mendapatkan teks yang sama berkumpul menjadi satu kelompok (expert group) untuk membahas tentang teks tersebut.
 - Siswa tersebut kembali ke grup awal (Jigsaw group) dan membagikan hasil diskusi kepada anggota kelompoknya.
 - Siswa melengkapi worksheet yang diberikan guru sesuai hasil diskusi.

Closing

- Guru menyimpulkan materi yang telah dipelajari/didiskusikan.
- Guru memberikan tugas rumah kepada siswa jika perlu/dibutuhkan.
- Guru menutup pelajaran dengan salam.

IX. SUMBER DAN MEDIA PEMBELAJARAN

- Get Along with English
- Modul Pembelajaran Bahasa Inggris untuk SMK
- Modul Bahasa Inggris SMK.
- English for Vocational School

X. PENILAIAN

- Teknik: Guru mengamati kemampuan siswa dalam bekerja sama dalam kelompok, keaktifan siswa dalam kelompok, dan mengerjakan tugas yang diberikan.
- Bentuk: Tugas

The Star Hotel
 14 Preston Ave
 London, S W 5
 England
 15 August, 2003

Dear Madeline,

Thank you very much for inviting me to your birthday party, but I'm afraid I can not be able to come.

We have had so much to do at the office this week that Mr Simpson has asked me to work overtime for a few days. I promised I would and now there's nothing I can do about it. I'll be thinking of you when I'm typing piles of letters.

I hope your party is a success and I wish you many happy returns

Yours sincerely,
 Andre

Read the following texts carefully and find some information from the texts.

Text A

04 Mawar Street
 Surabaya
 2nd April 2013

Dear Doni and Susi,

I would like you to come to my house for a dinner on Saturday night 14th April, at 7.30 P.M.
 We look forward to seeing you.

Lovely

Damar and Ana

Text B

100 Gembira Street,
 Yogyakarta
 7th May 2013

Dear Damar and Ana,

Thank you very much for your invitation to the dinner at your house on 14th April. We would like to come to your house with our son.
 We look forward to seeing you soon.

Lovely

Doni and Susi

Text C

Jl. Laksda Adisucipto 20,
Yogyakarta
January 10th, 2013

Dear Ratri,

With great honor, we would like to request for your presence on this coming Sunday, 15th January at 3:00 PM for the 14th birthday of Ari.

The venue for the event will be at the Boyong Kalegan's garden restaurant and the dress code is batik.

We wish that you will find time for you to be present on the party. Please let us know whether you can or cannot join us for whatever reason. Contact me at my phone number (085907265839) as soon as possible.

Best regards,

Diana

Text D

Jl. Sudirman 444
Pekalongan
March 18th, 2013

Hi Friends

Please come to my graduation party. It will be held at Goebok Resto, Pekalongan, on April 8th, 2013 at 7 pm to 9 p.m. There will be something missing without your presense.

See you.

Best regards,

Dimas

Text E

Jl. Sukun 105
Jakarta,
April 17th, 2013

Dear Shirley,

Please come to the Youth Club Meeting on April 19th, 2013 at 7 p.m at my house.

Don't forget to bring the report of the tennis tournament.

Thank you.

Best regards

Tony

Questions to be discussed.

Discuss the following questions with your group and verify your answers based on the text.

Text A

1. Who are the invitee of the invitation letter above?
2. Why do the writer send the invitation letter?
3. Where is Doni and Susi live?

Text B

1. What is the text tell us about?
2. Who is the receiver of the letter ?
3. What will Doni and Susi do in Damar's house?

Text C

1. When was Ari born?
2. What should Ratri wear to attend Ari's party?
3. Where and when does Ari hold the party?

Text D

1. Write two TRUE statements according to text D.
2. When does the sender write the letter?
3. How long does the party will be held?

Text E

1. What is being reminded by Toni in the letter?
2. Write two false statement according to text E.
3. Why does Toni write the letter?

EXPERIMENTAL GROUP

Program Keahlian : Semua Program Keahlian
 Kelas/Semester : X / 2
 Mata Pelajaran : Bahasa Inggris
 Tahun Pelajaran : 2012/ 2013

I. STANDAR KOMPETENSI

1. Berkomunikasi dengan Bahasa Inggris setara *Level Novice*.

II. KOMPETENSI DASAR

- 1.6. Memahami memo dan menu sederhana, jadwal perjalanan kendaraan umum, dan rambu-rambu lalu lintas

III. ALOKASI WAKTU

2 x 45 menit

IV. INDIKATOR

- Mengidentifikasi bagian – bagian / struktur dari memo.
- Mengidentifikasi tujuan komunikatif dari memo.
- Mengidentifikasi informasi tersurat dari memo.
- Mengidentifikasi informasi tersirat dari memo.

V. TUJUAN PEMBELAJARAN

Siswa dapat merespon makna dan langkah retorika dalam teks berbentuk memo secara akurat, lancar, dan berterima.

VI. MATERI POKOK PEMBELAJARAN

MEMO

Memo is a formal written information in a company, office or other institution.

A. Purpose / fuction of Memo

Purpose / function of memo is to give information to someone about something because the writer and the recipient of the memo cannot meet in a certain condition.

B. Parts of Memo

To : recipient of memo
 From : sender of memo
 C.C : perforation
 Date : month/day/year
 Subject : topic discussed in the memo

Introduction : explains why the memo has been written and what topic will discuss. (tujuan menulis memo)

Body : discussed the topic in detail.

Conclusion : explains what will or should happen next, then the follow up will occur and why the date is important.

MEMO	
TO	: Department Managers
FROM	: Mr. Charles Chavez
DATE	: February 8 th , 2013
SUBJECT	: Monthly managerial Meeting
<p>Our monthly managerial meeting is scheduled for February 27th, 2013, in the management meeting room at 09:00 a.m.</p> <p>Please bring your monthly report with you and submit it to my secretary 30 minutes prior to the meeting.</p>	

Vocabulary

Receiver	: penerima	meeting	: rapat
Sender	: pengirim	submit	: mengumpulkan
Writer	: penulis	monthly	: bulanan

VII. METODE PEMBELAJARAN

PPP (Presentation, Practice, and Production).

VIII. STRATEGI / SKENARIO PEMBELAJARAN

Opening

- Guru mengucapkan salam ketika memasuki kelas.
- Guru memulai kelas dengan berdo'a bersama.
- Guru mengabsen siswa lewat presensi siswa yang ada.
- Guru mengenalkan kegiatan-kegiatan yang akan ditempuh dan tujuan selama proses pembelajaran.
- Guru memulai pembelajaran dengan membangun pengetahuan siswa (guiding/leading to the topic) yang ditemukan dalam kehidupan siswa sehari-hari.
- Guru memperkenalkan topik yang akan dipelajari sekarang.

Main activities

- Presentation
 - Guru memberikan contoh memo kepada siswa.
 - Guru mengajak siswa mencari struktur dari memo tersebut.
 - Guru menjelaskan bagian teks tersebut diatas, cara mencari informasi terperinci dan tersirat dari teks tersebut diatas
 - Guru memberikan kesempatan bagi siswa untuk bertanya terkait dengan materi/topik.
- Practice
 - Guru mengajak siswa untuk mencari informasi terperinci dan tersirat dari sebuah memo yang diberikan sebelumnya.
 - Siswa berdiskusi menemukan informasi terperinci atau tersirat sesuai petunjuk guru.
 - Guru menanyakan kepada beberapa siswa hasil dari diskusi mereka.
- Production
 - Guru membagi siswa menjadi 7 kelompok (Jigsaw group), masing-masing kelompok berisi 5 siswa.
 - Masing-masing siswa dari tiap kelompok mendapatkan 5 macam teks memo dan worksheet yang berbeda.

- Siswa yang mendapatkan teks yang sama berkumpul menjadi satu kelompok (expert group) untuk membahas tentang teks tersebut.
- Siswa tersebut kembali ke grup awal (Jigsaw group) dan membagikan hasil diskusi kepada anggota kelompoknya.
- Siswa melengkapi worksheet yang diberikan guru sesuai hasil diskusi.

Closing

- Guru menyimpulkan materi yang telah dipelajari/didiskusikan.
- Guru memberikan tugas rumah kepada siswa jika perlu/dibutuhkan.
- Guru menutup pelajaran dengan salam.

IX. SUMBER DAN MEDIA PEMBELAJARAN

- Get Along with English
- Modul Pembelajaran Bahasa Inggris untuk SMK
- Modul Bahasa Inggris SMK.
- English for Vocational School

X. Penilaian

- Teknik: Guru mengamati kemampuan siswa dalam bekerja sama dalam kelompok, keaktifan siswa dalam kelompok, dan mengerjakan tugas yang diberikan.
- Bentuk: Tugas

Example:

MEMO	
To	: Dimas Jayadiningrat
From	: Henry Siahaan Public Relation Manager
Subject	: Press Conference of the Concert
Date	: April 11 st , 2013
Please attend the press conference at Plaza Indonesia on Thursday, April 13th, 2013 at 11 a.m. Cover everything you need for the conference by yourself. Take Mr. Alex with you.	

Read the following texts carefully and find some information from the texts.

Text A

MEMO	
To	: Kusprimanto
From	: Edya Legowati, marketing manager
Date	: April 15 th , 2013
Subject	: Monthly meeting
<p>The monthly meeting will be held on April 20th, 2013 on 9.00 a.m. This meeting will also discuss about the launching of the new product. Please inform all marketing staffs about it.</p>	

Text B

MEMO	
To	: Ahmad Chuyaeni
From	: Sidik Handoko, service manager
Date	: April 16 th , 2013
Subject	: Monthly report
<p>I will go to Semarang on April 28th, 2013 for 3 days. Please put the monthly report on my room before April 26th, 2013. I will bring it to Semarang.</p>	

Text C

MEMO	
To	: Mr. Iwan
From	: Susi, sales manager
Date	: January 16 th , 2013
Subject	: Mr. Bobby's secretary
<p>Our branch manager, Mr. Bobby need a driver to take his secretary to the branch office in Klaten on Januari 20th, 2013. Please look for a driver for Mr. Bobby's secretary. For further information, please call my secretary.</p>	

Text D**MEMO**

To : Rei
 From : Adi
 Date : September 5th, 2012
 Subject : Monthly meeting
 Tomorrow is Mr. Handoko will conduct the monthly meeting in Tentrem Hotel at 9 am. Please prepare the meeting room there. You can call Mr. Andi for more information about the meeting room.

Text E**MEMO**

To : Aruna
 From : Andy, Sales Manager
 Date : March 5th, 2013
 Subject : Director visit
 Our director, Mr. Jaka will visit our office on March 10th, 2013. He will arrive in this city on March 9th, 2013. He will stay in Tentrem hotel. Please send him a car and a driver. If you need more information, please call me.

Questions to be discussed.

Discuss the following questions with your group and verify your answers based on the text.

Text A

1. Text A mainly discuss about . . .
2. Who is the receiver of the memo?
3. Why does the writer compose the memo?

Text B

1. How long does the writer stay in Semarang?
2. When does the writer write the memo?
3. Where can you possibly find this memo?

Text C

1. Why did the writer make the memo?
2. What is needed by Mr. Bobby's secretary?
3. When does Mr. Bobby's secretary go to Klaten?

Text D

1. What should Rei do according to the text?
2. When does Una celebrate her birthday?
3. Who is Una?

Text E

1. Where will Mr. Jaka stay while he is visiting Andi's office?
2. What should Aruna do if she needs some information?
3. What is instructed by Mr. Andi to Aruna?

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) EXPERIMENTAL GROUP

Program Keahlian : Semua Program Keahlian
Kelas/Semester : X / 2
Mata Pelajaran : Bahasa Inggris
Tahun Pelajaran : 2012/ 2013

I. STANDAR KOMPETENSI

1. Berkomunikasi dengan Bahasa Inggris setara *Level Novice*.

II. KOMPETENSI DASAR

- 1.6. Memahami memo dan menu sederhana, jadwal perjalanan kendaraan umum, dan rambu-rambu lalu lintas

III. ALOKASI WAKTU

2 x 45 menit

IV. INDIKATOR

- Mengidentifikasi bagian – bagian / struktur dari menu.
- Mengidentifikasi tujuan komunikatif dari menu.
- Mengidentifikasi informasi tersurat dari menu.
- Mengidentifikasi informasi tersirat dari menu.

V. TUJUAN PEMBELAJARAN

Siswa dapat merespon makna dan langkah retorika dalam teks berbentuk menu secara akurat, lancar, dan berterima.

VI. MATERI POKOK PEMBELAJARAN

A. Meaning

Menu is a kind of functional text that present the list of food, beverages, snack and the price list that are sold by a restaurant cafe.

B. Functional purpose

To inform about the food or beverages or snack that are sold by a certain restaurant or cafe.

C. Menu consist of:

1. Name of restaurant or cafe
2. Kinds of menu
3. Parts of meal
4. Name of food / beverages / snack
5. Price list
6. Foot note

D. Kinds of Menu :

1. Breakfast menu (menu hidangan makan pagi),
2. Luncheon menu (menu hidangan makan siang),
3. Tea time menu (menu hidangan ringan pengiring minum teh sore),
4. Dinner menu (menu hidangan makan malam),
5. Supper menu (menu hidangan makan larut malam),

6. Banquet menu (menu hidangan perjamuan),
7. Buffet menu (menu hidangan prasmanan).

E. Vocabulary

Menu	: daftar makanan	Meal	: makanan	roasted	: panggang
Appetizer	: makanan pembuka	Juice	: jus	bake	: bakar
Entrees	: hidangan utama	cake	: kue	vegetables	: sayuran
Dessert	: makanan penutup	bread	: roti		
Beverages	: minuman	beef	: daging		
Snack	: makanan ringan	dairy	: produk susu		

VII. METODE PEMBELAJARAN

PPP (Presentation, Practice, and Production).

VIII. STRATEGI / SKENARIO PEMBELAJARAN

Opening

- Guru mengucapkan salam ketika memasuki kelas.
- Guru memulai kelas dengan berdo'a bersama.
- Guru mengabsen siswa lewat presensi siswa yang ada.
- Guru mengenalkan kegiatan-kegiatan yang akan ditempuh dan tujuan selama proses pembelajaran.
- Guru memulai pembelajaran dengan membangun pengetahuan siswa (guiding/leading to the topic) yang ditemukan dalam kehidupan siswa sehari-hari.
- Guru memperkenalkan topik yang akan dipelajari sekarang.

Main activities

- Presentation
 - Guru memberikan contoh menu kepada siswa.
 - Guru mengajak siswa mencari struktur dari menu tersebut.
 - Guru menjelaskan bagian teks tersebut diatas, cara mencari informasi terperinci dan tersirat dari teks tersebut diatas
 - Guru memberikan kesempatan bagi siswa untuk bertanya terkait dengan materi/topik.
- Practice
 - Guru mengajak siswa untuk mencari informasi terperinci dan tersirat dari sebuah menu yang diberikan sebelumnya.
 - Siswa berdiskusi menemukan informasi terperinci atau tersirat sesuai petunjuk guru.
 - Guru menanyakan kepada beberapa siswa hasil dari diskusi mereka.
- Production
 - Guru membagi siswa menjadi 7 kelompok (Jigsaw group), masing-masing kelompok berisi 5 siswa.
 - Masing-masing siswa dari tiap kelompok mendapatkan 5 macam teks menu dan worksheet yang berbeda.
 - Siswa yang mendapatkan teks yang sama berkumpul menjadi satu kelompok (expert group) untuk membahas tentang teks tersebut.
 - Siswa tersebut kembali ke grup awal (Jigsaw group) dan membagikan hasil diskusi kepada anggota kelompoknya.
 - Siswa melengkapi worksheet yang diberikan guru sesuai hasil diskusi.

Closing

- Guru menyimpulkan materi yang telah dipelajari/didiskusikan.
- Guru memberikan tugas rumah kepada siswa jika perlu/dibutuhkan.
- Guru menutup pelajaran dengan salam.

IX. SUMBER DAN MEDIA PEMBELAJARAN

- Get Along with English
- Modul Pembelajaran Bahasa Inggris untuk SMK
- Modul Bahasa Inggris SMK.
- English for Vocational School

X. PENILAIAN

- Teknik: Guru mengamati kemampuan siswa dalam bekerja sama dalam kelompok, keaktifan siswa dalam kelompok, dan mengerjakan tugas yang diberikan.
- Bentuk: Tugas

Example:

FLAMINGO RESTAURANT	
DINNER MENU	
<u>APPETIZER</u>	
Chicken soup	Rp 15.000
Shrimp cocktail	Rp 25.000
Vegetable soup	Rp 12.500
<u>ENTREES</u>	
Roast rib of beef	Rp 75.000
Broiled fish fillet	Rp 67.500
Fried chicken	Rp 59.500
Sirloin steak	Rp 75.000
Baked stuffedshrimp	Rp 72.500
<i>(Those are served with tossed green salad, choice of vegetables and bread)</i>	

From the text above we can find some information such as:

1. The topic of the text
The text above is about the list of food and beverages sold by Flamingo Restaurant.
(dapat dilihat pada bagian atas / judul menu tersebut)
2. The functional purpose of the text
The functional purpose of the text above is to inform the customer about the list of food, beverages or snack in the restaurant.
(dapat dilihat pada tujuan fungsional teks berbentuk 'menu')
3. Some detail information from the text
- We should eat Chicken soup firstly before eating the entrees.
(karena chicken soup termasuk appetizer / makanan pembuka, maka harus dimakan pertama kali)
4. How much many should a person pay if he order Chicken soup, Sirloin steak , apple pie, tomato juice?
He should pay for Rp 15.000 + Rp 75.000 + Rp 12.500 + Rp 7.500 = Rp. 110.000,-
(dengan melihat daftar harga dan menjumlahkannya)
5. The word 'those' in the text above refers to entrees.
(dapat diketahui dengan melihat kalimat / kata sebelum 'those')
6. The synonym of the word 'entrees' is main course.

BREAK CAFE

BREAKFAST MENU

Pancake	10rb
French toast	15rb
Waffle	12rb
Boiled egg	8rb
Fried egg	8rb
Scramble egg	10rb
Omelet (cheese, chicken)	20rb
Tea	5rb
Chocolate	8rb
Orange juice	9rb

Discuss the answers of the following questions with your friends.

1. What is the text about?
2. What is the purpose of the text above?
3. How many food served in the cafe?
4. If Robby orders French toast, scramble egg and orange juice, how much should he pay for the meal?

Read the following texts carefully and find some information from the texts.

Text A

Mr. Juice			
Juice		Snack	
1. Strawberry Juice	10rb	Pancake	7rb
2. Orange Juice	8rb	Ginger Bread	7rb
3. Durian Juice	15rb	Cup Cake	8rb
4. Mango Juice	8rb	French Fries	8rb
5. Tomato Juice	7rb	Onion Ring	6rb
6. Watermelon Juice	8rb		
7. Apple Juice	9rb		
8. Mix Juice	15rb		

Those are served with ice

Text B

The Queen Pizza			
Menu			
Pizza	Small	Medium	Large
Crab Pizza	40rb	80rb	120rb
Fish Pizza	30rb	60rb	90rb
Meat Pizza	30rb	60rb	90rb
Fruit Pizza	30rb	60rb	90rb
Vegan Pizza	30rb	60rb	90rb
Square Pizza	35rb	75rb	110rb
Triangle Pizza	25rb	50rb	75rb
Drink	Hot	Cold	
Tea	5rb	7rb	
Orange	7rb	10rb	
Coffee	10rb	-	
Soft Drink		10rb	
Mineral Water		6rb	

Text C**Captain Burger****Menu****Name**

Beef Burger	15rb
Cheese Burger	12rb
Egg Burger	10rb
Fruit Burger	12rb
Boom Burger	18rb
Monster Burger	25rb
French Fries	10rb
Onion Ring	8rb

Drink**Hot****Cold**

Tea	3rb	4rb
Orange	4rb	5rb
Soft Drink		8rb
Mineral Water		3rb
Fruit Juice		10rb

Text D**Coffee House****Menu****Coffee****Hot****Cold**

Moccacino	10rb	12rb
Vanilla Latte	10rb	12rb
Coolin	10rb	12rb
Chococino	10rb	12rb
Caribbean Nut	10rb	12rb
Cappuccino	15rb	18rb
Black	8rb	-
White	10rb	12rb

Side Order

Beef Burger	15rb
Classic Pizza	30rb
French Fries	14rb
Roasted Bread	10rb

Text E**Wonder Town Restaurant****Table no. 22****Number of customers: 3**

1 Chicken Steak	Rp 15.000
2 Cheeseburger	Rp 20.000
1 Chocolate Milk Shakes	Rp 12.000
1 Tomato Juice	Rp 8.000
1 Ice Coffee	Rp 10.000
3 Slices of Cheesecake	Rp 15.000
Subtotal	Rp 75.000
10% Tax	Rp 7.500
TOTAL	Rp 82.000

*Thank you for eating with us**Please pay at the cashier***Questions to be discussed.****Discuss the following questions with your group and verify your answers based on the texts.****Text A**

1. What is the text about?
2. “Those are served with ice”, the word ‘those’ refers to
3. What is the most expensive snack sold in Mr. Juice?

Text B

4. What is the purpose of the text?
5. How is the pizza served? Can you mention it?
6. What is the speciality of the restaurant?

Text C

7. How many beverages does the restaurant serve?
8. What is the cheapest food sold in the restaurant?
9. If Roni buys Beef Burger, French fries, and Mineral Water, how much money should he spend?

Text D

10. What can we order in Coffee House if we want to eat sweet snack?
11. Write three false statements based on the text?
12. How many cold coffee served in Coffee house?

Text E

13. How many entrees does Wonder Town restaurant sell?
14. Where should Arina go if she has finished eating in the restaurant?
15. According to the text we can conclude that

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) EXPERIMENTAL GROUP

Program Keahlian : Semua Program Keahlian
Kelas/Semester : X / 2
Mata Pelajaran : Bahasa Inggris
Tahun Pelajaran : 2012/ 2013

I. STANDAR KOMPETENSI

1. Berkomunikasi dengan Bahasa Inggris setara *Level Novice*.

II. KOMPETENSI DASAR

- 1.6. Memahami memo dan menu sederhana, jadwal perjalanan kendaraan umum, dan rambu-rambu lalu lintas

III. ALOKASI WAKTU

2 x 45 menit

IV. INDIKATOR

- Mengidentifikasi bagian – bagian / struktur dari schedule.
- Mengidentifikasi tujuan komunikatif dari schedule.
- Mengidentifikasi informasi tersurat dari schedule.
- Mengidentifikasi informasi tersirat dari schedule.

V. TUJUAN PEMBELAJARAN

Siswa dapat merespon makna dan langkah retorika dalam teks berbentuk schedule secara akurat, lancar, dan berterima.

VI. MATERI POKOK PEMBELAJARAN

Schedule is an ordered list of times at which things are planned to occur.

Schedule consists of:

1. Title / theme
2. Time
3. Origin (transportation shcedule)
4. Destination (transportation shcedule)

A. Functional purpose of schedule

- to tell / to inform the reader about the things that will occur in a certain time.
- To give information about the train arrival or departure.

B. Kinds of schedule :

- Transportation Schedule : Train schedule, Plane schedule,
- Television program schedule
- Sport match schedule: Football match schedule,
- Time table, etc.

C. Example of transportation schedule

Flight schedule from Denpasar to Yogyakarta			
Airlines	Flight	Departure Time	Arrival Time
Garuda Indonesia	GA 251	8:00 AM	8:00 AM
Garuda Indonesia	GA 253	1:00 PM	1:00 PM
Lion Air	JT 8901	8:00 PM	8:00 PM
Flight schedule from Yogyakarta to Denpasar			
Garuda Indonesia	GA 252	1:50 PM	3:50 PM
Garuda Indonesia	GA 254	8:20 PM	10:20 PM
Lion Air	JT 8926	8:45 PM	10:45 PM

Red Star Bus

Yogyakarta – Semarang				
Yogyakarta	Magelang	Bawen	Ungaran	Semarang
7.00 AM	8.00 AM	10.00 AM	11.00 AM	12.00 PM
9.00 AM	10.00 AM	12.00 PM	1.00 PM	2.00 PM
11.00 AM	12.00 PM	2.00 PM	3.00 PM	4.00 PM
Semarang - Yogyakarta				
Semarang	Ungaran	Bawen	Magelang	Yogyakarta
1.00 PM	2.00 PM	3.00 PM	5.00 PM	6.00 PM
3.00 PM	4.00 PM	5.00 PM	7.00 PM	8.00 PM
5.00 PM	6.00 PM	7.00 PM	9.00 PM	10.00 PM

Vocabulary

Flight	: penerbangan	airlines	: perusahaan penerbangan
Destination	: tujuan	train station	: stasiun kereta api
Origin	: asal	bus station	: terminal bus
Arrival	: Kedatangan	airport	: bandara
Arrive	: datang / sampai	domestic	: dalam negeri
Depart /take of:	berangkat	gate	: pintu / gerbang

VII. METODE PEMBELAJARAN

PPP (Presentation, Practice, and Production).

VIII. STRATEGI / SKENARIO PEMBELAJARAN

Opening

- Guru mengucapkan salam ketika memasuki kelas.
- Guru memulai kelas dengan berdoa'a bersama.
- Guru mengabsen siswa lewat presensi siswa yang ada.
- Guru mengenalkan kegiatan-kegiatan yang akan ditempuh dan tujuan selama proses pembelajaran.
- Guru memulai pembelajaran dengan membangun pengetahuan siswa (guiding/leading to the topic) yang ditemukan dalam kehidupan siswa sehari-hari.

- Guru memperkenalkan topik yang akan dipelajari sekarang.

Main activities

- Presentation
 - Guru memberikan contoh schedule kepada siswa.
 - Guru mengajak siswa mencari struktur dari schedule tersebut.
 - Guru menjelaskan bagian teks tersebut diatas, cara mencari informasi terperinci dan tersirat dari teks tersebut diatas
 - Guru memberikan kesempatan bagi siswa untuk bertanya terkait dengan materi/topik.
- Practice
 - Guru mengajak siswa untuk mencari informasi terperinci dan tersirat dari sebuah schedule yang diberikan sebelumnya.
 - Siswa berdiskusi menemukan informasi terperinci atau tersirat sesuai petunjuk guru.
 - Guru menanyakan kepada beberapa siswa hasil dari diskusi mereka.
- Production
 - Guru membagi siswa menjadi 7 kelompok (Jigsaw group), masing-masing kelompok berisi 5 siswa.
 - Masing-masing siswa dari tiap kelompok mendapatkan 5 macam teks schedule dan worksheet yang berbeda.
 - Siswa yang mendapatkan teks yang sama berkumpul menjadi satu kelompok (expert group) untuk membahas tentang teks tersebut.
 - Siswa tersebut kembali ke grup awal (Jigsaw group) dan membagikan hasil diskusi kepada anggota kelompoknya.
 - Siswa melengkapi worksheet yang diberikan guru sesuai hasil diskusi.

Closing

- Guru menyimpulkan materi yang telah dipelajari/didiskusikan.
- Guru memberikan tugas rumah kepada siswa jika perlu/dibutuhkan.
- Guru menutup pelajaran dengan salam.

IX. SUMBER DAN MEDIA PEMBELAJARAN

- Get Along with English
- Modul Pembelajaran Bahasa Inggris untuk SMK
- Modul Bahasa Inggris SMK.
- English for Vocational School

X. Penilaian

- Teknik: Guru mengamati kemampuan siswa dalam bekerja sama dalam kelompok, keaktifan siswa dalam kelompok, dan mengerjakan tugas yang diberikan.
- Bentuk: Tugas

Read the following text! Then, identify some information from the text!

Text A

Jan's Executive Train

Depart from	At	Arrive at	At
Semarang (Tawang Station)	05:30	Jakarta (Gambir Station)	10:30
Semarang (Tawang Station)	16:00	Jakarta (Gambir Station)	21:00
Semarang (Tawang Station)	21:00	Jakarta (Gambir Station)	02:00
Yogyakarta (Tugu Station)	08:00	Jakarta (Gambir Station)	14:00
Yogyakarta (Tugu Station)	12:05	Jakarta (Gambir Station)	18:05
Yogyakarta (Tugu Station)	20:10	Jakarta (Gambir Station)	02:10
Jakarta (Gambir Station)	00:05	Semarang (Tawang Station)	05:05
Jakarta (Gambir Station)	21:35	Semarang (Tawang Station)	02:35
Jakarta (Gambir Station)	22:58	Semarang (Tawang Station)	03:58
Jakarta (Gambir Station)	07:00	Yogyakarta (Tugu Station)	13:00
Jakarta (Gambir Station)	09:15	Yogyakarta (Tugu Station)	15:15
Jakarta (Gambir Station)	20:40	Yogyakarta (Tugu Station)	04:40

Text B

Wid's Air

No	Depart from	At	Arrive at	At	Flight Number
1	Yogyakarta	05:30	Jakarta	06:30	WA 099
2	Yogyakarta	16:00	Denpasar	18:00	WA 101
3	Surabaya	17:00	Jakarta	18:00	WA 131
4	Surabaya	17:30	Medan	21:30	WA 135
5	Jakarta	08:00	Denpasar	11:00	WA 231
6	Jakarta	12:05	Yogyakarta	13:05	WA 234
7	Jakarta	13:05	Surabaya	14:05	WA 303
8	Denpasar	06:00	Yogyakarta	06:00	WA 304
9	Denpasar	18:30	Jakarta	19:30	WA 305
10	Medan	09:40	Surabaya	13:40	WA 404

Text C

Garuda Airlines Flight Schedule Information

From : Semarang (SMG)

To : Jakarta (JKT)

No	From	To	Departure Time	Arrival Time	Flight Number	Number of stop (s)
1	Semarang	Jakarta	6:10	7:10	GA 231	0
2	Semarang	Jakarta	7:40	8:40	GA 233	0
3	Semarang	Jakarta	8:40	9:40	GA 235	0
4	Semarang	Jakarta	10:50	11:50	GA 239	0
5	Semarang	Jakarta	12:50	13:50	GA 237	0
6	Semarang	Jakarta	15:00	16:00	GA 241	0
7	Semarang	Jakarta	18:15	19:15	GA 245	0
8	Semarang	Jakarta	19:30	20:30	GA 247	0

Text D

Persada Travel
Yogyakarta – Pekalongan

Yogyakarta	Magelang	Temanggung	Sukorejo	Limpung	Batang	Pekalongan
8.00 AM	9.00 AM	10.00 AM	11.15 AM	1.30 PM	2.30 PM	3.00 PM
9.00 AM	10.00 AM	11.00 AM	12.15 PM	2.30 PM	3.30 PM	4.00 PM

Pekalongan - Yogyakarta

Pekalongan	Batang	Limpung	Sukorejo	Temanggung	Magelang	Yogyakarta
8.00 AM	8.30 AM	9.30 AM	11.45 AM	1.00 PM	2.00 PM	3.00 PM
9.00 AM	9.30 AM	10.30 AM	12.45 PM	2.00 PM	3.00 PM	4.00 PM

Text E

Quick Train Schedule
From Yogyakarta

Train	Class	Destination	Departure Time	Arrival Time
Mentari	Executive, Business	Bandung	6:00 AM	1:00 PM
Kejora	Executive	Jakarta	7:35 AM	3:35 PM
Bintang	Executive	Semarang	8:30 AM	12:30 PM
Cahaya	Executive	Surabaya	10:30 AM	5:30 PM
Kemilau	Executive, Business	Malang	11:15 AM	7:15 PM

Questions to be discussed.

Discuss the following questions with your group and verify your answers based on the text.

Text A

1. What is the text talking about?
2. When Jan's executive train depart from Semarang in the afternoon, when will the train arrive in Jakarta?
3. How long does the trip from Yogyakarta to Jakarta by Jan's executive train?

Text B

4. What is the purpose of the text?
5. How many flights does WINGS Air have from Jakarta to other destination place in a day?
6. What flight should we take if we want to go to Medan from Surabaya?

Text C

7. The text discuss about . . .
8. Where is the destination place of Garuda airplane based on the text?
9. Write out three true statements according to the text!

Text D

10. How many hours does the travel take to reach Pekalongan from Yogyakarta?
11. Where is the third destination of Persada Travel that depart from Pekalongan?
12. If Arika should arrive at Limpung around 2 P.M, when should she depart from Pekalongan?

Text E

13. According to the text, you can conclude that . . .
14. What is Kejora train? Please tell some information about it.
15. Where does Kemilau train leave Yogyakarta to?

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) EXPERIMENTAL GROUP

Program Keahlian : Semua Program Keahlian
Kelas/Semester : X / 2
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I. STANDAR KOMPETENSI

1. Berkomunikasi dengan Bahasa Inggris setara *Level Novice*.

II. KOMPETENSI DASAR

- 1.6. Memahami memo dan menu sederhana, jadwal perjalanan kendaraan umum, dan rambu-rambu lalu lintas
- 1.8. Menuliskan undangan sederhana

III. ALOKASI WAKTU

2 x 45 menit

IV. INDIKATOR

- Mengidentifikasi bagian – bagian / struktur dari memo, menu, schedule, dan undangan sederhana.
- Mengidentifikasi tujuan komunikatif dari memo, menu, schedule, dan undangan sederhana.
- Mengidentifikasi informasi tersurat dari memo, menu, schedule, dan undangan sederhana.
- Mengidentifikasi informasi tersirat dari memo, menu, schedule, dan undangan sederhana.

V. TUJUAN PEMBELAJARAN

Siswa dapat merespon makna dan langkah retorika dalam teks berbentuk memo, menu, schedule, dan undangan sederhana secara akurat, lancar, dan berterima.

VI. MATERI POKOK PEMBELAJARAN

Review materi yang telah diajarkan sebelumnya.

VII. METODE PEMBELAJARAN

PPP (Presentation, Practice, and Production).

VIII. STRATEGI / SKENARIO PEMBELAJARAN

Opening

- Guru mengucapkan salam ketika memasuki kelas.
- Guru memulai kelas dengan berdo'a bersama.
- Guru mengabsen siswa lewat presensi siswa yang ada.
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- Guru memulai pembelajaran dengan membangun pengetahuan siswa (*guiding/leading to the topic*) yang ditemukan dalam kehidupan siswa sehari-hari.
- Guru memperkenalkan topik yang akan dipelajari sekarang.

Main activities

- Presentation
 - Guru memberikan contoh memo, menu, schedule, dan undangan sederhana kepada siswa.
 - Guru mengajak siswa mencari struktur dari memo, menu, schedule, dan undangan sederhana tersebut.
 - Guru menjelaskan bagian teks tersebut diatas, cara mencari informasi terperinci dan tersirat dari teks tersebut diatas
 - Guru memberikan kesempatan bagi siswa untuk bertanya terkait dengan materi/topik.
- Practice
 - Guru mengajak siswa untuk mencari informasi terperinci dan tersirat dari sebuah schedule yang diberikan sebelumnya.
 - Siswa berdiskusi menemukan informasi terperinci atau tersirat sesuai petunjuk guru.
 - Guru menanyakan kepada beberapa siswa hasil dari diskusi mereka.
- Production
 - Guru membagi siswa menjadi 7 kelompok (Jigsaw group), masing-masing kelompok berisi 5 siswa.
 - Masing-masing siswa dari tiap kelompok mendapatkan 5 macam teks memo, menu, schedule, undangan sederhana dan worksheet yang berbeda.
 - Siswa yang mendapatkan teks yang sama berkumpul menjadi satu kelompok (expert group) untuk membahas tentang teks tersebut.
 - Siswa tersebut kembali ke grup awal (Jigsaw group) dan membagikan hasil diskusi kepada anggota kelompoknya.
 - Siswa melengkapi worksheet yang diberikan guru sesuai hasil diskusi.

Closing

- Guru menyimpulkan materi yang telah dipelajari/didiskusikan.
- Guru memberikan tugas rumah kepada siswa jika perlu/dibutuhkan.
- Guru menutup pelajaran dengan salam.

IX. SUMBER DAN MEDIA PEMBELAJARAN

- Get Along with English
- Modul Pembelajaran Bahasa Inggris untuk SMK
- Modul Bahasa Inggris SMK.
- English for Vocational School

X. PENILAIAN

- Teknik: Guru mengamati kemampuan siswa dalam bekerja sama dalam kelompok, keaktifan siswa dalam kelompok, dan mengerjakan tugas yang diberikan.
- Bentuk: Tugas

Read the text below carefully and find some information from the text.

Text A

Jl. Gejayan 308
Yogyakarta
April 19th, 2013

Dear Bagus

On April 25th, 2013, I have a plan for going to Bromo. I will take pictures for a special ceremony in Bromo. I invite you to join my trip to Bromo. I do hope that you can join my plan. Don't forget to bring your camera.

Best regards,

Angga

Text B

Tentrem Executive Bus

Yogyakarta – Surabaya			
Yogyakarta	Solo	Madiun	Surabaya
8.00 AM	9.30 AM	12.00 PM	4.00 PM
9.00 AM	10.30 AM	1.00 PM	5.00 PM
10.00 AM	11.30 AM	2.00 PM	6.00 PM
Surabaya - Yogyakarta			
Surabaya	Madiun	Solo	Yogyakarta
8.00 PM	00.00 AM	2.30 AM	4.00 AM
9.00 PM	1.00 AM	3.30 AM	5.00 AM
10.00 PM	2.00 AM	4.30 AM	6.00 PM

Text C

Memo

To : Arnes
From : Mama
Date : March 5th, 2013
Subject : Fruits for uncle
We have some fruits in the kitchen in the basket. Your grandfather sent those fruits this morning. Give those foods to your uncle, Kana.

Text D**Garden Restaurant****Table No. 12****Number of customer: 3**

1 chicken	Rp 15.000
2 burgers	Rp 20.000
1 soft drink	Rp 5.000
1 juice	Rp 8.000
1 coffee	Rp 7.000
3 slices of pie	Rp 9.000
Subtotal	Rp 65.000
10% Tax	Rp 6.500
Total	Rp 70.500
<i>Cash only</i>	

Text E**Mang Jan Fried Rice****Menu**

Food	Price
Egg Fried Rice	10 rb
Chicken Fried Rice	12 rb
Beef Fried Rice	15 rb
Seafood Fried Rice	15 rb
Special Fried Rice	17rb
Jumbo Fried Rice	18rb
Monster Fried Rice	20rb

Drink

Tea (hot/cold)	2rb
Orange (hot/cold)	3rb

Questions to be discussed.

Discuss the following questions with your group and verify your answers based on the text.

Text A

1. What is the text about?
2. Why does the writer send the letter?
3. Who are the invitee and the inviter of the letter?
4. When will the sender go to Bromo?

Text B

1. What is the purpose of the text?
2. When will Riana arrive in Solo, if she depart from Surabaya at 10.00 P.M.?
3. How long does the trip of the Bus from Yogyakarta to Surabaya?
4. How many destinations does Tentrem Executive Bus have? Can you mention them?

Text C

1. Who is Arnes and Kana?
2. What is the content of the memo?
3. When did the sender get the fruits? Who gave them?
4. Write two TRUE statements from the text?

Text D

1. How many beverages does the restaurant sell? What are they?
2. If Dina order a plate of chicken, burgers, a glass of juice and pie, how much money should he pay for the meal cost?
3. '*Cash only*', it means that
4. What is the most expensive food in Garden Restaurant? How much it is?

Text E

1. What are being served in Mang Jan Fried Rice?
2. Write two WRONG statements according to the text?
3. If Roby only has Rp. 12.000,-, what food and beverages can Roby order?
4. What is the cheapest beverage in Mang Jan Friend Rice? How much it is?

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) CONTROL GROUP

Program Keahlian : Semua Program Keahlian
Kelas/Semester : X / 2
Mata Pelajaran : Bahasa Inggris
Tahun Pelajaran : 2012/ 2013

I. STANDAR KOMPETENSI

1. Berkomunikasi dengan Bahasa Inggris setara *Level Novice*.

II. KOMPETENSI DASAR

1.8. Menuliskan undangan sederhana

III. ALOKASI WAKTU

2 x 45 menit

IV. INDIKATOR

- Mengidentifikasi bagian – bagian / struktur dari undangan sederhana.
- Mengidentifikasi tujuan komunikatif dari undangan sederhana
- Mengidentifikasi informasi tersurat dari undangan sederhana
- Mengidentifikasi informasi tersirat dari undangan sederhana

V. TUJUAN PEMBELAJARAN

Siswa dapat merespon makna dan langkah retorika dalam teks berbentuk undangan sederhana secara akurat, lancar, dan berterima.

VI. MATERI POKOK PEMBELAJARAN

<div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block; margin-bottom: 10px;">3</div> Dear Dima <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block; margin-left: 10px;">2</div> Next Sunday, April 22 nd , 2013, some of our classmates and I will watch the final match between Everton versus Liverpool. Please come to my house at 7 p.m. And would you be able to bring a few cans <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block; margin-left: 10px;">4</div> ft drinks? Thank you <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block; margin-left: 10px;">5</div>	<div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block; margin-bottom: 10px;">1</div> Jl. Margasatwa 105 Jakarta April 18 th 2013 <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block; margin-bottom: 10px;">6</div> Regards <div style="border: 1px solid black; width: 20px; height: 20px; display: inline-block; margin-bottom: 10px;">7</div> Tony
--	--

A. The purpose of invitation letter is to invite or ask someone to come to an event.

B. Parts of Invitation Letter:

1. The heading

The heading is the address of the sender which appears at the top of the letter. The address is written in the top right hand corner of the page and followed by the date.

The order of the address is as follows: number of house, name of street, town or city, area, country.

Abbreviations : Street (St), Road (Rd), Square (Sq), Avenue (Ave), Place (PL)

Date : June 8th, 8th June, 12th Jan, Jan 12th, etc

2. Salutation

Dear Tom, Dear Jane, Dear Uncle Tom, Dear Aunt Jane, Dear Mr/Mrs Johnson. My dear is used for very friendly terms

3. The body

- Introduction

Begin your letter by referring either to a letter you have recently received or to an event which has prompted you to write.

A few useful phrases

I have just this moment received your letter and am writing at once because..

I am sorry it has taken me so long to reply to your last letter but..

Thank you so much for answering my letter so quickly..

How nice it was to hear from you at last

I had given you up for lost but this morning..

It was such a disappointment to learn

It was very sorry to hear..

Whatever has become of you?

You will be very glad to hear that..

- Purpose

Describe what you are going to do (your plans/your details), and explain why you are writing.

- Conclusion

End the letter with a polite wish (expressing the hope to see someone soon, sending regards, being remembered to a friend, etc)

A few useful phrases..

I shall be looking forward to seeing/hearing from you soon

I do hope you will be able to come this time

4. The Subscription

Example: yours sincerely, yours very sincerely or love followed by comma.

5. Signature

Sign with your full name, or nickname depending on the relationship.

VII. METODE PEMBELAJARAN

Grammar Translation Method

VIII. STRATEGI / SKENARIO PEMBELAJARAN

Opening

- Guru mengucapkan salam ketika memasuki kelas.
- Guru memulai kelas dengan berdo'a bersama.
- Guru mengabsen siswa lewat presensi siswa yang ada.

- Guru mengenalkan kegiatan-kegiatan yang akan ditempuh dan tujuan selama proses pembelajaran.
- Guru memulai pembelajaran dengan membangun pengetahuan siswa (guiding/leading to the topic) yang ditemukan dalam kehidupan siswa sehari-hari.
- Guru memperkenalkan topik yang akan dipelajari sekarang.

Main activities

- Guru memberikan masing-masing siswa sebuah teks berbentuk undangan sederhana.
- Guru menjelaskan bagian-bagian teks berbentuk undangan sederhana.
- Guru menyuruh siswa untuk mengidentifikasi bagian-bagian teks yang diberikan secara sendiri-sendiri.
- Guru menuliskan kata-kata yang dianggap sulit di dan meminta siswa mencari artinya di dalam kamus.
- Guru menanyakan beberapa pertanyaan yang berhubungan dengan teks.
- Siswa diberi worksheet tentang undangan sederhana.
- Guru menyuruh siswa menjawab pertanyaan dalam worksheet secara individu.
- Guru mengamati siswa secara umum.
- Guru meminta siswa mengumpulkan pekerjaannya.

Closing

- Guru menyimpulkan materi yang telah dipelajari/didiskusikan.
- Guru memberikan tugas rumah kepada siswa jika perlu/dibutuhkan.
- Guru menutup pelajaran dengan salam.

IX. SUMBER DAN MEDIA PEMBELAJARAN

- Get Along with English
- Modul Pembelajaran Bahasa Inggris untuk SMK
- Modul Bahasa Inggris SMK.
- English for Vocational School

X. PENILAIAN

- Teknik: Guru mengamati kemampuan siswa dalam mengerjakan tugas yang diberikan.
- Bentuk: Tugas

Text untuk latihan

The Star Hotel
 14 Preston Ave
 London, S W 5
 England
 15 August, 2003

Dear Madeline,

Thank you very much for inviting me to your birthday party, but I'm afraid I can not be able to come.

We have had so much to do at the office this week that Mr Simpson has asked me to work overtime for a few days. I promised I would and now there's nothing I can do about it. I'll be thinking of you when I'm typing piles of letters.

I hope your party is a success and I wish you many happy returns

Yours sincerely,
 Andre

Read the text below carefully and answer the following questions.

Jl. Laksda Adisucipto 20,
 Yogyakarta
 January 10th, 2013

Dear Ratri,

With great honor, we would like to request for your presence on this coming Sunday, 15th January at 3:00PM for the 14th birthday of Ari.

The venue for the event will be at the Boyong Kalegan's garden restaurant and the dress code is batik.

We wish that you will find time for you to be present on the party. Please let us know whether you can or cannot join us for whatever reason. Contact me at my phone number (085937207265839) as soon as possible.

Best regards,

Diana

Questions

1. What is the text tell us about?
2. What is the purpose of the text above?
3. Who is the writer of the text?
4. Who is the letter intended for?
5. Why does the writer send the text?
6. When was Ari born?
7. How should we confirm the invitation?
8. What should Ratri wear to attend Ari's party?
9. Where and when does Ari hold the party?
10. Where does Diana live?

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) CONTROL GROUP

Program Keahlian : Semua Program Keahlian
Kelas/Semester : X / 2
Mata Pelajaran : Bahasa Inggris
Tahun Pelajaran : 2012/ 2013

I. STANDAR KOMPETENSI

1. Berkomunikasi dengan Bahasa Inggris setara *Level Novice*.

II. KOMPETENSI DASAR

- 1.6. Memahami memo dan menu sederhana, jadwal perjalanan kendaraan umum, dan rambu-rambu lalu lintas

III. ALOKASI WAKTU

2 x 45 menit

IV. INDIKATOR

- Mengidentifikasi bagian – bagian / struktur dari memo.
- Mengidentifikasi tujuan komunikatif dari memo.
- Mengidentifikasi informasi tersurat dari memo.
- Mengidentifikasi informasi tersirat dari memo.

V. TUJUAN PEMBELAJARAN

Siswa dapat merespon makna dan langkah retorika dalam teks berbentuk memo secara akurat, lancar, dan berterima.

VI. MATERI POKOK PEMBELAJARAN

MEMO

Memo is a formal written information in a company, office or other institution.

A. Purpose / fuction of Memo

Purpose / function of memo is to give information to someone about something because the writer and the recipient of the memo cannot meet in a certain condition.

B. Parts of Memo

To : recipient of memo
From : sender of memo
C.C : perforation
Date : month/day/year
Subject : topic discussed in the memo

Introduction : explains why the memo has been written and what topic will discuss. (tujuan menulis memo)

Body : discussed the topic in detail.

Conclusion : explains what will or should happen next, then the follow up will occur and why the date is important.

MEMO	
TO	: Department Managers
FROM	: Mr. Charles Chavez
DATE	: February 8 th , 2013
SUBJECT	: Monthly managerial Meeting
<p>Our monthly managerial meeting is scheduled for February 27th, 2013, in the management meeting room at 09:00 a.m.</p> <p>Please bring your monthly report with you and submit it to my secretary 30 minutes prior to the meeting.</p>	

Vocabulary

Receiver	: penerima	meeting	: rapat
Sender	: pengirim	submit	: mengumpulkan
Writer	: penulis	monthly	: bulanan

VII. METODE PEMBELAJARAN

Grammar Translation Method

VIII. STRATEGI / SKENARIO PEMBELAJARAN

Opening

- Guru mengucapkan salam ketika memasuki kelas.
- Guru memulai kelas dengan berdo'a bersama.
- Guru mengabsen siswa lewat presensi siswa yang ada.
- Guru mengenalkan kegiatan-kegiatan yang akan ditempuh dan tujuan selama proses pembelajaran.
- Guru memulai pembelajaran dengan membangun pengetahuan siswa (guiding/leading to the topic) yang ditemukan dalam kehidupan siswa sehari-hari.
- Guru memperkenalkan topik yang akan dipelajari sekarang.

Main activities

- Guru memberikan masing-masing siswa sebuah teks berbentuk memo.
- Guru menjelaskan bagian-bagian teks berbentuk memo.
- Guru menyuruh siswa untuk mengidentifikasi bagian-bagian teks yang diberikan secara sendiri-sendiri.
- Guru menuliskan kata-kata yang dianggap sulit di dan meminta siswa mencari artinya di dalam kamus.
- Guru menanyakan beberapa pertanyaan yang berhubungan dengan teks.
- Siswa diberi worksheet tentang memo.
- Guru menyuruh siswa menjawab pertanyaan dalam worksheet secara individu.
- Guru mengamati siswa secara umum.
- Guru meminta siswa mengumpulkan pekerjaannya.

Closing

- Guru menyimpulkan materi yang telah dipelajari/didiskusikan.
- Guru memberikan tugas rumah kepada siswa jika perlu/dibutuhkan.
- Guru menutup pelajaran dengan salam.

IX. SUMBER DAN MEDIA PEMBELAJARAN

- Get Along with English
- Modul Pembelajaran Bahasa Inggris untuk SMK
- Modul Bahasa Inggris SMK.
- English for Vocational School

X. PENILAIAN

- Teknik: Guru mengamati kemampuan siswa dalam mengerjakan tugas yang diberikan.
 - Bentuk: Tugas
-

Read the text below carefully and find some information from the text.

Text A

MEMO

To : Kusprimanto
 From : EdyaLegowati, marketing manager
 Date : April 15th, 2013
 Subject : Monthly meeting
 The monthly meeting will be held on April 20th, 2013 on 9.00 a.m. This meeting will also discuss about the launching of the new product. Please inform all marketing staffs about it.

Text B

MEMO

To : Ahmad Chuyaeni
 From : SidikHandoko, service manager
 Date : April 16th, 2013
 Subject : Monthly report
 I will go to Semarang on April 28th, 2013 for 3 days. Please put the monthly report on my room before April 26th, 2013. I will bring it to Semarang.

Answer the following questions carefully.

Text A

4. Text A mainly discuss about . . .
5. Who is the receiver of the memo?
6. Why does the writer compose the memo?
7. What is the agenda of the meeting?
8. What should Kusprimanto do according to the text?

Text B

4. Who is Mr. Sidik Handoko?
5. When does the writer write the memo?
6. Where can you possibly find this memo?
7. How long does the writer stay in Semarang?
8. What is the writer instruction to the receiver?

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) CONTROL GROUP

Program Keahlian : Semua Program Keahlian
Kelas/Semester : X / 2
Mata Pelajaran : Bahasa Inggris
Tahun Pelajaran : 2012/ 2013

I. STANDAR KOMPETENSI

1. Berkomunikasi dengan Bahasa Inggris setara *Level Novice*.

II. KOMPETENSI DASAR

- 1.6. Memahami memo dan menu sederhana, jadwal perjalanan kendaraan umum, dan rambu-rambu lalu lintas

III. ALOKASI WAKTU

2 x 45 menit

IV. INDIKATOR

- Mengidentifikasi bagian – bagian / struktur dari menu.
- Mengidentifikasi tujuan komunikatif dari menu.
- Mengidentifikasi informasi tersurat dari menu.
- Mengidentifikasi informasi tersirat dari menu.

V. TUJUAN PEMBELAJARAN

Siswa dapat merespon makna dan langkah retorika dalam teks berbentuk menu secara akurat, lancar, dan berterima.

VI. MATERI POKOK PEMBELAJARAN

F. Meaning

Menu is a kind of functional text that present the list of food, beverages, snack and the price list that are sold by a restaurant cafe.

G. Functional purpose

To inform about the food or beverages or snack that are sold by a certain restaurant or cafe.

H. Menu consist of:

7. Name of restaurant or cafe
8. Kinds of menu
9. Parts of meal
10. Name of food / beverages / snack
11. Price list
12. Foot note

I. Kinds of Menu :

1. Breakfast menu (menu hidangan makan pagi),
2. Luncheon menu (menu hidangan makan siang),
3. Tea time menu (menu hidangan ringan pengiring minum teh sore),
4. Dinner menu (menu hidangan makan malam),

5. Supper menu (menu hidangan makan larut malam),
6. Banquet menu (menu hidangan perjamuan),
7. Buffet menu (menu hidangan prasmanan).

J. Vocabulary

Menu : daftar makanan	Meal : makanan	roasted: panggang
Appetizer : makanan pembuka	Juice : jus	bake : bakar
Entrees : hidangan utama	cake : kue	vegetables: sayuran
Dessert : makanan penutup	bread : roti	
Beverages: minuman	beef : daging	
Snack : makanan ringan	dairy : produk susu	

VII. METODE PEMBELAJARAN

Grammar Translation Method

VIII. STRATEGI / SKENARIO PEMBELAJARAN

Opening

- Guru mengucapkan salam ketika memasuki kelas.
- Guru memulai kelas dengan berdoa'a bersama.
- Guru mengabsen siswa lewat presensi siswa yang ada.
- Guru mengenalkan kegiatan-kegiatan yang akan ditempuh dan tujuan selama proses pembelajaran.
- Guru memulai pembelajaran dengan membangun pengetahuan siswa (guiding/leading to the topic) yang ditemukan dalam kehidupan siswa sehari-hari.
- Guru memperkenalkan topik yang akan dipelajari sekarang.

Main activities

- Guru memberikan masing-masing siswa sebuah teks berbentuk menu.
- Guru menjelaskan bagian-bagian teks berbentuk menu.
- Guru menyuruh siswa untuk mengidentifikasi bagian-bagian teks yang diberikan secara sendiri-sendiri.
- Guru menuliskan kata-kata yang dianggap sulit di dan meminta siswa mencari artinya di dalam kamus.
- Guru menanyakan beberapa pertanyaan yang berhubungan dengan teks.
- Siswa diberi worksheet tentang menu.
- Guru menyuruh siswa menjawab pertanyaan dalam worksheet secara individu.
- Guru mengamati siswa secara umum.
- Guru meminta siswa mengumpulkan pekerjaannya.

Closing

- Guru menyimpulkan materi yang telah dipelajari/didiskusikan.
- Guru memberikan tugas rumah kepada siswa jika perlu/dibutuhkan.
- Guru menutup pelajaran dengan salam.

IX. SUMBER DAN MEDIA PEMBELAJARAN

- Get Along with English
- Modul Pembelajaran Bahasa Inggris untuk SMK
- Modul Bahasa Inggris SMK.
- English for Vocational School

X. PENILAIAN

- Teknik: Guru mengamati kemampuan siswa dalam mengerjakan tugas yang diberikan.
 - Bentuk: Tugas
-

Read the menu below and answer the following questions.

BREAK CAFE	
BREAKFAST MENU	
Food	
Pancake	10rb
French toast	15rb
Waffle	12rb
Boiled egg	8rb
Fried egg	8rb
Scramble egg	10rb
Omelet (cheese, chicken)	20rb
Drink	
Tea	5rb
Chocolate	8rb
Orange juice	9rb
<i>(those can be served in hot or cold)</i>	

Answer of the following questions.

1. What is the text about?
2. What is the purpose of the text above?
3. How many food served in the cafe?
4. If Robby orders French toast, scramble egg and orange juice, how much should he pay for the meal?
5. What is the most expensive food in Break Cafe?
6. What is the cheapest beverages in Break Cafe?
7. How much does the boiled egg cost?
8. The word 'those' in the text refers to
9. When does the restaurant possibly open?
10. Write two TRUE statements based on the text.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) CONTROL GROUP

Program Keahlian : Semua Program Keahlian
Kelas/Semester : X / 2
Mata Pelajaran : Bahasa Inggris
Tahun Pelajaran : 2012/ 2013

I. STANDAR KOMPETENSI

1. Berkomunikasi dengan Bahasa Inggris setara *Level Novice*.

II. KOMPETENSI DASAR

- 1.6. Memahami memo dan menu sederhana, jadwal perjalanan kendaraan umum, dan rambu-rambu lalu lintas

III. ALOKASI WAKTU

2 x 45 menit

IV. INDIKATOR

- Mengidentifikasi bagian – bagian / struktur dari schedule.
- Mengidentifikasi tujuan komunikatif dari schedule.
- Mengidentifikasi informasi tersurat dari schedule.
- Mengidentifikasi informasi tersirat dari schedule.

V. TUJUAN PEMBELAJARAN

Siswa dapat merespon makna dan langkah retorika dalam teks berbentuk schedule secara akurat, lancar, dan berterima.

VI. MATERI POKOK PEMBELAJARAN

Schedule is an ordered list of times at which things are planned to occur.

Schedule consists of:

5. Title / theme
6. Time
7. Origin (transportation schedule)
8. Destination (transportation schedule)

D. Functional purpose of schedule

- to tell / to inform the reader about the things that will occur in a certain time.
- To give information about the train arrival or departure.

E. Kinds of schedule :

- Transportation Schedule : Train schedule, Plane schedule,
- Television program schedule
- Sport match schedule: Football match schedule,
- Time table, etc.

F. Example of transportation schedule

Flight schedule from Denpasar to Yogyakarta			
Airlines	Flight	Departure Time	Arrival Time
Garuda Indonesia	GA 251	8:00 AM	8:00 AM
Garuda Indonesia	GA 253	1:00 PM	1:00 PM
Lion Air	JT 8901	8:00 PM	8:00 PM
Flight schedule from Yogyakarta to Denpasar			
Garuda Indonesia	GA 252	1:50 PM	3:50 PM
Garuda Indonesia	GA 254	8:20 PM	10:20 PM
Lion Air	JT 8926	8:45 PM	10:45 PM

Red Star Bus

Yogyakarta – Semarang				
Yogyakarta	Magelang	Bawen	Ungaran	Semarang
7.00 AM	8.00 AM	10.00 AM	11.00 AM	12.00 PM
9.00 AM	10.00 AM	12.00 PM	1.00 PM	2.00 PM
11.00 AM	12.00 PM	2.00 PM	3.00 PM	4.00 PM
Semarang - Yogyakarta				
Semarang	Ungaran	Bawen	Magelang	Yogyakarta
1.00 PM	2.00 PM	3.00 PM	5.00 PM	6.00 PM
3.00 PM	4.00 PM	5.00 PM	7.00 PM	8.00 PM
5.00 PM	6.00 PM	7.00 PM	9.00 PM	10.00 PM

Vocabulary

Flight	: penerbangan	airlines	: perusahaan penerbangan
Destination	: tujuan	train station	: stasiun kereta api
Origin	: asal	bus station	: terminal bus
Arrival	: Kedatangan	airport	: bandara
Arrive	: datang / sampai	domestic	: dalam negeri
Depart /take of:	berangkat	gate	: pintu / gerbang

VII. METODE PEMBELAJARAN

Grammar Translation Method

VIII. STRATEGI / SKENARIO PEMBELAJARAN

Opening

- Guru mengucapkan salam ketika memasuki kelas.
- Guru memulai kelas dengan berdoa'a bersama.
- Guru mengabsen siswa lewat presensi siswa yang ada.
- Guru mengenalkan kegiatan-kegiatan yang akan ditempuh dan tujuan selama proses pembelajaran.
- Guru memulai pembelajaran dengan membangun pengetahuan siswa (guiding/leading to the topic) yang ditemukan dalam kehidupan siswa sehari-hari.

- Guru memperkenalkan topik yang akan dipelajari sekarang.

Main activities

- Guru memberikan masing-masing siswa sebuah teks berbentuk schedule.
- Guru menjelaskan bagian-bagian teks berbentuk schedule.
- Guru menyuruh siswa untuk mengidentifikasi bagian-bagian teks yang diberikan secara sendiri-sendiri.
- Guru menuliskan kata-kata yang dianggap sulit di dan meminta siswa mencari artinya di dalam kamus.
- Guru menanyakan beberapa pertanyaan yang berhubungan dengan teks.
- Siswa diberi worksheet tentang schedule.
- Guru menyuruh siswa menjawab pertanyaan dalam worksheet secara individu.
- Guru mengamati siswa secara umum.
- Guru meminta siswa mengumpulkan pekerjaannya.

Closing

- Guru menyimpulkan materi yang telah dipelajari/didiskusikan.
- Guru memberikan tugas rumah kepada siswa jika perlu/dibutuhkan.
- Guru menutup pelajaran dengan salam.

IX. SUMBER DAN MEDIA PEMBELAJARAN

- Get Along with English
- Modul Pembelajaran Bahasa Inggris untuk SMK
- Modul Bahasa Inggris SMK.
- English for Vocational School

X. PENILAIAN

- Teknik: Guru mengamati kemampuan siswa dalam mengerjakan tugas yang diberikan.
- Bentuk: Tugas

Read the following text! Then, identify some information from the text!

TEXT A

Jan's Executive Train

Depart from	At	Arrive at	At
Semarang (Tawang Station)	05:30	Jakarta (Gambir Station)	10:30
Semarang (Tawang Station)	16:00	Jakarta (Gambir Station)	21:00
Semarang (Tawang Station)	21:00	Jakarta (Gambir Station)	02:00
Yogyakarta (Tugu Station)	08:00	Jakarta (Gambir Station)	14:00
Yogyakarta (Tugu Station)	12:05	Jakarta (Gambir Station)	18:05
Yogyakarta (Tugu Station)	20:10	Jakarta (Gambir Station)	02:10
Jakarta (Gambir Station)	00:05	Semarang (Tawang Station)	05:05
Jakarta (Gambir Station)	21:35	Semarang (Tawang Station)	02:35
Jakarta (Gambir Station)	22:58	Semarang (Tawang Station)	03:58
Jakarta (Gambir Station)	07:00	Yogyakarta (Tugu Station)	13:00
Jakarta (Gambir Station)	09:15	Yogyakarta (Tugu Station)	15:15
Jakarta (Gambir Station)	20:40	Yogyakarta (Tugu Station)	04:40

1. What is the topic of the text above?
2. What is the purpose of the text?
3. How many destination does Jan's executive train have?
4. When Jan's executive train depart from Semarang in the afternoon, when will the train arrive in Jakarta?
5. How long does the trip from Yogyakarta to Jakarta by Jan's executive train?
6. Where is the destination of Jan's Executive Train that depart from Jakarta at 07.00?
7. Write two TRUE statements based on the text.
8. Write two WRONG statements based on the text.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) CONTROL GROUP

Program Keahlian : Semua Program Keahlian
Kelas/Semester : X / 2
Mata Pelajaran : Bahasa Inggris
Tahun Pelajaran : 2012/ 2013

I. STANDAR KOMPETENSI

1. Berkomunikasi dengan Bahasa Inggris setara *Level Novice*.

II. KOMPETENSI DASAR

- 1.6. Memahami memo dan menu sederhana, jadwal perjalanan kendaraan umum, dan rambu-rambu lalu lintas
- 1.8. Menuliskan undangan sederhana

III. ALOKASI WAKTU

2 x 45 menit

IV. INDIKATOR

- Mengidentifikasi bagian – bagian / struktur dari memo, menu, schedule, dan undangan sederhana.
- Mengidentifikasi tujuan komunikatif dari memo, menu, schedule, dan undangan sederhana.
- Mengidentifikasi informasi tersurat dari memo, menu, schedule, dan undangan sederhana.
- Mengidentifikasi informasi tersirat dari memo, menu, schedule, dan undangan sederhana.

V. TUJUAN PEMBELAJARAN

Siswa dapat merespon makna dan langkah retorika dalam teks berbentuk memo, menu, schedule, dan undangan sederhana secara akurat, lancar, dan berterima.

VI. MATERI POKOK PEMBELAJARAN

Review materi yang telah diajarkan sebelumnya.

VII. METODE PEMBELAJARAN

Grammar Translation Method

VIII. STRATEGI / SKENARIO PEMBELAJARAN

Opening

- Guru mengucapkan salam ketika memasuki kelas.
- Guru memulai kelas dengan berdo'a bersama.
- Guru mengabsen siswa lewat presensi siswa yang ada.
- Guru mengenalkan kegiatan-kegiatan yang akan ditempuh dan tujuan selama proses pembelajaran.
- Guru memulai pembelajaran dengan membangun pengetahuan siswa (*guiding/leading to the topic*) yang ditemukan dalam kehidupan siswa sehari-hari.
- Guru memperkenalkan topik yang akan dipelajari sekarang.

Main activities

- Guru memberikan masing-masing siswa teks berbentuk memo, menu, schedule, dan undangan sederhana.
- Guru me-review teks berbentuk memo, menu, schedule, dan undangan sederhana.
- Guru menanyakan beberapa pertanyaan yang berhubungan dengan teks.
- Siswa diberi worksheet tentang memo, menu, schedule, dan undangan sederhana.
- Guru menyuruh siswa menjawab pertanyaan dalam worksheet secara individu.
- Guru mengamati siswa secara umum.
- Guru meminta siswa mengumpulkan pekerjaannya.

Closing

- Guru menyimpulkan materi yang telah dipelajari/didiskusikan.
- Guru memberikan tugas rumah kepada siswa jika perlu/dibutuhkan.
- Guru menutup pelajaran dengan salam.

IX. SUMBER DAN MEDIA PEMBELAJARAN

- Get Along with English
- Modul Pembelajaran Bahasa Inggris untuk SMK
- Modul Bahasa Inggris SMK.
- English for Vocational School

X. PENILAIAN

- Teknik: Guru mengamati kemampuan siswa dalam bekerja sama dalam kelompok, keaktifan siswa dalam kelompok, dan mengerjakan tugas yang diberikan.
- Bentuk: Tugas

Read the text below carefully and find some information from the text.

Text A

Jl. Gejayan 308
Yogyakarta
April 19th, 2013

Dear Bagus

On April 25th, 2013, I have a plan for going to Bromo. I will take pictures for a special ceremony in Bromo. I invite you to join my trip to Bromo. I do hope that you can join my plan. Don't forget to bring your camera.

Best regards,

Angga

Text B**Tentrem Executive Bus**

Yogyakarta – Surabaya			
Yogyakarta	Solo	Madiun	Surabaya
8.00 AM	9.30 AM	12.00 PM	4.00 PM
9.00 AM	10.30 AM	1.00 PM	5.00 PM
10.00 AM	11.30 AM	2.00 PM	6.00 PM
Surabaya - Yogyakarta			
Surabaya	Madiun	Solo	Yogyakarta
8.00 PM	00.00 AM	2.30 AM	4.00 AM
9.00 PM	1.00 AM	3.30 AM	5.00 AM
10.00 PM	2.00 AM	4.30 AM	6.00 PM

Text C**Memo**

To	: Arnes
From	: Mama
Date	: March 5 th , 2013
Subject	: Fruits for uncle
We have some fruits in the kitchen in the basket. Your grandfather sent those fruits this morning. Give those foods to your uncle, Kana.	

Text D**Garden Restaurant****Table No. 12****Number of customer: 3**

1 chicken	Rp 15.000
2 burgers	Rp 20.000
1 soft drink	Rp 5.000
1 juice	Rp 8.000
1 coffee	Rp 7.000
3 slices of pie	Rp 9.000
Subtotal	Rp 65.000
10% Tax	Rp 6.500
Total	Rp 70.500
<i>Cash only</i>	

Text E**Mang Jan Fried Rice****Menu**

Food	Price
Egg Fried Rice	10 rb
Chicken Fried Rice	12 rb
Beef Fried Rice	15 rb
Seafood Fried Rice	15 rb
Special Fried Rice	17rb
Jumbo Fried Rice	18rb
Monster Fried Rice	20rb

Drink

Tea (hot/cold)	2rb
Orange (hot/cold)	3rb

Questions to be discussed.

Discuss the following questions with your group and verify your answers based on the text.

Text A

1. What is the text about?
2. Why does the writer send the letter?
3. Who are the invitee and the inviter of the letter?
4. When will the sender go to Bromo?

Text B

5. What is the purpose of the text?
6. When will Riana arrive in Solo, if she depart from Surabaya at 10.00 P.M.?
7. How long does the trip of the Bus from Yogyakarta to Surabaya?
8. How many destinations does Tentrem Executive Bus have? Can you mention them?

Text C

9. Who is Arnes and Kana?
10. What is the content of the memo?
11. When did the sender get the fruits? Who gave them?
12. Write two TRUE statements from the text?

Text D

13. How many beverages does the restaurant sell? What are they?
14. If Dina order a plate of chicken, burgers, a glass of juice and pie, how much money should he pay for the meal cost?
15. 'Cash only', it means that
16. What is the most expensive food in Garden Restaurant? How much it is?

Text E

17. What are being served in Mang Jan Fried Rice?
18. Write two WRONG statements according to the text?
19. If Roby only has Rp. 12.000,-, what food and beverages can Roby order?
20. What is the cheapest beverage in Mang Jan Friend Rice? How much it is?

APPENDIX C

STATISTICAL COMPUTATION

Hasil Dari Output ITEMAN dan Kesimpulan

Seq. No.	Scale - item	Item Statistics			Alternative Statistics					Conclution
		Prop. Correct	Biser. Biser.	Point Biser.	Alt. Alt.	Prop. Endorsing	Biser. Biser.	Point Biser.	Key	
1	0-1	0.425	0.717	0.569	A	0.425	0.717	0.569	*	VALID
					B	0.325	0.326	0.251		
					C	0.1	0.112	0.066		
					D	0.15	0.617	0.403		
					Other	0	9,000	9,000		
2	0-2	0.775	0.558	0.401	A	0.125	0.606	0.377	?	TIDAK VALID
					B	0.775	0.558	0.401		
					C	0.05	0.458	0.217		
					D	0.05	0.045	0.021		
					Other	0	9,000	9,000		
3	0-3	0.975	0.684	0.256	A	0.025	0.684	0.256	*	VALID
					B	0	9,000	9,000		
					C	0.975	0.684	0.256		
					D	0	9,000	9,000		
					Other	0	9,000	9,000		
4	0-4	0.85	0.495	0.323	A	0.85	0.495	0.323	*	VALID
					B	0.05	0.045	0.021		
					C	0.1	-0.63	0.369		
					D	0	9,000	9,000		
					Other	0	9,000	9,000		
5	0-5	0.85	0.662	0.432	A	0.125	0.555	0.346	*	VALID
					B	0.85	0.662	0.432		
					C	0.025	-	-		

							0.684	0.256		
					D	0	9,000	9,000		
					Other	0	9,000	9,000		
6	0-6	0.875	0.555	0.346	A	0.875	0.555	0.346	*	
					B	0.05	0.045	0.021		
					C	0.025	0.684	0.256		
					D	0.05	0.675	0.319		
					Other	0	9,000	9,000		VALID
7	0-7	0.775	0.793	0.57	A	0.025	0.284	0.106		
					B	0.175	0.723	0.491		
					C	0.775	0.793	0.57	*	
					D	0.025	0.596	0.223		
					Other	0	9,000	9,000		VALID
8	0-8	0.75	0.123	-0.09	A	0.075	0.125	0.067		
					B	0.75	0.123	-0.09	*	
					C	0.075	0.198	0.107	?	
					D	0.1	0.038	0.023		
					Other	0	9,000	9,000		TIDAK VALID
9	0-9	0.825	0.925	0.628	A	0.075	0.591	0.318		
					B	0	9,000	9,000		
					C	0.1	0.882	0.516		
					D	0.825	0.925	0.628	*	
					Other	0	9,000	9,000		VALID
10	0-10	0.85	0.662	0.432	A	0.125	0.555	0.346		
					B	0.85	0.662	0.432	*	
					C	0.025	0.684	0.256		
					D	0	9,000	9,000		VALID

					Other	0	-	-		
						9,000	9,000	9,000		
11	0-11	0.85	0.918	0.599	A	0.075	0.591	0.318	*	VALID
					B	0	-	-		
					C	0.075	0.921	0.495		
					D	0.85	0.918	0.599		
					Other	0	-	-		
						9,000	9,000	9,000		
12	0-12	0.975	0.684	0.256	A	0.025	0.684	0.256	*	VALID
					B	0	-	-		
					C	0.975	0.684	0.256		
					D	0	-	-		
					Other	0	-	-		
						9,000	9,000	9,000		
13	0-13	0.85	0.472	0.308	A	0.85	0.472	0.308	*	VALID
					B	0.075	0.206	-0.11		
					C	0.05	0.625	0.296		
					D	0.025	0.284	0.106		
					Other	0	-	-		
						9,000	9,000	9,000		
14	0-14	0.625	0.788	0.617	A	0.05	0.071	0.033	*	VALID
					B	0.275	-0.82	0.613		
					C	0.625	0.788	0.617		
					D	0.05	0.171	0.081		
					Other	0	-	-		
						9,000	9,000	9,000		
15	0-15	0.7	0.887	0.673	A	0	-	-	*	VALID
					B	0.275	-0.82	0.613		
					C	0.7	0.887	0.673		
					D	0.025	0.596	0.223		
					Other	0	-	-		
						9,000	9,000	9,000		
16	0-16	0.775	0.395	0.284	A	0.05	0.272	0.129		VALID

					B	0.775	0.395	0.284	*	
					C	0.175	0.351	0.238		
					D	0	9,000	9,000		
					Other	0	9,000	9,000		
17	0-17	0.175	0.788	0.535	A	0.15	0.082	0.054	*	VALID
					B	0.175	0.788	0.535		
					C	0.65	0.353	0.274		
					D	0.025	0.907	0.339		
					Other	0	9,000	9,000		
18	0-18	0.7	- 0.039	- 0.029	A	0.05	0.609	0.288	? *	TIDAK VALID
					B	0.1	0.05	0.029		
					C	0.15	-0.25	0.163		
					D	0.7	0.039	0.029		
					Other	0	9,000	9,000		
19	0-19	0.65	0.474	0.368	A	0.65	0.474	0.368	*	VALID
					B	0.275	0.276	0.206		
					C	0.075	0.591	0.318		
					D	0	9,000	9,000		
					Other	0	9,000	9,000		
20	0-20	0.8	0.874	0.612	A	0	9,000	9,000	*	VALID
					B	0.175	0.814	0.552		
					C	0.8	0.874	0.612		
					D	0.025	0.596	0.223		
					Other	0	9,000	9,000		
21	0-21	0.725	0.439	0.328	A	0.025	0.249	0.093	*	VALID
					B	0.725	0.439	0.328		
					C	0.25	0.507	0.372		
					D	0	-	-		

							9,000	9,000		
					Other	0	9,000	9,000		
22	0-22	0.85	0.472	0.308	A	0.85	0.472	0.308	*	VALID
					B	0.075	0.206	-0.11		
					C	0.05	0.625	0.296		
					D	0.025	0.284	0.106		
					Other	0	9,000	9,000		
23	0-23	0.8	0.503	0.352	A	0.8	0.503	0.352	*	VALID
					B	0	9,000	9,000		
					C	0.075	0.683	0.367		
					D	0.125	0.215	0.134		
					Other	0	9,000	9,000		
24	0-24	0.725	0.439	0.328	A	0.025	0.249	0.093	*	VALID
					B	0.725	0.439	0.328		
					C	0.25	0.507	0.372		
					D	0	9,000	9,000		
					Other	0	9,000	9,000		
25	0-25	0.775	0.49	0.352	A	0.1	0.926	0.542	*	VALID
					B	0.125	0.076	0.047		
					C	0	9,000	9,000		
					D	0.775	0.49	0.352		
					Other	0	9,000	9,000		
26	0-26	0.825	0.381	0.258	A	0.825	0.381	0.258	*	VALID
					B	0	9,000	9,000		
					C	0.075	0.683	0.367		
					D	0.1	0.009	0.005		
					Other	0	9,000	9,000		
27	0-27	0.8	0.874	0.612	A	0	9,000	9,000		VALID

					B	0.175	0.814	0.552		
					C	0.8	0.874	0.612	*	
					D	0.025	0.596	0.223		
					Other	0	9,000	9,000		
28	0-28	0.85	0.372	0.243	A	0.85	0.372	0.243	*	
					B	0.125	0.265	0.165		
					C	0	9,000	9,000		
					D	0.025	0.551	0.206		
					Other	0	9,000	9,000		VALID
29	0-29	0.2	0.332	0.232	A	0.025	0.151	0.057		
					B	0.2	0.332	0.232	*	
					C	0	9,000	9,000		
					D	0.775	0.281	0.202		
					Other	0	9,000	9,000		VALID
30	0-30	0.85	0.918	0.599	A	0.075	0.591	0.318		
					B	0	9,000	9,000		
					C	0.075	0.921	0.495		
					D	0.85	0.918	0.599	*	
					Other	0	9,000	9,000		VALID
31	0-31	0.7	0.887	0.673	A	0	9,000	9,000		
					B	0.275	-0.82	0.613		
					C	0.7	0.887	0.673	*	
					D	0.025	0.596	0.223		
					Other	0	9,000	9,000		VALID
32	0-32	0.7	0.887	0.673	A	0	9,000	9,000		
					B	0.275	-0.82	0.613		
					C	0.7	0.887	0.673	*	VALID

					D	0.025	-	-		
							0.596	0.223		
					Other	0	9,000	9,000		
33	0-33	0.525	0.591	0.471	A	0.225	-	-	*	VALID
					B	0.125	-	-		
					C	0.525	0.591	0.471		
					D	0.125	-	-		
					Other	0	9,000	9,000		
34	0-34	0.7	0.626	0.475	A	0.1	-	-	*	VALID
					B	0.15	-	-		
					C	0.7	0.626	0.475		
					D	0.05	-	-		
					Other	0	9,000	9,000		
35	0-35	0.675	0.009	0.007	A	0.675	0.009	0.007	?	TIDAK VALID
					B	0.15	-0.25	0.163		
					C	0.1	0.198	0.116		
					D	0.075	0.143	0.077		
					Other	0	9,000	9,000		
36	0-36	0.85	0.918	0.599	A	0.075	-	-	*	VALID
					B	0	9,000	9,000		
					C	0.075	-	-		
					D	0.85	0.918	0.599		
					Other	0	9,000	9,000		
37	0-37	0.675	0.781	0.6	A	0.05	-	-	*	VALID
					B	0.25	-	-		
					C	0.675	0.695	-0.51		
					D	0.025	0.781	0.6		
					Other	0	9,000	9,000		
38	0-38	0.6	0.413	0.326	A	0.275	-	-		VALID

					B	0.05	0.725	0.343		
					C	0.6	0.413	0.326	*	
					D	0.075	0.866	0.465		
					Other	0	9,000	9,000		
39	0-39	0.625	0.226	0.177	A	0.1	0.228	0.133		
	CHECK THE KEY B was specified, C works better				B	0.625	0.226	0.177	*	
					C	0.175	0.224	0.152	?	TIDAK VALID
					D	0.1	0.068	-0.04		
					Other	0	9,000	9,000		
40	0-40	0.7	0.731	0.554	A	0.225	0.594	0.427		
					B	0.7	0.731	0.554	*	
					C	0.075	0.536	0.288		VALID
					D	0	9,000	9,000		
					Other	0	9,000	9,000		
41	0-41	0.175	0.788	0.535	A	0.15	0.082	0.054		
					B	0.175	0.788	0.535	*	
					C	0.65	0.353	0.274		VALID
					D	0.025	0.907	0.339		
					Other	0	9,000	9,000		
42	0-42	0.675	0.824	0.633	A	0.225	0.594	0.427		
					B	0.675	0.824	0.633	*	
					C	0.1	0.675	0.395		VALID
					D	0	9,000	9,000		
					Other	0	9,000	9,000		
43	0-43	0.425	0.598	0.474	A	0.025	0.684	0.256		
					B	0	9,000	9,000		VALID
					C	0.55	0.491	0.391		

					D	0.425	0.598	0.474	*	
					Other	0	9,000	9,000		
44	0-44	0.85	0.918	0.599	A	0.075	0.591	0.318		
					B	0	9,000	9,000		
					C	0.075	0.921	0.495		
					D	0.85	0.918	0.599	*	
					Other	0	9,000	9,000		VALID
45	0-45	0.825	0.854	0.58	A	0.075	0.591	0.318		
					B	0.025	0.107	-0.04		
					C	0.075	0.921	0.495		
					D	0.825	0.854	0.58	*	
					Other	0	9,000	9,000		VALID
46	0-46	0.75	0.695	0.51	A	0.025	0.107	-0.04		
					B	0.75	0.695	0.51	*	
					C	0.05	0.373	0.176		
					D	0.175	0.683	0.463		
					Other	0	9,000	9,000		VALID
47	0-47	0.75	0.433	0.318	A	0.75	0.433	0.318	*	
					B	0.15	0.094	0.061		
					C	0.075	0.517	0.278		
					D	0.025	0.729	0.273		
					Other	0	9,000	9,000		VALID
48	0-48	0.7	0.439	0.333	A	0.15	0.138	-0.09		
					B	0.7	0.439	0.333	*	
					C	0.1	0.527	0.308		
					D	0.05	0.272	0.129		
					Other	0	9,000	9,000		VALID

49	0-49	0.275	-	-	0.043	A	0.325	-	-	0.124	0.095	* ?	TIDAK VALID
	CHECK THE KEY B was specified, C works better					B	0.275	-	-	0.058	0.043		
						C	0.175	-	-	0.143	0.097		
						D	0.225	-	-	0.09	0.065		
						Other	0	-	-	9,000	9,000		
50	0-50	0.625	0.692	0.542	A	0.225	-	-	-	0.473	-0.34	*	VALID
						B	0	-	-	9,000	9,000		
						C	0.15	-	-	0.517	0.338		
						D	0.625	-	-	0.692	0.542		
						Other	0	-	-	9,000	9,000		
51	0-51	0.075	0.547	0.294	A	0.875	-	-	-	0.568	0.353	*	VALID
						B	0.05	-	-	0.383	0.181		
						C	0.075	-	-	0.547	0.294		
						D	0	-	-	9,000	9,000		
						Other	0	-	-	9,000	9,000		
52	0-52	0.75	0.351	0.258	A	0.75	-	-	-	0.351	0.258	*	VALID
						B	0.1	-	-	0.053	0.031		
						C	0.05	-	-	0.801	0.379		
						D	0.1	-	-	0.112	0.066		
						Other	0	-	-	9,000	9,000		
53	0-53	0.65	0.783	0.608	A	0.125	-	-	-	0.656	0.408	*	VALID
						B	0.025	-	-	0.151	0.057		
						C	0.2	-	-	0.521	0.365		
						D	0.65	-	-	0.783	0.608		
						Other	0	-	-	9,000	9,000		
54	0-54	0.7	0.88	0.668	A	0.075	-	-	-	0.591	0.318		VALID
						B	0	-	-	9,000	9,000		
						C	0.225	-	-				

							0.741	0.532		
					D	0.7	0.88	0.668	*	
					Other	0	9,000	9,000		
55	0-55	0.75	0.409	0.3	A	0.025	-0.24	-0.09		
					B	0.125	0.126	0.079		
					C	0.1	0.512	-0.3		
					D	0.75	0.409	0.3	*	VALID
					Other	0	9,000	9,000		
56	0-56	0.85	0.194	0.127	A	0.85	0.194	0.127	*	
					B	0.05	0.005	0.002		
					C	0.05	0.171	0.081		
					D	0.05	0.272	0.129		
					Other	0	9,000	9,000		TIDAK VALID
57	0-57	0.825	0.31	0.211	A	0.825	0.31	0.211	*	
					B	0.125	0.353	-0.22		
					C	0.025	0.151	0.057		
					D	0.025	0.027	0.01		
					Other	0	9,000	9,000		VALID
58	0-58	0.85	0.35	0.228	A	0.85	0.35	0.228	*	
					B	0.125	0.353	-0.22		
					C	0.025	0.151	0.057		
					D	0	9,000	9,000		
					Other	0	9,000	9,000		VALID
59	0-59	0.85	0.918	0.599	A	0.075	0.591	0.318		
					B	0	9,000	9,000		
					C	0.075	0.921	0.495		
					D	0.85	0.918	0.599	*	VALID
					Other	0	9,000	9,000		
60	0-60	0.85	0.918	0.599	A	0.075	0.591	0.318		VALID

		B	0	- 9,000	- 9,000	
		C	0.075	- 0.921	- 0.495	
		D	0.85	- 0.918	- 0.599	*
		Other	0	- 9,000	- 9,000	

There were 40 examines in the data file,

Scale Statistics	
N of Items	60
N of Examinees	40
Mean	42.4
Variance	82.64
Std. Dev.	9.625
Skew	- 0.277
Kurtosis	- 1,219
Minimum	22
Maximum	57
Median	43
Alpha	0.905
SEM	2.971
Mean P	0.707
Mean Item-Tot.	0.391
Mean Biserial	0.562

The Descriptive Analysis Result of the Pre-test of the Control Group

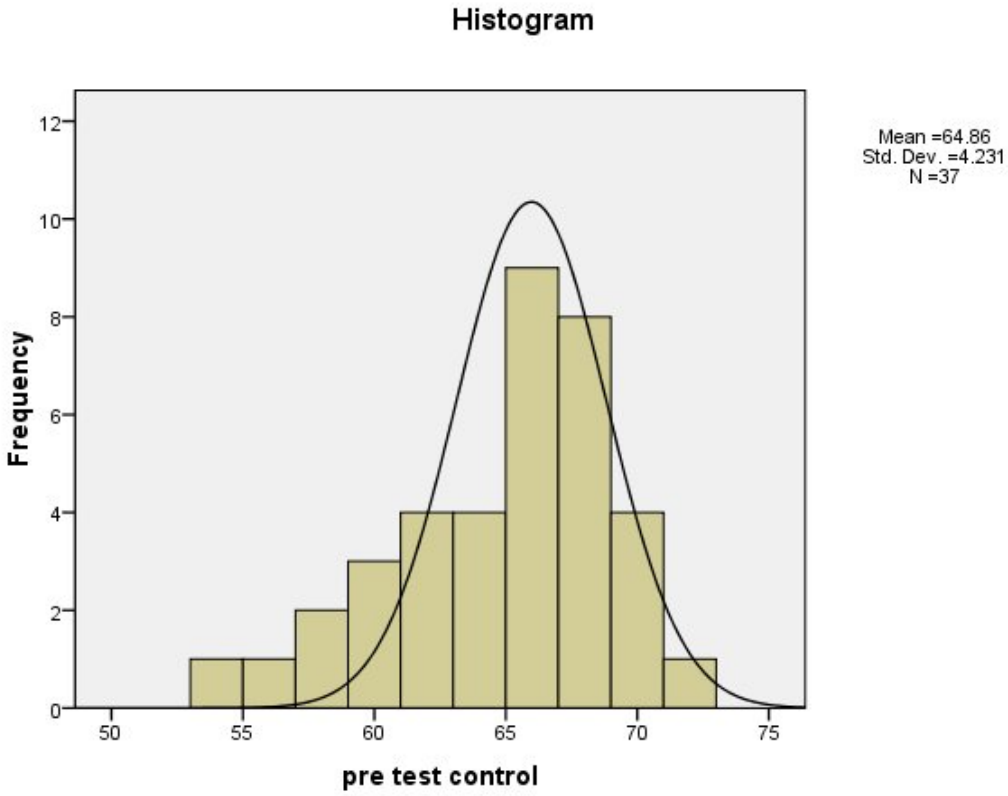
Statistics

pre test control

N	Valid	37
	Missing	0
Mean		64.86
Median		66.00
Mode		66
Std. Deviation		4.231
Variance		17.898
Skewness		-.738
Std. Error of Skewness		.388
Kurtosis		.079
Std. Error of Kurtosis		.759
Range		18
Minimum		54
Maximum		72
Percentiles	25	62.00
	50	66.00
	75	68.00

pre test control

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	54	1	2.7	2.7	2.7
	56	1	2.7	2.7	5.4
	58	2	5.4	5.4	10.8
	60	3	8.1	8.1	18.9
	62	4	10.8	10.8	29.7
	64	4	10.8	10.8	40.5
	66	9	24.3	24.3	64.9
	68	8	21.6	21.6	86.5
	70	4	10.8	10.8	97.3
	72	1	2.7	2.7	100.0
Total		37	100.0	100.0	



The Descriptive Analysis Result of the Pre-test of the Experimental Group

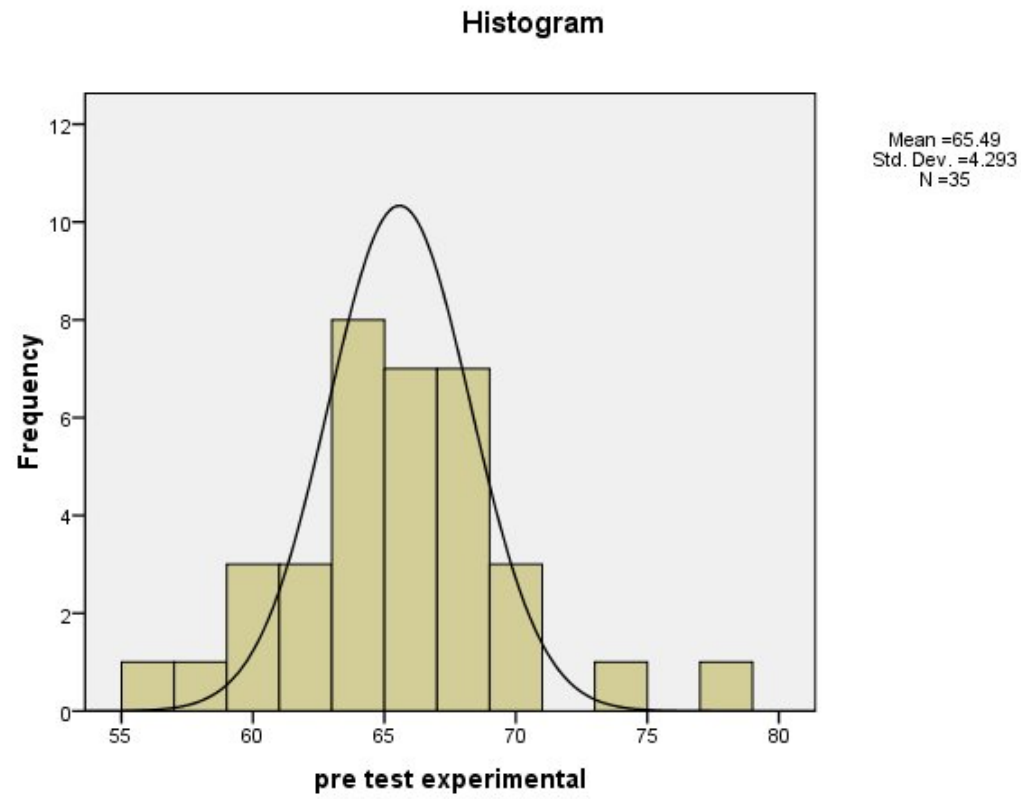
Statistics

pre test experimental

N	Valid	35
	Missing	0
Mean		65.49
Median		66.00
Mode		64
Std. Deviation		4.293
Variance		18.434
Skewness		.411
Std. Error of Skewness		.398
Kurtosis		1.440
Std. Error of Kurtosis		.778
Range		22
Minimum		56
Maximum		78
Percentiles	25	64.00
	50	66.00
	75	68.00

pre test experimental

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	56	1	2.9	2.9	2.9
	58	1	2.9	2.9	5.7
	60	3	8.6	8.6	14.3
	62	3	8.6	8.6	22.9
	64	8	22.9	22.9	45.7
	66	7	20.0	20.0	65.7
	68	7	20.0	20.0	85.7
	70	3	8.6	8.6	94.3
	74	1	2.9	2.9	97.1
	78	1	2.9	2.9	100.0
Total		35	100.0	100.0	



The Descriptive Analysis Result of the Post-test of the Control Group

Statistics

post test control

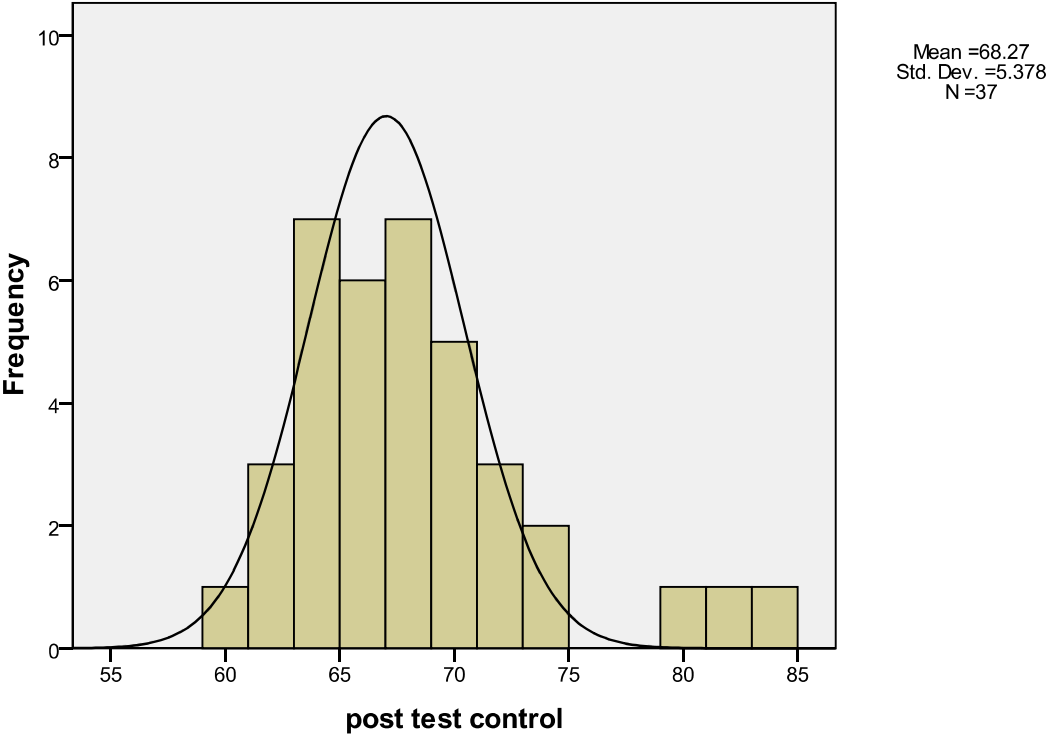
N	Valid	37
	Missing	0
Mean		68.27
Median		68.00
Mode		64
Std. Deviation		5.378
Variance		28.925
Skewness		1.271
Std. Error of Skewness		.388
Kurtosis		1.843
Std. Error of Kurtosis		.759
Range		24
Minimum		60
Maximum		84
Percentiles	25	64.00
	50	68.00
	75	70.00

post test control

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 60	1	2.7	2.7	2.7
62	3	8.1	8.1	10.8
64	7	18.9	18.9	29.7
66	6	16.2	16.2	45.9
68	7	18.9	18.9	64.9
70	5	13.5	13.5	78.4
72	3	8.1	8.1	86.5
74	2	5.4	5.4	91.9
80	1	2.7	2.7	94.6
82	1	2.7	2.7	97.3

84	1	2.7	2.7	100.0
Total	37	100.0	100.0	

Histogram



The Descriptive Analysis Result of the Post-test of the Experimental Group

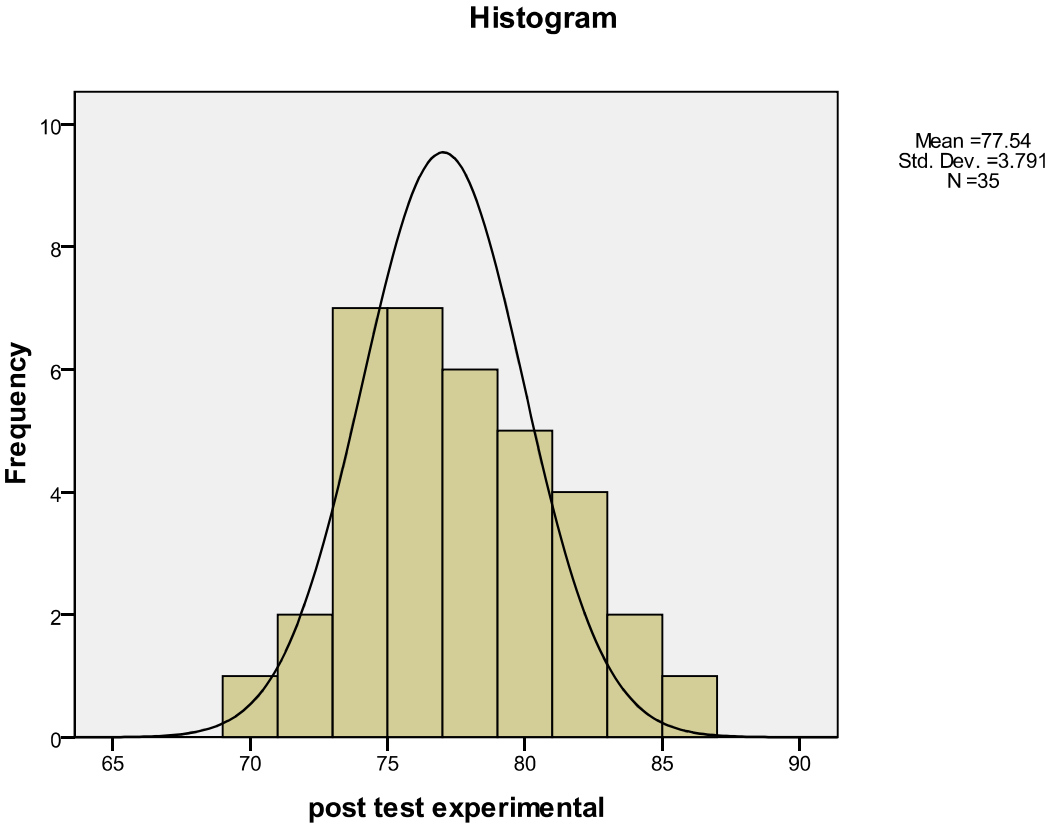
Statistics

post test experimental

N	Valid	35
	Missing	0
Mean		77.54
Median		78.00
Mode		74
Std. Deviation		3.791
Variance		14.373
Skewness		.267
Std. Error of Skewness		.398
Kurtosis		-.461
Std. Error of Kurtosis		.778
Range		16
Minimum		70
Maximum		86
Percentiles	25	74.00
	50	78.00
	75	80.00

post test experimental

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 70	1	2.9	2.9	2.9
72	2	5.7	5.7	8.6
74	7	20.0	20.0	28.6
76	7	20.0	20.0	48.6
78	6	17.1	17.1	65.7
80	5	14.3	14.3	80.0
82	4	11.4	11.4	91.4
84	2	5.7	5.7	97.1
86	1	2.9	2.9	100.0
Total	35	100.0	100.0	



The Result of the Nomality Test

One-Sample Kolmogorov-Smirnov Test

		Pre-test Control Group	Pre-test Experimental Group	Post-test Control Group	Post-test Experimental Group
N		37	35	37	35
Normal Parameters ^{a, b}	Mean	64.86	65.49	68.27	77.54
	Std. Deviation	4.231	4.293	5.378	3.791
Most Extreme Differences	Absolute	.200	.136	.169	.144
	Positive	.094	.136	.169	.144
	Negative	-.200	-.136	-.105	-.089
Kolmogorov-Smirnov Z		1.219	.806	1.026	.850
Asymp. Sig. (2-tailed)		.103	.535	.243	.465

a. Test distribution is Normal.

b. Calculated from data.

The Result of the Homogeneity Test of Pre-test

Case Processing Summary

Test's Segments		Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
Students' Reading	Pre-test Control Group	37	100.0%	0	.0%	37	100.0%
Comprehension	Pre-test Experimental Group	35	100.0%	0	.0%	35	100.0%

Descriptives

Test's Segments			Statistic	Std. Error
Students' Reading Comprehension	Pre-test Control Group	Mean	64.86	.696
		95% Confidence Interval for Mean		
		Lower Bound	63.45	
		Upper Bound	66.28	
		5% Trimmed Mean	65.07	
		Median	66.00	
		Variance	17.898	
		Std. Deviation	4.231	
		Minimum	54	
		Maximum	72	
		Range	18	
		Interquartile Range	6	
		Skewness	-.738	
		Kurtosis	.079	
	Pre-test Experimental Group	Mean	65.49	.726
		95% Confidence Interval for Mean		
		Lower Bound	64.01	
		Upper Bound	66.96	
		5% Trimmed Mean	65.37	
		Median	66.00	
		Variance	18.434	
		Std. Deviation	4.293	
		Minimum	56	
		Maximum	78	
		Range	22	

Interquartile Range	4	
Skewness	.411	.398
Kurtosis	1.440	.778

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Students' Reading Comprehension	Based on Mean	.122	1	70	.728
	Based on Median	.004	1	70	.947
	Based on Median and with adjusted df	.004	1	69.988	.947
	Based on trimmed mean	.071	1	70	.791

The Result of the Homogeneity Test of Post-Test

Case Processing Summary

Test's Segments		Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
Students' Reading Comprehension	Post Test Control Group	37	100.0%	0	.0%	37	100.0%
	Post Test Experimental Group	35	100.0%	0	.0%	35	100.0%

Descriptives

Test's Segments			Statistic	Std. Error
Students' Reading Comprehension	Post Test Control Group	Mean	68.27	.884
		95% Confidence Interval for Lower Bound	66.48	
		Mean Upper Bound	70.06	
		5% Trimmed Mean	67.86	
		Median	68.00	
		Variance	28.925	
		Std. Deviation	5.378	
		Minimum	60	
		Maximum	84	
		Range	24	
		Interquartile Range	6	
		Skewness	1.271	.388
		Kurtosis	1.843	.759
	Post Test Experimental Group	Mean	77.54	.641
		95% Confidence Interval for Lower Bound	76.24	
		Mean Upper Bound	78.85	
		5% Trimmed Mean	77.49	
		Median	78.00	
		Variance	14.373	
		Std. Deviation	3.791	
		Minimum	70	
		Maximum	86	
		Range	16	

Interquartile Range	6	
Skewness	.267	.398
Kurtosis	-.461	.778

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Students' Reading Comprehension	Based on Mean	1.351	1	70	.249
	Based on Median	1.076	1	70	.303
	Based on Median and with adjusted df	1.076	1	56.902	.304
	Based on trimmed mean	1.085	1	70	.301

The Result of the Hypothesis Testing

Between-Subjects Factors

		Value Label	N
Treatment	3	Regular Technique	74
	4	Jigsaw Technique	70

Tests of Between-Subjects Effects

Dependent Variable: Students Reading Comprehension

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	2965.685 ^a	2	1482.843	60.181	.000
Intercept	47812.305	1	47812.305	1940.455	.000
Test_segment	2085.444	1	2085.444	84.637	.000
Treatment	880.241	1	880.241	35.724	.000
Error	3474.203	141	24.640		
Total	691472.000	144			
Corrected Total	6439.889	143			

a. R Squared = .461 (Adjusted R Squared = .453)

APPENDIX D

DOCUMENTATIONS

The try-out has been conducted in X TKJ2 class.



The pre-test has been conducted in the experimental group (X AK2 class).



The pre-test has been conducted in the control group (X AK1 class).



The situation of the experimental group (X AK2 class).

The Jigsaw technique was implemented in this class.

The students divided into 7 groups, each group consist of 5 students.



The situation of the control group (X AK1 class).

The teacher explained the material then she asked some questions to the students.



The post-test has been conducted in the experimental group (X AK2 class).



The post-test has been conducted in the control group (X AK1 class).



APPENDIX E

PERMISSION LETTER



KEMENTERIAN PENDIDIKAN NASIONAL
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/32-01
10 Jan 2011

Nomor : 409/UN.34.12/PB1/V/2013
Lampiran :
Hal : Permohonan Ijin Survey/Obsevasi/Penelitian

Kepada Yth.....

Pembantu Dekan I

FBS UNY

Dengan hormat,

Menanggapi surat dari Saudara:

Nama : RESTU WIROYOJO

No. Mhs. : 052.022.41.003

Jur/Prodi : PBI

Lokasi Penelitian : SMK Muhammadiyah Bawang

Judul Penelitian : THE EFFECT OF USING JIGSAW TECHNIQUE FOR IMPROVING STUDENTS' READING COMPREHENSION ABILITY OF SMK MUHAMADIYAH BAWANG

Tanggal Pelaksanaan: 16.1.2011

Berkaitan dengan hal itu, mohon kepada Bapak/Ibu untuk berkenan menerbitkan Surat Ijin Survey/Obsevasi/Penelitian.

Atas perhatiannya disampaikan terimakasih.

Hormat kami
Ketua Jurusan
Pendidikan Bahasa Inggris

Samsul Maarif, M.A.
NIP19630423 197903 1 004



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
http://www.fus.uny.ac.id//

FRMF-BS/33-01
10 Jan 2011

Nomor : 0484b/UN.34.12/DT/V/2013
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

16 Mei 2013

Kepada Yth.
Kepala SMK Muhammadiyah Bawang
di Batang – Jawa Tengah

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 USING JIGSAW TECHNIQUE FOR IMPROVING STUDENTS' READING COMPREHENSION ABILITY OF SMK MUHAMMADIYAH BAWANG

Mahasiswa dimaksud adalah :

Nama : RESTU WIDOYOKO
NIM : 05202241003
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : Mei – Juni 2013
Lokasi Penelitian : SMK Muhammadiyah Bawang

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.



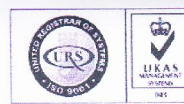
Dekan
Kampus Pendidikan FBS,

Prof. Probo Utami, S.E.
NIP 19670704 199312 2 001



**MAJLIS PENDIDIKAN DASAR DAN MENENGAH
DAERAH MUHAMMADIYAH BATANG
SMK MUHAMMADIYAH BAWANG**

Jl. Bawang-Sukorejo Km 01 Ds. Jlamprang Kec. Bawang
Kab. Batang. Email. Smkmutu1@yahoo.co.id
Kode Pos 51274 HP. 081 326 854 340



Certificate Number
51588/A/0001/UK/En

Nomor : 189/SMK M/VI/2013
Lam : -
Hal : Permohonan Penelitian

Kepada;
Yth. Dekan Universitas Negeri Yogyakarta
Di Tempat

Assalamualaikum Wr.Wb.

Dasar : *Permohonan ijin penelitian atas*
Nama : RESTU WIDOYOKO
Nim : 05202241003
Fak./Program Studi : FBS/Pendidikan Bahasa Inggris.

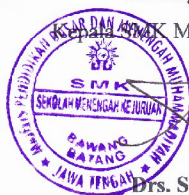
Sehubungan dengan permohonan tersebut di atas, maka kami tidak berkebertan menerima permohonan nama tersebut untuk melaksanakan penelitian di SMK Muhammadiyah Bawang selama melalui prosedur yang sebagaimana mestinya.

Demikian surat keterangan ini di buat untuk dapat dipergunakan sebagaimana mestinya, atas kerjasamanya di sampaikan terimakasih.

Wassalamualaikum Wr. Wb.

Bawang, 18 Juni 2013

Kepada Kepala SMK Muhammadiyah Bawang

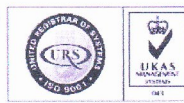


Drs. Solikhin, M.Pd



**MAJLIS PENDIDIKAN DASAR DAN MENENGAH
DAERAH MUHAMMADIYAH BATANG
SMK MUHAMMADIYAH BAWANG**

Jl. Bawang-Sukorejo Km 01 Ds. Jlamprang Kec. Bawang
Kab. Batang. Email. Smkmutu1@yahoo.co.id
Kode Pos 51274 HP. 081 326 854 340



Certificate Number
51588/A/0001/UK/En

SURAT KETERANGAN
Nomor : 190 /SMK M/ VI /2013

Yang bertanda tangan dibawah ini Kepala Sekolah Menengah Kejuruan Muhammadiyah Bawang Kabupaten Batang menerangkan dengan sesungguhnya,bahwa :

Nama : **RESTU WIDOYOKO**
NIM : 05202241003
Mahasiswa : **UNIVERSITAS NEGERI YOGYAKARTA**
Program Studi : Pendidikan Bahasa Inggris.
Keterangan : Bahwa yang bersangkutan benar-benar telah
Mengadakan penelitian di Sekolah Menengah Kejuruan
Muhammadiyah Bawang
Judul Penelitian : **THE EFFECT OF USING JIGSAW TECHNIQUE FOR
IMPROVING STUDENTS' REDAING
COMPREHENSION ABILITY OF SMK
MUHAMMADIYAH BAWANG.**
SMK Muhammadiyah Bawang Tahun Ajaran 2012/2013.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Bawang, 18 Juni 2013

Kepala SMK Muhammadiyah Bawang



Drs, SOLIKHIN. M.Pd

