Appendix 1

Name of Experimental Class (VIII B)

NO	NAMA	CODE
1	Abdul Khalim	E-1
2	Agus Lutfhi	E-2
3	Aizzatul Muna	E-3
4	Akhidul Hikam	E-4
5	Amalia Khusna	E-5
6	Anis Muntafiul Ulya	E-6
7	Arina Nuriyana	E-7
8	Calvin Pramudya Wahyu Fitri Ananta	E-8
9	Dai Mukhtar Annahri	E-9
10	Firda AftinaKhilmayanti	E-10
11	Fitriyan Nuzula	E-11
12	Habieb Al Farizi	E-12
13	Hadi Indra Parandika	E-13
14	Hisam Hidayat	E-14
15	Ida Shofiyatun Nisa’	E-15
16	Ihza Asfalul Maula	E-16
17	Iktifa Ma'isyatul Auliya	E-17
18	Imam Wahyudi	E-18
19	Indri Ariyanto	E-19
20	Lailatus Surur	E-20
21	Lisa Melinda	E-21
22	Maghfiratun Ni'mah	E-22
23	Maulana Syahrul Wafa	E-23
24	Mazroatus Saadah	E-24
25	Mohammad Riyanto	E-25
26	Muhammad Aufa Aliyunnafa'	E-26
27	Muhammad Fahrul Rozi	E-27

28	Muhammad Fatkhun Niam	E-28
29	Muhammad Faza Rusda Zulfa	E-29
30	Muhammad Syafi'i	E-30
31	Muhammad Wahyudi	E-31
32	Mukti Setyo Aji	E-32
33	Niswatul Khoiriyah	E-33
34	Nuril Muna Aisya	E-34
35	Pramitha Silvia Dewi	E-35
36	Putri Jihan Pitaloka	E-36
37	Rifafikrotul Ulya	E-37
38	Rizky Ulfiyatul Ihsani	E-38
39	Solikhul Amin	E-39
40	Sulfiana Meylani	E-40
41	Ummi Takhrizah	E-41
42	Vadhea Cahyanda Sukma Anjampiani	E-42
43	Wahyu Saputro	E-43
44	Winda Novitasari	E-44
45	Wiwin Ikhfiana Safitri	E-45
46	Zaidatussalamah	E-46

Appendix 2

Name of Control Class (VIII C)

NO	NAMA	CODE
1	Ahmad Fariqin	C-1
2	Ahmad Hidayatullah Mas'adi	C-2
3	Alfina Dzurrotun Nihayah	C-3
4	Ammara Azzahra	C-4
5	Ardi Hariyanto	C-5
6	Choirun Nisa Nur Sani	C-6
7	Deni Ardianto	C-7
8	Devi Rahmawati	C-8
9	Diah Susilowati	C-9
10	Eka Yulianti	C-10
11	Eko Wahyu Nugroho	C-11
12	Emi Aulia Sari	C-12
13	Faiz Ahyar	C-13
14	Fika Amalia	C-14
15	Hendra Kurniawan	C-15
16	Indah Puji Lestari	C-16
17	Indy Hilmiya Zahro'	C-17
18	Ivan Khabib Maulana	C-18
19	Khoirun Nisa’	C-19
20	Khoirun Nisya'	C-20
21	Laila Novitas Sari	C-21
22	Lina Noviyanti	C-22
23	Lukman Hakim	C-23
24	Moh Asrofiudin	C-24
25	Mohammad Faozi Ikhsan	C-25
26	Mohammad Ircham Fadhilah	C-26
27	Muh Roby Syahrul Ramdhani	C-27

28	Muhamad Bayu Sutaji	C-28
29	Muhamad Dani Khoirul Anam	C-29
30	Muhammad Achfa Zulfaniam	C-30
31	Muhammad Farid Bahtiar	C-31
32	Muhammad Rizqi Aldiyanto	C-32
33	Nelis Sifaullichiyah	C-33
34	Nurul Huda	C-34
35	Putri Septia Dewi	C-35
36	Rikwan Dwi Kurniawan	C-36
37	Rohmatul Munazilah	C-37
38	Sinta Dewi	C-38
39	Siska Kurnianingsih	C-39
40	Sukma Laeli Handayani	C-40
41	Vika Fadhlika Ummana	C-41
42	Zaenal Arifin	C-42
43	Zakka Nalal Hudha	C-43
44	Zuni Khoirurohmah	C-44
45	Maulfi Farhan Saputra	C-45
46	Dwi Agustina	C-46

Appendix 3

PRE-TEST OF EXPERIMENT GROUP

NO	CODE	SCORE						
		1	**2**	**3**	**4**	**5**	**TOTAL**	**SCORE**
1	E-1	1	2	2	3	2	10	40
2	E-2	2	2	2	3	2	11	44
3	E-3	2	2	3	3	2	12	48
4	E-4	2	2	3	3	2	12	48
5	E-5	3	3	3	4	3	16	64
6	E-6	2	2	2	2	2	10	40
7	E-7	3	3	3	3	2	14	56
8	E-8	2	2	3	2	2	11	44
9	E-9	3	2	2	3	2	12	48
10	E-10	2	2	4	3	3	14	56
11	E-11	2	2	2	2	2	10	40
12	E-12	2	2	2	4	3	13	52
13	E-13	2	2	2	3	2	11	44
14	E-14	2	2	3	3	2	12	48
15	E-15	3	3	3	4	3	16	64
16	E-16	1	2	2	2	2	9	36
17	E-17	3	4	3	3	4	17	68
18	E-18	2	3	3	2	2	12	48
19	E-19	3	2	3	3	3	14	56
20	E-20	3	3	2	3	2	13	52
21	E-21	2	2	2	3	2	11	44
22	E-22	3	2	3	3	3	14	56
23	E-23	3	2	2	4	2	13	52
24	E-24	2	2	3	3	2	12	48

25	E-25	3	2	3	3	2	13	52
26	E-26	2	2	2	3	2	11	44
27	E-27	2	3	2	2	1	10	40
28	E-28	2	2	2	3	3	12	48
29	E-29	3	2	2	3	2	12	48
30	E-30	2	2	3	1	1	9	36
31	E-31	2	2	3	3	2	12	48
32	E-32	3	2	3	4	2	14	56
33	E-33	3	3	4	4	3	17	68
34	E-34	3	2	3	3	3	14	56
35	E-35	3	3	3	3	2	14	56
36	E-36	3	3	3	4	2	15	60
37	E-37	3	2	3	3	3	14	56
38	E-38	2	2	2	3	2	11	44
39	E-39	3	3	4	3	2	15	60
40	E-40	2	2	2	3	2	11	44
41	E-41	3	3	3	4	3	16	64
42	E-42	3	2	4	3	3	15	60
43	E-43	2	2	3	3	2	12	48
44	E-44	3	3	3	3	3	15	60
45	E-45	3	3	4	3	3	16	64
46	E-46	3	2	3	3	3	14	56
SUM								2364
AVERAGE								51.39

1: Pronunciation

2: Grammar

3: Vocabulary

4: Fluency

5: Comprehension

Appendix 4

PRE-TEST OF CONTROL GROUP

NO	CODE	SCORE						
		1	**2**	**3**	**4**	**5**	**TOTAL**	**SCORE**
1	C-1	1	2	3	2	1	9	36
2	C-2	2	2	3	1	1	9	36
3	C-3	3	2	3	3	2	13	52
4	C-4	3	3	3	3	3	15	60
5	C-5	2	2	3	3	2	12	44
6	C-6	3	3	3	4	3	16	64
7	C-7	2	2	2	3	2	11	44
8	C-8	2	2	3	3	2	12	48
9	C-9	2	2	2	3	2	11	44
10	C-10	3	3	3	3	2	14	56
11	C-11	2	2	3	2	2	11	44
12	C-12	3	2	3	3	3	14	56
13	C-13	2	2	3	2	2	11	44
14	C-14	2	2	3	4	3	14	56
15	C-15	2	2	3	3	2	12	48
16	C-16	2	3	2	4	2	13	52
17	C-17	3	2	3	3	3	14	56
18	C-18	2	3	2	3	2	12	48
19	C-19	3	3	4	4	3	17	68
20	C-20	3	3	3	3	2	14	56
21	C-21	3	2	4	4	3	16	64
22	C-22	3	3	4	4	3	17	68
23	C-23	2	2	2	3	2	11	44
24	C-24	2	2	2	3	2	11	44
25	C-25	2	2	2	3	3	12	48

26	C-26	3	3	3	3	2	17	68
27	C-27	3	2	3	4	2	14	56
28	C-28	2	1	3	2	1	9	36
29	C-29	2	2	4	3	2	13	52
30	C-30	2	2	3	3	2	12	44
31	C-31	2	3	2	3	2	12	48
32	C-32	2	2	2	2	2	10	40
33	C-33	2	2	2	3	3	12	48
34	C-34	3	3	2	3	2	13	52
35	C-35	3	3	3	3	4	16	64
36	C-36	2	2	2	3	3	12	48
37	C-37	2	3	3	3	2	13	52
38	C-38	3	3	4	3	2	15	60
39	C-39	3	3	3	3	3	15	60
40	C-40	3	3	2	3	3	14	56
41	C-41	3	2	3	3	3	14	56
42	C-42	2	2	3	2	1	10	40
43	C-43	3	3	2	3	2	13	52
44	C-44	3	3	3	4	3	16	64
45	C-45	2	2	2	4	2	12	48
46	C-46	3	3	3	2	2	13	52
SUM								2376
AVERAGE								51.65

1: Pronunciation

2: Grammar

3: Vocabulary

4: Fluency

5: Comprehensio

Appendix 5

POST-TEST OF EXPERIMENT GROUP

NO	CODE	SCORE						
		1	**2**	**3**	**4**	**5**	**TOTAL**	**SCORE**
1	E-1	3	2	3	4	2	14	56
2	E-2	3	4	4	3	2	16	64
3	E-3	4	3	4	4	3	18	72
4	E-4	3	4	3	5	4	19	76
5	E-5	3	4	4	3	3	17	68
6	E-6	3	4	4	4	3	18	72
7	E-7	3	3	3	4	3	16	64
8	E-8	3	4	4	3	3	17	68
9	E-9	2	4	3	4	3	16	64
10	E-10	3	3	4	5	4	19	76
11	E-11	3	3	4	3	4	17	68
12	E-12	3	4	3	4	3	17	68
13	E-13	2	3	4	3	3	15	60
14	E-14	3	4	3	4	3	17	68
15	E-15	3	3	4	3	3	16	64
16	E-16	3	3	3	3	2	14	56
17	E-17	4	3	4	4	3	18	72
18	E-18	3	3	3	3	3	15	60
19	E-19	3	4	3	4	3	17	68
20	E-20	3	4	3	4	4	18	72
21	E-21	4	4	4	4	3	19	76
22	E-22	4	4	4	5	3	20	80
23	E-23	3	4	4	4	4	19	76
24	E-24	3	3	4	3	4	17	68
25	E-25	3	3	4	3	3	16	64
26	E-26	3	4	3	3	2	15	60

27	E-27	3	3	4	4	3	17	68
28	E-28	3	4	3	5	4	19	76
29	E-29	3	3	4	2	3	15	60
30	E-30	2	4	4	3	3	16	64
31	E-31	4	4	4	4	4	20	80
32	E-32	2	3	3	4	3	15	60
33	E-33	4	3	4	3	4	18	72
34	E-34	4	4	3	5	4	20	80
35	E-35	4	3	4	3	4	18	72
36	E-36	3	4	4	4	3	18	72
37	E-37	3	4	4	3	3	17	68
38	E-38	3	4	3	4	3	17	68
39	E-39	3	4	5	4	3	19	76
40	E-40	4	3	4	4	4	19	76
41	E-41	4	4	3	3	4	18	72
42	E-42	3	3	4	4	3	17	68
43	E-43	3	3	4	3	3	16	64
44	E-44	3	4	3	4	3	17	68
45	E-45	3	4	4	4	4	19	76
46	E-46	3	4	4	4	3	18	72
SUM								3172
AVERAGE								68.96

1: Pronunciation

2: Grammar

3: Vocabulary

4: Fluency

5: Comprehension

Appendix 6

POST-TEST OF CONTROL GROUP

NO	CODE	SCORE						
		1	2	3	4	5	TOTAL	SCORE
1	C-1	2	3	3	2	3	13	52
2	C-2	2	3	3	2	3	13	52
3	C-3	3	3	3	4	3	16	64
4	C-4	4	3	4	3	4	18	72
5	C-5	3	3	3	3	2	14	56
6	C-6	3	3	4	3	3	16	64
7	C-7	4	3	3	4	3	17	68
8	C-8	3	3	4	4	3	17	68
9	C-9	4	4	3	4	3	18	72
10	C-10	3	2	3	4	3	15	60
11	C-11	3	4	3	3	3	16	64
12	C-12	4	4	4	4	2	18	72
13	C-13	3	3	4	2	3	15	60
14	C-14	3	4	4	4	3	18	72
15	C-15	3	3	3	3	3	15	60
16	C-16	3	3	3	5	3	17	68
17	C-17	4	4	4	4	3	19	76
18	C-18	2	3	3	3	3	14	56
19	C-19	4	3	3	4	3	17	68
20	C-20	3	3	4	3	4	17	68
21	C-21	4	2	3	4	3	16	64
22	C-22	3	3	4	4	2	16	64
23	C-23	3	3	3	4	3	16	64
24	C-24	3	2	3	3	2	13	52
25	C-25	2	3	4	4	3	16	64

26	C-26	3	3	3	4	3	16	64
27	C-27	2	3	3	3	3	14	56
28	C-28	2	3	3	3	3	14	56
29	C-29	3	3	3	3	3	15	60
30	C-30	4	4	3	3	3	17	68
31	C-31	2	3	3	4	3	15	60
32	C-32	3	3	3	4	3	16	64
33	C-33	3	2	3	4	3	15	60
34	C-34	3	4	3	4	4	18	72
35	C-35	4	3	3	3	3	16	64
36	C-36	2	3	3	4	3	15	60
37	C-37	3	4	4	3	3	17	68
38	C-38	3	3	3	4	3	16	64
39	C-39	3	3	4	4	4	18	72
40	C-40	3	3	3	3	3	15	60
41	C-41	3	3	3	4	3	16	64
42	C-42	2	3	4	3	3	15	60
43	C-43	2	4	3	4	3	16	64
44	C-44	3	3	3	4	3	16	64
45	C-45	3	4	3	3	3	16	64
46	C-46	2	4	4	3	3	16	64
SUM								2928
AVERAGE								63.66

1: Pronunciation

2: Grammar

3: Vocabulary

4: Fluency

5: Comprehension

Appendix 7

UJI NORMALITAS TAHAP AWAL
KELAS VIII B

Hipotesis

H_0 : Data berdistribusi normal

H_1 : Data tidak berdistribusi normal

Pengujian Hipotesis

$$X^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i}$$

Kriteria yang digunakan

H_0 diterima jika $X^2_{hitung} < X^2_{tabel}$

Pengujian Hipotesis

Nilai maksimal = 68

Nilai minimal = 36

Rentang nilai (R) = 68 - 36 = 32

Banyaknya kelas (k) = 1 + 3,3 log 46 = 6.487101 ≈ 6 kelas

Panjang kelas (P) = 32 / 6 = 6

Tabel Penolong Mencari Rata-rata dan Standar Deviasi

No	X	$X - \bar{X}$	$(X - \bar{X})^2$
1	40	-11.3913	129.7618
2	44	-7.3913	54.63138
3	48	-3.3913	11.50095
4	48	-3.3913	11.50095
5	64	12.6087	158.9792
6	40	-11.3913	129.7618
7	56	4.6087	21.24008
8	44	-7.3913	54.63138
9	48	-3.3913	11.50095
10	56	4.6087	21.24008
11	40	-11.3913	129.7618
12	52	0.6087	0.37051
13	44	-7.3913	54.63138
14	48	-3.3913	11.50095
15	64	12.6087	158.9792
16	36	-15.3913	236.8922
17	68	16.6087	275.8488
18	48	-3.3913	11.50095
19	56	4.6087	21.24008
20	52	0.6087	0.37051
21	44	-7.3913	54.63138
22	56	4.6087	21.24008
23	52	0.6087	0.37051
24	48	-3.3913	11.50095
25	52	0.6087	0.37051
26	44	-7.3913	54.63138

27	40	-11.3913	129.7618
28	48	-3.3913	11.50095
29	48	-3.3913	11.50095
30	36	-15.3913	236.8922
31	48	-3.3913	11.50095
32	56	4.6087	21.24008
33	68	16.6087	275.8488
34	56	4.6087	21.24008
35	56	4.6087	21.24008
36	60	8.6087	74.10964
37	56	4.6087	21.24008
38	44	-7.3913	54.63138
39	60	8.6087	74.10964
40	44	-7.3913	54.63138
41	64	12.6087	158.9792
42	60	8.6087	74.10964
43	48	-3.3913	11.50095
44	60	8.6087	74.10964
45	64	12.6087	158.9792
46	56	4.6087	21.24008
∑	2364		3166.957

Rata-rata $(\bar{X})$ $= \frac{\sum x}{N} = \frac{2364}{46}$

Standar Deviasi (S) : $S^2 = \frac{\sum (x_i - \bar{X})^2}{n-1}$

$= \frac{3166.957}{45}$

$= 70.37681$

$S = 8.389089$

Daftar Frekuensi Nilai Awal Kelas VIII B

$\frac{(O_i - E_i)^2}{E_i}$

No	Kelas			Bk	Z_i	$P(Z_i)$	Luas Daerah	O_i	E_i	
1	35	-	40	34.5	-2.013	0.4780	0.0751	6	3.453	1.8787
2	41	-	46	40.5	-1.298	0.403	0.1828	7	8.4102	0.2365
3	47	-	52	46.5	-0.583	0.2201	0.2726	14	12.542	0.1696
4	53	-	58	52.5	0.132	-0.0526	0.2490	9	11.456	0.5264
5	59	-	64	58.5	0.847	-0.3016	0.1393	8	6.4087	0.3951
6	65	-	70	64.5	1.563	-0.4409	0.0477	2	2.1945	0.0172
				70.5	2.278	-0.4886				
Jumlah								46		3.2235

Keterangan:

Bk = batas kelas bawah - 0,005 atau batas kelas atas + 0,005

$Z_i = \frac{Bk - \bar{X}}{S}$

$P(Z_i)$ = nilai Z_i pada tabel luas di bawah lengkung kurva normal standar dari O s/d Z

Luas Daerah = $P(Z_1) - P(Z_2)$
E_i = luas daerah x N
O_i = f_i

Untuk $\alpha = 5\%$, dengan $dk = 6 - 1 = 5$ diperoleh X^2 tabel = 11,07

Karena $X^2_{hitung} < X^2_{tabel}$ maka distribusi data awal di kelas VIII B berdistribusi **normal**

Appendix 8

UJI NORMALITAS TAHAP AWAL
KELAS VIII C

Hipotesis

H_0 : Data berdistribusi normal

H_1 : Data tidak berdistribusi normal

Pengujian Hipotesis

$$X^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i}$$

Kriteria yang digunakan

H_0 diterima jika $X^2_{hitung} < X^2_{tabel}$

Pengujian Hipotesis

Nilai maksimal	=	68				
Nilai minimal	=	36				
Rentang nilai (R)	=	68 - 36	=	32		
Banyaknya kelas (k)	=	1 + 3,3 log	46 =		6.487101 ≈	6 kelas
Panjang kelas (P)	=	32 / 6	=	6		

Tabel Penolong Mencari Rata-rata dan Standar Deviasi

No	X	$X - \bar{X}$	$(x - \bar{x})^2$
1	36	-15.6522	244.9905
2	36	-15.6522	244.9905
3	52	0.34783	0.120983
4	60	8.34783	69.6862
5	44	-7.65217	58.55577
6	64	12.3478	152.4688
7	44	-7.65217	58.55577
8	48	-3.65217	13.33837
9	44	-7.65217	58.55577
10	56	4.34783	18.90359
11	44	-7.65217	58.55577
12	56	4.34783	18.90359
13	44	-7.65217	58.55577
14	56	4.34783	18.90359
15	48	-3.65217	13.33837
16	52	0.34783	0.120983
17	56	4.34783	18.90359
18	48	-3.65217	13.33837
19	68	16.3478	267.2514
20	56	4.34783	18.90359
21	64	12.3478	152.4688
22	68	16.3478	267.2514
23	44	-7.65217	58.55577

24	44	-7.65217	58.55577
25	48	-3.65217	13.33837
26	68	16.34783	267.2514
27	56	4.34783	18.90359
28	36	-15.6522	244.9905
29	52	0.34783	0.120983
30	44	-7.65217	58.55577
31	48	-3.65217	13.33837
32	40	-11.6522	135.7732
33	48	-3.65217	13.33837
34	52	0.34783	0.120983
35	64	12.34783	152.4688
36	48	-3.65217	13.33837
37	52	0.34783	0.120983
38	60	8.34783	69.68862
39	60	8.34783	69.68862
40	56	4.34783	18.90359
41	56	4.34783	18.90359
42	40	-11.6522	135.7732
43	52	0.34783	0.120983
44	64	12.34783	152.4688
45	48	-3.65217	13.33837
46	52	0.34783	0.120983
∑	2376		3354.435

Rata-rata $(\bar{X})$ $\quad \frac{\sum X}{N} = \frac{2376}{46} = 51.6522$

Standar Deviasi *(S)* : $\quad S^2 = \frac{\sum (X_i - \bar{X})^2}{n-1}$

$= \frac{3354.435}{45}$

$= 74.543$

$S = 8.633829$

Daftar Frekuensi Nilai Awal Kelas VIII C

No	Kelas			Bk	Z_i	$P(Z_i)$	Luas Daerah	O_i	E_i	$\frac{(O_i - E_i)^2}{E_i}$
1	35	-	40	34.5	-1.987	0.47652	0.074751	5	3.4386	0.709042214
2	41	-	46	40.5	-1.292	0.40177	0.177106	8	8.1469	0.002648305
3	47	-	52	46.5	-0.597	0.22466	0.269773	15	12.134	0.677172386
4	53	-	58	52.5	0.098	-0.0391	0.247039	8	11.364	0.995716998
5	59	-	64	58.5	0.793	-0.2862	0.145484	7	6.6922	0.01415304
6	65	-	70	64.5	1.488	-0.4316	0.053848	3	2.477	0.110428588
				70.5	2.183	-0.4855				
Jumlah								46		2.509161153

Keterangan:

Bk = batas kelas bawah - 0,005 atau batas kelas atas + 0,005

Z_i = $\frac{Bk - \bar{X}}{S}$

$P(Z_i)$ = nilai Z_i pada tabel luas di bawah lengkung kurva normal standar dari O s/d Z

Luas Daerah = $P(Z_1) - P(Z_2)$

E_i = luas daerah x N

O_i = f_i

Untuk α = 5%, dengan dk = 6 - 1 = 5 diperoleh X^2 tabel = 11,07

Karena $X^2_{hitung} < X^2_{tabel}$ maka distribusi data awal di kelas VIII C berdistribusi **normal**

Appendix 9
UJI HOMOGENITAS TAHAP AWAL
PEMAHAMAN KELAS KONTROL DAN EKSPERIMEN

Hipotesis

$H_0 : \sigma_1^2 = \sigma_2^2$

$H_1 : \sigma_1^2 \neq \sigma_2^2$

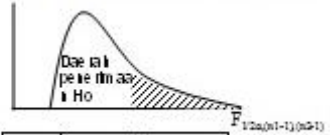
Pengujian Hipotesis

Untuk menguji hipotesis menggunakan rumus:

$$F = \frac{Varians\ terbesar}{Varians\ terkecil}$$

Kriteria yang digunakan

H_0 diterima apabila $F_{hitung} \leq F_{1/2\alpha\,(n1-1)(n2-1)}$



No	Kelas	
	VIII C	VIII B
1	36	40
2	36	44
3	52	48
4	60	48
5	44	64
6	64	40
7	44	56
8	48	44
9	44	48
10	56	56
11	44	40
12	56	52
13	44	44
14	56	48
15	48	64
16	52	36
17	56	68
18	48	48
19	68	56
20	56	52
21	64	44
22	68	56
23	44	52
24	44	48
25	48	52

26	68	44
27	56	40
28	36	48
29	52	48
30	44	36
31	48	48
32	40	56
33	48	68
34	52	56
35	64	56
36	48	60
37	52	56
38	60	44
39	60	60
40	56	44
41	56	64
42	40	60
43	52	48
44	64	60
45	48	64
46	52	56
Jumlah	2376	2364
n	46	46
$\bar{x}$	51.03	51.39
(s2)	74.543	70.376812
s	8.6338829	8.3890888

Berdasarkan data di atas diperoleh:

$$F = \frac{\text{Varians terbesar}}{\text{Varians terkecil}}$$

$$F = \frac{74.54299517}{70.37681159}$$

$$F = 1.059198$$

Pada $\alpha = 5\%$ dengan:

dk pembilang $= n_1 - 1 =$ 46 - 1 = 45

dk pembilang $= n_2 - 1 =$ 46 - 1 = 45

$F_{(0.05),(45:45)} = 1.807266$

Karena F hitung < F tabel, maka data tersebut homogen

Appendix 10

UJI PERBANDINGAN RATA-RATA TAHAP AWAL
(UJI HIPOTESIS)

Hipotesis

$H_0 : \mu_1 = \mu_2$

$H_1 : \mu_1 \neq \mu_2$

Pengujian Hipotesis

Untuk menguji hipotesis menggunakan rumus:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Dimana,

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Kriteria yang digunakan

H_0 diterima apabila $t_{hitung} \leq t_{tabel}$ $< t_{tabel}$

Tabel Penolong Perbandingan Rata-rata

No.	VIII C	VIII B
1	36	40
2	36	44
3	52	48
4	60	48
5	44	64
6	64	40
7	44	56
8	48	44
9	44	48
10	56	56
11	44	40
12	56	52
13	44	44
14	56	48
15	48	64
16	52	36
17	56	68
18	48	48
19	68	56
20	56	52
21	64	44
22	68	56

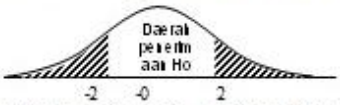
23	44	52
24	44	48
25	48	52
26	68	44
27	56	40
28	36	48
29	52	48
30	44	36
31	48	48
32	40	56
33	48	68
34	52	56
35	64	56
36	48	60
37	52	56
38	60	44
39	60	60
40	56	44
41	56	64
42	40	60
43	52	48
44	64	60
45	48	64
46	52	56
Jumlah	2376	2364
n	46	46
$\bar{X}$	51.65217	51.39130 43
s^2	74.543	70.37681 16
s	8.633829	8.38908 884

Berdasarkan tabel di atas diperoleh:

$$s = \sqrt{\frac{46 - 1 \; + \; 46 - 1 \; 74.543}{+ \quad 46 \; - \; 2}} = 8.512338$$

$$t = \frac{51.391 \quad 51.65217}{8.5123\sqrt{+ \; \frac{1}{46}}} = -0.147$$

Pada α = 5% dengan dk = 46 + 46 - 2 = 90 diperoleh $t_{(\alpha\ 5\%)(90}$ 2



Karena $-t_{tabel} \leq t_{hitung} < t_{tabel}$ maka dapat disimpulkan bahwa kedua kelas tersebut memiliki rata-rata yang **identik**, artinya **tidak ada perbedaan antara kelas kontrol dan kelas Experiment**

Appendix 11

UJI NORMALITAS TAHAP AKHIR
KELAS VIII B

Hipotesis

H_0 : Data berdistribusi normal

H_1 : Data tidak berdistribusi normal

Pengujian Hipotesis

$$X^2 = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i}$$

Kriteria yang digunakan

H_0 diterima jika $X^2_{hitung} < X^2_{tabel}$

Pengujian Hipotesis

Nilai maksimal	=	80				
Nilai minimal	=	56				
Rentang nilai (R)	=	80 - 56	=	24		
Banyaknya kelas (k)	=	1 + 3,3 log	46 =		6.487101 ≈	7 kelas
Panjang kelas (P)	=	24 / 7	=	4		

Tabel Penolong Mencari Rata-rata dan Standar Deviasi

No	X	$X - \bar{X}$	$(x - \bar{x})^2$
1	56	-12.9565	167.8715
2	64	-4.95652	24.56711
3	72	3.04348	9.26276
4	76	7.04348	49.61059
5	68	-0.95652	0.914934
6	72	3.04348	9.26276
7	64	-4.95652	24.56711
8	68	-0.95652	0.914934
9	64	-4.95652	24.56711
10	76	7.04348	49.61059
11	68	-0.95652	0.914934
12	68	-0.95652	0.914934
13	60	-8.95652	80.21928
14	68	-0.95652	0.914934
15	64	-4.95652	24.56711
16	56	-12.9565	167.8715
17	72	3.04348	9.26276
18	60	-8.95652	80.21928
19	68	-0.95652	0.914934
20	72	3.04348	9.26276
21	76	7.04348	49.61059
22	80	11.0435	121.9584
23	76	7.04348	49.61059

24	68	-0.95652	0.914934
25	64	-4.95652	24.56711
26	60	-8.95652	80.21928
27	68	-0.95652	0.914934
28	76	7.04348	49.61059
29	60	-8.95652	80.21928
30	64	-4.95652	24.56711
31	80	11.0435	121.9584
32	60	-8.95652	80.21928
33	72	3.04348	9.26276
34	80	11.0435	121.9584
35	72	3.04348	9.26276
36	72	3.04348	9.26276
37	68	-0.95652	0.914934
38	68	-0.95652	0.914934
39	76	7.04348	49.61059
40	76	7.04348	49.61059
41	72	3.04348	9.26276
42	68	-0.95652	0.914934
43	64	-4.95652	24.56711
44	68	-0.95652	0.914934
45	76	7.04348	49.61059
46	72	3.04348	9.26276
∑	3172		1765.913

Rata-rata $(\bar{X})$ $\quad \frac{\sum X}{N} = \frac{3172}{46} = 68.9565$

Standar Deviasi *(S)* : $\quad S^2 = \frac{\sum (X_i - \bar{X})^2}{n-1}$

$= \frac{1765.913}{45}$

$= 39.24251$

$S = 6.264384$

Daftar Frekuensi Nilai Awal Kelas VIII B

No	Kelas			Bk	Z_i	$P(Z_i)$	Luas Daerah	O_i	E_i	$\frac{(O_i - E_i)^2}{E_i}$
1	55	-	58	54.5	-2.308	0.48949	0.037032	2	1.7035	0.051623018
2	59	-	62	58.5	-1.669	0.45246	0.103809	5	4.7752	0.010582446
3	63	-	66	62.5	-1.031	0.34865	0.19613	7	9.022	0.453152171
4	67	-	70	66.5	-0.392	0.15252	0.249833	12	11.492	0.022428968
5	71	-	74	70.5	0.246	-0.0973	0.338867	9	15.588	2.784236619
6	75	-	78	74.5	0.885	-0.3119	0.17279	8	7.9483	0.000335707
7	79	-	82	78.5	1.523	-0.4362	0.048513	3	2.2316	0.264574547
				82.5	2.162	-0.4847				

Jumlah					46		3.586933477

Keterangan:

Bk = batas kelas bawah - 0,005 atau batas kelas atas + 0,005

Z_i = $\frac{Bk - \bar{X}}{S}$

$P(Z_i)$ = nilai Z_i pada tabel luas di bawah lengkung kurva normal standar dari O s/d Z

Luas Daerah = $P(Z_1) - P(Z_2)$

E_i = luas daerah x N

O_i = f_i

Untuk α = 5%, dengan dk = 7 - 1 = 6 diperoleh X^2 tabel = 12,59

Karena $X^2_{hitung} < X^2_{tabel}$ maka distribusi data awal di kelas VIII B berdistribusi **normal**

Appendix 12

UJI NORMALITAS TAHAP AKHIR
KELAS VIII C

Hipotesis

H_0 : Data berdistribusi normal

H_1 : Data tidak berdistribusi normal

Pengujian Hipotesis

$$X^2 = \sum_{i=1}^{k} \frac{(O_i = E_i)^2}{E_i}$$

Kriteria yang digunakan

H_0 diterima jika $X^2_{hitung} < X^2_{tabel}$

Pengujian Hipotesis

Nilai maksimal	=	76			
Nilai minimal	=	52			
Rentang nilai (R)	=	76 - 52	=	24	
Banyaknya kelas (k)	=	1 + 3,3 log	46 =	6.487101 ≈	7 kelas
Panjang kelas (P)	=	24 / 7	=	4	

Tabel Penolong Mencari Rata-rata dan Standar Deviasi

No	X	$X - \bar{X}$	$(x - \bar{X})^2$
1	52	-11.6522	135.7732
2	52	-11.6522	135.7732
3	64	0.34783	0.120983
4	72	8.34783	69.6862
5	56	-7.65217	58.55577
6	64	0.34783	0.120983
7	68	4.34783	18.90359
8	68	4.34783	18.90359
9	72	8.34783	69.6862
10	60	-3.65217	13.33837
11	64	0.34783	0.120983
12	72	8.34783	69.6862
13	60	-3.65217	13.33837
14	72	8.34783	69.6862
15	60	-3.65217	13.33837
16	68	4.34783	18.90359
17	76	12.3478	152.4688
18	56	-7.65217	58.55577
19	68	4.34783	18.90359
20	68	4.34783	18.90359
21	64	0.34783	0.120983
22	64	0.34783	0.120983
23	64	0.34783	0.120983

24	52	-11.6522	135.7732
25	64	0.34783	0.120983
26	64	0.34783	0.120983
27	56	-7.65217	58.55577
28	56	-7.65217	58.55577
29	60	-3.65217	13.33837
30	68	4.34783	18.90359
31	60	-3.65217	13.33837
32	64	0.34783	0.120983
33	60	-3.65217	13.33837
34	72	8.34783	69.6862
35	64	0.34783	0.120983
36	60	-3.65217	13.33837
37	68	4.34783	18.90359
38	64	0.34783	0.120983
39	72	8.34783	69.6862
40	60	-3.65217	13.33837
41	64	0.34783	0.120983
42	60	-3.65217	13.33837
43	64	0.34783	0.120983
44	64	0.34783	0.120983
45	64	0.34783	0.120983
46	64	0.34783	0.120983
∑	2928		1466.435

Rata-rata $(\bar{X})$ $\frac{\sum X}{N} = \frac{2928}{46} = 63.6522$

Standar Deviasi *(S)* : $S^2 = \frac{\sum (X_i - \bar{X})^2}{n-1}$

$= \frac{1466.435}{45}$

$= 32.58744$

$S = 5.708541$

Daftar Frekuensi Nilai Awal Kelas VIII C

No	Kelas			Bk	Z_i	$P(Z_i)$	Luas Daerah	O_i	E_i	$\frac{(O_i - E_i)^2}{E}$
1	51	-	54	50.5	-2.304	0.48939	0.043828	3	2.0161	0.480191485
2	55	-	58	54.5	-1.603	0.44556	0.128945	4	5.9315	0.628947247
3	59	-	62	58.5	-0.903	0.31661	0.236638	9	10.885	0.326541485
4	63	-	66	62.5	-0.202	0.07998	0.271041	16	12.468	1.000625321
5	67	-	70	66.5	0.499	-0.1911	0.280237	7	12.891	2.692029335
6	71		74	70.5	1.2	-0.3848	0.110504	6	5.0832	0.165354176
7	75	-	78	74.5	1.9	-0.4713	0.02405	1	1.1063	0.010216973
				78.5	2.601	-0.4954				

Jumlah					45		5.303906038

Keterangan:

Bk = batas kelas bawah - 0,005 atau batas kelas atas + 0,005

Z_i = $\frac{Bk - \bar{X}}{S}$

$P(Z_i)$ = nilai Z_i pada tabel luas di bawah lengkung kurva normal standar dari O s/d Z

Luas Daerah = $P(Z_1) - P(Z_2)$

E_i = luas daerah x N

O_i = f_i

Untuk α = 5%, dengan dk = 7 - 1 = 6 diperoleh X^2 tabel = 12,59

Karena $X^2_{hitung} < X^2_{tabel}$ maka distribusi data awal di kelas VIII C berdistribusi **normal**

Appendix 13
UJI HOMOGENITAS TAHAP AKHIR
PEMAHAMAN KELAS KONTROL DAN EKSPERIMEN

Hipotesis

$H_0 : \sigma_1^2 = \sigma_2^2$

$H_1 : \sigma_1^2 \neq \sigma_2^2$

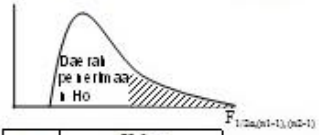
Pengujian Hipotesis

Untuk menguji hipotesisi menggunakan rumus:

$$F = \frac{Varians\ terbesar}{Varians\ terkecil}$$

Kriteria yang digunakan

H_0 diterima apabila $F_{hitung} \leq F_{1/2\,a\,(n1-1),(n2-1)}$



No	Kelas	
	VIII C	VIII B
1	52	56
2	52	64
3	64	72
4	72	76
5	56	68
6	64	72
7	68	64
8	68	68
9	72	64
10	60	76
11	64	68
12	72	68
13	60	60
14	72	68
15	60	64
16	68	56
17	76	72
18	56	60
19	68	68
20	68	72
21	64	76
22	64	80

23	64	76
24	52	68
25	64	64
26	64	60
27	56	68
28	56	76
29	60	60
30	68	64
31	60	80
32	64	60
33	60	72
34	72	80
35	64	72
36	60	72
37	68	68
38	64	68
39	72	76
40	60	76
41	64	72
42	60	68
43	64	64
44	64	68
45	64	76
46	64	72
Jumlah	2928	3172
n	46	46
$\bar{x}$	63.57	68.96
(s2)	32.58744	39.242512
s	5.708541	6.2643844

Berdasarkan data di atas diperoleh:

$$F = \frac{\text{Varians terbesar}}{\text{Varians terkecil}}$$

$$F = \frac{39.24251208}{32.58743961}$$

$$F = 1.204222$$

Pada $\alpha = 5\%$ dengan:

dk pembilang = $n_1 - 1$ = 46 - 1 = 45

dk pembilang = $n_2 - 1$ = 46 - 1 = 45

$F_{(0.025)(45:45)}$ = 1.807266

Karena F hitung < F tabel, maka data tersebut homogen

Appendix 14

UJI PERBANDINGAN RATA-RATA TAHAP AKHIR (UJI HIPOTESIS)

Hipotesis

$H_0 : \mu_1 \leq \mu_2$

$Ha : \mu_1 > \mu_2$

Pengujian Hipotesis

Untuk menguji hipotesis menggunakan rumus:

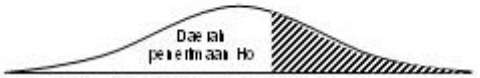
$$t = \frac{\bar{x}_1 - \bar{x}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Dimana,

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Kriteria yang digunakan

Ha diterima apabila $t_{hitung} > t_{tbel}$



TABEL PERBANDINGAN RATA-RATA (PEMAHAMAN)

No	VIII C	VIII B
1	52	56
2	52	64
3	64	72
4	72	76
5	56	68
6	64	72
7	68	64
8	68	68
9	72	64
10	60	76
11	64	68
12	72	68
13	60	60
14	72	68
15	60	64
16	68	56
17	76	72
18	56	60
19	68	68
20	68	72

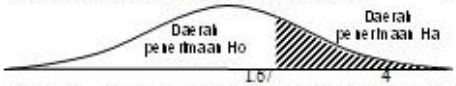
21	64	76
22	64	80
23	64	76
24	52	68
25	64	64
26	64	60
27	56	68
28	56	76
29	60	60
30	68	64
31	60	80
32	64	60
33	60	72
34	72	80
35	64	72
36	60	72
37	68	68
38	64	68
39	72	76
40	60	76
41	64	72
42	60	68
43	64	64
44	64	68
45	64	76
46	64	72
Jumlah	2928	3172
n	46	46
$\bar{X}$	63.65217391	68.95652
s^2	32.58743496	39.24251
s	5.708540941	6.264384

Berdasarkan tabel di atas diperoleh :

$$s = \sqrt{\frac{1456.43478 + 1765.913}{90}} = \sqrt{35.915} = 5.9929$$

$$t = \frac{68.95652 - 63.65217}{5.992\sqrt{\frac{1}{46} + \frac{1}{46}}} = 4.2448$$

pada a = 5 % dengan dk = 46+46 -2 di tabel diperoleh: 1.662



karena t_{hitung} berada pada daerah penerimaan Ha, maka dapat disimpulkan bahwa rata-rata kelas eksperimen lebih tinggi dari pada kelas kontrol

Appendix 15

INSTRUMENT FOR PRE-TEST

1. Please choose one of the animals below:

CAT	**ELEPHANT**	**RABBIT**
EAGLE	**TIGER**	**CHIKEN**

2. Please make a draft of animal are you chosen.
3. The duration of making draft is 20 minutes.
4. You can describe the animal based on the following guiding questions:
    a. What animal is that?
    b. What is the color of the animal?
    c. How is it body look like?
    d. What is favorite food of the animal?
    e. Where does it live?
    f. What is your comment about the animal?
5. Make a short descriptive about the animal you chose.
6. After that you have to practice it orally.

……..Good Luck…….

Appendix 16

INSTRUMENT FOR POST-TEST

1. Please choose one of the animals below:

DOG	**LION**	**RAT**
SHARK	**HORSE**	**GIRAFFE**

2. Please make a draft of animal are you chosen.
3. The duration of making draft is 20 minutes.
4. You can describe the animal based on the following guiding questions:
    g. What animal is that?
    h. What is the color of the animal?
    i. How is it body look like?
    j. What is favorite food of the animal?
    k. Where does it live?
    l. What is your comment about the animal?
5. Make a short descriptive about animal are you chosen.
6. After that you have to practice it orally.

……..Good Luck…….

Appendix 17

TRANSCRIPT OF PRE-TEST IN EXPERIMENT GROUP

E 5

RABBIT

Rabbit is very cute. It is has long ear. It is beautiful. Its color is white, black and brown. Thank you.

E 13

CAT

I have a cat. The color is white and black. The body is small. It lives in my house. I like my cat.

E 20

ELEPHANT

Elephant is animal. It has four legs. It is has long ear. The color is grey. It likes eat grass.

E 35

CAT

I have a cat. My cat is very cute. My cat has color white and black. My cat has four legs.

E 38

RABBIT

I like a rabbit. The color is grey. The favorite food is carrot. He has long ear. It lives in my house.

E 40

CAT

Cat is pet animal. The color is yellow. The favorite food is meat. It is small and cute. It has four legs.

Appendix 18

TRANSCRIPT OF PRE-TEST IN CONTROL GROUP

C 4

CAT

I have a cat. The cat is cute animal. The body is fat and big. ……. The color is white. I really like my cat.

C 16

CAT

Cat is animal. The color is white and black. The favorite food is fish. I like it so much.

C 22

RABBIT

I have a rabbit. Its color is white. My rabbit likes carrot. its name is willy. My rabbit is funny. I really really like my

C 35

RABBIT

I have a rabbit. Its color is white and black. My rabbit likes eat carrot. its name is boy. I really like my rabbit.

C 42

ELEPHANT

I like elephant. The body is big. The color is grey. The favorite food is grass. It lives in the jungle. I like its animal.

C 44

TIGER

Tiger is wild animal. The color is orange and black. The body is big. He lives in the jungle. Tiger is my favorite animal.

Appendix 19

TRANSCRIPT OF POST-TEST IN EXPERIMENT GROUP

E 12

LION

Lion is carnivore animal. It is funny and while. Its color is yellow. Its favorite food is fish. It live in garden animal.

E 15

DOG

Dog is carnivore animal. The color is brown. The body is big. It like eat meat.

E 24

LION

Lion is carnivorous animal. Lion is wild animal. The body is big. The color is orang and spot. The favorite food is meat

E 27

LION

Lion is wild animal. The color is yellow and black. The body is big. It likes meat. It lives in the jungle.

E 38

GIRAFFE

Giraffe is herbivore animal. The neck is long. It has four legs. The color is black and yellow. The favorite food is grass. The giraffe lives in forest or zoo.

E 40

SHARK

Shark is wild animal. The color is blue. The body is big. it likes eat meat. It lives in the sea.

Appendix 20

TRANSCRIPT OF POST-TEST IN CONTROL GROUP

C 6

LION

Lion is wild animal. The color is yellow. The body is big. It is carnivorous animal. Lion is king forest.

C 8

GIRAFFE

Giraffe is herbivore animal. Its color is orange and white. Its neck is long. It lives in the jungle or zoo.

C 16

GIRAFFE

Giraffe is herbivorous animal. Its neck is long. Its body is big. its favorite food is leaf. Its color is orange.

C 20

LION

I have lion. The body is big. It is funny and cute. its food is meat. It color is yellow.

C 30

HORSE

I have a horse. My horse is beautiful. Its body is big. the color is brown. It eats grass. I like my horse.

C 38

LION

Lion is carnivorous animal. The body is big. The favorite food is meat. I see lion in the zoo. I love the lion.

SILABUS PEMBELAJARAN

Sekolah : MTs. Nahdhatul Muslimin Undaan Kudus
Kelas : VIII (Delapan)
Mata Pelajaran : BAHASA INGGRIS
Semester : 1 (Satu)
Standar Kompetensi : Berbicara

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

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
4.1. Mengungkapkan makna dalam bentuk teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan	1. Teks fungsional pendek berupa : • *Undangan* Contoh : *Dear Rio,* *I want you to come to my house for lunch on Sunday at 12 a.m.* *Thanks* *Mona* • Pesan Singkat, Contoh :	1. Mendengarkan teks fungsional pendek undangan 2. Tanya jawab tentang isi teks "undangan" 3. Tanya jawab tentang struktur teks 4. Membuat kalimat sederhana terkait jenis teks bentuk undangan - *I want to come to..* - *Please come to* 5. Berlatih mengundang seseorang secara lisan menggunakan gambar-gambar	1. Mengungkapkan secara lisan teks fungsional pendek berbentuk undangan 2. Bertanya dan menjawab secara lisan berbagai informasi tentang teks fungsional pendek berbentuk undangan	Unjuk kerja Tes lisan	*Uji petik berbicara* Pertanyaan lisan	*1. Invite your friend to come to your birthday party orally!* *2. Ask and answer orally based on the invitation card given.*	4 x 45'	1. Buku teks yang relevan 2. Gambar terkait tema/topi 3. Benda-benda sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
sekitar	letter, Meet me after school. Aya. 2. Tata Bahasa - I want you to .... - Don't Forget to .... 3. Kosa kata - Kata terkait tema dan jenis teks 4. Ungkapan Baku - Ungkapan pembuka - Dear..... - Hi,..... - Ungkapan penutup - Yours - Love	tertentu. Contoh: *A: Hi Gaya, I want you all to come to my birthday party* *B: We'd love to. When?* *A: Tomorrow, at 4.00* 6. Secara berpasangan atau dalam kelompok mengungkapkan undangan berdasarkan konteks/situasi yang diberikan 7. Secara mandiri mengungkapkan undangan lisan						
4.2.Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan	1. Teks pendek Berbentuk *descriptive* dan *recount* 2. – informasi faktual - informasi rinci - gagasan utama	1. Tanya jawab berbagai hal terkait topik tertentu (pemotivasi, kejadian, pengalaman) 2. Mengembangkan kosakata, tata bahasa terkait topik / jenis	1. Bertanya dan menjawab berbagai informasi secara lisan dalam teks pendek berbentuk : - *descriptive*	Unjuk kerja	Uji petik berbicara, bertanya dan menjawab	Ask and answer based on the following situation	8 x 45'	1. Buku teks yang relevan 2. Koran/majalah

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *descriptive* dan *recount*	- gagasan pendukung dalam teks pendek berbentuk *recount* 3. Ciri kebahasaan teks *descriptive* dan *recount* 4. Langkah retorika teks *descriptive* dan *recount*. 5. Kosa kata terkait tema dan jenis teks 6. Tata Bahasa - Adverb phrase - Conjunctions - and - but - or etc	teks descriptive dan *recount* 3. Mengidentifikasi kejadian, peristiwa, pengalaman yang pernah dialami melalui tanya jawab 4. Melakukan monolog dalam bentuk *descriptive* dan *recount*	- *recount* 2. Melakukan monolog pendek dalam bentuk - *descriptive* - *recount*	Unjuk kerja Tes lisan	Uji petik berbicara mendeskripsikan sesuatu Uji petik berbicara, menceritakan kejadian	1. *Look at the thing and describe it.* 2. *Think of an activity or event that happened to you yesterday and tell us about it.*		3. Gambar peristiwa 4. Benda-benda sekitar
✧ Karakter siswa yang diharapkan : Dapat dipercaya (*Trustworthiness*) Rasa hormat dan perhatian (*respect*) Tekun (*diligence*)								

Semarang, 25 September 2015

Mengetahui;
Kepala MTs Nahdlhatul Muslimin

Guru Bahasa Inggris,

(H. Taufikur Rozi, S.Ag.)

(Ahmad Fitri Al-Amin, S.Pd.)

Appendix 22

LESSON PLAN
EXPERIMENT CLASS

School : MTs. Nahdlatul Muslimin Undaan Kudus
Subject : English
Class/ Semester : VIII / 1
Material : Descriptive Text
Skill Focus : Speaking
Time Allotment : 2 x 45 minutes (1st meeting)

A. Standard Competence

Berbicara

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

B. Basic Competence

4.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk ***descriptive*** dan *recount*

C. Indicators

- identifying the social function of descriptive text.
- Identifying the generic structure and language fiture of descriptive text.

- speaking and describing animals, people, and things.

D. Learning Goal

By the end of the lesson, the students are able to:.

- identify the social function of descriptive text.
- Identifying the generic structure and language fiture of descriptive text.
- speak and describe animals, people, and things.

E. Learning Material

Descriptive text

1. Social function

   To describe a particular person, place, or thing.
2. Generic structure
   - Identification/ introduction

     Identifies phenomenon to be describe
   - Description

     Describes parts, qualities, characteristics
3. Language feature
   - Focus on specific participant
   - Use of attributive and identifying processes
   - Use of simple present
4. Example:

My cat, Kitty

I have a cat, her name is kitty. I found it on the side of the street when I went home from minimarket a month ago. She is a Persian cat, its fur color is black and she is about 4 months old.

I feed her twice a day. Her favorite food is sardine fish. When I first found her, she was very thin, but now his body seems fat.

Kitty has become my friend. I often bring her to play at the park or take a walk. I am very happy to have it.

F. Learning Method

Discussing

G. Learning Activities

Activities	Teacher	Students	Time
Opening	- Greeting students. - Checking students's presence. - Opening the lesson with praying together. - Delivering the goal of the lesson.	- Respond the greeting. - Respond the presence. - Pray together with teacher. - Knowing the goal of the	15'

		lesson.	
Core Activities	**Exploration**		20’
	- Giving ice breaking related the material. - Giving some question. - Giving example of descriptive text and explain it.	- Responds ice breaking. - Answer the question - Understand the material.	
	Elaboration		35’
	- Asking students to make a small group. - Showing the Word wall and ask students to describe animals related the Word wall. - Asking students to practice describe animal in front of	- Make a small group. - Describe animals using word wall media. - Describe animal in front of class.	

	class.		
	Confirmation		10’
	- Checking the student’s understanding. - Giving feedback - Giving opportunity to ask something about the material.	- Understand all the material. - Respond the feedback. - Asks related the material to the teacher.	
Closing	- Making a conclusion about the material. - Closing the lesson with praying together.	- With the teacher make a conclusion. - Pray together.	10’

H. Learning Media, Tool, and Source

- Media

  Word wall
- Tools

  White board, recorder
- Sources

  Book:

- English in Focus for Grade VIII Junior High School (SMP/ MTs).
- Writing 3 (Handouts and Assignments) by IKIP PGRI Semarang 2010.

I. Assessment

1. Form — Spoken Test
2. Technique — Students are asked to describe about animal orally.
3. Aspect to be assessed — Pronunciation, grammar, fluency, vocabulary, and comprehension.
4. Scoring guiding — Pronunciation : 20%
   Vocabulary : 20%
   Structure : 20%
   Fluency : 20%
   Comprehension : 20%
5. Instrument — Students make a short descriptive about animal.
6. Scoring rubric.

Aspects	Score	Description
Pronunciation	5	Have few traces of foreign accent.
	4	Always intelligible, though one is conscious of a definite accent.
	3	Pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding.

	2	Very hard to understand because of pronunciation problems, must frequently be asked to repeat.
	1	Pronunciation problems so severe as to make speech virtually unintelligible.
Grammar	5	Makes few (if any) noticeable errors of grammar and word order.
	4	Occasionally makes grammatical and/or word order errors which do not, however obscure the meaning.
	3	Make frequent errors of grammar and word order which occasionally obscure meaning.
	2	Grammar and word order errors make comprehension difficult. Must often rephrase sentences and/or restrict him to basic patterns.
	1	Errors in grammar and word order so severe as to make speech virtually unintelligible.
Vocabulary	5	Use of vocabulary and idioms is virtually that of a native speaker.
	4	Sometime uses inappropriate terms and/or must rephrase the idea because of lexical inadequate

	3	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
	2	Misuse of word and very limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitations so extreme as to make conversation virtually impossible.
Fluency	5	Speed as fluent and effortless as that of a native speaker.
	4	Speed of the speech seems to be slightly affected by language problem.
	3	Speed and fluency are rather strongly affected by language problems.
	2	Usually hesitant; often forced into silent by language limitations.
	1	Speech is as halting and fragmentary as to make conversation virtually impossible.
Comprehension	5	Appears to understand everything without difficulty
	4	Understand nearly everything at normal speed, although occasional repetition may be necessary.
	3	Understand most of what is said at

		slower than normal speed with repetition.
	2	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly with frequently repetitions.
	1	Cannot be said to understand even simple conversation virtually impossible.

Kudus, 4 February 2016

Known By;

English Teacher

Ahmad Fitri Al-Amin, S.Pd.

Researcher,

M. Syarif Hidayatullah

Headmaster,

H. Taufikut Bari, S.Ag.

Appendix 23

LESSON PLAN
EXPERIMENT CLASS

School : MTs. Nahdlatul Muslimin Undaan Kudus
Subject : English
Class/ Semester : VIII / 1
Material : Descriptive Text
Skill Focus : Speaking
Time Allotment : 2 x 45 minutes (2nd meeting)

A. Standard Competence

Berbicara

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

B. Basic Competence

4.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk ***descriptive*** dan *recount*

C. Indicators

- identifying the social function of descriptive text.
- Identifying the generic structure and language fiture of descriptive text.
- speaking and describing animals, people, and things.

D. Learning Goal

By the end of the lesson, the students are able to:

- identify the social function of descriptive text.
- Identifying the generic structure and language fiture of descriptive text.
- speak and describe animals, people, and things.

E. Learning Material

Descriptive text

1. Social function

   To describe a particular person, place, or thing.
2. Generic structure
   - Identification/ introduction

     Identifies phenomenon to be describe
   - Description

     Describes parts, qualities, characteristics
3. Language feature
   - Focus on specific participant
   - Use of attributive and identifying processes
   - Use of simple present

4. Example:

Dog

I have a dog in my house named Broni. Broni is a cute dog which has a black spots spread across his tail. He is a pomeranian dog. Even though he has a strong body, he has a gentle face. He is always friendly to those whom he knows. However, he can be aggressive if strangers come to him. He always barks loudly to the strangers.

Broni loves food, especially bones. Even Broni can spend the whole afternoons chewing bones. Whenever Broni is worried, he look me with sad eyes. He also wags his tail from one side to the other. Whenever I see these signs, I immediately give him a meal and some bones to eat.

F. Learning Method

Discussing

G. Learning Activities

Activities	**Teacher**	**Students**	**Time**
Opening	- Greeting students. - Checking students's	- Respond the greeting. - Respond the	15'

	presence. - Opening the lesson with praying together. - Delivering the goal of the lesson.	presence. - Pray together with teacher. - Knowing the goal of the lesson.	
Core Activities	**Exploration**		20’
	- Checking the material before. - Giving some questions. - Explaining the material.	- Remember material before. - Answer the question - Understand the material.	
	Elaboration		35’
	- Asking students to make a small group. - Asking students to discuss one of animal using word wall. - Asking students to	- Make a small group. - Discussing in a group. - Practice to	

	practice describe animals orally.	describe animals orally.	
	Confirmation		10’
	- Checking the student’s understanding. - Giving feedback - Giving opportunity to ask something about the material.	- Understand all the material. - Respond the feedback. - Asks related the material to the teacher.	
Closing	- Making a conclusion about the material. - Closing the lesson with praying together.	- With the teacher make a conclusion. - Pray together.	10’

H. Learning Media, Tool, and Source

- Media

  Word wall
- Tools

  White board, recorder
- Sources

Book:

- English in Focus for Grade VIII Junior High School (SMP/ MTs).
- Writing 3 (Handouts and Assignments) by IKIP PGRI Semarang 2010.

I. Assessment

1. Form — Spoken Test
2. Technique — Students are asked to describe about animal orally.
3. Aspect to be assessed — Pronunciation, grammar, fluency, vocabulary, and comprehension.
4. Scoring guiding — Pronunciation : 20%
   Vocabulary : 20%
   Structure : 20%
   Fluency : 20%
   Comprehension : 20%
5. Instrument — Students make a short descriptive about animal.
6. Scoring rubric.

Aspects	**score**	**Description**

Pronunciation	5	Have few traces of foreign accent.
	4	Always intelligible, though one is conscious of a definite accent.
	3	Pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding.
	2	Very hard to understand because of pronunciation problems, must frequently be asked to repeat.
	1	Pronunciation problems so severe as to make speech virtually unintelligible.
Grammar	5	Makes few (if any) noticeable errors of grammar and word order.
	4	Occasionally makes grammatical and/or word order errors which do not, however obscure the meaning.
	3	Make frequent errors of grammar and word order which occasionally obscure meaning.
	2	Grammar and word order errors make comprehension difficult. Must often

		rephrase sentences and/or restrict him to basic patterns.
	1	Errors in grammar and word order so severe as to make speech virtually unintelligible.
Vocabulary	5	Use of vocabulary and idioms is virtually that of a native speaker.
	4	Sometime uses inappropriate terms and/or must rephrase the idea because of lexical inadequate
	3	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
	2	Misuse of word and very limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitations so extreme as to make conversation virtually impossible.
Fluency	5	Speed as fluent and effortless as that of a native speaker.

	4	Speed of the speech seems to be slightly affected by language problem.
	3	Speed and fluency are rather strongly affected by language problems.
	2	Usually hesitant; often forced into silent by language limitations.
	1	Speech is as halting and fragmentary as to make conversation virtually impossible.
Comprehension	5	Appears to understand everything without difficulty
	4	Understand nearly everything at normal speed, although occasional repetition may be necessary.
	3	Understand most of what is said at slower than normal speed with repetition.
	2	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly with frequently repetitions.

	1	Cannot be said to understand even simple conversation virtually impossible.

Kudus, 8 February 2016

Known By;

English Teacher

Ahmad Fitri Al-Amin, S.Pd.

Researcher,

M. Syarif Hidayatullah

Headmaster,

H. Taufikut Bari, S.Ag.

Appendix 24

LESSON PLAN

CONTROL CLASS

School : MTs. Nahdlatul Muslimin Undaan Kudus

Subject : English

Class/ Semester : VIII / 1

Material : Descriptive Text

Skill Focus : Speaking

Time Allotment : 2 x 45 minutes (1st meeting)

A. Standard Competence

Berbicara

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

B. Basic Competence

4.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan

lingkungan sekitar dalam teks berbentuk ***descriptive*** dan *recount.*

C. Indicators

- identifying the social function of descriptive text.
- Identifying the generic structure and language fiture of descriptive text.
- speaking and describing animals, people, and things.

D. Learning Goal

By the end of the lesson, the students are able to:.

- identify the social function of descriptive text.
- Identifying the generic structure and language fiture of descriptive text.
- speak and describe animals, people, and things.

E. Learning Material

Descriptive text

1. Social function

   To describe a particular person, place, or thing.
2. Generic structure
   - Identification/ introduction

     Identifies phenomenon to be describe
   - Description

     Describes parts, qualities, characteristics
3. Language feature
   - Focus on specific participant

- Use of attributive and identifying processes
- Use of simple present

4. Example:

My cat, Kitty

I have a cat, her name is kitty. I found it on the side of the street when I went home from minimarket a month ago. She is a Persian cat, its fur color is black and she is about 4 months old.

I feed her twice a day. Her favorite food is sardine fish. When I first found her, she was very thin, but now his body seems fat.

Kitty has become my friend. I often bring her to play at the park or take a walk. I am very happy to have it.

F. Learning Method

Discussing

G. Learning Activities

Activities	**Teacher**	**Students**	**Time**
Opening	- Greeting students. - Checking students's	- Respond the greeting. - Respond the	15'

	presence. - Opening the lesson with praying together. - Delivering the goal of the lesson.	presence. - Pray together with teacher. - Knowing the goal of the lesson.	
Core Activities	**Exploration**		20’
	- Giving ice breaking related the material. - Giving some question - Giving example of descriptive text and explain it.	- Responds ice breaking - Answer the question - Understand the material.	
	Elaboration		35’
	- Asking students to make a small group. - Asking students to describe animal in writing. - Asking students	- Make a small group. - Describes animal in a group. - Practice describe animal in front of	

	to practice describe animal in front of class	class.	
	Confirmation		10’
	- Checking the student’s understanding. - Giving feedback - Giving opportunity to ask something about the material.	- Understand all the material. - Respond the feedback. - Asks related the material to the teacher.	
Closing	- Making a conclusion about the material. - Closing the lesson with praying together.	- With the teacher make a conclusion. - Pray together.	10’

H. Learning Media, Tool, and Source

- Media

  -
- Tools

  White board, recorder
- Sources

Book:

- English in Focus for Grade VIII Junior High School (SMP/ MTs).
- Writing 3 (Handouts and Assignments) by IKIP PGRI Semarang 2010.

I. Assessment

1. Form — Spoken Test
2. Technique — Students are asked to describe about animal orally.
3. Aspect to be assessed — Pronunciation, grammar, fluency, vocabulary, and comprehension.
4. Scoring guiding — Pronunciation : 20%
   Vocabulary : 20%
   Structure : 20%
   Fluency : 20%
   Comprehension : 20%
5. Instrument — Students make a short descriptive about animal.
6. Scoring rubric.

Aspects	**score**	**Description**

Pronunciation	5	Have few traces of foreign accent.
	4	Always intelligible, though one is conscious of a definite accent.
	3	Pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding.
	2	Very hard to understand because of pronunciation problems, must frequently be asked to repeat.
	1	Pronunciation problems so severe as to make speech virtually unintelligible.
Grammar	5	Makes few (if any) noticeable errors of grammar and word order.
	4	Occasionally makes grammatical and/or word order errors which do not, however obscure the meaning.
	3	Make frequent errors of grammar and word order which occasionally obscure meaning.
	2	Grammar and word order errors make comprehension difficult. Must often

		rephrase sentences and/or restrict him to basic patterns.
	1	Errors in grammar and word order so severe as to make speech virtually unintelligible.
Vocabulary	5	Use of vocabulary and idioms is virtually that of a native speaker.
	4	Sometime uses inappropriate terms and/or must rephrase the idea because of lexical inadequate
	3	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
	2	Misuse of word and very limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitations so extreme as to make conversation virtually impossible.
Fluency	5	Speed as fluent and effortless as that of a native speaker.

	4	Speed of the speech seems to be slightly affected by language problem.
	3	Speed and fluency are rather strongly affected by language problems.
	2	Usually hesitant; often forced into silent by language limitations.
	1	Speech is as halting and fragmentary as to make conversation virtually impossible.
Comprehension	5	Appears to understand everything without difficulty
	4	Understand nearly everything at normal speed, although occasional repetition may be necessary.
	3	Understand most of what is said at slower than normal speed with repetition.
	2	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly with frequently repetitions.

	1	Cannot be said to understand even simple conversation virtually impossible.

Kudus, 5 February 2016

Known By;

English Teacher

Ahmad Fitri Al-Amin, S.Pd.

Researcher,

M. Syarif Hidayatullah

Headmaster,

H. Taufikut Bari, S.Ag.

Appendix 25

LESSON PLAN

CONTROL CLASS

School : MTs. Nahdlatul Muslimin Undaan Kudus

Subject : English

Class/ Semester : VIII / 1

Material : Descriptive Text

Skill Focus : Speaking

Time Allotment : 2 x 45 minutes (2nd meeting)

A. Standard Competence

Berbicara

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

B. Basic Competence

4.2 Mengungkapkan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan

lingkungan sekitar dalam teks berbentuk ***descriptive*** dan *recount.*

C. Indicators

- identifying the social function of descriptive text.
- Identifying the generic structure and language fiture of descriptive text.
- speaking and describing animals, people, and things.

D. Learning Goal

By the end of the lesson, the students are able to:

- identify the social function of descriptive text.
- Identifying the generic structure and language fiture of descriptive text.
- speak and describe animals, people, and things.

E. Learning Material

Descriptive text

1. Social function

   To describe a particular person, place, or thing.
2. Generic structure
   - Identification/ introduction

     Identifies phenomenon to be describe
   - Description

     Describes parts, qualities, characteristics
3. Language feature
   - Focus on specific participant

- Use of attributive and identifying processes
- Use of simple present

4. Example:

Dog

I have a dog in my house named Broni. Broni is a cute dog which has a black spots spread across his tail. He is a pomeranian dog. Even though he has a strong body, he has a gentle face. He is always friendly to those whom he knows. However, he can be aggressive if strangers come to him. He always barks loudly to the strangers.

Broni loves food, especially bones. Even Broni can spend the whole afternoons chewing bones. Whenever Broni is worried, he look me with sad eyes. He also wags his tail from one side to the other. Whenever I see these signs, I immediately give him a meal and some bones to eat.

F. Learning Method

Discussing

G. Learning Activities

Activities	**Teacher**	**Students**	**Time**

Opening	- Greeting students. - Checking students's presence. - Opening the lesson with praying together. - Delivering the goal of the lesson.	- Respond the greeting. - Respond the presence. - Pray together with teacher. - Knowing the goal of the lesson.	15'
Core Activities	**Exploration**		20'
	- Checking the material before. - Giving some questions. - Explain the material.	- Remember material before. - Answer the question. - Understand the material.	
	Elaboration		35'
	- Asking students to make a small group. - Asking students to discuss one of	- Make a small group. - Discussing in a	

	animal. - Asking students to practice describe animals orally.	group. - Practice to describe animals orally.	
	Confirmation		10’
	- Checking the student’s understanding. - Giving feedback - Giving opportunity to ask something about the material.	- Understand all the material. - Respond the feedback. - Asks related the material to the teacher.	
Closing	- Making a conclusion about the material. - Closing the lesson with praying together.	- With the teacher make a conclusion. - Pray together.	10’

H. Learning Media, Tool, and Source

- Media

  -

- Tools

  White board, recorder
- Sources

  Book:
  - English in Focus for Grade VIII Junior High School (SMP/ MTs).
  - Writing 3 (Handouts and Assignments) by IKIP PGRI Semarang 2010.

I. Assessment

1.	Form	Spoken Test
2.	Technique	Students are asked to describe about animal orally.
3.	Aspect to be assessed	Pronunciation, grammar, fluency, vocabulary, and comprehension.
4.	Scoring guiding	Pronunciation : 20% Vocabulary : 20% Structure : 20% Fluency : 20% Comprehension : 20%
5.	Instrument	Students make a short descriptive about animal.

6. Scoring rubric.

Aspects	score	Description
Pronunciation	5	Have few traces of foreign accent.
	4	Always intelligible, though one is conscious of a definite accent.
	3	Pronunciation problem necessitate concentrated listening and occasionally lead to misunderstanding.
	2	Very hard to understand because of pronunciation problems, must frequently be asked to repeat.
	1	Pronunciation problems so severe as to make speech virtually unintelligible.
Grammar	5	Makes few (if any) noticeable errors of grammar and word order.
	4	Occasionally makes grammatical and/or word order errors which do not, however obscure the meaning.
	3	Make frequent errors of grammar and word order which occasionally obscure

		meaning.
	2	Grammar and word order errors make comprehension difficult. Must often rephrase sentences and/or restrict him to basic patterns.
	1	Errors in grammar and word order so severe as to make speech virtually unintelligible.
Vocabulary	5	Use of vocabulary and idioms is virtually that of a native speaker.
	4	Sometime uses inappropriate terms and/or must rephrase the idea because of lexical inadequate
	3	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.
	2	Misuse of word and very limited vocabulary make comprehension quite difficult.
	1	Vocabulary limitations so extreme as to make conversation virtually impossible.

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	2	Has great difficulty following what is said. Can comprehend only “social

		conversation" spoken slowly with frequently repetitions.
	1	Cannot be said to understand even simple conversation virtually impossible.

Kudus, 10 February 2016

Known By;

English Teacher

Ahmad Fitri Al-Amin, S.Pd.

Researcher,

M. Syarif Hidayatullah

Headmaster,

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Appendix 26

MEDIA

ANIMAL WORD WALL

TIGER	OCTOPUS	OWL
HORSE	FISH	BIRD
ELEPHANT	DOLPIN	PIGEON
RABBIT	CRAB	EAGLE
LION	PAUS	PINGUIN
DOG	SHARK	CHIKEN

ADJECTIVE WORD WALL

WILD	SHARP	BLACK
CUTE	TAME	YELLOW
FUNNY	BEAUTIFUL	GREEN
LONG	TALL	BROWN
BIG	WIDE	BLUE
SMALL	SHORT	RED

NOUN WORD WALL

FOOT	TRUNK	SPOT
BODY	TOOTH	FOOD
EAR	TAIL	MEAT
NOSE	EYE	LEAF
MOUTH	CLAW	GRASS
FEATHER	WING	FRUIT

Appendix 27

DOCUMENTATION

WORD WALL

WORD WALL

PRE-TEST

POST-TEST

DISCUSSION

CURRICULUM VITAE

Personal details:

Name	: Muhamad Syarif Hidayatullah
Place and date of birth	: Kudus, August 22, 1993
Home Address	: Ds. Kutuk Rt. 01 Rw. I, Undaan Kudus
Phone / HP.	: 0857 9977 1993

Educational Background:

1. RA NU Miftahul Falah Kutuk Undaan Kudus, graduated on 2000.
2. MI NU Miftahul Falah Kutuk Undaan Kudus, graduated on 2006.
3. MTs. NU Miftahul Falah Kutuk Undaan Kudus, graduated on 2009.
4. MA Nahdlatul Muslimin Undaan Kudus, graduated on 2012.
5. UIN Walisongo Semarang.

Semarang, Juni 8th 2016

The writer,

Muh. Syarif Hidayatullah

NIM: 123411072