

## Appendix 1

### NAME OF TRYOUT CLASS (IX A)

NO	NAME	KODE
1	ACHSANU AMALA	TO-01
2	ADIB BAGUS SUDIYONO	TO-02
3	ADIB FATHURROHMAN	TO-03
4	AGUNG BUDI PRASETYO	TO-04
5	AISAH NURUL HIDAYAH	TO-05
6	ALVIRA AMALIA	TO-06
7	ANGGA WIJAYANTO	TO-07
8	ANGGUN AMELIA ANI SAFITRI	TO-08
9	ARI IPUR ROHMAN	TO-09
10	ARIF MAULANA	TO-10
11	ASMAUL KHUSNA	TO-11
12	FARHAN APRILIAN	TO-12
13	IVAN SETIA KURNIAWAN	TO-13
14	KHUDZI FADLLA KAMILA	TO-14
15	M. FARCHAN NAILUL HUDA	TO-15
16	MARIA ULFA	TO-16
17	NAELATUL KAMALIYAH	TO-17
18	NOVIAN WAHYU MAHENDRA	TO-18
19	NURUL JAZILAH	TO-19
20	PUTRI ERVINA PURNILASARI	TO-20
21	RIFKI FATUL A.	TO-21
22	RIFKI RIFANDI	TO-22
23	RIZMA RISKIANA	TO-23
24	ROHATUN MUFADHILAH SHOLEH	TO-24
25	SANIYAH	TO-25
26	SOFAN FERDIYANTO	TO-26
27	UMI SALAMAH	TO-27
28	VIELA SUFA HANIFA	TO-28
29	VINKA ARISKA	TO-29
30	VINKA ROMANDHONA	TO-30
31	WULAN RETNO FEBRIANA	TO-31

## Appendix 2

### Try-out Test

Subject	: English
Theme	: Recount
Class	: IX
Time	: 70 minutes

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#### **Read the text carefully!**

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmana and Syiwa temples, because Wisnu temples is being renovated.

On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. at 5 p.m. We heard the announcement that Borobudur gate would be closed. In the evening we left for Jakarta by wisata bus.

*(adapted from [www.caramudahbelajarbahasainggris.net](http://www.caramudahbelajarbahasainggris.net))*

1. The text tells us about...
  - a. The writer's trip to Yogyakarta
  - b. The writer's first visit to Prambanan
  - c. The Writer's impression about the guide
  - d. The writer's experience at Yogya Kraton
  
2. The purpose of the text is to...
  - a. Tell past event
  - b. Entertain readers
  - c. Describe the smugglers
  - d. Report an event to the police

3. What are the big temples in Prambanan? info
  - a. Angkor wat, syiwa, and sudra temples
  - b. Paria, brahmana, and temples
  - c. Brahmana, syiwa, and wisnu temples
  - d. Wisnu, syiwa, and Borobudur temples
  
4. When did they go home?
  - a. On Saturday morning
  - b. On Friday evening
  - c. On Thursday evening
  - d. On Friday afternoon
  
5. Why did they only visit Brahmana and Syiwa Temples?
  - a. Because there was no wisnu temple
  - b. Because wisnu temple was amazing
  - c. Because wisnu temple was too small
  - d. Because wisnu temple was being repaired

Last holiday, I went to Surabaya with my friend for vacation. We went there on a night bus.

When we arrived in Lamongan, the bus stopped at a small restaurant for a rest. I got off the bus to get a cup of ginger tea, and my friend drank some cold lemonade. Then I went to the toilet. It took only a few minutes.

When I came out again, the bus was not there. It had gone! My friend was not there too. Feeling shocked and confused, I asked a waitress about the bus. She said that the bus departed about five minutes ago.

I tried to call my friend on my cell-phone, but the battery was running low.

I could not do anything but hope and pray. After several minutes, my wish came true. The bus came back! I got on the bus and walked to my seat.

I was so ashamed when everybody on the bus looked at me. I could feel my face turn red.

*(adapted from [www.bahasainggrisoke.com](http://www.bahasainggrisoke.com))*

6. What is the topic of the text above?
  - a. My vacation
  - b. Vacation to Surabaya
  - c. Vacation with family
  - d. Vacation to foreign country
  
7. What did the writer do when the bus stop for rest in Lamongan?
  - a. The writer bought some souvenirs
  - b. The write drank some cold lemonade
  - c. The writer went to the toilet
  - d. The writer got off the bus to get a cup of ginger tea
  
8. What did the writer feel when the bus is not there?
  - a. Ashamed
  - b. Shocked and confused
  - c. Sad and Angry
  - d. Disappointed
  
9. How many friends that the writer had to join the vacation?
  - a. One
  - b. Two
  - c. Three
  - d. Four
  
10. ....The bus was not there. **It** had gone!  
The word **it** in paragraph three refers to?
  - a. The writer
  - b. The writer's friend
  - c. The bus
  - d. The waitress

Last summer, when mum and dad weren't feeling well, Tom was taking his dog, Paddy for a walk. Suddenly there was a rabbit running across the path they were taking. Paddy barked very loud and the scared rabbit ran into the bushes. Although Tom was trying hard to grip the collar, Paddy was running after the rabbit. That was the last time he saw Paddy.

He tried to look for him for days. Finally, five weeks later, when Tom was out for a coffee at Motorway Café, his parents called. They were having lunch when they heard a dog barked outside the house. They hurriedly went out and there was Paddy wiggling his tail.

*(Adapted from Brangkas soal UN SMP/MTs; 2012/2013; Tim Smart Nusantara)*

11. "That was the last time he saw Paddy."

The word he refers to....

- a. Father
- b. Tom
- c. Rabbit
- d. Paddy

12. How did Paddy get lost?

- a. He was hungry and searched for a food
- b. He followed motorbike riders away
- c. He saw a rabbit and ran after it
- d. He felt bored and took a walk

13. The text generally talks about....

- a. The coming back of the lost dog
- b. A long journey of the dog
- c. A holiday experience in Scotland
- d. The disappearance of a dog

I really enjoyed my vacation in Australia. Last Sunday I visited a marine park called Sea World, which is at Surfers Paradise

near Brisbane. It is Australia's largest marine park and I had a wonderful day there.

The first thing I saw was the oceanorium, which is a place where you can watch all kinds of fish and animal underwater. There huge turtles, shark, and beautiful tropical fish. The most exciting thing was watching a man feeding the sharks. He wore a special diving suit.

Then, I watch performing animal. The show was in a big outdoor swimming pool. There were killer whales, dolphins and sea lions, and they did all kinds of fantastic things n the water. One of the girls rode under water on the back of a big turtle.

Then, I watched a wonderful water ski show which was held on the lake.

After the show, I had lunch. There were several big restaurants at the park. I had lunch in a restaurant that was shaped like a ship.

*(adapted from [www.belajarbahasainggrisku.com](http://www.belajarbahasainggrisku.com))*

14. Where did the writer go for vacation
  - a. Indonesia
  - b. Atlantic Ocean
  - c. Australia
  - d. New Zealand
  
15. What were animals seen by the writer in the swimming pool?
  - a. snake, seahorse, and dolphins
  - b. whales, dolphins and sea lions
  - c. sea lions, seahorse, and whales
  - d. whales, dolphins, and seahorse
  
16. The communicative purpose of the text is...
  - a. to tell events for the purpose informing
  - b. to present perspective points about an issue
  - c. to describe the way they are
  - d. to acknowledge readers about informative events

17. “It is Australia’s largest marine park.....”

The underline word refers to...

- a. Brisbane
- b. Sea World
- c. Sea Hall
- d. Atlantic Ocean

Last summer I got a fantastic holiday. I visited some great places. I went to an airport and was going to fly to Cleveland. I was spending there two days. I liked to see some Cleveland. I was spending there two days. I liked to see some Cleveland Cavaliers basketball matches.

Then I went to Hollywood. Hollywood is a famous district in Los Angeles, California, United States. It had become world-famous as the center of the film industry. Four major film companies – Paramount, Warner Bros, RKO, and Columbia – had studios in Hollywood. I did not want to leave but I had to.

After that, I went to New York City. I visited the Statue of Liberty. I went from the bottom of Manhattan to the top of the crown. That was very amazing. The places made me feel at home but I have to go home. Next time I would return to them.

*(Adapted from Brankas soal UN SMP/MTs; 2014/2015; Tim Smart Nusantara)*

18. What did the writer do on the second visit?

- a. The writer went to Cleveland
- b. The writer flew to Hollywood
- c. The writer visited Columbia
- d. The writer took a walk to New York

19. Where is the statue of liberty?
- It is in Cleveland
  - It is in California
  - It is in Hollywood
  - It is in New York
20. "Hollywood is a famous district in Los Angeles, California, United States." The underlined word has similar meaning with...
- a deserted
  - a secluded
  - an isolated
  - a popular

Last weekend, my friend and I went camping. We reached the camping ground after we walked for about one and a half hour from the parking lot. We built the camp next to a small river. It was getting darker and colder, so we built a fire camp.

The next day, we spent our time observing plantation and insects while the girls were preparing meals. In the afternoon, we went to the river and caught some fish for supper. At night, we held a fire camp night. We sang, danced, read poetry, played magic tricks, and even some of us performed a standing comedy.

On Monday, we packed our bags and got ready to go home.

*(Adapted from Brangkas soal UN SMP/MTs; 2014/2015; Tim Smart Nusantara)*

21. Where did the writer build the camp?
- In the mountain
  - Near a small river
  - On the playing ground
  - In the parking area



22. What is the main idea of the first paragraph?
- The preparation to camping
  - The activity at night
  - The activity on the first day
  - The activity on the second day
23. The text mainly tells us about...
- Observing plantation
  - Camping
  - Fire camp night
  - Preparing meal

On Saturday night, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike twelve in twenty minutes' time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted. "It is two minutes past twelve! The clock has stopped!"

I looked at my watch. It was true. The big clock refused to welcome the New Year. At that moment, everybody began to laugh and sing.

*(Adapted from detik-detik UN bahasa Inggris; 2005/2006;  
Intan Pariwara)*

24. When did the event happen?
- In the middle of the year
  - The end of the year
  - Christmas celebration
  - At the weekend as usual
25. What does the first sentence tell you?
- The problem that the writer met
  - The funny thing in the story

- c. The opening of the story
  - d. The past event
26. "It would strike twelve in twenty minutes' time."  
The underline word refers to...
- a. The clock
  - b. Author's watch
  - c. The town
  - d. The place
27. Which of the following is not true according to the text?
- a. The writer was waiting to celebrate the New Year
  - b. The writer brought a watch
  - c. The writer was very happy
  - d. The writer celebrated the New Year with his family

Last year I joined the Chicago Marathon, my first marathon. I had to run 26.2 miles to complete it. It is hard but I learned valuable things from joining it.

At first, I just wanted to get the experience of joining a marathon. I thought it would be one life time experience. After finishing it, I change my mind. I wanted to join another one. I was interested to complete at least one more marathon and improve my time. I also experienced a good feeling between participants and the spectators that made me happy. It was a very wonderful thing for me. So I decide that I had to join another marathon to following year, because I was not satisfied with this first one.

*(Adapted from Brankas soal UN SMP/MTs; 2010/2011; Tim Smart Nusantara)*

28. When did the writer change his/her mind about marathon?
- When preparing for the race
  - During the race
  - Before the race
  - After finishing the race
29. What is the main idea of the second paragraph?
- The writer found that marathon was enjoyable so he wanted to join again
  - After completing the 26.2 miles, the writer felt upset.
  - The writer thought marathon was hard so he stopped it as soon as possible
  - The writer felt tired when he had to run at 26.2 miles
30. Why did the writer want to join another marathon?
- To learn valuable things
  - To improve his time
  - To participate in the event.
  - To experience an interesting race

On Friday morning, 27 March 2009, the Situ Gintung dam which is located in Cireundeu southern part of Tangerang burst. It happened early in the morning at about 04.30 Indonesian Western Time (WIB), when people in the nearby area were still sleeping without option to flee.

The incident happened because of heavy rains. The dam could not hold back the water and collapsed. A big water full of rocks and pieces of wood destroyed small poorly built houses. It also swept away cars and broke telephone lines. The flood water reaches the height of up to four meters.

Hundred of houses were totally damaged and a lot of property lost. More than 100 people died and many more still lost. The total

lost could reach billions even trillions of rupiahs because of the disaster.

It was really a horrifying disaster in early 2009. It made a lot of people lost their husbands, wives, sons, daughters, relatives and properties. It was an unforgettable disaster happening close to the country's capital city of Jakarta.

*(Adapted from Brankas soal UN SMP/MTs; 2010/2011; Tim Smart Nusantara)*

31. What is the text mostly about?
  - a. Flood in the Jakarta province
  - b. The bursting of the Situ Gintung dam
  - c. The victims of the flood disaster
  - d. Heavy rains in Situ Gintung
  
32. "A big water full of rocks and pieces of wood destroyed small poorly built houses."  
What does the underline word mean?
  - a. Broke into pieces
  - b. Entered slowly
  - c. Got in gradually
  - d. Cut into pieces
  
33. Why did the Situ Gintung dam burst?
  - a. Because it contains a lot of water
  - b. Because the flood water reached a height of up to four metres
  - c. Because it couldn't hold back the water from the heavy rains
  - d. Because it is located in dangerous area
  
34. What is the main idea of paragraph two?
  - a. The total loss of the disaster were trillions of rupiahs
  - b. The location of the disaster was in Situ Gintung Jakarta
  - c. The number of the victims in the disaster was 100
  - d. The cause of the disaster was the inability of the dam to hold water

35. When did the disaster happen?

- a. At midnight
- b. At dusk
- c. At noon
- d. At dawn

Hexa and I camped in the mountain last weekend. It was very beautiful and very quiet here. The air was fresh. The location of our campsite was on the top of hill, so we could see the scenery around us. It was amazing. It was green everywhere. It was also easy to get water as it was near a small river. You see the water is as clear as a crystal. We bought a lot of food from home. There were some noodles, cans of sardines, soft drink, and biscuits. Hexa brought cooking utensils for cooking noodle.

On the first day, we spent our time setting up tent and exploring the surrounding area. I was happy to find that there were many campers there. At night, after we had dinner, we met other campers. We chatted and played guitar. It was fun meeting people who had the same hobby. It was not frightening at all at night in the forest as it was very noisy that night. We laughed and sang, and some campers even danced. We went to bed almost dawn. No wonder we got up late the following day. We hiked with other campers until afternoon. We did not realize that it was almost 5 in the afternoon and we had to go back home soon. It was really nice. I planned to go there again on the next long holiday. I would ask other friends to join.

*(Adapted from Brankas soal UN SMP/MTs; 2009/2010; Tim Smart Nusantara)*

36. What makes the writer say “amazing” from the text?

- a. The location of the campsite
- b. The fresh air of the mountain
- c. The scenery around the campsite
- d. The small river in the mountain

37. What did the writer do on the second day of their camping activity?
- They chatted and played guitar
  - They had a greet and meet activity
  - They hiked with the other campers
  - They laughed and sang songs together

38. "...we spent our time setting up the tent and exploring the surrounding area." (paragraph 2)

What does the underline word mean?

- Traveling to through about it
  - Going backward and forward to watch something
  - Observing carefully to examine something
  - Looking for something in surrounding area
39. Study these sentences. Then arrange them to make a meaningful paragraph!

- An "umbul-umbul" is a decorative flag shaped like a banana leaf and fitted on a bamboo pole.
- On August 28, 2005 tourists in Denpasar observed a religious ritual of the "umbul-umbul" festival.
- They are planted around the city square where people gathered around.
- They created hundreds of the flag called "umbul-umbul".
- The ritual is held to proclaim the presence of Gods.
- Participants from 49 countries took part in this festival.

*(Adapted from Brankas soal UN SMP/MTs; 2006/2007; Tim Smart Nusantara)*

The best arrangement is....

- 2 – 1 – 3 – 6 – 4 – 5
- 2 – 1 – 4 – 3 – 6 – 5
- 2 – 5 – 1 – 6 – 4 – 3
- 2 – 5 – 6 – 4 – 1 – 3

40. Arrange these jumbles sentences into a good paragraph!

- (1) Before lunch we fed some birds in the park.
- (2) But we were happy because we had so much fun.
- (3) Yesterday my family went to the zoo.
- (4) When we returned home we went very tired.
- (5) In the afternoon we saw the animals being fed.
- (6) We bought some food to give to the animals.

*(Adapted from Brankas soal UN SMP/MTs; 2009/2010; Tim  
Smart Nusantara)*

The best arrangement is.....

- a. 5 – 4 – 6 – 3 – 2 – 1
- b. 3 – 6 – 1 – 5 – 4 – 2
- c. 5 – 1 – 3 – 6 – 2 – 4
- d. 3 – 1 – 5 – 4 – 2 – 6

### Appendix 3

#### ANSWER OF TRY-OUT TEST

Name	:	.....
Class	:	.....
Number	:	.....
Date	:	.....

**Give a cross symbol (X) to A, B, C and D on the correct answer!**

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



## Appendix 4

### Answer Key of Tryout Test

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



No Soal								
10	11	12	13	14	15	16	17	18
1	0	0	1	1	1	1	0	1
1	1	0	1	1	1	0	1	1
1	0	0	1	1	1	1	1	1
1	1	0	1	1	1	1	1	1
0	0	0	1	1	1	1	0	1
1	1	0	1	1	1	1	1	1
1	1	0	1	1	1	1	1	1
0	1	1	0	1	1	1	1	0
1	1	0	1	1	1	1	1	1
1	0	0	1	1	1	0	1	0
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0	1	1	1	1	1	0	0	0
1	1	0	0	1	1	0	0	0
1	1	0	0	1	1	0	0	0
27	23	5	14	30	30	17	16	15
25.26	24.74	22.80	27.64	25.23	25.10	27.06	27.13	27.33
25.19	25.19	25.19	25.19	25.19	25.19	25.19	25.19	25.19
0.87	0.74	0.16	0.45	0.97	0.97	0.55	0.52	0.48
0.13	0.26	0.84	0.55	0.03	0.03	0.45	0.45	0.52
6.75	2.88	0.19	0.82	30.00	30.00	1.21	1.07	0.94
4.73	4.73	4.73	4.73	4.73	4.73	4.73	4.73	4.73
0.04	-0.16	-0.22	0.47	0.05	-0.11	0.43	0.42	0.44
Invalid	Invalid	Invalid	Valid	Invalid	Invalid	Valid	Valid	Valid
27	23	5	14	30	30	17	16	15
31	31	31	31	31	31	31	31	31
0.87	0.74	0.16	0.45	0.97	0.97	0.55	0.52	0.48
Easy	Easy	Difficult	Medium	Easy	Easy	Medium	Medium	Medium
15	11	2	10	16	16	12	12	10
12	12	3	4	14	14	5	4	5
16	16	16	16	16	16	16	16	16
15	15	15	15	15	15	15	15	15
0.14	-0.11	-0.08	0.36	0.07	0.07	0.42	0.48	0.29
Less	Least	Least	Enough	Less	Less	Good	Good	Enough
Unused	Unused	Unused	Used	Unused	Unused	Used	Used	Used
0.79411765	0.67647059	0.14705882	0.41176471	0.88235294	0.88235294	0.5	0.47058824	0.44117647
0.20588235	0.32352941	0.85294118	0.58823529	0.11764706	0.11764706	0.5	0.52941176	0.55882353
0.16349481	0.21885813	0.12543253	0.24221453	0.10380623	0.10380623	0.25	0.24913495	0.24653979

No Soal								
19	20	21	22	23	24	25	26	27
1	1	1	1	1	1	0	1	1
1	1	1	1	1	1	1	1	1
1	1	1	1	1	1	0	0	1
1	1	1	1	1	1	0	1	0
1	1	1	0	1	1	0	1	1
1	1	1	1	1	1	0	1	0
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1	1	1	1	1	1	0	1	1
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1	1	1	0	1	1	0	1	0
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1	1	1	0	1	1	0	1	0
1	1	1	0	1	1	0	1	0
1	1	1	0	1	1	0	1	0
1	1	1	0	1	1	0	1	0
1	1	1	0	1	1	0	1	0
1	1	1	0	1	1	0	1	0
1	1	1	0	1	1	0	1	0
1	1	1	0	1	1	0	1	0
1	1	1	0	1	1	0	1	0
1	1	1	0	1	1	0	1	0
1	1	1	0	1	1	0	1	0
0	0	1	0	0	1	1	1	0
1	0	1	0	1	1	1	1	0
1	1	1	0	1	1	0	1	0
30	29	28	12	29	27	6	27	9
25.43	25.69	25.57	27.50	25.52	25.63	24.83	25.33	28.89
25.19	25.19	25.19	25.19	25.19	25.19	25.19	25.19	25.19
0.97	0.94	0.90	0.39	0.94	0.87	0.19	0.87	0.29
0.03	0.06	0.10	0.61	0.06	0.13	0.81	0.13	0.71
30.00	14.50	9.33	0.63	14.50	6.75	0.24	6.75	0.41
4.73	4.73	4.73	4.73	4.73	4.73	4.73	4.73	4.73
0.28	0.40	0.24	0.39	0.26	0.24	-0.04	0.08	0.50
Invalid	Valid	Invalid	Valid	Invalid	Invalid	Invalid	Invalid	Valid
30	29	28	12	29	27	6	27	9
31	31	31	31	31	31	31	31	31
0.97	0.94	0.90	0.39	0.94	0.87	0.19	0.87	0.29
Easy	Easy	Easy	Medium	Easy	Easy	Difficult	Easy	Difficult
17	17	17	9	17	16	3	16	9
13	12	11	3	12	11	3	11	0
16	16	16	16	16	16	16	16	16
15	15	15	15	15	15	15	15	15
0.20	0.26	0.33	0.36	0.26	0.27	-0.01	0.27	0.56
Less	Enough	Enough	Enough	Enough	Enough	Least	Enough	Good
Unused	Used	Unused	Used	Unused	Unused	Unused	Used	Used
0.88235294	0.85294118	0.82352941	0.35294118	0.85294118	0.79411765	0.17647059	0.79411765	0.26470588
0.11764706	0.14705882	0.17647059	0.64705882	0.14705882	0.20588235	0.82352941	0.20588235	0.73529412
0.10380623	0.12543253	0.14532872	0.2283737	0.12543253	0.16349481	0.14532872	0.16349481	0.19463668

No Soal								
28	29	30	31	32	33	34	35	36
1	1	1	0	1	1	1	1	1
1	1	1	1	0	1	1	0	0
1	0	1	1	1	1	1	1	0
1	1	0	1	0	1	1	0	1
1	0	1	1	1	1	1	0	0
1	0	0	1	1	1	1	1	0
1	1	0	1	0	1	1	0	0
1	1	1	1	0	1	1	1	0
1	0	0	1	0	1	1	1	0
1	1	1	0	1	1	1	1	1
1	1	1	1	1	1	0	0	1
1	0	0	0	1	0	1	0	0
1	0	1	0	1	1	1	0	1
1	1	1	1	1	1	1	0	0
1	0	0	0	0	1	1	0	1
1	0	0	0	0	1	1	0	1
1	0	1	0	0	1	1	0	0
1	0	0	1	1	0	1	0	0
1	0	0	1	1	0	1	0	0
1	1	1	1	0	1	0	0	0
1	1	0	1	0	1	1	0	0
1	1	1	0	1	0	0	0	0
1	1	1	0	0	1	1	0	0
1	0	0	0	0	1	1	0	0
1	0	0	0	1	1	1	0	0
1	0	0	0	0	0	0	1	0
0	0	0	0	0	0	1	0	0
0	0	0	0	0	0	1	0	0
0	0	0	0	0	0	1	0	0
0	0	0	0	0	0	1	0	0
27	12	13	17	13	21	26	7	7
26.26	27.42	27.69	26.82	26.85	27.05	25.73	28.57	28.71
25.19	25.19	25.19	25.19	25.19	25.19	25.19	25.19	25.19
0.87	0.39	0.42	0.55	0.42	0.68	0.84	0.23	0.23
0.13	0.61	0.58	0.45	0.58	0.32	0.16	0.77	0.77
6.75	0.63	0.72	1.21	0.72	2.10	5.20	0.29	0.29
4.73	4.73	4.73	4.73	4.73	4.73	4.73	4.73	4.73
0.58	0.37	0.45	0.38	0.30	0.57	0.26	0.39	0.40
Valid	Valid	Valid	Valid	Invalid	Valid	Invalid	Valid	Valid
27	12	13	17	13	21	26	7	7
31	31	31	31	31	31	31	31	31
0.87	0.39	0.42	0.55	0.42	0.68	0.84	0.23	0.23
Easy	Medium	Medium	Medium	Medium	Medium	Easy	Difficult	Difficult
17	8	10	11	8	16	16	6	7
10	4	3	6	5	5	10	1	0
16	16	16	16	16	16	16	16	16
15	15	15	15	15	15	15	15	15
0.40	0.23	0.43	0.29	0.17	0.67	0.33	0.31	0.44
Enough	Enough	Good	Enough	Less	Good	Enough	Enough	Good
Used	Used	Used	Used	Unused	Used	Unused	Used	Used
0.79411765	0.35294118	0.38235294	0.5	0.38235294	0.61764706	0.76470588	0.20588235	0.20588235
0.20588235	0.64705882	0.61764706	0.5	0.61764706	0.38235294	0.23529412	0.79411765	0.79411765
0.16349481	0.2283737	0.23615917	0.25	0.23615917	0.23615917	0.1799308	0.16349481	0.16349481

				Y	Y <sup>2</sup>
37	38	39	40		
1	1	0	1	33	1089
1	0	0	1	32	1024
1	0	0	1	31	961
1	0	0	1	31	961
1	0	1	1	30	900
0	0	1	1	30	900
1	0	0	1	30	900
0	0	0	1	29	841
0	0	0	1	29	841
1	0	0	1	29	841
1	0	0	1	29	841
1	1	0	1	28	784
1	0	0	1	28	784
1	0	1	1	28	784
1	0	0	0	27	729
1	0	0	1	24	576
1	0	0	0	24	576
1	0	0	0	24	576
0	1	0	1	24	576
0	0	0	0	23	529
0	0	0	1	23	529
1	0	0	1	22	484
0	0	0	1	22	484
0	0	0	1	21	441
1	0	0	0	20	400
0	0	0	0	19	361
1	1	0	0	19	361
0	0	0	0	19	361
1	1	0	0	18	324
0	1	0	1	18	324
0	0	0	1	17	289
19	6	3	22	781	20371
26,68	23,33	29,33	26,73		
25,19	25,19	25,19	25,19		
0,61	0,19	0,10	0,71		
0,39	0,81	0,90	0,29		
1,58	0,24	0,11	2,44		
4,73	4,73	4,73	4,73		
0,40	-0,19	0,29	0,51		
Valid	Invalid	Invalid	Valid		
19	6	3	22		
31	31	31	31		
0,61	0,19	0,10	0,71		
Medium	Difficult	Difficult	Easy		
14	2	3	15		
5	4	0	7		
16	16	16	16		
15	15	15	15		
0,54	-0,14	0,19	0,47		
Good	Least	Less	Good		
Used	Unused	Unused	Used		
0,55882353	0,17647059	0,08823529	0,64705882		
0,44117647	0,82352941	0,91176471	0,35294118		
0,24653979	0,14532872	0,08044983	0,2283737		

## Appendix 6

### The Computation of Item Validity

Formula:

$$\gamma_{pbi} = \frac{Mp - Mt}{St} \sqrt{\frac{p}{q}}$$

Explanation:

- $M_p$  : The average of subject score who can answer right on the items which the validity is looked for
- $M_t$  : The average of total score
- $S_t$  : The deviation standard of total score
- $p$  : The student proportion who can answer right
- $q$  : The student proportion who answer wrong

Criteria:

The item is valid if  $r_{xy} > r_{table}$

Calculation:

Below is the example of the item validity of number 2

NO	CODE	X	Y	X <sup>2</sup>	Y <sup>2</sup>	XY
1	U-28	0	33	0	1089	0
2	U-14	0	32	0	1024	0
3	U-16	1	31	1	961	31
4	U-25	0	31	0	961	0
5	U-31	1	30	1	900	30
6	U-10	1	30	1	900	30
7	U-17	1	30	1	900	30
8	U-02	0	29	0	841	0
9	U-08	0	29	0	841	0
10	U-23	1	29	1	841	29
11	U-19	1	29	1	841	29
12	U-29	1	28	1	784	28
13	U-20	1	28	1	784	28
14	U-01	1	28	1	784	28

15	U-06	1	27	1	729	27
16	U-11	0	24	0	576	0
17	U-27	0	24	0	576	0
18	U-07	0	24	0	576	0
19	U-18	0	24	0	576	0
20	U-12	0	23	0	529	0
21	U-03	0	23	0	529	0
22	U-30	1	22	1	484	22
23	U-09	0	22	0	484	0
24	U-26	0	21	0	441	0
25	U-05	0	20	0	400	0
26	U-22	0	19	0	361	0
27	U-13	0	19	0	361	0
28	U-21	0	19	0	361	0
29	U-04	0	18	0	324	0
30	U-15	0	18	0	324	0
31	U-24	0	17	0	289	0
SUM		11	781	11	20371	312

From the table, obtained data:

$$\begin{aligned}
 M_p &= \frac{\text{Total scores of student who get right answer on item number 2}}{\text{Total students who get right answers on item number 2}} \\
 &= \frac{312}{11} \\
 &= 28.27
 \end{aligned}$$

$$\begin{aligned}
 M_t &= \frac{\text{Total score of whole students}}{\text{Total of students}} \\
 &= \frac{781}{31} \\
 &= 25.19
 \end{aligned}$$

$$\begin{aligned}
 P &= \frac{\text{Total students who get right answer on item number 2}}{\text{Total of students}} \\
 &= \frac{11}{31} \\
 &= 0.97
 \end{aligned}$$



$$q = 1 - p = 1 - 0.97 = 0.03$$

$$S_t = \sqrt{\frac{20371 - \frac{(781)^2}{31}}{31}} = 4.73$$

$$\begin{aligned} r_{\text{pbi}} &= \frac{28.77 - 25.19}{4.73} \sqrt{\frac{0.97}{0.03}} \\ &= 0.48 \end{aligned}$$

$r(xy)$  for  $\alpha = 5\%$  with  $N = 31$ , it would be obtained 0.355  
Because  $r \text{ count} > r \text{ table}$ , so the item number 2 is valid.

## Appendix 7

### COMPUTATION OF RELIABILITY

Formula:

$$r_{11} = \left( \frac{k}{k-1} \right) \left( \frac{S^2 - \sum pq}{S^2} \right)$$

Keterangan:

$r_{11}$  : The reliability coefficient of items

$S^2$  : The varian

p : The proportion of students who give the right answer

q : The proportion of students who give the wrong answer

k : The number of item in the test

#### Kriteria

Interval	Kriteria
$r_{11} \leq 0,2$	Very low
$0,2 < r_{11} \leq 0,4$	Low
$0,4 < r_{11} \leq 0,6$	Medium
$0,6 < r_{11} \leq 0,8$	High
$0,8 < r_{11} \leq 1,0$	Very high

Based on the analysis of test table obtained:

$$k = 40$$

$$\sum pq = 7,1843$$

$$S^2 = \frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N} = \frac{20371 - \left( \frac{609961}{31} \right)}{31} = 22,4142$$

$$r_{11} = \left( \frac{40}{40 - 1} \right) \left( \frac{22,4142 - 7,1843}{22,4142} \right)$$

$$= 0,6969 = 0,7$$

The result shows that 0,7 is more than 0,6; it means that the items of instrument were high.

## Appendix 8

### COMPUTATION OF DIFFICULT LEVEL

Formula:

$$P = \frac{N_p}{N}$$

Explanation:

P : Indeks kesukaran

$N_p$  : The number of students who has right answer

N : The number of students

Criteria:

Interval (Difficulty Level)	Criteria
0,00 - 0,30	Difficult
0,31 - 0,70	Medium
0,71 - 1,00	Easy

Here is an example of calculation on item number 2, next to other items calculated in the same manner, and was obtained as the analysis table items.

Up Group			Down Group		
No	Code	Score	No	Code	Score
1	U-28	0	1	U-27	0
2	U-14	0	2	U-07	0
3	U-16	1	3	U-18	0
4	U-25	0	4	U-12	0
5	U-31	1	5	U-03	0
6	U-10	1	6	U-30	1
7	U-17	0	7	U-09	0
8	U-02	1	8	U-26	0
9	U-08	0	9	U-05	0
10	U-23	1	10	U-22	0
11	U-19	1	11	U-13	0
12	U-29	1	12	U-21	0
13	U-20	1	13	U-04	0
14	U-01	1	14	U-15	0
15	U-06	1	15	U-24	0
16	U-11	0			
Sum		10	Sum		1

$$P = \frac{10 + 1}{31}$$

$$= 0,35$$

Based on criteria, item number 2 is medium.

## Appendix 9

### COMPUTATION OF DISCRIMINATING POWER

#### Multiple Choice Question

Formula:

$$D = \frac{B_A}{J_A} - \frac{B_B}{J_B}$$

Keterangan:

D : Discriminating power

B<sub>A</sub> : The number of students who get correct answer on top group

B<sub>B</sub> : The number of students who get correct answer on bottom group

J<sub>A</sub> : Number of students on top group

J<sub>B</sub> : Number of students on bottom group

Criteria:

Interval (D)	Criteria
D ≤ 0,00	Least
0,00 < D ≤ 0,20	Less
0,20 < D ≤ 0,40	Enough
0,40 < D ≤ 0,70	Good
0,70 < D ≤ 1,00	Excellent

#### Calculation

Below is the example of the computation of discriminating power on item number 2.

Top Group			Bottom Group		
No	Code	Score	No	Code	Score
1	U-28	0	1	U-27	0
2	U-14	0	2	U-07	0
3	U-16	1	3	U-18	0
4	U-25	0	4	U-12	0
5	U-31	1	5	U-03	0
6	U-10	1	6	U-30	1
7	U-17	1	7	U-09	0
8	U-02	0	8	U-26	0
9	U-08	0	9	U-05	0
10	U-23	1	10	U-22	0
11	U-19	1	11	U-13	0
12	U-29	1	12	U-21	0
13	U-20	1	13	U-04	0
14	U-01	1	14	U-15	0
15	U-06	1	15	U-24	0
16	U-11	0			
Jumlah		10	Jumlah		1

$$DP = \frac{10}{16} - \frac{1}{15}$$

$$= 0,56$$

Based on criteria, item number 2 is very good

## Appendix 10

### LIST OF NAME IN EXPERIMENTAL CLASS (VIII A)

NO	NAME	CODE
1	AHMAD UBAIDILLAH	EC-01
2	AJI SOPO ASEGAF	EC-02
3	ALAFAN AFLAH	EC-03
4	ALAFIN AFLAH	EC-04
5	ALFI HIMAWATI	EC-05
6	ANISA' FITRIANA	EC-06
7	DEVI PRASETYANINGSIH	EC-07
8	DWI NUGROHO	EC-08
9	DWI RAHAYU	EC-09
10	ELI RAKHMAWATI	EC-10
11	FATMA WINDIANA	EC-11
12	FENDI HENDRI PRASTIAWAN	EC-12
13	HANI' NAVILA	EC-13
14	HURFATUL USKO	EC-14
15	IRMA YULITA	EC-15
16	KHANIF AFIFAH	EC-16
17	LINA RIFATUL MUNA	EC-17
18	M. FIKRI LABIB	EC-18
19	M. SYAUQI AUNILLAH	EC-19
20	MUHAMMAD KHABIBATUL ROH	EC-20
21	MUHAMMAD KHAIRUL UMAM	EC-21
22	MUHAMMAD IZZA ZULFANA	EC-22
23	NAELLI KHANIFATUN NAIROH	EC-23
24	NUR KHUSNI KINASIH	EC-24
25	NUR SAKINAH	EC-25
26	RIYAN KHARISTIA	EC-26
27	ROZAQUL ARIFIN	EC-27
28	SHOFI NUR HIDAYAH	EC-28
29	SONAFI MUSTHOFA AQIL	EC-29
30	WAHID KHASAN	EC-30
31	ZAHROTUS SYIFA	EC-31
32	FITROTUS SYARIAH	EC-32
33	WILDAN MUBAROK	EC-33

## Appendix 11

### LIST OF NAME IN CONTROL CLASS (VIII B)

NO	NAME	CODE
1	ADE NUR ASIH	CC-01
2	ADI SULISTIO	CC-02
3	AHMAD KHUSNUL KHULUK	CC-03
4	AINUL YAQIN	CC-04
5	ALFIATUR ROHMANIAH	CC-05
6	ALIF RIFQIAWAN FALAH	CC-06
7	ALYA REVIANA PUTRI	CC-07
8	ARGA AZZAM DINATA	CC-08
9	ARI DWI SAPUTRA	CC-09
10	ARI YOFIKA KAMANGSARI	CC-10
11	AZIMATUN NAFT'AH	CC-11
12	DANIA TSALISA	CC-12
13	DAVIT SAPUTRA	CC-13
14	DIAN FITRIYANA	CC-14
15	DIMAS AGUNG MAULANA	CC-15
16	FERI IRAWAN	CC-16
17	FITRIANINGSIH	CC-17
18	HAFID WIJAYA	CC-18
19	KHAIRUDDINA	CC-19
20	LAILUL MUFIDAH	CC-20
21	MIFTAHUKHUL HIDAYAH	CC-21
22	MUHAMAD FIKRIL ULYA	CC-22
23	MUKHAMAD IQBAL HUSNI	CC-23
24	NUR AINI	CC-24
25	RASUL LOUISE MUHAMMAD	CC-25
26	RENO VIDİYAN	CC-26
27	RIZKI DESI AZZAHRO	CC-27
28	ZULFIKA AHMAD ROMADHON	CC-28
29	KHOIRUL UMAM	CC-29
30	UMMAHATUL FITROH	CC-30

## Appendix 12

### List of Group in Experimental Class

Group 1	Group 2
Name of Students	
1. Shofi Nur Hidayah (G) 2. Devi Prasetyaningsih 3. Anisa Fitriana 4. Naeli Khanifatun N. 5. Lina Rifatul M. (G)	1. Hurfatul Usko (G) 2. Eli Rakhmawati (G) 3. Nur Sakinah 4. Irma Yulita

Group 3	Group 4
Name of Students	
1. Alfi Himawati (G) 2. Dwi Rahayu 3. Fatma Windiana 4. Ryan Kharistya (G)	1. Hani' Navila 2. M. Sauqi Aunillah (G) 3. Fitrotus Syariah (G) 4. Zahrotus Syifa

Group 5	Group 6
Name of Students	
1. Ahmad Ubaidillah 2. Alafan Aflah 3. Khanif Afifah (G) 4. Nur Khusni Kinasih (G)	1. Aji Sopo Asegaf (G) 2. Alafin Aflah (G) 3. M. Khairul Umam 4. Sonafi Mustofa Akil

Group 7	Group 8
Name of Students	
<ol style="list-style-type: none"><li>1. Rozakul Arifin</li><li>2. M. Khabibatur R (G)</li><li>3. M. Fikri Labib</li><li>4. Wahid Khasan (G)</li></ol>	<ol style="list-style-type: none"><li>1. Wildan Mubarok (G)</li><li>2. Fendi Hendri Prastiawan</li><li>3. M. Izza Zulfana (G)</li><li>4. Dwi Nugroho</li></ol>



## Appendix 13

### LIST OF INITIAL VALUES OF EXPERIMENTAL AND CONTROL CLASS

No	Experiment Class	Value	No	Control Class	Value
1	EC-01	60	1	CC-01	70
2	EC-02	65	2	CC-02	50
3	EC-03	65	3	CC-03	70
4	EC-04	65	4	CC-04	45
5	EC-05	45	5	CC-05	30
6	EC-06	60	6	CC-06	70
7	EC-07	55	7	CC-07	55
8	EC-08	50	8	CC-08	60
9	EC-09	55	9	CC-09	55
10	EC-10	50	10	CC-10	55
11	EC-11	60	11	CC-11	70
12	EC-12	45	12	CC-12	30
13	EC-13	65	13	CC-13	60
14	EC-14	40	14	CC-14	50
15	EC-15	65	15	CC-15	60
16	EC-16	55	16	CC-16	70
17	EC-17	50	17	CC-17	60
18	EC-18	40	18	CC-18	55
19	EC-19	55	19	CC-19	75
20	EC-20	55	20	CC-20	75
21	EC-21	50	21	CC-21	65
22	EC-22	60	22	CC-22	75
23	EC-23	45	23	CC-23	55
24	EC-24	60	24	CC-24	50
25	EC-25	50	25	CC-25	60
26	EC-26	50	26	CC-26	65
27	EC-27	65	27	CC-27	70
28	EC-28	50	28	CC-28	60
29	EC-29	50	29	CC-29	70
30	EC-30	45	30	CC-30	80
31	EC-31	55			
32	EC-32	65			
33	EC-33	70			
<b>Jumlah</b>		<b>1815</b>			<b>1815</b>
<b>Rata-rata</b>		<b>55,00</b>			<b>60,50</b>
<b>Nilai Tertinggi</b>		<b>70</b>			<b>80</b>
<b>Nilai Terendah</b>		<b>40</b>			<b>30</b>
<b>Standar Deviasi (Simpangan Baku)</b>		<b>8,10</b>			<b>12,13</b>

## Appendix 14

### NORMALITY TEST OF PRE TEST IN EXPERIMENTAL CLASS

Statistik	Variabel
N Sampel	33
Mean	55,606
Simpangan Baku	9,334

Variabel	Zi	F(zi)	S(zi)	F(zi) - S(zi)
40	-1,6720	0,0473	0,0303	0,0170
40	-1,6720	0,0473	0,0606	0,0133
45	-1,1363	0,1279	0,0909	0,0370
45	-1,1363	0,1279	0,1212	0,0067
45	-1,1363	0,1279	0,1515	0,0236
45	-1,1363	0,1279	0,1818	0,0539
50	-0,6006	0,2740	0,2121	0,0619
50	-0,6006	0,2740	0,2424	0,0316
50	-0,6006	0,2740	0,2727	0,0013
50	-0,6006	0,2740	0,3030	0,0290
50	-0,6006	0,2740	0,3333	0,0593
50	-0,6006	0,2740	0,3636	0,0896
50	-0,6006	0,2740	0,3939	0,1199
50	-0,6006	0,2740	0,4242	0,1502
55	-0,0649	0,4741	0,4545	0,0196
55	-0,0649	0,4741	0,4848	0,0107
55	-0,0649	0,4741	0,5152	0,0410
55	-0,0649	0,4741	0,5455	0,0713
55	-0,0649	0,4741	0,5758	0,1016
55	-0,0649	0,4741	0,6061	0,1319
60	0,4708	0,6811	0,6364	0,0447
60	0,4708	0,6811	0,6667	0,0144
60	0,4708	0,6811	0,6970	0,0159
60	0,4708	0,6811	0,7273	0,0462
60	0,4708	0,6811	0,7576	0,0765
65	1,0064	0,8429	0,7879	0,0550
65	1,0064	0,8429	0,8182	0,0247
65	1,0064	0,8429	0,8485	0,0056
65	1,0064	0,8429	0,8788	0,0359
65	1,0064	0,8429	0,9091	0,0662
65	1,0064	0,8429	0,9394	0,0965
75	2,0778	0,9811	0,9697	0,0114
80	2,6135	0,9955	1,0000	0,0045

Uji Normalitas Liliefors	
Liliefors Hitung	0,150
Derajat Kepercayaan	0,050
Liliefors	0,886
Liliefors Tabel	0,154
<b>Kesimpulan</b>	<b>Normal</b>

## Appendix 15

### NORMALITY TEST OF PRE TEST IN CONTROL CLASS

Statistik	Variabel
N Sampel	30
Mean	60,500
Simpangan Baku	12,131

Variabel	Zi	F(zi)	S(zi)	F(zi) - S(zi)
30	-2,5143	0,0060	0,0333	0,0274
30	-2,5143	0,0060	0,0667	0,0607
45	-1,2777	0,1007	0,1000	0,0007
50	-0,8656	0,1934	0,1333	0,0600
50	-0,8656	0,1934	0,1667	0,0267
50	-0,8656	0,1934	0,2000	0,0066
55	-0,4534	0,3251	0,2333	0,0918
55	-0,4534	0,3251	0,2667	0,0585
55	-0,4534	0,3251	0,3000	0,0251
55	-0,4534	0,3251	0,3333	0,0082
55	-0,4534	0,3251	0,3667	0,0415
60	-0,0412	0,4836	0,4000	0,0836
60	-0,0412	0,4836	0,4333	0,0502
60	-0,0412	0,4836	0,4667	0,0169
60	-0,0412	0,4836	0,5000	0,0164
60	-0,0412	0,4836	0,5333	0,0498
60	-0,0412	0,4836	0,5667	0,0831
65	0,3710	0,6447	0,6000	0,0447
65	0,3710	0,6447	0,6333	0,0113
70	0,7831	0,7832	0,6667	0,1166
70	0,7831	0,7832	0,7000	0,0832
70	0,7831	0,7832	0,7333	0,0499
70	0,7831	0,7832	0,7667	0,0166
70	0,7831	0,7832	0,8000	0,0168
70	0,7831	0,7832	0,8333	0,0501
70	0,7831	0,7832	0,8667	0,0834
75	1,1953	0,8840	0,9000	0,0160
75	1,1953	0,8840	0,9333	0,0493
75	1,1953	0,8840	0,9667	0,0826
80	1,6075	0,9460	1,0000	0,0540

Uji Normalitas Liliefors	
Liliefors Hitung	0,117
Derajat Kepercayaan	0,050
Liliefors	0,886
Liliefors Tabel	0,162
<b>Kesimpulan</b>	<b>Normal</b>

## Appendix 16

### HOMOGENEITY TEST OF PRE TEST

Source Data					
Sumber variasi	VIII A	VIII B			
Jumlah	1815	1815			
n	33	30			
$\bar{X}$	39,57	37,64			
Varians ( $S^2$ )	65,61	147,14			
Standart deviasi (S)	8,10	12,13			
$F_{hitung} =$	$\frac{\text{varians terbesar}}{\text{varians terkecil}}$	=	$\frac{65,61}{147,14}$	=	0,4459
untuk $\alpha = 5\%$ dengan					
dk pembilang = nb - k = 33 - 1 = 32					
dk penyebut = nk - k = 30 - 1 = 29					
F (0.05)(32:29) = 1.81					
Karena $F_{hitung} < F_{tabel}$ maka homogen					

## Appendix 17

### SIMILARITY TEST BETWEEN EXPERIMENTAL AND CONTROL CLASS

Sumber data		
Sumber variasi	Eksperimen (V-A)	Kontrol (V-B)
Jumlah	1815	1815
n	33	30
$\bar{X}$	39,570	37,640
Varians ( $s^2$ )	65,610	147,137
Standart deviasi (s)	8,100	12,130

**Perhitungan**

$$S^2 = \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} = \frac{(33-1) \cdot 65,610 + (30-1) \cdot 147,137}{33 + 30 - 2}$$

$$S^2 = 107,856$$

$$S = 10,385$$

$$t_{hitung} = \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} = \frac{39,570 - 37,640}{10,385 \sqrt{\frac{1}{33} + \frac{1}{30}}}$$

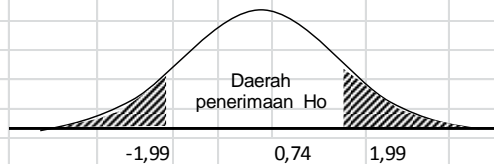
$$= \frac{1,930}{2,620}$$

$$t_{hitung} = 0,737$$

Dengan taraf signifikan  $\alpha = 5\%$  dk =  $n_1 + n_2 - 2 = 33 + 30 - 2 = 61$

peluang =  $1 - 1/2 \alpha = 0,975$  dari daftar

$$t_{tabel} = 1,99$$



Karena  $t_{hitung}$  berada pada daerah penerimaan  $H_0$ , maka dapat disimpulkan bahwa tidak ada perbedaan rata-rata dari kedua kelompok.

Appendix 18

SILABUS PEMBELAJARAN

Sekolah : MTs Nurul Huda Banyuputih  
 Kelas : VIII ( Delapan )  
 Mata Pelajaran : BAHASA INGGRIS  
 Semester : I (Satu)  
 Standar Kompetensi : Membaca  
 1. Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive* dan *recount* yang berkaitan dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Beentuk Instrumen	Contoh Instrumen		
5.1 Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk <i>descriptive</i> dan <i>recount</i> pendek dengan ucapan, intonasi dan beritama yang berkaitan dengan lingkungan sekitar	1. Teks fungsional pendek berupa: <ul style="list-style-type: none"> <li>Undangan</li> </ul> Contoh : Dandi, please come to our meeting Day : Saturday Date:March 1st,2008 Time : 10:00 Place : Osis Remmi Don't be late !	1. Brain storming tentang berbagai hal terkait teks fungsional pendek berbentuk "undangan" /pesan pendek undangan yang dibacakan oleh guru/teman 3. membaca nyaring teks fungsional!	<ul style="list-style-type: none"> <li>Membaca dengan nyaring dan bermakna teks fungsional pendek</li> <li>Mengidentifikasi berbagai informasi dalam teks fungsional pendek</li> <li>Mengidentifikasi fungsi sosial teks</li> </ul>	Tes lisan  Tes tertulis	Membaca nyaring  1. Melengkapi  2. Pilihan ganda	1. <i>Read the the text aloud and clearly.</i>  1. <i>Complete the test using correct words</i>  2. <i>Choose the correct answer</i>	6 x 40 menit	1. Buku teks yang relevan 2. Gambar terkait tema/topik 3. Benda-benda sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Beentuk Instrumen	Contoh Instrumen		
5.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat lancar dan	<p>Budy Secretary</p> <ul style="list-style-type: none"> <li>• Pesan Singkat Lia,</li> <li>I'm out for shopping</li> <li>your meal is in refrigerator</li> <li>Mom</li> </ul> <p>2. Teks esei berbentuk descriptif dan recount</p>	<p>pendek tentang undangan/pesan pendek</p> <p>4. menjawab pertanyaan tentang isi teks fungsional pendek "undangan" /pesan pendek</p> <p>5. Menyebutkan tujuan komunikatif teks fungsional pendek "undangan" /pesan pendek</p> <p>6. Menjawab pertanyaan tentang ciri kebahasaan teks fungsional pendek "undangan" /pesan pendek</p>	<p>fungsional pendek Mengidentifikasi ciri kebahasaan teks fungsional pendek</p>	3. Uraian	3. <i>Answer the following questions based on the text</i>	4 x 40 menit	<ol style="list-style-type: none"> <li>1. Buku teks yang relevan</li> <li>2. Koran majalah</li> </ol>	
	<p>1. Teks fungsional pendek berupa</p> <ul style="list-style-type: none"> <li>- Undangan</li> <li>- Pesan singkat</li> </ul> <p>2. Tata Bahasa</p>	<p>1. Tanya jawab berbagai hal terkait tema topik</p>	<p>1. Menjawab mau tau pertanyaan tentang ;</p> <p>1. Makna gagasan</p>	Tes tulis	<p>1. <i>Choose the best option</i></p>	PG		

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
berterima yang berkaitan dengan lingkungan sekitar	<ul style="list-style-type: none"> <li>- Request</li> <li>3. Kosakata</li> <li>- Kata terkait tema dan jenis teks</li> <li>4. Ungkapan Baku               <ul style="list-style-type: none"> <li>- Don't be late!</li> <li>- Don't miss it!</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>bacaan</li> <li>2. Review kosakata dan tatabasa terkait jenis teks descriptiverecount</li> <li>3. Membaca teks descriptiverecount</li> <li>4. Menjawab pertanyaan tentang informasi yang terdapat dalam teks</li> <li>5. Menjawab pertanyaan tentang tujuan komunikatif dan langkah retorika teks descriptive / recount</li> <li>6. Menyebutkan ciri-ciri kebahasaan teks yang dibaca</li> <li>7. Membaca</li> </ul>	<ul style="list-style-type: none"> <li>2. Makna teksual dalam teks <i>descriptive</i> dan <i>recount</i></li> <li>3. Langkah retorika teks <i>descriptive</i> dan <i>recount</i></li> <li>4. Tujuan komunikatif teks <i>descriptive</i> dan <i>recount</i></li> <li>5. Ciri kebahasaan teks <i>descriptive</i> dan <i>recount</i></li> <li>6. Membaca nyaring teks <i>descriptive</i> dan <i>recount</i>.</li> </ul>	Tes lisan	<ul style="list-style-type: none"> <li>T / F</li> <li>Membaca nyaring</li> </ul>	<ul style="list-style-type: none"> <li><i>the text.</i></li> <li>2. <i>State whether the statements are TRUE or FALSE.</i></li> <li>3. <i>Answer the questions</i></li> <li><i>Read the text aloud.</i></li> </ul>		<ul style="list-style-type: none"> <li>3. Gambar peristiwa empat</li> <li>4. Lingkungan sekitar</li> </ul>



Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
<p>5.3 Merespon makna dan langkah retorika dalam esai pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i></p>	<p>1. Teks tulis berbentuk <i>descriptive</i> dan <i>recount</i></p> <ul style="list-style-type: none"> <li>• Makna gagasan</li> <li>• Makna tekstual dalam teks <i>descriptive</i> dan <i>recount</i></li> </ul> <p>2. Langkah retorika teks <i>descriptive</i> dan <i>recount</i></p> <p>3. Tujuan komunikatif teks <i>descriptive</i> dan <i>recount</i></p> <p>4. Ciri kebahasaan teks <i>descriptive</i> dan <i>recount</i></p>	nyaring dan bermakna teks <i>descriptive</i> / <i>recount</i>						
<p>❖ <b>Karakter siswa yang diharapkan :</b> Dapat dipercaya ( <i>Trustworthiness</i> )  Rasa hormat dan perhatian ( <i>respect</i> )  Tekun ( <i>diligence</i> )</p>								

## Appendix 19

### LESSON PLAN (CONTROL CLASS)

<b>Subject</b>	: English
<b>Theme</b>	: Recount
<b>Grade</b>	: VIII
<b>Semester</b>	: I
<b>Time Allotment</b>	: 4 x 40 Minutes

#### Standard of Competence

2. Understand the meaning of functional oral text and short simple monologue descriptive and recount form to interact with their environment.

#### Basic Competence

- 2.2 Responding to the short simple monologue accurate, fluent and acceptance to interact with their environment on text form of descriptive and recount.

#### Indicator

- ❖ Students are able to explain the meaning and information of recount text.
- ❖ Students are able to identify purpose and rhetorical steps of recount text.

**Skill focus:** Reading

**Teaching Method:** Discussion

**Activities:**

#### \*(First Meeting)

1. Introduction (10 minutes)
  - Teacher greets all students.
  - Teacher asks students' condition.
  - Teacher checks attendance list of students.

2. Main Activities (40 minutes)
  - a. Exploration
    - Teacher asks students “have you ever share your vacation to others?”
    - Teacher asks students about their simple vacation in past.
  - b. Elaboration
    - Teacher explains the material about recount text.
    - Teacher shows students some parts and purpose of recount text in detail.
    - Teacher gives the students opportunity to ask about material.
    - Teacher shows model and the example of recount text.
    - Teacher asks students to make a couple groups.
    - Teacher gives an example of recount text to each groups, students have to identify and discuss the text.
    - Teacher asks students to show and write down result on the paper.
    - Teacher gives times to students to ask about difficult words in text.
  - c. Confirmation (20 minutes)
    - Teacher asks some students related about the material.
    - Teacher gives evaluation about material that they have learnt.
3. Closing activity (10 minutes)
  - Teacher gives motivation to the students to improve that they have learnt.
  - Teacher closes the meeting.

**\*(Second Meeting)**

1. Introduction (10 minutes)
  - Teacher greets to all students.

- Teacher asks students' condition.
  - Teacher checks attendance list of students.
2. Main Activities (40 minutes)
- a. Exploration
    - Teacher asks students "do you want to share your experience to others?"
    - Teacher asks students about their simple experience in past.
  - b. Elaboration
    - Teacher asks students to make a group each group consist of 4 or 5 students.
    - Teacher gives a paper for each group related with recount text.
    - Students try to identify and discuss about generic structure, language features and meaning of text.
    - Teacher asks students to write down result on the paper.
    - Teacher asks students to choose a representative from each group to present and read aloud their result of discussion.
    - Teacher gives times to students to ask about difficult words in text.
  - c. Confirmation (20 minutes)
    - Teacher asks some students related about the material.
    - Teacher gives evaluation about material that they have learnt.
3. Closing activity (10 minutes)
- Teacher gives motivation to the students to improve that they have learnt.
  - Teacher closes the meeting.

**Materials:**

Recount is a text which retells events or experiences in the past. Its social function is either to inform the purpose, to entertain or to retell the events to audience. There is no complication among the participants and that differentiates from narrative. Recount is a piece of text that retells past events, usually in the order in which they happened.

The purpose of a recount is to give the audience a description of what occurred and when it happened.

Types of recount:

- Personal recount, these usually retell an event that the writer was personally involved in;
- Factual recount, recording an incident, e.g. a science experiment, police report;
- Imaginative recount, writing an imaginary role and giving details of events, e.g. “A day in the life of a pirate”, and “How I invented”.

Generic structure of recount:

- Orientation, introducing the participants, place and time;
- Events, describing series of event that happened in the past;
- Reorientation, it is optional. Stating personal comment of the writer to the story.

Language feature of recount:

- Introducing personal participant, e.g. I, my group, etc;
- Using chronological connection, e.g. then, first, etc;
- Using linking verb, e.g. was, were, saw, heard, etc;
- Using action verb, e.g. look, go, change, etc;
- The recount has a title, which usually summarizes the text;
- Specific participants, e.g. Mum, The Crab, etc;

- The basic recount consists of three parts, the setting or orientation - background information answering who, when, where, why. Events are identified and described in chronological order. Concluding comments express a personal opinion regarding the events described;
- Details are selected to help the reader reconstruct the activity or incident (factual recount);
- The ending may describe the outcome of the activity (e.g. “In a science activity” (factual recount));
- Details of time, place and incident need to be clearly stated (e.g. “At 11.15 pm, between Reid Rd and Havelock St., a man drove at 140 kilometers toward the shopping centre” (factual recount));
- Descriptive details may also be required to provide information (e.g. “He was a skinny boy with a blue shirt” or “Red sneakers and long tied back hair” (factual recount));
- Includes personal thoughts/reactions (imaginative recount);
- Using material processes, e.g. was walking, etc;
- Focusing on temporal sequences;
- Describes events;
- Using adverb;
- Passive voice may be used;
- Using simple past tense.

Example of recount:  
(First Meeting)

### **Tour in Bali**

There were so many places to see in Bali that my friend decided to join the tours to see as much as possible. My friend stayed in Kuta on arrival. He spent the first three days swimming and surfing

on Kuta beach. He visited some tour agents and selected two tours. The first one was to Singaraja, the second was to Ubud.

On the day of the tour, he was ready. My friend and his group drove on through mountains. Singaraja is a city of about 90 thousand people. It is a busy but quiet town. The streets are lined with trees and there are many Old Dutch houses. Then they returned very late in the evening to Kuta.

The second tour to Ubud was a very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batubulan, a center of stone sculpture. There my friend watched young boys were carving away at big blocks of stone. The next stop was Celuk, a center for silversmiths and goldsmiths. After that he stopped a little while for lunch at Sukawati and on to mass. Mass is a tourist center.

My friend ten-day-stay ended very quickly beside his two tours, all his day was spent on the beach. He went sailing or surfing every day. He was quiet satisfied.

*“English On Sky 2 (EOS) for Junior High School Students Year VIII”*

(Second Meeting)

### **My Holiday**

On February 8th, 2016, I thought this would be a great holiday for me because that was Chinese New Year holiday. I didn't celebrate the Chinese New Year as I'm not Chinese but I guessed that it was a good time for me to get full refreshing. I was so tired to studying. However, the unpredictable fact broke everything up.

First like an ordinary daughter, I had to get up early morning to help my mother, of course after I prayed. Then I did the dishes, cleaned up my room, and did my bed. I was really in danger if my mom knew that my room was messy. So, I made it as soon as possible. After finishing everything, my aunts called me in the afternoon. I did not meet them for a long time so we kept for hours to talk about some

up to date gossips. Not long after that, my neighbor who is also my schoolmate visited me. She asked my help to finish her homework. At last, the time was running and the homework was successfully finished. An unpredictable moment happened after that. To my surprised, I just remembered that I had a lot of homework too. I got confused and regretful why I did not check it. As the consequence, I did my homework until late night and it was hardly finished. Since then, I always check my homework before having a holiday.

I did not feel this was holiday instead of I had to work hard and got a long ship with my homework.

*“<http://www.englishiana.com/2016/03/10-contoh-recount-text-holiday-dan.html?m=1>”*

**Media:** Paper, whiteboard and board marker

**Source:**

- Brankas Soal UN SMP/MTs Bahasa Inggris (Edisi Lengkap 10 Tahun)
- English On Sky 2 (EOS) for Junior High School Students Year VIII
- [www.bahasainggrisoke.com](http://www.bahasainggrisoke.com)
- [www.zenius.net](http://www.zenius.net)

**Assessment:**

Form : Written.

Technique : Students are assigned to choose answer from multiple choices.

Instrument : Test.

**Scoring guide:**

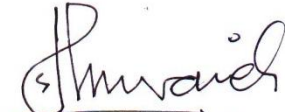
Correct Answer each questions give 1 score

Maximum score = 20



$$\text{Student value} = \frac{\text{StudentScore}}{\text{MaximumScore}} \times 10$$

Known By,  
English Teacher



**A. Munawwir, S.Pd**

3325081002630001

Batang, 10<sup>th</sup> February 2016

Researcher



**Isa Aulia Rohman**

123411055

## Appendix 20

### LESSON PLAN (EXPERIMENTAL CLASS)

<b>Subject</b>	: English
<b>Theme</b>	: Recount
<b>Grade</b>	: VIII
<b>Semester</b>	: I
<b>Time Allotment</b>	: 4 x 40 Minutes

#### Standard of Competence

3. Understand the meaning of functional oral text and short simple monologue descriptive and recount form to interact with their environment.

#### Basic Competence

- 2.3 Responding to the short simple monologue accurate, fluent and acceptance to interact with their environment on text form of descriptive and recount.

#### Indicator

- ❖ Students are able to explain the meaning and information of recount text.
- ❖ Students are able to identify purpose and rhetorical steps of recount text.

**Skill focus:** Reading

**Teaching Method:** Discussion

**Teaching Technique:** Two-stay Two-stray Technique

**Activities:**

#### \*(First Meeting)

1. Introduction (10 minutes)
  - Teacher greets all students.
  - Teacher asks students' condition.

- Teacher checks attendance list of students.
- 2. Main Activities (40 minutes)
  - a. Exploration
    - Teacher asks students “have you ever share your vacation to others?”
    - Teacher asks students about their simple vacation in past.
  - b. Elaboration
    - Teacher explains the material about recount text.
    - Teacher shows students some parts and purpose of recount text in detail.
    - Teacher gives the students opportunity to ask about material.
    - Teacher shows model and the example of recount text.
    - Teacher gives the students opportunity to ask about previous material about recount text.
    - Teacher asks students to make a small group, consists of 4/5 students.
    - Teacher gives a paper of recount text to each groups of students, students have to identify and discuss the recount text with two-stay two-stray method;
      - a. After each group discuss with their own group, they divide into two parts of small group again: two students stay and two students stray.
      - b. Stay means students have to accept guests from other groups and share the information from their own text. Stray means students have to visit other groups to share and know information from others.
      - c. Until time is over, students back to their own groups again. Then, discuss and compare the information that they get.

- d. Teacher asks the representative from each group to show their result discussion in front of class.
  - e. Teacher gives times to students to ask about difficult words in text.
- c. Confirmation (20 minutes)
- Teacher asks some students related about the material.
  - Teacher gives evaluation about material that they have learnt.
3. Closing activity (10 minutes)
- Teacher gives motivation to the students to improve that they have learnt.
  - Teacher closes the meeting.

**\*(Second Meeting)**

1. Introduction (10 minutes)
  - Teacher greets to all students.
  - Teacher asks students' condition.
  - Teacher checks attendance list of students.
2. Main Activities (40 minutes)
  - a. Exploration
    - Teacher asks students "do you want to share your experience to others?"
    - Teacher asks students about their simple experience in past.
  - b. Elaboration
    - Teacher gives the students opportunity to ask about previous material about recount text.
    - Teacher asks students to make a small group, consists of 4/5 students again.
    - Teacher gives a paper of recount text to each groups of students , students have to identify and discuss the recount text with two-stay two-stray method;

- f. After each group discuss with their own group, they divide into two parts of small group again: two students stay and two students stray.
  - g. Stay means students have to accept guests from other groups and share the information from their own text. Stray means students have to visit other groups to share and know information from others.
  - h. Until time is over, students back to their own groups again. Then, discuss and compare the information that they get.
  - i. Teacher asks the representative from each group to show their result discussion in front of class.
  - j. Teacher gives times to students to ask about difficult words in text.
- c. Confirmation (20 minutes)
    - Teacher asks some students related about the material.
    - Teacher gives evaluation about material that they have learnt.
3. Closing activity (10 minutes)
    - Teacher gives motivation to the students to improve that they have learnt.
    - Teacher closes the meeting.

**Materials:**

Recount is a text which retells events or experiences in the past. Its social function is either to inform the purpose, to entertain or to retell the events to audience. There is no complication among the participants and that differentiates from narrative. Recount is a piece of text that retells past events, usually in the order in which they happened.

The purpose of a recount is to give the audience a description of what occurred and when it happened.

Types of recount:

- Personal recount, these usually retell an event that the writer was personally involved in;
- Factual recount, recording an incident, e.g. a science experiment, police report;
- Imaginative recount, writing an imaginary role and giving details of events, e.g. “A day in the life of a pirate”, and “How I invented”.

Generic structure of recount:

- Orientation, introducing the participants, place and time;
- Events, describing series of event that happened in the past;
- Reorientation, it is optional. Stating personal comment of the writer to the story.

Language feature of recount:

- Introducing personal participant, e.g. I, my group, etc;
- Using chronological connection, e.g. then, first, etc;
- Using linking verb, e.g. was, were, saw, heard, etc;
- Using action verb, e.g. look, go, change, etc;
- The recount has a title, which usually summarizes the text;
- Specific participants, e.g. Mum, The Crab, etc;
- The basic recount consists of three parts, the setting or orientation - background information answering who, when, where, why. Events are identified and described in chronological order. Concluding comments express a personal opinion regarding the events described;
- Details are selected to help the reader reconstruct the activity or incident (factual recount);

- The ending may describe the outcome of the activity (e.g. “In a science activity” (factual recount));
- Details of time, place and incident need to be clearly stated (e.g. “At 11.15 pm, between Reid Rd and Havelock St., a man drove at 140 kilometers toward the shopping centre” (factual recount));
- Descriptive details may also be required to provide information (e.g. “He was a skinny boy with a blue shirt” or “Red sneakers and long tied back hair” (factual recount));
- Includes personal thoughts/reactions (imaginative recount);
- Using material processes, e.g. was walking, etc;
- Focusing on temporal sequences;
- Describes events;
- Using adverb;
- Passive voice may be used;
- Using simple past tense.

Example of recount:  
(First Meeting)

### **Tour in Bali**

There were so many places to see in Bali that my friend decided to join the tours to see as much as possible. My friend stayed in Kuta on arrival. He spent the first three days swimming and surfing on Kuta beach. He visited some tour agents and selected two tours. The first one was to Singaraja, the second was to Ubud.

On the day of the tour, he was ready. My friend and his group drove on through mountains. Singaraja is a city of about 90 hundreds people. It is a busy but quiet town. The streets are lined with trees and there are many Old Dutch houses. Then they returned very late in the evening to Kuta.

The second tour to Ubud was a very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batubulan, a center of stone sculpture. There my friend watched young boys were carving away at big blocks of stone. The next stop was Celuk, a center for silversmiths and goldsmiths. After that he stopped a little while for lunch at Sukawati and on to mass. Mass is a tourist center.

My friend ten-day-stay ended very quickly beside his two tours, all his day was spent on the beach. He went sailing or surfing every day. He was quiet satisfied.

*“English On Sky 2 (EOS) for Junior High School Students Year VIII”*

(Second Meeting)

### **My Holiday**

On February 8th, 2016, I thought this would be a great holiday for me because that was Chinese New Year holiday. I didn't celebrate the Chinese New Year as I'm not Chinese but I guessed that it was a good time for me to get full refreshing. I was so tired to studying. However, the unpredictable fact broke everything up.

First like an ordinary daughter, I had to get up early morning to help my mother, of course after I prayed. Then I did the dishes, cleaned up my room, and did my bed. I was really in danger if my mom knew that my room was messy. So, I made it as soon as possible. After finishing everything, my aunts called me in the afternoon. I did not meet them for a long time so we kept for hours to talk about some up to date gossips. Not long after that, my neighbor who is also my schoolmate visited me. She asked my help to finish her homework. At last, the time was running and the homework was successfully finished. An unpredictable moment happened after that. To my surprised, I just remembered that I had a lot of homework too. I got confused and regretful why I did not check it. As the consequence, I did my homework until late night and it was hardly finished. Since then, I always check my homework before having a holiday.



I did not feel this was holiday instead of I had to work hard and got a long ship with my homework.

“<http://www.englishiana.com/2016/03/10-contoh-recount-text-holiday-dan.html?m=1>”

**Media:** Picture, paper, whiteboard and board marker

**Source:**

- Brankas Soal UN SMP/MTs Bahasa Inggris (Edisi Lengkap 10 Tahun)
- English On Sky 2 (EOS) for Junior High School Students Year VIII
- [www.bahasainggrisoke.com](http://www.bahasainggrisoke.com)
- [www.zenius.net](http://www.zenius.net)

**Assessment:**

Form : Written.

Technique : Students are assigned to choose answer from multiple choices.

Instrument : Test.

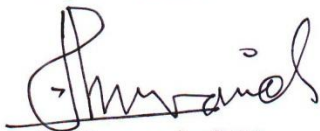
**Scoring guide:**

Correct Answer each questions give 1 score

Maximum score = 20

$$\text{Student value} = \frac{\text{StudentScore}}{\text{MaximumScore}} \times 100$$

Known By,  
English Teacher



**A. Munawwir, S.Pd**  
3325081002630001

Batang, 11<sup>th</sup> February 2016

Researcher



**Isa Aulia Rohman**  
123411055

## Appendix 21

### Post-test

<b>Subject</b>	<b>: English</b>
<b>Theme</b>	<b>: Recount</b>
<b>Class</b>	<b>: IX</b>
<b>Time</b>	<b>: 60 minutes</b>

---

### Read the text carefully!

#### (Text 1)

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmana and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. at 5 p.m. We heard the announcement that Borobudur gate would be closed. In the evening we left for Jakarta by bus.

*(adapted from [www.caramudahbelajarbahasainggris.net](http://www.caramudahbelajarbahasainggris.net))*

1. The purpose of the text is to...
  - e. Tell past event
  - f. Entertain readers
  - g. Describe the smugglers
  - h. Report an event to the police
2. Why did they only visit Brahmana and Syiwa Temples?
  - e. Because there was no wisnu temple
  - f. Because wisnu temple was amazing

- g. Because wisnu temple was too small
- h. Because wisnu temple was being repaired

**(Text 2)**

Last holiday, I went to Surabaya with my friend for vacation. We went there on a night bus.

When we arrived in Lamongan, the bus stopped at a small restaurant for a rest. I got off the bus to get a cup of ginger tea, and my friend drank some cold lemonade. Then I went to the toilet. It took only a few minutes.

When I came out again, the bus was not there. It had gone! My friend was not there too. Feeling shocked and confused, I asked a waitress about the bus. She said that the bus departed about five minutes ago.

I tried to call my friend on my cell-phone, but the battery was running low.

I could not do anything but hope and pray. After several minutes, my wish came true. The bus came back! I got on the bus and walked to my seat.

I was so ashamed when everybody on the bus looked at me. I could feel my face turn red.

*(adapted from [www.bahasainggrisoke.com](http://www.bahasainggrisoke.com))*

1. What did the writer feel when the bus is not there?
  - a. Ashamed
  - b. Shocked and confused
  - c. Sad and Angry
  - d. Disappointed
  
2. How many friends that the writer had to join the vacation?
  - a. One
  - b. Two
  - c. Three
  - d. Four

**(Text 3)**

Last summer, when mum and dad weren't feeling well, Tom was taking his dog, Paddy for a walk. Suddenly there was a rabbit running across the path they were taking. Paddy barked very loud and the scared rabbit ran into the bushes. Although Tom was trying hard to grip the collar, Paddy was running after the rabbit. That was the last time he saw Paddy.

He tried to look for him for days. Finally, five weeks later, when Tom was out for a coffee at Motorway Café, his parents called. They were having lunch when they heard a dog barked outside the house. He hurriedly went out and there was Paddy wiggling his tail.

*(Adapted from Brangkas soal UN SMP/MTs; 2012/2013; Tim Smart Nusantara)*

3. The text generally talks about...
  - a. The coming back of the lost dog
  - b. A long journey of the dog
  - c. A holiday experience in Scotland
  - d. The disappearance of a dog

**(Text 4)**

I really enjoyed my vacation in Australia. Last Sunday I visited a marine park called Sea World, which is at Surfers Paradise near Brisbane. It is Australia's largest marine park and I had a wonderful day there.

The first thing I saw was the oceanarium, which is a place where you can watch all kinds of fish and animals underwater. There were huge turtles, sharks, and beautiful tropical fish. The most exciting thing was watching a man feeding the sharks. He wore a special diving suit.

Then, I watched a performing animal show. The show was in a big outdoor swimming pool. There were killer whales, dolphins and sea lions, and they did all kinds of fantastic things in the water. One of the girls rode under water on the back of a big turtle.

Then, I watched a wonderful water ski show which was held on the lake.

After the show, I had lunch. There were several big restaurants at the park. I had lunch in a restaurant that was shaped like a ship.

*(adapted from [www.belajarbahasainggrisku.com](http://www.belajarbahasainggrisku.com))*

4. The communicative purpose of the text is...
  - a. to tell events for the purpose informing
  - b. to present perspective points about an issue
  - c. to describe the way they are
  - d. to acknowledge readers about informative events
  
5. “It is Australia’s largest marine park.....”  
The underline word refers to...
  - a. Brisbane
  - b. Sea World
  - c. Sea Hall
  - d. Atlantic Ocean

**(Text 5)**

Last summer I got a fantastic holiday. I visited some great places. I went to an airport and was going to fly to Cleveland. I was spending there two days. I liked to see some Cleveland. I liked to see some Cleveland Cavaliers basketball matches.

Then I went to Hollywood. Hollywood is a famous district in Los Angeles, California, United States. It had become world-famous as the center of the film industry. Four major film companies – Paramount, Warner Bros, RKO, and Columbia – had studios in Hollywood. I did not want to leave but I had to.

After that, I went to New York City. I visited the Statue of Liberty. I went from the bottom of Manhattan to the top of the crown. That was very amazing. The places made me feel at home but I have to go home. Next time I would return to them.

*(Adapted from Brankas soal UN SMP/MTs; 2014/2015; Tim Smart  
Nusantara)*

6. What did the writer do on the second visit?
  - a. The writer went to Cleveland
  - b. The writer flew to Hollywood
  - c. The writer visited Columbia
  - d. The writer took a walk to New York
  
7. "Hollywood is a famous district in Los Angeles, California, United States." The underlined word has similar meaning with...
  - a. a deserted
  - b. a secluded
  - c. an isolated
  - d. a popular

**(Text 6)**

Last weekend, my friend and I went camping. We reached the camping ground after we walked for about one and a half hour from the parking lot. We built the camp next to a small river. It was getting darker and colder, so we built a fire camp.

The next day, we spent our time observing plantation and insects while the girls were preparing meals. In the afternoon, we went to the river and caught some fish for supper. At night, we held a fire camp night. We sang, danced, read poetry, played magic tricks, and even some of us performed a standing comedy.

On Monday, we packed our bags and got ready to go home.

*(Adapted from Brankas soal UN SMP/MTs; 2014/2015; Tim Smart  
Nusantara)*

8. What is the main idea of the first paragraph?
  - a. The preparation to camping
  - b. The activity at night
  - c. The activity on the first day
  - d. The activity on the second day

**(Text 7)**

On Saturday night, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike twelve in twenty minutes' time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted. "It is two minutes past twelve! The clock has stopped!"

I looked at my watch. It was true. The big clock refused to welcome the New Year. At that moment, everybody began to laugh and sing.

*(Adapted from detik-detik UN bahasa Inggris; 2005/2006; Intan Pariwara)*

9. Which of the following is not true according to the text?
- The writer was waiting to celebrate the New Year
  - The writer brought a watch
  - The writer was very happy
  - The writer celebrated the New Year with his family

**(Text 8)**

Last year I joined the Chicago Marathon, my first marathon. I had to run 26.2 miles to complete it. It is hard but I learned valuable things from joining it.

At first, I just wanted to get the experience of joining a marathon. I thought it would be one life time experience. After finishing it, I change my mind. I wanted to join another one. I was interested to complete at least one more marathon and improve my time. I also experienced a good feeling between participants and the spectators that made me happy. It was a very wonderful thing for me. So I decide that I had to join another marathon to following year, because I was not satisfied with this first one.

*(Adapted from Brangkas soal UN SMP/MTs; 2010/2011; Tim Smart Nusantara)*

10. When did the writer change his/her mind about marathon?
- When preparing for the race
  - During the race
  - Before the race
  - After finishing the race
11. What is the main idea of the second paragraph?
- The writer found that marathon was enjoyable so he wanted to join again
  - After completing the 26.2 miles, the writer felt upset.
  - The writer thought marathon was hard so he stopped it as soon as possible
  - The writer felt tired when he had to run at 26.2 miles
12. Why did the writer want to join another marathon?
- To learn valuable things
  - To improve his time
  - To participate in the event.
  - To experience an interesting race

**(Text 9)**

On Friday morning, 27 March 2009, the Situ Gintung dam which is located in Cireundeu southern part of Tangerang burst. It happened early in the morning at about 04.30 Indonesian Western Time (WIB), when people in the nearby area were still sleeping without option to flee.

The incident happened because of heavy rains. The dam could not hold back the water and collapsed. A big water full of rocks and pieces of wood destroyed small poorly built houses. It also swept away cars and broke telephone lines. The flood water reaches the height of up to four meters.

Hundreds of houses were totally damaged and a lot of property lost. More than 100 people died and many more still lost. The



total lost could reach billions even trillions of rupiahs because of the disaster.

It was really a horrifying disaster in early 2009. It made a lot of people lost their husbands, wives, sons, daughters, relatives and properties. It was an unforgettable disaster happening close to the country's capital city of Jakarta.

*(Adapted from Brankas soal UN SMP/MTs; 2010/2011; Tim Smart Nusantara)*

13. What is the text mostly about?
  - a. Flood in the Jakarta province
  - b. The bursting of the Situ Gintung dam
  - c. The victims of the flood disaster
  - d. Heavy rains in Situ Gintung
  
14. Why did the Situ Gintung dam burst?
  - a. Because it contains a lot of water
  - b. Because the flood water reached a height of up to four metres
  - c. Because it couldn't hold back the water from the heavy rains
  - d. Because it is located in dangerous area
  
15. When did the disaster happen?
  - a. At midnight
  - b. At dusk
  - c. At noon
  - d. At dawn

**(Text 10)**

Hexa and I camped in the mountain last weekend. It was very beautiful and very quiet here. The air was fresh. The location of our campsite was on the top of hill, so we could see the scenery around us. It was amazing. It was green everywhere. It was also easy to get water as it was near a small river. You see the water is as clear as a crystal. We bought a lot of food from home. There were some noodles, cans of

sardines, soft drink, and biscuits. Hexa brought cooking utensils for cooking noodle.

On the first day, we spent our time setting up tent and exploring the surrounding area. I was happy to find that there were many campers there. At night, after we had dinner, we met other campers. We chatted and played guitar. It was fun meeting people who had the same hobby. It was not frightening at all at night in the forest as it was very noisy that night. We laughed and sang, and some campers even danced. We went to bed almost dawn. No wonder we got up late the following day. We hiked with other campers until afternoon. We did not realize that it was almost 5 in the afternoon and we had to go back home soon. It was really nice. I planned to go there again on the next long holiday. I would ask other friends to join.

*(Adapted from Brangkas soal UN SMP/MTs; 2009/2010; Tim Smart Nusantara)*

16. What makes the writer say “amazing” from the text?
  - a. The location of the campsite
  - b. The fresh air of the mountain
  - c. The scenery around the campsite
  - d. The small river in the mountain
  
17. What did the writer do on the second day of their camping activity?
  - a. They chatted and played guitar
  - b. They had a greet and meet activity
  - c. They hiked with the other campers
  - d. They laughed and sang songs together

18. Arrange these jumbles sentences into a good paragraph!

- (1) Before lunch we fed some birds in the park.
- (2) But we were happy because we had so much fun.
- (3) Yesterday my family went to the zoo.
- (4) When we returned home we went very tired.
- (5) In the afternoon we saw the animals being fed.
- (6) We bought some food to give to the animals.

*(Adapted from Brangkas soal UN SMP/MTs; 2009/2010; Tim Smart Nusantara)*

The best arrangement is.....

- a. 5 – 4 – 6 – 3 – 2 – 1
- b. 3 – 6 – 1 – 5 – 4 – 2
- c. 5 – 1 – 3 – 6 – 2 – 4
- d. 3 – 1 – 5 – 4 – 2 – 6

## Appendix 22

### ANSWER OF POST TEST

Name	:	.....
Class	:	.....
Number	:	.....
Date	:	.....

**Give a cross symbol (X) to A, B, C and D on the correct answer!**

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

## Appendix 23

### ANSWER KEY OF POST-TEST

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

## Appendix 24

### FINAL VALUE OF EXPERIMENTAL AND CONTROL CLASS

#### LIST

No	Experiment Class	Value	No	Control Class	Value
1	EC-01	70	1	CC-01	70
2	EC-02	80	2	CC-02	65
3	EC-03	70	3	CC-03	65
4	EC-04	75	4	CC-04	60
5	EC-05	65	5	CC-05	70
6	EC-06	65	6	CC-06	55
7	EC-07	80	7	CC-07	70
8	EC-08	75	8	CC-08	55
9	EC-09	60	9	CC-09	80
10	EC-10	70	10	CC-10	65
11	EC-11	65	11	CC-11	70
12	EC-12	70	12	CC-12	55
13	EC-13	75	13	CC-13	65
14	EC-14	60	14	CC-14	55
15	EC-15	65	15	CC-15	60
16	EC-16	60	16	CC-16	75
17	EC-17	70	17	CC-17	60
18	EC-18	75	18	CC-18	55
19	EC-19	80	19	CC-19	60
20	EC-20	75	20	CC-20	80
21	EC-21	60	21	CC-21	65
22	EC-22	80	22	CC-22	75
23	EC-23	70	23	CC-23	75
24	EC-24	75	24	CC-24	70
25	EC-25	80	25	CC-25	70
26	EC-26	75	26	CC-26	75
27	EC-27	80	27	CC-27	70
28	EC-28	65	28	CC-28	75
29	EC-29	70	29	CC-29	70
30	EC-30	65	30	CC-30	80
31	EC-31	75			
32	EC-32	80			
33	EC-33	80			
<b>Jumlah</b>		<b>2360</b>			<b>2015</b>
<b>Rata-rata</b>		<b>71,52</b>			<b>67,17</b>
<b>Nilai Tertinggi</b>		<b>80</b>			<b>80</b>
<b>Nilai Terendah</b>		<b>60</b>			<b>55</b>
<b>Standar Deviasi (Simpangan Baku)</b>		<b>6,79</b>			<b>7,95</b>

## Appendix 25

### NORMALITY TEST OF POST TEST IN EXPERIMENTAL CLASS

Statistik	Variabel
N Sampel	33
Mean	71,515
Simpangan Baku	6,787

Variabel	Zi	F(zi)	S(zi)	F(zi) - S(zi)
60	-1,6965	0,0449	0,0303	0,0146
60	-1,6965	0,0449	0,0606	0,0157
60	-1,6965	0,0449	0,0909	0,0460
60	-1,6965	0,0449	0,1212	0,0763
65	-0,9599	0,1686	0,1515	0,0170
65	-0,9599	0,1686	0,1818	0,0133
65	-0,9599	0,1686	0,2121	0,0436
65	-0,9599	0,1686	0,2424	0,0739
65	-0,9599	0,1686	0,2727	0,1042
65	-0,9599	0,1686	0,3030	0,1345
70	-0,2232	0,4117	0,3333	0,0783
70	-0,2232	0,4117	0,3636	0,0480
70	-0,2232	0,4117	0,3939	0,0177
70	-0,2232	0,4117	0,4242	0,0126
70	-0,2232	0,4117	0,4545	0,0429
70	-0,2232	0,4117	0,4848	0,0732
70	-0,2232	0,4117	0,5152	0,1035
75	0,5134	0,6962	0,5455	0,1507
75	0,5134	0,6962	0,5758	0,1204
75	0,5134	0,6962	0,6061	0,0901
75	0,5134	0,6962	0,6364	0,0598
75	0,5134	0,6962	0,6667	0,0295
75	0,5134	0,6962	0,6970	0,0008
75	0,5134	0,6962	0,7273	0,0311
75	0,5134	0,6962	0,7576	0,0614
80	1,2501	0,8944	0,7879	0,1065
80	1,2501	0,8944	0,8182	0,0762
80	1,2501	0,8944	0,8485	0,0459
80	1,2501	0,8944	0,8788	0,0156
80	1,2501	0,8944	0,9091	0,0147
80	1,2501	0,8944	0,9394	0,0450
80	1,2501	0,8944	0,9697	0,0753
80	1,2501	0,8944	1,0000	0,1056

Uji Normalitas Liliefors	
Liliefors Hitung	0,151
Derajat Kepercayaan	0,050
Liliefors	0,886
Liliefors Tabel	0,154
Kesimpulan	Normal

## Appendix 26

### NORMALITY TEST OF POST TEST IN CONTROL CLASS

Statistik	Variabel
N Sampel	30
Mean	67,167
Simpangan Baku	7,953

Variabel	Zi	F(zi)	S(zi)	F(zi) - S(zi)
55	-1,5299	0,0630	0,0333	0,0297
55	-1,5299	0,0630	0,0667	0,0036
55	-1,5299	0,0630	0,1000	0,0370
55	-1,5299	0,0630	0,1333	0,0703
55	-1,5299	0,0630	0,1667	0,1036
60	-0,9011	0,1838	0,2000	0,0162
60	-0,9011	0,1838	0,2333	0,0496
60	-0,9011	0,1838	0,2667	0,0829
60	-0,9011	0,1838	0,3000	0,1162
65	-0,2724	0,3926	0,3333	0,0593
65	-0,2724	0,3926	0,3667	0,0260
65	-0,2724	0,3926	0,4000	0,0074
65	-0,2724	0,3926	0,4333	0,0407
65	-0,2724	0,3926	0,4667	0,0740
70	0,3563	0,6392	0,5000	0,1392
70	0,3563	0,6392	0,5333	0,1058
70	0,3563	0,6392	0,5667	0,0725
70	0,3563	0,6392	0,6000	0,0392
70	0,3563	0,6392	0,6333	0,0058
70	0,3563	0,6392	0,6667	0,0275
70	0,3563	0,6392	0,7000	0,0608
70	0,3563	0,6392	0,7333	0,0942
75	0,9850	0,8377	0,7667	0,0710
75	0,9850	0,8377	0,8000	0,0377
75	0,9850	0,8377	0,8333	0,0043
75	0,9850	0,8377	0,8667	0,0290
75	0,9850	0,8377	0,9000	0,0623
80	1,6137	0,9467	0,9333	0,0134
80	1,6137	0,9467	0,9667	0,0200
80	1,6137	0,9467	1,0000	0,0533

Uji Normalitas Liliefors	
Liliefors Hitung	0,139
Derajat Kepercayaan	0,050
Liliefors	0,886
Liliefors Tabel	0,162
<b>Kesimpulan</b>	<b>Normal</b>



## Appendix 27

### HOMOGENEITY TEST OF POST TEST

Sumber Data					
Sumber variasi	VIII-A	VIII-B			
Jumlah	2360	2015			
n	33	30			
X	71,52	67,17			
Varians ( $S^2$ )	46,10	63,25			
Standart deviasi (S)	6,79	7,95			
$F_{hitung} =$	$\frac{\text{varians terbesar}}{\text{varians terkecil}}$	=	$\frac{46,10}{63,25}$	=	1,37
untuk $\alpha = 5\%$ dengan					
dk pembilang = $n1 - k = 33 - 1 = 32$					
dk penyebut = $n2 - k = 30 - 1 = 29$					
$F(0.05)(32;29) = 1.81$					
Karena $F_{hitung} < F_{tabel}$ maka homogen					

## Appendix 28

### DIFFERENCES TEST BETWEEN EXPERIMENTAL AND CONTROL CLASS

Sumber data		
Sumber variasi	Eksperimen (V-A)	Kontrol (V-B)
Jumlah	2360	2015
$\bar{n}$	33	30
$\bar{X}$	71,515	67,167
Varians ( $s^2$ )	46,104	63,250
Standart deviasi (s)	6,790	7,953
<b>Perhitungan</b>		
$S^2$	$= \frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2} = \frac{(33-1) \cdot 46,104 + (30-1) \cdot 63,250}{33 + 30 - 2}$	
$S^2$	= 54,256	
S	= 7,366	
$t_{hitung}$	$= \frac{\bar{X}_1 - \bar{X}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}} = \frac{71,515 - 67,167}{7,366 \sqrt{\frac{1}{33} + \frac{1}{30}}}$	
	= 4,348	
	= 1,858	
$t_{hitung}$	= 2,340	
Dengan taraf signifikan $\alpha = 5\%$ dk = $n_1 + n_2 - 2 = 33 + 30 - 2 = 61$ peluang = $1 - 1/2 \alpha = 0,975$ dari $t_{tabel} = 1,66$		
Karena $t_{hitung}$ lebih besar dari $t_{tabel}$ maka $t_{hitung}$ berada pada daerah penerimaan $H_a$ . Oleh karena itu, dapat disimpulkan bahwa ada perbedaan rata-rata antara kelompok eksperimen dan kelas kontrol.		

## Appendix 29

### SAMPLE OF STUDENTS ANSWER (POST TEST) IN EXPERIMENTAL CLASS

#### ANSWER OF POST TEST

Name	: M. Izzah Zulfana .....
Class	: VIII A .....
Number	: 22 .....
Date	: 11 - 2 - 2016 .....

80  
//

Give a cross symbol (X) to A, B, C and D on the correct answer!

- |                                  |                                   |
|----------------------------------|-----------------------------------|
| 1. <del>X</del> B C D            | 11. <del>X</del> B C D            |
| 2. A <del>B</del> C D            | 12. A B C <del>D</del>            |
| 3. A <del>B</del> C D            | 13. <del>A</del> B C D            |
| 4. <del>A</del> B C D            | 14. <del>X</del> B C <del>D</del> |
| 5. <del>A</del> B C D            | 15. A <del>B</del> C D            |
| 6. <del>A</del> B C D            | 16. A <del>B</del> <del>C</del> D |
| 7. <del>A</del> <del>B</del> C D | 17. A B C <del>D</del>            |
| 8. A <del>B</del> C D            | 18. <del>A</del> B <del>C</del> D |
| 9. A B C <del>D</del>            | 19. A <del>B</del> C D            |
| 10. <del>A</del> B C D           | 20. A <del>B</del> C D            |

$$B = \frac{16}{20} \times 100$$

Appendix 30

SAMPLE OF STUDENTS ANSWER (POST TEST) IN CONTROL CLASS

75  
=

ANSWER OF POST TEST

Name	: MIFTAKHUL HIDAYAH.....
Class	: V.iii Bhe.....
Number	: 22.....
Date	: 10 February 2016.....

Give a cross symbol (X) to A, B, C and D on the correct answer!

- |                                   |  |
|-----------------------------------|--|
| 1. <del>X</del> B C D             | 11. A B C <del>D</del>                       |
| 2. A B C <del>D</del>             | 12. A B C <del>D</del>                       |
| 3. A <del>B</del> C D             | 13. <del>X</del> B C D                       |
| 4. <del>X</del> B C D             | 14. <del>X</del> B <del>C</del> D            |
| <del>5.</del> A B C <del>D</del>  | <del>15.</del> A <del>B</del> C <del>D</del> |
| 6. <del>X</del> B C D             | <del>16.</del> A <del>B</del> C D            |
| 7. <del>X</del> <del>X</del> C D  | <del>17.</del> <del>X</del> B C D            |
| 8. A <del>B</del> C D             | 18. A B <del>C</del> D                       |
| 9. A B C <del>D</del>             | 19. A B <del>C</del> D                       |
| <del>10.</del> <del>X</del> B C D | 20. A <del>B</del> C D                       |

$$B = \frac{15}{20} \times 100$$

## Appendix 31

### Checklist Observation of Teaching Learning Process in Control Class (First Meeting)

No	Indicator	None (0%)	Few (≤20%)	Half (21%- 51%)	Many (51%- 70%)	Majority (>70%)	Total Score
		1	2	3	4	5	
1	Students participate toward teacher's teaching			✓			3
2	Students respond to explained material			✓			3
3	Students are interested in the teaching learning process				✓		4
4	Students are active during teaching learning process		✓				2
5	Being enthusiastic to English learning			✓			3

Batang, 10<sup>th</sup> February 2016

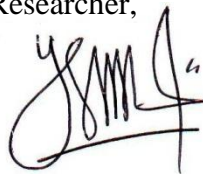
English Teacher,



A. Munawwir, S. Pd

NIP. 332508100263001

Researcher,



Isa Aulia Rohman

NIM. 123411055

## Appendix 32

### Checklist Observation of Teaching Learning Process in Control Class (Second Meeting)

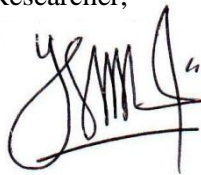
No	Indicator	None (0%)	Few (≤20%)	Half (21%- 51%)	Many (51%- 70%)	Majority (>70%)	Total Score
		1	2	3	4	5	
1	Students participate toward teacher's teaching				✓		4
2	Students respond to explained material			✓			3
3	Students are interested in the teaching learning process				✓		4
4	Students are active during teaching learning process				✓		4
5	Being enthusiastic to English learning			✓			3

English Teacher,



A. Munawwir, S. Pd  
NIP. 332508100263001

Batang, 17<sup>th</sup> February 2016  
Researcher,



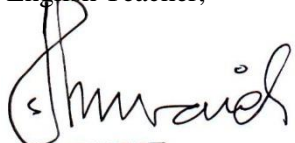
Isa Aulia Rohman  
NIM. 123411055

## Appendix 33

### Checklist Observation of Teaching Learning Process in Experimental Class (First Meeting)

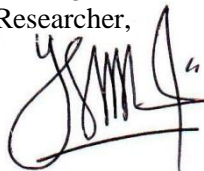
No	Indicator	None (0%)	Few (≤20%)	Half (21%- 51%)	Many (51%- 70%)	Majority (>70%)	Total Score
		1	2	3	4	5	
1	Students participate toward teacher's teaching				✓		4
2	Students respond to explained material			✓			3
3	Students are interested in the teaching learning process					✓	5
4	Students are active during teaching learning process				✓		4
5	Being enthusiastic to English learning				✓		4

English Teacher,



A. Munawwir, S. Pd  
NIP. 332508100263001

Batang, 11<sup>th</sup> February 2016  
Researcher,



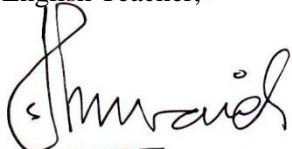
Isa Aulia Rohman  
NIM. 123411055

## Appendix 34

### Checklist Observation of Teaching Learning Process in Experimental Class (Second Meeting)

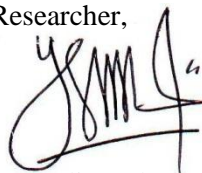
No	Indicator	None (0%)	Few (≤20%)	Half (21%- 51%)	Many (51%- 70%)	Majority (>70%)	Total Score
		1	2	3	4	5	
1	Students participate toward teacher's teaching					✓	5
2	Students respond to explained material				✓		4
3	Students are interested in the teaching learning process					✓	5
4	Students are active during teaching learning process				✓		4
5	Being enthusiastic to English learning					✓	5

English Teacher,



A. Munawwir, S. Pd  
NIP. 332508100263001

Batang, 18<sup>th</sup> February 2016  
Researcher,



Isa Aulia Rohman  
NIM. 123411055



## Appendix 35

### Text Recount Text as Media

#### (Text 1)

On Wednesday, my students and I went to Yogyakarta. We stayed at Dirgahayu Hotel which is not far from Malioboro.

On Thursday, we visited the temples in Prambanan. There are three big temples, the Brahmana, Syiwa and Wisnu temples. They are really amazing. We visited only Brahmana and Syiwa temples, because Wisnu temple is being renovated.

On Friday morning we went to Yogya Kraton. We spent about two hours there. We were lucky because we were led by a smart and friendly guide. Then we continued our journey to Borobudur. We arrived there at four p.m. at 5 p.m. We heard the announcement that Borobudur gate would be closed. In the evening we left for Jakarta by bus.

*(adapted from [www.caramudahbelajarbahasainggris.net](http://www.caramudahbelajarbahasainggris.net))*

#### (Text 2)

Last holiday, I went to Surabaya with my friend for vacation. We went there on a night bus.

When we arrived in Lamongan, the bus stopped at a small restaurant for a rest. I got off the bus to get a cup of ginger tea, and my friend drank some cold lemonade. Then I went to the toilet. It took only a few minutes.

When I came out again, the bus was not there. It had gone! My friend was not there too. Feeling shocked and confused, I asked a waitress about the bus. She said that the bus departed about five minutes ago.

I tried to call my friend on my cell-phone, but the battery was running low.

I could not do anything but hope and pray. After several minutes, my wish came true. The bus came back! I got on the bus and walked to my seat.

I was so ashamed when everybody on the bus looked at me. I could feel my face turn red.

*(adapted from [www.bahasainggrisoke.com](http://www.bahasainggrisoke.com))*

**(Text 3)**

Last summer, when mum and dad weren't feeling well, Tom was taking his dog, Paddy for a walk. Suddenly there was a rabbit running across the path they were taking. Paddy barked very loud and the scared rabbit ran into the bushes. Although Tom was trying hard to grip the collar, Paddy was running after the rabbit. That was the last time he saw Paddy.

He tried to look for him for days. Finally, five weeks later, when Tom was out for a coffee at Motorway Café, his parents called. They were having lunch when they heard a dog barked outside the house. He hurriedly went out and there was Paddy wiggling his tail.

*(Adapted from Brangkas soal UN SMP/MTs; 2012/2013; Tim Smart Nusantara)*

**(Text 4)**

I really enjoyed my vacations in Australia. Last Sunday I visited a marine park called Sea World, which is at Surfers paradise near Brisbane. It is Australia's largest marine park and I had a wonderful day there.

The first thing I saw was the oceanarium, which is a place where you can watch all kinds of fish and animal underwater. There huge turtles, shark, and beautiful tropical fish. The most exciting thing was watching a man feeding the sharks. He wore a special diving suit.

Then, I watch performing animal. The show was in a big outdoor swimming pool. There were killer whales, dolphins and sea

lions, and they did all kinds of fantastic things the water. One of the girls rode under water on the back of a big turtle.

Then, I watched a wonderful water ski show which was held on the lake.

After the show, I had lunch. There were several big restaurants at the park. I had lunch in a restaurant that was shaped like a ship.

*(adapted from [www.belajarbahasainggrisku.com](http://www.belajarbahasainggrisku.com))*

### **(Text 5)**

Last summer I got a fantastic holiday. I visited some great places. I went to an airport and was going to fly to Cleveland. I was spending there two days. I liked to see some Cleveland. I liked to see some Cleveland Cavaliers basketball matches.

Then I went to Hollywood. Hollywood is a famous district in Los Angeles, California, United States. It had become world-famous as the center of the film industry. Four major film companies – Paramount, Warner Bros, RKO, and Columbia – had studios in Hollywood. I did not want to leave but I had to.

After that, I went to New York City. I visited the Statue of Liberty. I went from the bottom of Manhattan to the top of the crown. That was very amazing. The places made me feel at home but I have to go home. Next time I would return to them.

*(Adapted from Brankas soal UN SMP/MTs; 2014/2015; Tim Smart Nusantara)*

### **(Text 6)**

Last weekend, my friend and I went camping. We reached the camping ground after we walked for about one and a half hour from the parking lot. We built the camp next to a small river. It was getting darker and colder, so we built a fire camp.

The next day, we spent our time observing plantation and insects while the girls were preparing meals. In the afternoon, we went

to the river and caught some fish for supper. At night, we held a fire camp night. We sang, danced, read poetry, played magic tricks, and even some of us performed a standing comedy.

On Monday, we packed our bags and got ready to go home.

*(Adapted from Brangkas soal UN SMP/MTs; 2014/2015; Tim Smart Nusantara)*

**(Text 7)**

On Saturday night, we went to the Town Hall. It was the last day of the year and a large crowd of people had gathered under the Town Hall clock. It would strike twelve in twenty minutes' time. Fifteen minutes passed and then, at five to twelve, the clock stopped. The big minute hand did not move. We waited and waited, but nothing happened. Suddenly someone shouted. "It is two minutes past twelve! The clock has stopped!"

I looked at my watch. It was true. The big clock refused to welcome the New Year. At that moment, everybody began to laugh and sing.

*(Adapted from detik-detik UN bahasa Inggris; 2005/2006; Intan Pariwara)*

**(Text 8)**

Last year I joined the Chicago Marathon, my first marathon. I had to run 26.2 miles to complete it. It is hard but I learned valuable things from joining it.

At first, I just wanted to get the experience of joining a marathon. I thought it would be one life time experience. After finishing it, I change my mind. I wanted to join another one. I was interested to complete at least one more marathon and improve my time. I also experienced a good feeling between participants and the spectators that made me happy. It was a very wonderful thing for me. So I decide that I had to join another marathon to following year, because I was not satisfied with this first one.

*(Adapted from Brankas soal UN SMP/MTs; 2010/2011; Tim Smart Nusantara)*

**(Text 9)**

On Friday morning, 27 March 2009, the Situ Gintung dam which is located in Cireundeu southern part of Tangerang burst. It happened early in the morning at about 04.30 Indonesian Western Time (WIB), when people in the nearby area were still sleeping without option to flee.

The incident happened because of heavy rains. The dam could not hold back the water and collapsed. A big water full of rocks and pieces of wood destroyed small poorly built houses. It also swept away cars and broke telephone lines. The flood water reaches the height of up to four meters.

Hundreds of houses were totally damaged and a lot of property lost. More than 100 people died and many more still lost. The total lost could reach billions even trillions of rupiahs because of the disaster.

It was really a horrifying disaster in early 2009. It made a lot of people lost their husbands, wives, sons, daughters, relatives and properties. It was an unforgettable disaster happening close to the country's capital city of Jakarta.

*(Adapted from Brankas soal UN SMP/MTs; 2010/2011; Tim Smart Nusantara)*

**(Text 10)**

Hexa and I camped in the mountain last weekend. It was very beautiful and very quiet here. The air was fresh. The location of our campsite was on the top of hill, so we could see the scenery around us. It was amazing. It was green everywhere. It was also easy to get water as it was near a small river. You see the water is as clear as a crystal. We bought a lot of food from home. There were some noodles, cans of

sardines, soft drink, and biscuits. Hexa brought cooking utensils for cooking noodle.

On the first day, we spent our time setting up tent and exploring the surrounding area. I was happy to find that there were many campers there. At night, after we had dinner, we met other campers. We chatted and played guitar. It was fun meeting people who had the same hobby. It was not frightening at all at night in the forest as it was very noisy that night. We laughed and sang, and some campers even danced. We went to bed almost dawn. No wonder we got up late the following day. We hiked with other campers until afternoon. We did not realize that it was almost 5 in the afternoon and we had to go back home soon. It was really nice. I planned to go there again on the next long holiday. I would ask other friends to join.

*(Adapted from Brangkas soal UN SMP/MTs; 2009/2010; Tim Smart Nusantara)*

## **Example**

### **Tour in Bali**

There were so many places to see in Bali that my friend decided to join the tours to see as much as possible. My friend stayed in Kuta on arrival. He spent the first three days swimming and surfing on Kuta beach. He visited some tour agents and selected two tours. The first one was to Singaraja, the second was to Ubud.

On the day of the tour, he was ready. My friend and his group drove on through mountains. Singaraja is a city of about 90 hundreds people. It is a busy but quiet town. The streets are lined with trees and there are many Old Dutch houses. Then they returned very late in the evening to Kuta.

The second tour to Ubud was a very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batubulan, a center of stone sculpture. There my friend

watched young boys were carving away at big blocks of stone. The next stop was Celuk, a center for silversmiths and golden smiths. After that he stopped a little while for lunch at Sukawati and on to mass. Mass is a tourist center.

My friend ten-day-stay ended very quickly beside his two tours, all his day was spent on the beach. He went sailing or surfing every day. He was quiet satisfied.

### **My Holiday**

On February 8th, 2016, I thought this would be a great holiday for me because that was Chinese New Year holiday. I didn't celebrate the Chinese New Year as I'm not Chinese but I guessed that it was a good time for me to get full refreshing. I was so tired to studying. However, the unpredictable fact broke everything up.

First like an ordinary daughter, I had to get up early morning to help my mother, of course after I prayed. Then I did the dishes, cleaned up my room, and did my bed. I was really in danger if my mom knew that my room was messy. So, I made it as soon as possible. After finishing everything, my aunts called me in the afternoon. I did not meet them for a long time so we kept for hours to talk about some up to date gossips. Not long after that, my neighbor who is also my schoolmate visited me. She asked my help to finish her homework. At last, the time was running and the homework was successfully finished. An unpredictable moment happened after that. To my surprised, I just remembered that I had a lot of homework too. I got confused and regretful why I did not check it. As the consequence, I did my homework until late night and it was hardly finished. Since then, I always check my homework before having a holiday.

I did not feel this was holiday instead of I had to work hard and got a long ship with my homework.

**Appendix 36**

**DOCUMENTATION**



**DISCUSSION**





**POST TEST OF EXPERIMENTAL CLASS**



**POST TEST OF CONTROL CLASS**



KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI WALISONGO  
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Prof. Dr. Hamka (Kampus II) Ngaliyan (024) 7601295 Fax. 7615387 Semarang 50185

Nomor : In.06.03/J.4/PP.00.9/4527/2015 Semarang, 21 Oktober 2015  
Lamp : -  
Hal : **Penunjukan Pembimbing Skripsi**

Yth:

Moh. Nafi Annury, M.Pd

Berdasarkan hasil pembahasan usulan judul penelitian jurusan Pendidikan Bahasa Inggris, maka Fakultas Ilmu Tarbiyah dan Keguruan menyetujui skripsi mahasiswa:

Nama : Isa Aulia Rohman  
NIM : 123411055  
Judul : *"The Effectiveness of Using Two-Stay Two-Stray (TSTS) to Improve Students' Achievement in Reading Recount Text (An Experimental Study at Eight Grade of MTs Nurul Huda Banyuputih Batang in the Academic Year of 2015/2016)."*

dan menunjuksaudara Moh. Nafi Annury, M.Pd sebagai pembimbing.  
Demikian atas kerjasamayang diberikankami ucapkan terima kasih.



A.n. Dekan,  
Sekretaris Pendidikan Bahasa Inggris

Sayidah Fadlilah, M. Pd  
NIP.19810908 200710 2 001

Tembusan:

1. Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (sebagai laporan)
2. Mahasiswa yang bersangkutan
3. Arsip



**KEMENTERIAN AGAMA**  
**UNIVERSITAS ISLAM NEGERI WALISONGO**  
**FAKULTAS ILMU TARBIYAH DAN KEGURUAN**

Prof. Dr. Hamka Kampus II Ngaliyan Telp.7601295 Fax. 7615987 Semarang 50185

Nomor : In.06.3/DI/TL.00./0540/2016

Semarang, 4 Februari 2016

Lamp : -

Hal : Mohon Izin Riset

A.n. : Isa Aulia Rohman

NIM : 123411055

Kepada Yth. :

**Kepala MTs Nurul Huda Banyuputih**  
di Batang

Assalamua'alikum Wr.Wb.

Diberitahukan dengan hormat dalam rangka penulisan skripsi, bersama ini kami hadapkan mahasiswa:

Nama : Isa Aulia Rohman

NIM : 123411055

Jurusan : Pendidikan Bahasa Inggris

Judul Skripsi : **"The Effectiveness of Using Two-Stay Two-Stray (TSTS) to Improve Students' Achievement in Reading Recount Text (An Experimental Study at Eight Grade of MTs Nurul Huda Banyuputih Batang in the Academic Year of 2015/2016)."**

Pembimbing : Muhammad Nafi Annury, M.Pd

Bahwa mahasiswa tersebut membutuhkan data-data dengan tema/judul skripsi yang sedang disusunnya, dan oleh karena itu kami mohon mahasiswa tersebut diberi ijin riset selama 22 hari, pada tanggal 9 Februari sampai dengan tanggal 29 Februari 2016.

Demikian atas perhatian dan kerjasamanya disampaikan terimakasih.

Wassalamu'alaikum Wr.Wb.

Dekan,  
Wakil Dekan Bidang Akademik  
**Dr. H. Fatah Syukur, M.Ag.**  
NIP. 19681212 199403 1 003





**LEMBAGA PENDIDIKAN MA'ARIF NU  
MADRASAH TSANAWIYAH NURUL HUDA  
TERAKREDITASI A**

Nomor : 135/BAP-SM/X/2011

Alamat : Jalan Lapangan Banyuputih Kecamatan Banyuputih Kabupaten Batang ☎ 51271  
Telp./Fax (0285) 4469689 Email : mtsnhbyp@gmail.com

**SURAT KETERANGAN**

Nomor : Ts.14/K.01/121/2016

Yang bertanda tangan di bawah ini, Kepala Madrasah Tsanawiyah Nurul Huda Banyuputih Kabupaten Batang menerangkan bahwa :

Nama : Isa Aulia Rohman  
NIM : 123411055  
Program Studi : S 1 / Pendidikan Bahasa Inggris  
Universitas : Universitas Islam Negeri Walisongo Semarang

Telah melaksanakan penelitian di MTs Nurul Huda Banyuputih sejak tanggal 9 s.d. 29 Februari 2016, dalam rangka penyusunan skripsi berjudul :

*"The Effectiveness of Using Two-Stay Two-Stray (TSTS) to Improve Students' Achievement in Reading Recount Text (An Experimental Study at Eight Grade of MTs Nurul Huda Banyuputih Batang in the Academic Year of 2015/2016)."*

Surat keterangan ini dibuat agar menjadikan periksa dan dapat digunakan sebagaimana mestinya.

Banyuputih, 21 Maret 2016  
Kepala MTs Nurul Huda  
Banyuputih



Kholidin, SHI



**LABORATORIUM MATEMATIKA**  
**JURUSAN PENDIDIKAN MATEMATIKA**  
**FAKULTAS SAINS DAN TEKNOLOGI**  
**UIN WALISONGO SEMARANG**

*Jln. Prof. Dr. Hamka Kampus 2 (Gdg. Lab. MIPA Terpadu Lt.3) ☎ 7601295 Fax. 7615387 Semarang 50182*

**PENELITI** : Isa Aulia Rohman  
**NIM** : 123411055  
**JURUSAN** : Pendidikan Bahasa Inggris  
**JUDUL** : THE EFFECTIVENESS OF USING TWO-STAY TWO-STRAY  
TO IMPROVE STUDENT'S ACHIEVEMENT IN READING  
RECOUNT TEXT  
(An Experimental Study at Eight Grade of MTs Nurul Huda  
Banyuputih Batang in the Academic Year of 2015/2016)

**HIPOTESIS :**

a. Hipotesis Varians :

Ho : Varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah identik.

Ha : Varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah tidak identik.

b. Hipotesis Rata-rata :

Ho : Rata-rata hasil belajar siswa kelas eksperimen  $\leq$  kontrol.

Ha : Rata-rata hasil belajar siswa kelas eksperimen  $>$  kontrol.

**DASAR PENGAMBILAN KEPUTUSAN :**

Ho DITERIMA, jika nilai  $t_{hitung} \leq t_{tabel}$

Ho DITOLAK, jika nilai  $t_{hitung} > t_{tabel}$

**HASIL DAN ANALISIS DATA :**

**Group Statistics**

kelas	N	Mean	Std. Deviation	Std. Error Mean
hasil belajar akhir eksp	33	71.5152	6.78749	1.18155
kontr	30	67.1667	7.95281	1.45198

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
hasil belajar akhir	Equal variances assumed	.879	.352	2.341	61	.023	4.34848	1.85779	.63360	8.06337
	Equal variances not assumed			2.323	57.338	.024	4.34848	1.87198	.60039	8.09658

1. Pada kolom *Levenes Test for Equality of Variances*, diperoleh nilai sig. = 0,352. Karena sig. = 0,352  $\geq$  0,05, maka Ho DITERIMA, artinya kedua varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah identik.
2. Karena identiknyanya varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol, maka untuk membandingkan rata-rata antara rata-rata hasil belajar siswa kelas eksperimen dan kontrol dengan menggunakan t-test adalah menggunakan dasar nilai  $t_{hitung}$  pada baris pertama (*Equal variances assumed*), yaitu  $t_{hitung} = 2,341$ .
3. Nilai  $t_{tabel} (61,05) = 1,670$  (*one tail*). Berarti nilai  $t_{hitung} = 2,341 > t_{tabel} = 1,670$ , hal ini berarti Ho DITOLAK, artinya : Rata-rata hasil belajar siswa kelas eksperimen lebih baik dari rata-rata hasil belajar siswa kelas kontrol.

Semarang, 17 Maret 2016  
Ketua Jurusan Pend. Matematika,



**Yulia Romadiastri, M.Sc.**  
NIP. 19810715 200501 2 008





Panitia Pelaksana  
**ORIENTASI PENGENALAN AKADEMIK DAN KEMAHASISWAAN**  
**OPAK 2012**  
**DEWAN MAHASISWA (DEMA)**  
**INSTITUT AGAMA ISLAM NEGERI WALISONGO SEMARANG**  
*Sekretariat: Gedung Student Centre Kampus III IAIN Walisongo, Jl. Raya Bojone-Ngaliyan Km. 2 Semarang*



# Piagam Penghargaan

Nomor: .....

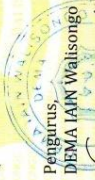
Panitia Pelaksana Orientasi Pengenalan Akademik dan Kemahasiswaan (OPAK) 2012  
 Dewan Mahasiswa (DEMA) IAIN Walisongo memberikan penghargaan ini kepada:

Nama : .....  
 Tempat Tanggal Lahir : .....  
 Fakultas/NIM : .....

Yang telah berpartisipasi aktif dalam kegiatan Orientasi Pengenalan Akademik dan Kemahasiswaan IAIN Walisongo Semarang Tahun Akademik 2012/2013 pada tanggal s/d Agustus 2012 sebagai PESERTA dengan Nilai: Amat Baik/Baik/Cukup/Kurang Semarang, 15 September 2012

Mengetahui,  
 Pembantu Rektor III  
 IAIN Walisongo

Dr. H. M. Darori Amin, M.A.  
 NIP. 19530112198203 1001



Pengurus  
 DEMA IAIN Walisongo  
  
 Khoirul Anam  
 Presiden DEMA

Panitia Pelaksana  
 Orientasi Pengenalan Akademik dan Kemahasiswaan  
 OPAK 2012  
  
 Siswoyo  
 Ketua Panitia

Abdul Malik  
 Sekretaris



KEMENTERIAN AGAMA  
UNIVERSITAS ISLAM NEGERI WALISONGO  
LEMBAGA PENELITIAN DAN PENGABDIAN  
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# PIAGAM

Nomor : Un.06.0/L.1/PP.03.06/375/2016

Lembaga Penelitian dan Pengabdian kepada Masyarakat (LP2M) Universitas Islam Negeri (UIN) Walisongo Semarang, menerangkan bahwa :

Nama : **ISA AULIA ROHMAN**

NIM : **123411055**

Fakultas : **ILMU TARBIYAH DAN KEGURUAN**

Telah melaksanakan kegiatan Kuliah Kerja Nyata (KKN) Reguler Angkatan ke-66 Semester Genap Tahun Akademik 2015/2016 di Kabupaten Pati, dengan nilai :

**88** ..... ( ..... **4,0 / A** ..... )

Semarang, 21 Juni 2016

  
Dr. H. Sholihah, M.Ag  
NIP. 19600604 199405 1 004



## CURRICULUM VITAE

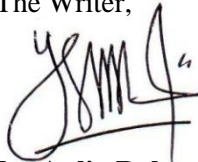
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### Educational Background:

1. TK Pertiwi Pelen Gringsing Batang, graduated on 2000.
2. MI Lebo 1 Gringsing Batang, graduated on 2006.
3. SMP Negeri 1 Gringsing Batang, graduated on 2009.
4. MAN Kendal, graduated on 2012.
5. UIN Walisongo Semarang.

Semarang, 30 November 2016  
The Writer,



**Isa Aulia Rohman**  
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