## APPENDIX 1

| DAFTAR NAMA SISWA KELAS UJI COBA (IX C) |  |  |  |
| :---: | :---: | :---: | :---: |
| No | JK | Nama | Kode |
| 1. | P | Adista Rusmiyati | UC-IX C-1 |
| 2. | P | Afidah Qomariatun N | UC-IX C-2 |
| 3. | P | Devi Putika Sari | UC-IX C-3 |
| 4. | P | Dewi Eka Ardhianti | UC-IX C-4 |
| 5. | P | Dewi Wulandari | UC-IX C-5 |
| 6. | P | Eka Purwati | UC-IX C-6 |
| 7. | P | Elfa Afifatul Jannah | UC-IX C-7 |
| 8. | P | Feby Widianingrum Sianipar | UC-IX C-8 |
| 9. | P | Hidayatunnafisa | UC-IX C-9 |
| 10. | P | Ika Murliasari | UC-IX C-10 |
| 11. | P | Isma Puji Lestari | UC-IX C-11 |
| 12. | P | Khoillya Zaidatu Ni'mah | UC-IX C-12 |
| 13. | P | Maulinatun Khoirryah | UC-IX C-13 |
| 14. | P | Nira Wiranti | UC-IX C-14 |
| 15. | P | Nova Linda Kristia Ningrum | UC-IX C-15 |
| 16. | P | Qoni'atul Afifah | UC-IX C-16 |
| 17. | P | Riska Naer Amilia | UC-IX C-17 |
| 18. | P | Rizma Ayu Verentika | UC-IX C-18 |


| 19. | P | Shobirotun Niswah | UC-IX C-19 |
| :---: | :---: | :--- | :---: |
| 20. | P | Silvia Birrotun Ni'mah | UC-IX C-20 |
| 21. | P | Sintya Putri Oktavia | UC-IX C-21 |
| 22. | P | Siti Fatimatuzzahroh | UC-IX C-22 |
| 23. | P | Siti Rukhayatun | UC-IX C-23 |
| 24. | P | Tri Anita | UC-IX C-24 |
| 25. | P | Vera Nur Arifah | UC-IX C-25 |

## APPENDIX 2

| DAFTAR NAMA SISWA KELAS EKSPERIMEN (VIII C) |  |  |  |
| :---: | :---: | :---: | :---: |
| No | JK | Nama | Kode |
| 1. | P | Anis Maghfiroh | E-IX C-1 |
| 2. | P | Astuti Isa Almaida | E-IX C-2 |
| 3. | P | Ayu' Maunatul Fatiha | E-IX C-3 |
| 4. | P | Devi Icha Mariyana | E-IX C-4 |
| 5. | P | Dewik Diyas Tutik | E-IX C-5 |
| 6. | P | Eka Fitri Ana | E-IX C-6 |
| 7. | P | Fasiska Ditav Enjelina | E-IX C-7 |
| 8. | P | Fitri Ayu Rahmawati | E-IX C-8 |
| 9. | P | Junia Novita Sari | E-IX C-9 |
| 10. | P | Kholifah | E-IX C-10 |
| 11. | P | Laila Nur Qodhiyah | E-IX C-11 |
| 12. | P | Laziatin Anzelina | E-IX C-12 |
| 13. | P | Nurul Fajriatus Sa’adah | E-IX C-13 |
| 14. | P | Nurul Sa'adah | E-IX C-14 |
| 15. | P | Sheila Afifah Jannah | E-IX C-15 |
| 16. | P | Siska Dea Rahmandhani | E-IX C-16 |
| 17. | P | Siska Sholikhatun | E-IX C-17 |
| 18. | P | Siti Maulidah | E-IX C-18 |


| 19. | P | Sri Puji Rahayu | E-IX C-19 |
| :---: | :---: | :--- | :---: |
| 20. | P | Sri Wahyuni | E-IX C-20 |
| 21. | P | Tsania Siska A | E-IX C-21 |
| 22. | P | Ulfa Rohmatus Sa'adah | E-IX C-22 |
| 23. | P | Ulil Wahyuningsih | E-IX C-23 |
| 24. | P | Umi Umarotin | E-IX C-24 |

## APPENDIX 3

| DAFTAR NAMA SISWA KELAS KONTROL (VIII A) |  |  |  |
| :---: | :---: | :---: | :---: |
| No | JK | Nama | Kode |
| 1. | P | Aizzatur Rosyidah | K-IX C-1 |
| 2. | P | Alfiya Mustafida | K-IX C-2 |
| 3. | P | Amallia Lathifa Anfasa | K-IX C-3 |
| 4. | P | Annisa Novita Sari | K-IX C-4 |
| 5. | P | Apriliana Tantri | K-IX C-5 |
| 6. | P | Ardhea Dwi Cahyani | K-IX C-6 |
| 7. | P | Diah Ayu Rosalinda | K-IX C-7 |
| 8. | P | Efa Yuliana | K-IX C-8 |
| 9. | P | Elfa Maulana Roisah | K-IX C-9 |
| 10. | P | Elisa Rahmawati | K-IX C-10 |
| 11. | P | Evi Maghfiroh | K-IX C-11 |
| 12. | P | Farikha Indah Mayasari | K-IX C-12 |
| 13. | P | Futiha Alfaida | K-IX C-13 |
| 14. | P | Hafidhotun Nudia Nurul Ma'rifah | K-IX C-14 |
| 15. | P | Indah Ayu Triyaningsih | K-IX C-15 |
| 16. | P | Indah F | K-IX C-16 |
| 17. | P | Isnarti | K-IX C-17 |
| 18. | P | Mahesta Della Amanda | K-IX C-18 |


| 19. | P | Maltufatus Tsalisa | K-IX C-19 |
| :---: | :---: | :--- | :--- |
| 20. | P | Novi Yunita Sari | K-IX C-20 |
| 21. | P | Rinayu Retno Winingrum | K-IX C-21 |
| 22. | P | Sri Wahyuni | K-IX C-22 |
| 23. | P | Syafa'ah | K-IX C-23 |
| 24. | P | Tri wahyuni | K-IX C-24 |

## APPENDIX 4

| SCORE POST TEST BETWEEN EXPERIMENTAL <br> CLASS AND CONTROL CLASS |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| CONTROL |  |  | EXPERIMENTAL |  |  |
| NO | CODE | SCORE | NO | CODE | SCORE |
| 1 | C-1 | 45 | 1 | E-1 | 70 |
| 2 | C-2 | 65 | 2 | E-2 | 60 |
| 3 | C-3 | 80 | 3 | E-3 | 80 |
| 4 | C-4 | 50 | 4 | E-4 | 75 |
| 5 | C-5 | 70 | 5 | E-5 | 80 |
| 6 | C-6 | 50 | 6 | E-6 | 70 |
| 7 | C-7 | 80 | 7 | E-7 | 75 |
| 8 | C-8 | 50 | 8 | E-8 | 85 |
| 9 | C-9 | 55 | 9 | E-9 | 70 |
| 10 | C-10 | 85 | 10 | E-10 | 50 |
| 11 | C-11 | 55 | 11 | E-11 | 85 |
| 12 | C-12 | 75 | 12 | E-12 | 70 |
| 13 | C-13 | 70 | 13 | E-13 | 80 |
| 14 | C-14 | 60 | 14 | E-14 | 75 |
| 15 | C-15 | 60 | 15 | E-15 | 65 |
| 16 | C-16 | 65 | 16 | E-16 | 60 |
| 17 | C-17 | 60 | 17 | E-17 | 50 |
| 18 | C-18 | 70 | 18 | E-18 | 80 |
| 19 | C-19 | 55 | 19 | E-19 | 90 |
| 20 | C-20 | 65 | 20 | E-20 | 65 |
| 21 | C-21 | 70 | 21 | E-21 | 70 |
| 22 | C-22 | 75 | 22 | E-22 | 60 |
| 23 | C-23 | 50 | 23 | E-23 | 90 |
| 24 | C-24 | 80 | 24 | E-24 | 55 |
| Jumlah | 1710 |  |  | 1540 |  |
| N |  | 24 |  |  | 24 |
| X Rata2 | 71,25 |  |  | 64,17 |  |
| Varians (s2) | 133,15 |  |  | 131,88 |  |


| (S) | 11,54 |  |  | 11,48 |
| :--- | :--- | :--- | :--- | :--- |

## APPENDIX 5

| SCORE PRE TEST BETWEEN EXPERIMENTAL CLASS |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
| AND CONTROL CLASS |  |  |  |  |  |
| CONTROL | EXPERIMENTAL |  |  |  |  |
| NO | CODE | SCORE | NO | CODE | SCORE |
| 1 | C-1 | 50 | 1 | E-1 | 79 |
| 2 | C-2 | 70 | 2 | E-2 | 75 |
| 3 | C-3 | 65 | 3 | E-3 | 65 |
| 4 | C-4 | 55 | 4 | E-4 | 50 |
| 5 | C-5 | 45 | 5 | E-5 | 60 |
| 6 | C-6 | 55 | 6 | E-6 | 60 |
| 7 | C-7 | 60 | 7 | E-7 | 65 |
| 8 | C-8 | 50 | 8 | E-8 | 55 |
| 9 | C-9 | 75 | 9 | E-9 | 65 |
| 10 | C-10 | 60 | 10 | E-10 | 75 |
| 11 | C-11 | 55 | 11 | E-11 | 70 |
| 12 | C-12 | 45 | 12 | E-12 | 55 |
| 13 | C-13 | 70 | 13 | E-13 | 65 |
| 14 | C-14 | 65 | 14 | E-14 | 70 |
| 15 | C-15 | 50 | 15 | E-15 | 60 |
| 16 | C-16 | 70 | 16 | E-16 | 55 |
| 17 | C-17 | 70 | 17 | E-17 | 65 |
| 18 | C-18 | 80 | 18 | E-18 | 70 |
| 19 | C-19 | 65 | 19 | E-19 | 50 |
| 20 | C-20 | 70 | 20 | E-20 | 65 |
| 21 | C-21 | 45 | 21 | E-21 | 80 |
| 22 | C-22 | 75 | 22 | E-22 | 55 |
| 23 | C-23 | 70 | 23 | E-23 | 70 |
| 24 | C-24 | 80 | 24 | E-24 | 55 |
| Jumlah |  | 1495 |  |  | 1533 |
|  | 24 |  |  | 24 |  |
| X Rata2 | 62,29 |  |  | 63,88 |  |


| Varians (s2) <br> (S) | 123,87 |  |  | 73,33 |
| :--- | :---: | :---: | :---: | :---: |
|  | 11,13 |  |  | 8,56 |

## APPENDIX 6

THE TRYOUT SCORE

| No. | Code | No. soal |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 1 | TO- 01 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 |
| 2 | TO-02 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 0 |
| 3 | TO- 03 | 1 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 0 |
| 4 | TO- 04 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 |
| 5 | TO- 05 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 6 | TO-06 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 |
| 7 | TO- 07 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 |
| 8 | TO- 08 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 |
| 9 | TO-09 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 10 | TO-10 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 11 | TO-11 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 12 | TO-12 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 0 |
| 13 | TO-13 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 14 | TO-14 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 |
| 15 | TO-15 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 16 | TO-16 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 |
| 17 | TO-17 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| 18 | TO-18 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 |
| 19 | TO-19 | 0 | 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 |
| 20 | TO- 20 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 |
| 21 | TO-21 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 1 |
| 22 | TO- 22 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 |
| 23 | TO-23 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 1 |
| 24 | TO- 24 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 0 |
| 25 | TO- 30 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| $\frac{\text { 근 }}{\frac{20}{70}}$ | $\Sigma \mathrm{X}$ | 23 | 21 | 20 | 20 | 21 | 21 | 15 | 20 | 12 |
|  | $\sum \mathrm{XY}$ | 413 | 379 | 364 | 364 | 378 | 381 | 253 | 360 | 220 |
|  | $\mathrm{r}_{\text {xy }}$ | 0,531784 | 0,414178 | 0,441641 | 0,441641 | 0,3855 | 0,47154 | -0,158835 | 0,33649 | 0,2458331 |
|  | $\mathrm{r}_{\text {tabel }}$ | 0,329 | 0,329 | 0,329 | 0,329 | 0,329 | 0,329 | 0,329 | 0,329 | 0,329 |
|  | Criteria | Valid | Valid | Valid | Valid | Valid | Valid | Invalid | Valid | Invalid |
|  | BA | 17 | 15 | 14 | 14 | 17 | 16 | 11 | 15 | 9 |
|  | BB | 6 | 6 | 6 | 6 | 4 | 5 | 4 | 5 | 3 |
|  | JA | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 | 18 |
|  | JB | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 |
|  | DP | 0,087302 | -0,02381 | -0,07937 | -0,07937 | 0,37302 | 0,1746 | 0,039683 | 0,11905 | 0,0714286 |
|  | Criteria | poor | very poor | very poor | very poor | atisfactor | poor | poor | poor | poor |
|  | B | 23 | 21 | 20 | 20 | 21 | 21 | 15 | 20 | 12 |
|  | JS | 36 | 36 | 36 | 36 | 36 | 36 | 36 | 36 | 36 |
|  | P | 0,638889 | 0,583333 | 0,555556 | 0,555556 | 0,58333 | 0,58333 | 0,416667 | 0,55556 | 0,3333333 |
|  | Citeria | medium | medium | medium | medium | medium | medium | medium | medium | medium |
|  | p | 0,638889 | 0,583333 | 0,555556 | 0,555556 | 0,58333 | 0,58333 | 0,416667 | 0,55556 | 0,3333333 |
|  | q | 0,361111 | 0,416667 | 0,444444 | 0,444444 | 0,41667 | 0,41667 | 0,583333 | 0,44444 | 0,6666667 |
|  | pq | 0,23071 | 0,243056 | 0,246914 | 0,246914 | 0,24306 | 0,24306 | 0,243056 | 0,24691 | 0,2222222 |
|  | Epq | 6,470679 |  |  |  |  |  |  |  |  |
|  | $\mathrm{S}^{2}$ | 14,4704 |  |  |  |  |  |  |  |  |
|  | n | 25 |  |  |  |  |  |  |  |  |
|  | r11 | 0,575868 |  |  |  |  |  |  |  |  |
| KEPUTUSAN |  | not used | not used | not used | not used | used | not used | not used | not used | not used |


| No. soal |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| 1 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 |
| 0 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 0 |
| 1 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 0 |
| 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 1 | 1 | 0 |
| 1 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 0 |
| 1 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 0 |
| 0 |  | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 |
| 1 | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 |
| 0 | 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 0 |
| 1 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 0 | 1 | 0 |
| 0 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 1 | 0 |  | 0 |
| 0 | 1 | 0 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 0 |
| 1 | 1 | 1 | 0 | 0 | 1 | 0 | 0 | 1 | 1 | 1 | 1 |
|  | 1 | 0 | 1 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 |
| 1 | 0 | 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 0 |
| 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 |  | 0 | 0 | 0 |
| 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| 1 | 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 0 |
| 0 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 1 | 1 | 0 | 0 |
| 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 1 |
| 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 |
| 0 | 0 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 0 |
| 1 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |  | 0 |  | 0 |
| 1 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 1 | 1 | 0 |
| 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 0 |
| 16 | 10 | 8 | 20 | 14 | 11 | 13 | 3 | 15 | 15 | 17 | 2 |
| 299 | 193 | 145 | 337 | 261 | 194 | 234 | 50 | 281 | 279 | 319 | 43 |
| 0,46415 | 0,398364 | 0,137956 | -0,26814 | 0,380457 | 0,064398 | 0,175114 | -0,067306 | 0,303398 | 0,399234 | 0,50267 | 0,320931 |
| 0,329 | 0,329 | 0,329 | 0,329 | 0,329 | 0,329 | 0,329 | 0,329 | 0,329 | 0,329 | 0,329 | 0,329 |
| Valid | Valid | Invalid | Invalid | Valid | Invalid | Invalid | Invalid | Invalid | Valid | Valid | Invalid |
| 11 | 9 | 5 | 15 | 11 | 8 | 12 | 1 | 12 | 9 | 13 | 1 |
| 5 | 1 | 3 | 5 | 3 | 3 | 1 | 2 | 3 | 6 | 4 | 1 |
| 17 | 17 | 18 | 18 | 18 | 18 | 18 | 18 | 17 | 18 | 17 | 18 |
| 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 6 | 7 | 6 | 7 |
| -0,0672 | 0,386555 | -0,15079 | 0,11905 | 0,18254 | 0,015873 | 0,52381 | -0,230159 | 0,205882 | -0,35714 | 0,09804 | -0,0873 |
| very poor | atisfactory | very poor | poor | poor | poor | good | very poor | satisfactor, | very poor | poor | very poor |
| 16 | 10 | 8 | 20 | 14 | 11 | 13 | 3 | 15 | 15 | 17 | 2 |
| 36 | 36 | 36 | 36 | 36 | 36 | 36 | 36 | 36 | 36 | 36 | 36 |
| 0,44444 | 0,277778 | 0,222222 | 0,55556 | 0,388889 | 0,305556 | 0,361111 | 0,083333 | 0,416667 | 0,416667 | 0,47222 | 0,055556 |
| medium | very difficult | very <br> difficult | medium | medium | medium | medium | very difficult | medium | medium | medium | very difficult |
| 0,44444 | 0,277778 | 0,222222 | 0,55556 | 0,388889 | 0,305556 | 0,361111 | 0,083333 | 0,416667 | 0,416667 | 0,47222 | 0,055556 |
| 0,55556 | 0,722222 | 0,777778 | 0,44444 | 0,611111 | 0,694444 | 0,638889 | 0,916667 | 0,583333 | 0,583333 | 0,52778 | 0,944444 |
| 0,24691 | 0,200617 | 0,17284 | 0,24691 | 0,237654 | 0,212191 | 0,23071 | 0,076389 | 0,243056 | 0,243056 | 0,24923 | 0,052469 |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| not used | used | not used | not used | not used | not used | used | not used | used | not used | not used | not used |


| No. Soal |  |  |  |  |  |  |  |  | Y | $Y^{2}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30 |  |  |
| 1 | 0 | 1 | 1 | 1 | 0 | 1 | 0 | 1 | 18 | 324 |
| 0 | 1 | 1 | 1 | 0 | 1 | 1 | 0 | 0 | 15 | 225 |
| 0 |  | 1 | 0 | 1 | 0 | 0 | 0 | 1 | 13 | 169 |
| 1 | 0 | 1 | 1 | 0 | 1 | 1 | 1 | 1 | 21 | 441 |
| 1 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 1 | 19 | 361 |
| 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 19 | 361 |
| 0 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 1 | 14 | 196 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 24 | 576 |
| 1 | 1 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 19 | 361 |
| 1 | 1 | 1 | 0 | 1 | 1 | 1 | 0 | 1 | 21 | 441 |
| 0 |  | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 289 |
| 0 | 1 | 1 | 0 | 1 | 0 | 1 | 1 | 0 | 15 | 225 |
| 1 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 23 | 529 |
| 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 16 | 256 |
| 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 21 | 441 |
| 0 | 0 | 1 | 0 | 0 | 0 | 1 | 1 | 0 | 8 | 64 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 15 | 225 |
| 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 23 | 529 |
| 0 | 1 | 1 | 0 | 0 | 1 | 1 | 0 | 1 | 13 | 169 |
| 0 | 1 | 1 | 1 | 0 | 0 | 1 | 0 | 1 | 20 | 400 |
| 1 | 0 | 1 | 0 | 1 | 1 | 1 | 1 | 1 | 18 | 324 |
| 1 | 0 | 1 | 0 | 0 | 0 | 1 | 0 | 1 | 18 | 324 |
| 0 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 11 | 121 |
| 0 | 1 | 1 | 0 | 1 | 0 | 1 | 0 | 1 | 17 | 289 |
| 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 | 0 | 16 | 256 |
| 12 | 12 | 20 | 6 | 11 | 10 | 21 | 7 | 18 | 434 | 7896 |
| 241 | 221 | 352 | 121 | 195 | 186 | 375 | 130 | 328 |  |  |
| 0,687827 | 0,230741 | 0,126183 | 0,414619 | 0,08558 | 0,2661557 | 0,299447 | 0,1986 | 0,363468 |  |  |
| 0,329 | 0,329 | 0,329 | 0,329 | 0,329 | 0,329 | 0,329 | 0,329 | 0,329 |  |  |
| Valid | Invalid | Invalid | Valid | Invalid | Invalid | Invalid | Invalid | Valid |  |  |
| 10 | 9 | 15 | 5 | 7 | 7 | 14 | 6 | 13 |  |  |
| 2 | 3 | 5 | 1 | 4 | 3 | 7 | 1 | 5 |  |  |
| 18 | 16 | 18 | 18 | 18 | 18 | 18 | 18 | 18 |  |  |
| 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 |  |  |
| 0,269841 | 0,133929 | 0,119048 | 0,134921 | -0,18254 | -0,039683 | $-0,22222$ | 0,19048 | 0,007937 |  |  |
| satisfactory | poor | poor | poor | very poor | very poor | very poor | poor | poor |  |  |
| 12 | 12 | 20 | 6 | 11 | 10 | 21 | 7 | 18 |  |  |
| 36 | 36 | 36 | 36 | 36 | 36 | 36 | 36 | 36 |  |  |
| 0,333333 | 0,333333 | 0,555556 | 0,166667 | 0,30556 | 0,2777778 | 0,583333 | 0,19444 | 0,5 |  |  |
| medium | medium | medium | very difficult | medium | very difficult | medium | very difficult | medium |  |  |
| 0,333333 | 0,333333 | 0,555556 | 0,166667 | 0,30556 | 0,2777778 | 0,583333 | 0,19444 | 0,5 |  |  |
| 0,666667 | 0,666667 | 0,444444 | 0,833333 | 0,69444 | 0,7222222 | 0,416667 | 0,80556 | 0,5 |  |  |
| 0,222222 | 0,222222 | 0,246914 | 0,138889 | 0,21219 | 0,2006173 | 0,243056 | 0,15664 | 0,25 |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| used | not used | not used | not used | not used | not used | not used | not used | not used |  |  |

## APPENDIX 7

Analysis of Tryout Score

| No | Validity |  | Discriminating power |  |  | Difficult level |  | reability |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Valid | Inv | Poor | S | G | Me | Dif | Used | no |
| 1 | $\sqrt{ }$ |  | $\checkmark$ |  |  | $\checkmark$ |  |  | $\checkmark$ |
| 2 | $\checkmark$ |  | $\checkmark$ |  |  | $\checkmark$ |  |  | $\checkmark$ |
| 3 | $\checkmark$ |  | $\checkmark$ |  |  | $\checkmark$ |  |  | $\checkmark$ |
| 4 | $\checkmark$ |  | $\checkmark$ |  |  | $\checkmark$ |  | $\checkmark$ |  |
| 5 | $\checkmark$ |  |  | $\checkmark$ |  | $\checkmark$ |  |  | $\checkmark$ |
| 6 | $\checkmark$ |  | $\checkmark$ |  |  | $\checkmark$ |  |  | $\checkmark$ |
| 7 |  | $\checkmark$ | $\checkmark$ |  |  | $\checkmark$ |  |  | $\sqrt{ }$ |
| 8 | $\checkmark$ |  | $\checkmark$ |  |  | $\checkmark$ |  |  | $\checkmark$ |
| 9 |  | $\checkmark$ | $\checkmark$ |  |  | $\checkmark$ |  |  | $\checkmark$ |
| 10 | $\checkmark$ |  | $\checkmark$ |  |  | $\checkmark$ |  |  | $\checkmark$ |
| 11 | $\checkmark$ |  |  | $\checkmark$ |  |  | $\checkmark$ | $\checkmark$ |  |
| 12 |  | $\checkmark$ | $\checkmark$ |  |  |  | $\checkmark$ |  | $\checkmark$ |
| 13 |  | $\checkmark$ | $\checkmark$ |  |  | $\checkmark$ |  |  | $\checkmark$ |
| 14 | $\checkmark$ |  | $\checkmark$ |  |  | $\checkmark$ |  |  | $\checkmark$ |
| 15 |  | $\checkmark$ | $\checkmark$ |  |  | $\checkmark$ |  |  | $\checkmark$ |
| 16 |  | $\checkmark$ | $\checkmark$ |  |  | $\checkmark$ |  | $\checkmark$ |  |
| 17 |  | $\checkmark$ |  |  | $\checkmark$ |  | $\checkmark$ |  | $\checkmark$ |
| 18 |  | $\checkmark$ |  | $\checkmark$ |  | $\checkmark$ |  | $\checkmark$ |  |
| 19 | $\checkmark$ |  | $\checkmark$ |  |  | $\checkmark$ |  |  | $\checkmark$ |
| 20 | $\checkmark$ |  | $\checkmark$ |  |  | $\checkmark$ |  |  | $\checkmark$ |
| 21 |  | $\checkmark$ | $\checkmark$ |  |  |  | $\checkmark$ |  | $\checkmark$ |
| 22 | $\checkmark$ |  |  | V |  | $\checkmark$ |  | $\checkmark$ |  |
| 23 |  | $\checkmark$ | $\checkmark$ |  |  | $\checkmark$ |  |  | $\checkmark$ |
| 24 |  | $\checkmark$ | $\checkmark$ |  |  | $\checkmark$ |  |  | $\checkmark$ |
| 25 | $\checkmark$ |  | $\checkmark$ |  |  |  | $\checkmark$ |  | $\checkmark$ |
| 26 |  | $\checkmark$ | $\checkmark$ |  |  | $\checkmark$ |  |  | $\checkmark$ |
| 27 |  | $\checkmark$ | $\checkmark$ |  |  |  | $\checkmark$ |  | $\checkmark$ |
| 28 |  | $\checkmark$ | $\checkmark$ |  |  | $\checkmark$ |  |  | $\checkmark$ |



| UJI NORMALITAS |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Nilai Pre-Test Kelas VIII A |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| Hipotesis |  |  |  |  |  |  |  |  |  |  |
| Ho : Data berdistribusi normal |  |  |  |  |  |  |  |  |  |  |
| Ha | Data tidak berdistribusi normal |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| Pengujian Hipotesis: |  |  |  |  |  |  |  |  |  |  |
| Rumus yang digunakan: |  |  |  |  |  |  |  |  |  |  |
| $\chi^{2}=\sum_{\mathrm{i}=1}^{\mathrm{k}} \frac{\left(\mathrm{O}_{\mathrm{i}}-\mathrm{E}_{\mathrm{i}}\right)^{2}}{\mathrm{E}_{\mathrm{i}}}$ |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| Kriteria yang digunakan |  |  |  |  |  |  |  |  |  |  |
| Ho diterima jika $\chi^{2}<\chi^{2}$ tabel |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| Pengujian Hipotesis |  |  |  |  |  |  |  |  |  |  |
| Nilai maksimal |  |  | = | 80 | 0 | Panjang k | kelas | = | 6 |  |
| Nilai minimal |  |  | = | 45 | 5 | ( x ) |  | = | 62 |  |
| Rentang |  |  | = | 35 | 5 | s |  | = | 11 |  |
| Banyak kelas |  |  | = | 6 |  | n |  | = | 30 |  |
|  |  |  |  |  |  |  |  |  |  |  |
| Kelas Interval |  |  | Batas <br> Kelas | Z untuk batas kls |  | Peluang untuk Z | $\begin{gathered} \text { Luas } \\ \text { Kls. } \\ \text { Untuk } 7 \end{gathered}$ | Ei | Oi | $(\mathrm{Oi}-\mathrm{Ei})^{2}$ |
|  |  |  | Ei |  |  |  |  |  |  |
| 45,00 | - | 50,00 |  | 44,50 |  | -1,60 | 0,4450 | 0,0897 | 2,6920 | 6 | 4,065 |
| 51,00 | - | 56,00 | 50,50 |  | -1,06 | 0,3553 | 0,1567 | 4,7013 | 3 | 0,616 |
| 57,00 | - | 62,00 | 56,50 |  | -0,52 | 0,1986 | 0,2061 | 6,1821 | 2 | 2,829 |
| 63,00 | - | 68,00 | 62,50 |  | 0,02 | 0,0075 | 0,2040 | 6,1215 | 3 | 1,592 |
| 69,00 | - | 74,00 | 68,50 |  | 0,56 | 0,2115 | 0,1521 | 4,5644 | 6 | 0,452 |
| 75,00 | - | 80,00 | 74,50 |  | 1,10 | 0,3637 | 0,0854 | 2,5626 | 4 | 0,806 |
|  |  |  | 80,50 |  | 1,64 | 0,4491 |  |  |  |  |
|  |  |  |  |  |  |  |  | $\chi^{2}$ |  | 10,3593 |
| Untuk $\alpha=5 \%$, dengan $\mathrm{dk}=6-1=5$ diperoleh $\chi^{2}$ tabel $=11,07$ |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  | ,07 |  |  |  |  |
| Karena $\chi^{2}$ berada pada daerah penerimaan Ho, maka data tersebut berdistribusi normal |  |  |  |  |  |  |  |  |  |  |
| APPENDIX 9 |  |  |  |  |  |  |  |  |  |  |



## APPENDIX 10

HOMOGEINETY TEST OF PRE TEST TABEL PERHITUNGAN HOMOGENITAS

| No | Kelas |  | $\Sigma$ |
| :---: | :---: | :---: | :---: |
|  | VIII A | VIII C |  |
| 1 | 50 | 79 |  |
| 2 | 70 | 75 |  |
| 3 | 65 | 65 |  |
| 4 | 55 | 50 |  |
| 5 | 45 | 60 |  |
| 6 | 55 | 60 |  |
| 7 | 60 | 65 |  |
| 8 | 50 | 55 |  |
| 9 | 75 | 65 |  |
| 10 | 60 | 75 |  |
| 11 | 55 | 70 |  |
| 12 | 45 | 55 |  |
| 13 | 70 | 65 |  |
| 14 | 65 | 70 |  |
| 15 | 50 | 60 |  |
| 16 | 70 | 55 |  |
| 17 | 70 | 65 |  |
| 18 | 80 | 70 |  |
| 19 | 65 | 50 |  |
| 20 | 70 | 65 |  |
| 21 | 45 | 79 |  |
| 22 | 75 | 55 |  |
| 23 | 70 | 70 |  |
| 24 | 80 | 55 |  |
| $\Sigma$ | 1495 | 1533 |  |
| X | 62,291667 | 63,875 |  |
| $\mathrm{S}^{2}$ | 123,86775 | 73,33152 |  |
| $\mathrm{Ni}-1$ | 29 | 29 | 172,7892 |
| (Ni-1) Log Si | 60,70 | 54,09 | 114,79 |
| ( $\mathrm{Ni}-1$ ) $\mathrm{Si}^{2}$ | 3592,1649 | 2126,614 | 5718,779 |




Untuk $\alpha=5 \%$ dengan $\mathrm{dk}=\mathrm{k}-1=6-1=5$ diperoleh $\chi^{2}$ tabel $=11,07$


Karena $\chi 2$ hitung $<\chi^{2}$ tabel maka data antar kelompok homogen

## APPENDIX 11



## UJI KESAMAAN DUA RATA-RATA DATA PRE TEST NILAI AWAL

## ANTARA KELAS VIII A DAN VIII B



Karena $t$ berada pada daerah penerimaan Ho, maka dapat disimpulkan bahwa tidak ada perbedaan rata-rata dari kedua kelompok

## The Aversge Defference Test of Post Test of The Exprimental and Control Class

## Hipotesis

$H_{0}: \mu_{1}{ }^{2} \leq \mu_{2}{ }^{2}$
$H_{1}: \mu_{1}{ }^{2}>\mu_{2}{ }^{2}$
Pengujian Hipotesis
Untuk menguji hipotesis menggunakan rumus:

$$
\mathrm{t}=\frac{\overline{\mathrm{x}}_{1}-\overline{\mathrm{x}}_{2}}{\mathrm{~s} \sqrt{\frac{1}{\mathrm{n}_{1}}+\frac{1}{\mathrm{n}_{2}}}}
$$

Dimana,

$$
\mathrm{s}=\sqrt{\frac{\left(\mathrm{n}_{1}-1\right) s_{1}^{2}+\left(\mathrm{n}_{2}-1\right) s_{2}^{2}}{\mathrm{n}_{1}+\mathrm{n}_{2}-2}}
$$

Kriteria yang digunakan
$\mathrm{H}_{0}$ diterima apabila $\quad t_{\text {hitumg }}<t_{(1-a)(n 1+n 2-2)}$

Daerah
penerimaan Ho

Tabel Penolong Perbandingan Rata-rata

| No. | VIII A | VIII C |
| :---: | :---: | :---: |
| 1 | 45 | 70 |
| 2 | 65 | 60 |
| 3 | 80 | 80 |
| 4 | 50 | 75 |
| 5 | 70 | 80 |
| 6 | 50 | 70 |
| 7 | 80 | 75 |
| 8 | 50 | 85 |
| 9 | 55 | 70 |
| 10 | 85 | 50 |
| 11 | 55 | 85 |
| 12 | 75 | 70 |
| 13 | 70 | 80 |
| 14 | 60 | 75 |
| 15 | 60 | 65 |


| 16 | 65 | 60 |
| :---: | :---: | :---: |
| 17 | 60 | 50 |
| 18 | 70 | 80 |
| 19 | 55 | 90 |
| 20 | 65 | 65 |
| 21 | 70 | 70 |
| 22 | 75 | 60 |
| 23 | 50 | 90 |
| 24 | 80 | 55 |
| Jumlah | 1540 | 1710 |
| $\mathbf{n}$ | 24 | 24 |
| $\overline{\boldsymbol{x}}$ | 64.17 | 71.25 |
| Varians $\mathbf{s s}^{\mathbf{2}}$ ) | 131.88 | 133.15 |
| Standar deviasi (s) | 11.48 | 11.54 |


$s=\sqrt{24-1 * 133.15+24-1 * 131.88}$

$t=$| 64.17 | - |
| :---: | :---: |
| 11.51 | 71.25 |
| $\frac{1}{24}+\frac{1}{24}$ |  |

$$
t=\frac{8,14}{3,43}
$$

$$
t=-2.13
$$

Pada $a=5 \%$ dengan $d k=22+22-2=42$ diperoleh $t_{(0.95)(42)}=$


## APPENDIX 13

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)"Control Class"
Nama Sekolah : MTs Sunan Muria
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/
Alokasi : $\mathbf{1} \times 45$ menit
Materi : Reading Descriptive Text
A. Standar Kompetensi
Membaca
5 Memahami makna teks tulis fungsional dan esei pendeksederhana berbentuk descriptive yang berkaitan denganlingkungan sekitar.
Kompetensi Dasar
5.1 Membaca nyaring bermakna teks tulis fungsional danesei berbentuk descriptive text pendek sederhana denganucapan, tekanan dan intonasi yang berterima yangberkaitan dengan lingkungan sekitar.
5.2 Merespon makna dalam teks tulis fungsional pendeksederhana secara akurat lancar dan berterima yangberkaitan dengan lingkungan sekitar.
5.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar, dan berterima yang berkaitan dengan lingkungan sekitar dalam teks berbentuk descriptive text.

## Indikator Pencapaian Kompetensi

| Indikator Pencapaian Kompetensi | Nilai Budaya dan Karakter Bangsa |
| :---: | :---: |
| - Membaca dengan nyaring dan bermakna teks fungsional pendek. <br> - Mengidentifikasi berbagai informasi berbagai informasi dalam teks fungsional pendek. <br> - Mengidentifikasi fungsi sosial teks fungsional pendek <br> - Mengidentifikasi ciri kebahasaan teks fungsional pendek. <br> - Menjawab mau tau pertanyaan. <br> - Mengidentifikasi makna gagasan <br> - Mengidentifikasi makna | -Religius, jujur, <br> toleransi, disiplin, <br> kerja keras, mandiri, <br> demokratis, rasa <br> ingin tahu, <br> semangat  <br> kebangsaan, cinta <br> tanah air, <br> menghargai  <br> prestasi, bersahabat,,  <br> cinta damai, gemar <br> membaca, peduli <br> sosial, tanggung <br> jawab , |



## B. Tujuan Pembelajaran

Pada akhir pembelajaran:

- Siswa dapat membaca dengan nyaring dan bermakna teks fungsional pendek.
- Siswa dapat mengidentifikasi berbagai informasi berbagai informasi dalam teks fungsional pendek.
- Siswa dapat mengidentifikasi fungsi sosial teks fungsional pendek
- Siswa dapat mengidentifikasi ciri kebahasaan teks fungsional pendek.
- Siswa dapat menjawab mau tau pertanyaan.
- Siswa dapat mengidentifikasi makna gagasan
- Siswa dapat mengidentifikasi makna tekstual dalam teks descriptive
- Siswa dapat mengidentifikasi langkah retorika teks descriptive
- Siswa dapat mengidentifikasi tujuan komunikatif teks descriptive
- Siswa dapat mengidentifikasi ciri kebahasaan teks descriptive
- Siswa dapat membaca nyaring teks descriptive


## C. Materi Pokok

1. The definition about Descriptive Text

Descriptive text is a piece of text that describes a particular person, place, or thing.
2. General Structure of Descriptive Text

A descriptive text usually has two main parts, consist of:
a. Identification = Identifies the person, place, or thing to be described
b. Description $=$ Describes parts, qualities, and characteristics
3. Language Features of Description Text
a. Specific participant

1) Certain noun for example; my car, my dog, my new house; but if (car, dog, dolphin and etc) are not allowed.
2) The use of detail noun phrase for example I have a white skinned girlfriend.
3) The use of adjectives that have features describing, numbering, classifying; for example two strong legs.
4) The use of thinking verb and feeling verb to express private writer opinion about the subject, for example I think it is clever animal, Police believe the suspect is armed.
5) The use of action verb for example my cat eats my mouse.
6) The use of figurative language like that simile, metaphor, for example John is white as chalk.
b. Simple present tense for example; I live in simple house, the house is very beautiful, it has a wonderful park.
4. Example of Descriptive Text

## My Pet

Identification: I have a pet. It is a dog, and I call it Brownie because the color is brownish yellow.

Description: Brownie is a Chinese breed. It is small, fluffy and cute. It has got thick brown fur. When I cuddle it, the fur feels soft. Brownie does not like bones. Everyday it soft food like steamed rice, fish or bread. Every morning I give her milk and bread. When I am at school, Brownie plays with my cat. They get along well, and never fight maybe because Brownie does not bark a lot. It treats the other
animals in our house gently, and it never eats shoes. Brownie is really a sweet and friendly animal.

## D. Metode Pembelajaran

ST (Snowball Throwing)

## E. Langkah-langkah pembelajaran

1. Pre activity (5 minute)

| Teacher | Students |
| :---: | :---: |
| a. Greet the class. "Assalamualaikum, good morning/good afternoon" <br> b. Asks the students' life. "How are you today?" <br> c. Checks students' attendance. "Who is absent today?" <br> d. Teacher tells to the student the learning aim. | a. Give responses for the teacher's greeting, asking for their own condition, attendance and the previous material about. |

2. Main Activity (30 minute)
a. Exploration

| Teacher |  | Students |  |
| :---: | :---: | :---: | :---: | :---: |
| 1)Teacher gives some <br> stimulating question to | 1)Students pay attention <br> to the teacher |  |  |


| the students. "Do you | stimulating and answer |
| :--- | :--- |
| know what is | the question orally. |
| descriptive text?" |  |
| "Have you ever studied |  |
| about descriptive text |  |
| before?" |  |

b. Elaboration

social function, generic structure and language feature on another text.
c. Confirmation

| Teacher |  | Students |  |
| :--- | :--- | :--- | :---: |
| 1)Teacher gives the <br> positive feedback to | 1)Students give response <br> about teacher's |  |  |
| the students by telling | feedback. |  |  |
| that the group which |  |  |  |
| get the highest score |  |  |  |
| will be awarded and |  |  |  |
| asking some questions |  |  |  |
| to finishes their |  |  |  |
| problem orally. "is |  |  |  |
| there any question?" |  |  |  |

3. Post activity (5 minute)

| Teacher | Students |  |  |
| :--- | :--- | :--- | :--- |
| a. | Teacher reviews the |  |  |
|  | material. | a. Students give response |  |
| b. | Motivate students to |  |  |
|  | study hard. |  |  |
| c. | Finishes the |  |  |
|  | activities and closes |  |  |
|  | the meeting. "I feedback. |  |  |
|  | think enough. See |  |  |


| you next time. <br> Wassalamualaikum. <br> " |  |
| :--- | :--- |

## F. Source

- Achmad Doddy dkk, Developing English Competencies for Senior High School, pusat perbukuan Dinas Pendidikan Nasional, 2008.


## G. Score

- Teknik
- Bentuk Instrumen teks descriptive
- Pedoman penilaian

Jumlah skor maksimal $=\quad 20 \times 5=100$
Penilaian

Pati, 16 Nopember 2016


Minhatin 'Aliyah

# RENCANA PELAKSANAAN PEMBELAJARAN (RPP) <br> "Experimeent Class" 

Nama Sekolah : MTs Sunan Muria
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : VIII/
Alokasi : $1 \times 45$ menit
Materi : Reading Descriptive Text
A. Standar Kompetensi

Membaca
5 Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk descriptive yang berkaitan dengan lingkungan sekitar.

## Kompetensi Dasar

5.1 Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk descriptive text pendek sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.
5.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat lancar dan berterima yang berkaitan dengan lingkungan sekitar.
5.3 Merespon makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar, dan berterima yang
berkaitan dengan lingkungan sekitar dalam teks berbentuk descriptive text.

## Indikator Pencapaian Kompetensi

| Indikator Pencapaian Kompetensi | Nilai Budaya dan Karakter Bangsa |
| :---: | :---: |
| - Membaca dengan nyaring dan bermakna teks fungsional pendek. <br> - Mengidentifikasi berbagai informasi berbagai informasi dalam teks fungsional pendek. <br> - Mengidentifikasi fungsi sosial teks fungsional pendek <br> - Mengidentifikasi ciri kebahasaan teks fungsional pendek. <br> - Menjawab mau tau pertanyaan. <br> - Mengidentifikasi makna gagasan <br> - Mengidentifikasi makna tekstual dalam teks descriptive <br> - Mengidentifikasi langkah retorika teks descriptive | -Religius, jujur, <br> toleransi, disiplin, <br> kerja keras, mandiri, <br> demokratis, rasa <br> ingin tahu, <br> semangat  <br> kebangsaan, cinta  <br> tanah air, <br> menghargai  <br> prestasi, bersahabat,  <br> cinta damai,  <br> memar  <br> memaca, peduli <br> sosial, tanggung <br> jawab  |


| - Mengidentifikasi tujuan komunikatif teks descriptive - Mengidentifikasi ciri kebahasaan teks descriptive - Membaca nyaring teks descriptive |  |
| :---: | :---: |

## B. Tujuan Pembelajaran

Pada akhir pembelajaran:

- Siswa dapat membaca dengan nyaring dan bermakna teks fungsional pendek.
- Siswa dapat mengidentifikasi berbagai informasi berbagai informasi dalam teks fungsional pendek.
- Siswa dapat mengidentifikasi fungsi sosial teks fungsional pendek
- Siswa dapat mengidentifikasi ciri kebahasaan teks fungsional pendek.
- Siswa dapat menjawab mau tau pertanyaan.
- Siswa dapat mengidentifikasi makna gagasan
- Siswa dapat mengidentifikasi makna tekstual dalam teks descriptive
- Siswa dapat mengidentifikasi langkah retorika teks descriptive
- Siswa dapat mengidentifikasi tujuan komunikatif teks descriptive
- Siswa dapat mengidentifikasi ciri kebahasaan teks descriptive
- Siswa dapat membaca nyaring teks descriptive


## C. Materi Pokok

5. The definition about Descriptive Text

Descriptive text is a piece of text that describes a particular person, place, or thing.
6. General Structure of Descriptive Text

A descriptive text usually has two main parts, consist of:
c. Identification $=$ Identifies the person, place, or thing to be described
d. Description $=$ Describes parts, qualities, and characteristics
7. Language Features of Description Text
c. Specific participant
7) Certain noun for example; my car, my dog, my new house; but if (car, dog, dolphin and etc) are not allowed.
8) The use of detail noun phrase for example I have a white skinned girlfriend.
9) The use of adjectives that have features describing, numbering, classifying; for example two strong legs.
10) The use of thinking verb and feeling verb to express private writer opinion about the subject, for example I think it is clever animal, Police believe the suspect is armed.
11) The use of action verb for example my cat eats my mouse.
12) The use of figurative language like that simile, metaphor, for example John is white as chalk.
d. Simple present tense for example; I live in simple house, the house is very beautiful, it has a wonderful park.
8. Example of Descriptive Text

## My Pet

Identification: I have a pet. It is a dog, and I call it Brownie because the color is brownish yellow.

Description: Brownie is a Chinese breed. It is small, fluffy and cute. It has got thick brown fur. When I cuddle it, the fur feels soft. Brownie does not like bones. Everyday it soft food like steamed rice, fish or bread. Every morning I give her milk and bread. When I am at school, Brownie plays with my cat. They get along well, and never fight maybe because Brownie does not bark a lot. It treats the other animals in our house gently, and it never eats shoes. Brownie is really a sweet and friendly animal.

## D. Metode Pembelajaran

ST (Snowball Throwing)

## E. Langkah-langkah pembelajaran

4. Pre activity (5 minute)

| Teacher |  | Students |  |
| :--- | :--- | :--- | :---: |
| e. Greet the class. | b.Give responses for <br> the <br>  <br> "Assalamualaikum, good <br> morning/good afternoon" | teacher's <br> greeting, asking for <br> their own condition, |  |
| f. Asks the students' life. | "How are you today?" | attendance and the <br> previous material |  |
| g. Checks about. |  |  |  |
|  | attendance. "Who is <br> absent today?" |  |  |
| h. Teacher tells to the student |  |  |  |
| the learning aim. |  |  |  |

5. Main Activity (35 minute)
d. Exploration

| Teacher | Students |
| :---: | :---: |
| 2) Teacher gives some stimulating question to the students. "Do you know what is descriptive text?" "Have you ever studied | 2) Students pay attention to the teacher stimulating and answer the question orally. |


| about descriptive text <br> before?" |  |
| :--- | :--- |

e. Elaboration



| positive feedback to <br> the students by telling | about <br> feedback. | teacher's |
| :--- | :--- | :--- |
| that the group which |  |  |
| get the highest score |  |  |
| will be awarded and |  |  |
| asking some questions |  |  |
| to finishes their |  |  |
| problem orally. "is |  |  |
| there any question?" |  |  |

6. Post activity (5 minute)

| Teacher | Students |
| :---: | :---: |
| d. Teacher reviews the material. <br> e. Motivate students to study hard. <br> f. Finishes the activities and closes the meeting. " $I$ think enough. See you next time. Wassalamualaikum. | b. Students give response about teacher's feedback. |

# F. Worksheet 

Text 1

## My Small House

I live in a small house. It has five rooms: there are two bedrooms, a living room, a bathroom, and a kitchen. Indeed it is a small house; but I like living in here for wasting my spare time. (IDENTIFICATION)

When the door is open, I can see the living room. It is so small with only three chairs and a table, nothing else. I prefer reading a novel in this room.

My bedroom is in the left side of the living room. In this room there is a night table next to the bed, a TV, a radio, and a computer. When being bored of reading, I usually play online games, chat with my friends via Facebook and so on.

Next to my bedroom is my mother's. I do not know what is inside because I never come in to see it. In the right side of the living room there is the kitchen. In the kitchen I have everything I need when I get hungry. It is very pleasure when my mother cooks, the smell fills my whole house. I know it is a very small house; but it is the best place I have ever seen. (DESCRIPTION)

## Text 2

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

## Instructions:

1. Read the text aloud!
2. Identify the social function, generic structure and language featute!
3. Translate a text in indonesian language!
G. Sources

- Achmad Doddy dkk, Developing English Competencies for Senior High School. Pusat perbukuan Dinas Pendidikan Nasional. 2008.
- http://www.englishindo.com/2012/03/simple-descriptive-text-examples.html


## O. Score

- Teknik : Tugas Individu
- Bentuk Instrumen : Mengerjakan kuis mengenai teks descriptive
- Pedoman penilaian :
- Jumlah skor maksimal $=20 \times 5=100$
- Penilaian
: jumlah soal x 5

Pati, 16 Nopember 2016


Minhatin 'Aliyah

## APPENDIX 14

## Name : <br> $\qquad$

## Class : <br> $\qquad$

Choose the correct answer by crossing $a, b, c$, or $d$ !

## TEXT I

## Text for number 1-5

## On the Beach

Amir and Bima are SMP students. They live in Bandung. Bandung and its surroundings are mountainous and hilly areas. They usually go to the beach during the holidays, they can choose one from many beautiful beaches in Indonesia. Some of the beaches on Java Island are Pantai Carita, the beaches in Pelabuhan Ratu, Pangandaran, Ancol, Parangtritis, while Sanur, and Kuta are in Bali.

1. What are Amir and Bima?
a. Teachers
c. SMP students
b. Customers
d. SMA students
2. Amir and Bima live in $\qquad$ .
a. Bandung
c. Padang
b. Jakarta
d. Surabaya
3. Where do they usually go during the holidays?
a. The sea
c. The beach
b. The mountain
d. The valley
4. These are beaches on Java Island, except $\qquad$ .
a. Pantai Carita
c. Kuta
b. Pangandaran
d. Ancol
5. Kuta is located in $\qquad$ .
a. Bandung
c. Aceh
b. Jakarta
d. Bali

Text for number 6-10
TEXT 2

## Young Stars

The finalists of "Akademi Fantasi Indosiar 1" (AFI) are wonderful young people. Mawar who was born on 26 February 1985 is cute girl. She has straight, short hair. Her bright skin, chubby cheeks, and lovely smile make her look very marvelous. She is not very tall. However, her weight which is 40 kg matches her body well and makes her look cute.

Unlike Mawar, Ve looks tall. She is 1.69 meters tall. She looks quite slim. She weights 45 kg . Compared to Mawar, Ve looks darker. The 22 year old girl has black, straight hair.

Another finalist is Ismail who is better known as Smile. The young man who was born on 16 September 1983 looks much bigger and taller than his two female friends. He is tall and muscular. His complexion is fair and his hair is short and straight.
6. The text is about $\qquad$ .
a. Mawar AFI
c. Ismail AFI
b. Ve AFI
d. The finalists of AFI
7. What do you think about Mawar $\qquad$ .
a. She is taller than Ve.
b. She is heavier than Ve.
c. She is younger than Smile.
d. Her skin is darker than.
8. "Her bright skin, chubby cheeks, and lovely smile" (Paragraph 1). The underlined word can mean $\qquad$
a. White
c. Brown
b. Black
d. Brownish
9. What does Ve look like?
a. Fat
c. Semi medium weight
b. Slim
d. Thin
10. Meanwhile, Smile looks $\qquad$
a. Darker and tall
c. Short hair and tall
b. Thin and tall
d. Bigger and darker

## Text for number 11-12

## TEXT 3

A hotel is the home of the guests and tourists, when they are away from home. The first impression the guests have of a hotel is the way the doorman and the bellboy (11) at the door and the clerks at the front desk greet them. The guests often form their opinion of the hotel by reception they receive. The guests are usually happy if they feel welcome (12) and can get to their rooms quickly.
11. The underlined word means a boy or a man who...
a. Helps the guests in a hotel carry their bags.
b. Receives people arriving in a hotel.
c. Lets people in and out in a large building.
d. Goes with and serves or looks after another,
12. The underlined word means...
a. Responsible
c. Acceptable
b. Capable
d. Available

## Text for number 13-15

## TEXT 4

## Amphbians

An amphibian is an animal that has moist, hairless skin.
Amphibians are cold-blooded, which means they cannot make their own body heat. They get warm in the sun and cool off in the shade.

The three main groups of amphibians are frogs and toads, salamanders, and caecilians. All amphibians have backbones. The three kinds of amphibians look very different from each other. Frogs and toads have legs but don't have tails.

Salamanders have short legs and long bodies ending in tails. Caecilians do not have any legs. They look a lot like big earthworms.
13. The text is trying to....
a. Tell me about frogs, salamanders and caecilians
b. Persuade me to like amphibians
c. Describe amphibians
d. Tell me that frogs are different from toads
14. The text is written for....
a. Botanists
c. Biology teachers
b. Animal lovers
d. Students learning biology
15. It doesn't belong to main group of amphibians...
a. Frogs and Toads
c. Caecilians
b. Salamanders
d. Earthworm

## TEXT 5

## Dengue Fever

Dengue fever is one of the most dangerous diseases in the world.

Dengue fever is endemic is most tropical countries of the South Pacific, Asia, the Caribbean's, the Americas and Africa's. This disease rapidly spreads in most tropical urban areas of the world. It means people in these areas have highrisks of infection of the disease.

Dengue fever is caused by a virus. The virus is transmitted into humans by the bite of infected mosquitoes, usually Aedes Aegypti. In other words, the disease cannot be spread directly from person to person.

The disease is characterized by high fever, severe headache, backache, joint, and muscle pains. Sometimes, many patients get nausea, vomiting, and rash on arms, face, and legs. There is no specific treatment for disease.
16. What is the main idea of the text?
a. The dengue fever's characteristic
b. The virus of dengue fever
c. The spreading area of dengue fever
d. Dengue fever is one of the most dangerous diseases in the world
17. What causes dengue fever?
a. The bite of mosquitoes
b. Bacteria
c. Aedes Aegypti
d. The contact of infected person
18. The supporting detail of the last paragraph is $\qquad$
a. The symptoms of dengue fever
b. The treatment of dengue fever
c. The number of dengue fever's patients
d. The characteristics of high fever and headache
19. What is the purpose of the text?
a. To entertain readers
b. To describe dengue fever
c. To retell the patients who got dengue fever
d. To explain how to treat dengue fever
20. What do you call this kind of the text?
a. Narrative
c. Descriptive
b. Report
d. Recount

Text for number 21-24

## TEXT 6

My Uncle Martin is my mother's elder brother. He is my favorite among my mother's brothers. He is a very interesting man. He lives quite near us with my aunt Angela and my cousins Anne and Bob. I often go to his house.

He is about 45 with grey hair. He is still quiet good-looking. He is tall andwell-built. He has blue eyes and a strong face. He wears glasses. He is short sighted. He takes them off when he doesn't work.

Uncle Martin is a textile engineer. He works for a big firm in the city. He travels widely in his job. He is an expert in solving problems with machines. At present, he is in the United States. He is visiting the firm's customers there.

He is very fond of the sea. He has a boat at the seaside. He goes there every weekend in summer to sail it. I sometimes stay with my cousins at their house on the coast. When Uncle Martin is at home he usually takes us out in the boat.
21. Who is Uncle Martin?
a. Bob's father
b. My mother's uncle
c. Anne's uncle
d. Aunt Angela's neighbor
22. Which paragraph talks about the physical description of Uncle Martin?
a. 1
b. 2
c. 3
d. 4
23. How many children does Uncle Martin have?
a. One
c. Three
b. Two
d. Four
24. What is Uncle Martin's job?
a. Musician
c. Textile Engineer
b. Doctor
d. Lawyer

Text for number 25-27

## TEXT 7

Hi friends! This is my friend .Miranda. She comes from Sulawesi. She was born in Makasar on June 12, 1980. Her hobbies are singing and swimming. She also likes planting flowers very much. She lives at 12 Jalan Jaya. She lives together with her parents and two sisters. They are Mr. and Mrs. Yudhatama, Sherina and Tiara.

Miranda studies at SMP 7. Her older sister is in the first year of SMA, and Tiara is still in SD. They all love one another.
25. What are Miranda's hobbies?
a. Swimming and singing
b. Swimming and planting flowers
c. Singing, swimming and planting flowers
d. Singing and planting flowers with her friends
26. Who is the second child of the family?
a. Yudhatama
c. Miranda
b. Sherina
d. Tiara
27. "They all love one another." The word "They" in the sentence refers to ... and her parents.
a. Miranda's sisters
c. Miranda's father
b. Miranda's parents
d. Miranda and her sisters

Text for number 28-30

## TEXT 8

This is SLTP Putra Pertiwi. It is a good junior secondary school in West Jakarta. The students of this school come here everyday. They do a lot of activities.

They learn different kinds of subject, such as mathematics, Indonesian language, Biology and English. Everyday they wear the school uniform, white and white for every Monday, white and blue for every Tuesday to Thursday, Batik and blue for every Friday and scout uniform and the PMR uniform for every Saturday.
28. The students wear ... every Friday.
a. White and blue
c. Batik and blue
b. White and white
d. Scout uniform
29. What days do students wear the white and blue uniform?
a. Tuesday, Monday and Wednesday
b. Tuesday, Wednesday and Thursday
c. Tuesday, Thursday and Friday
d. Monday, Thursday and Saturday
30. They learn different kinds of subjects. The underlined word means ...
a. Lessons
c. Topic
b. Studies
d. Problem

## APPENDIX 15

SOAL PRE TEST

Name : $\qquad$

Class : $\qquad$
Choose the correct answer by crossing $a, b, c$, or $d!$

## TEXT I

Text for number 1-5

## On the Beach

Amir and Bima are SMP students. They live in Bandung. Bandung and its surroundings are mountainous and hilly areas. They usually go to the beach during the holidays, they can choose one from many beautiful beaches in Indonesia. Some of the beaches on Java Island are Pantai Carita, the beaches in Pelabuhan Ratu, Pangandaran, Ancol, Parangtritis, while Sanur, and Kuta are in Bali.

1. What are Amir and Bima?
a. Teachers
c. SMP students
b. Customers
d. SMA students
2. Amir and Bima live in $\qquad$ .
a. Bandung
c. Padang
b. Jakarta
d. Surabaya
3. Where do they usually go during the holidays?
a. The sea
c. The beach
b. The mountain
d. The valley
4. These are beaches on Java Island, except $\qquad$ .
a. Pantai Carita
c. Kuta
b. Pangandaran
d. Ancol
5. Kuta is located in $\qquad$ .
a. Bandung
c. Aceh
b. Jakarta
d. Bali

Text for number 6-8
TEXT 2

## Young Stars

The finalists of "Akademi Fantasi Indosiar 1" (AFI) are wonderful young people. Mawar who was born on 26 February 1985 is cute girl. She has straight, short hair. Her bright skin, chubby cheeks, and lovely smile make her look very marvelous. She is not very tall. However, her weight which is 40 kg matches her body well and makes her look cute.

Unlike Mawar, Ve looks tall. She is 1.69 meters tall. She looks quite slim. She weights 45 kg . Compared to Mawar, Ve looks darker. The 22 year old girl has black, straight hair.

Another finalist is Ismail who is better known as Smile. The young man who was born on 16 September 1983 looks much bigger and taller than his two female friends. He is tall and muscular. His complexion is fair and his hair is short and straight.
6. The text is about $\qquad$ .
a. Mawar AFI
c. Ismail AFI
b. Ve AFI
d. The finalists of AFI
7. "Her bright skin, chubby cheeks, and lovely smile" (Paragraph 1). The underlined word can mean $\qquad$
a. White
c. Brown
b. Black
d. Brownish
8. Meanwhile, Smile looks $\qquad$
a. Darker and tall
c. Short hair and tall
b. Thin and tall
d. Bigger and darker

## Text for number 9

## TEXT 3

A hotel is the home of the guests and tourists, when they are away from home. The first impression the guests have of a hotel is the way the doorman and the bellboy (11) at the door and the clerks at the front desk greet them. The guests often form their opinion of the hotel by reception they receive. The guests are usually happy if they feel welcome (12) and can get to their rooms quickly.
9. The underlined word means a boy or a man who...
a. Helps the guests in a hotel carry their bags.
b. Receives people arriving in a hotel.
c. Lets people in and out in a large building.
d. Goes with and serves or looks after another,

Text for number 10

## TEXT 4

## Amphbians

An amphibian is an animal that has moist, hairless skin.
Amphibians are cold-blooded, which means they cannot make their own body heat. They get warm in the sun and cool off in the shade.

The three main groups of amphibians are frogs and toads, salamanders, and caecilians. All amphibians have backbones. The three kinds of amphibians look very different from each other. Frogs and toads have legs but don't have tails.

Salamanders have short legs and long bodies ending in tails. Caecilians do not have any legs. They look a lot like big earthworms.
10. The text is written for....
a. Botanists
c. Biology teachers
b. Animal lovers
d. Students learning biology

Text for number 11-12
TEXT 5

## Dengue Fever

Dengue fever is one of the most dangerous diseases in the world.

Dengue fever is endemic is most tropical countries of the South Pacific, Asia, the Caribbean's, the Americas and Africa's. This disease rapidly spreads in most tropical urban areas of the world. It means people in these areas have highrisks of infection of the disease.

Dengue fever is caused by a virus. The virus is transmitted into humans by the bite of infected mosquitoes, usually Aedes Aegypti. In other words, the disease cannot be spread directly from person to person.

The disease is characterized by high fever, severe headache, backache, joint, and muscle pains. Sometimes, many patients get nausea, vomiting, and rash on arms, face, and legs. There is no specific treatment for disease.
11. What is the purpose of the text?
a. To entertain readers
b. To describe dengue fever
c. To retell the patients who got dengue fever
d. To explain how to treat dengue fever
12. What do you call this kind of the text?
a. Narrative
c. Descriptive
b. Report
d. Recount

## Text for number 13

## TEXT 6

My Uncle Martin is my mother's elder brother. He is my favorite among my mother's brothers. He is a very interesting man. He lives quite near us with my aunt Angela and my cousins Anne and Bob. I often go to his house.

He is about 45 with grey hair. He is still quiet good-looking. He is tall andwell-built. He has blue eyes and a strong face. He wears glasses. He is short sighted. He takes them off when he doesn't work.

Uncle Martin is a textile engineer. He works for a big firm in the city. He travels widely in his job. He is an expert in solving problems with machines. At present, he is in the United States. He is visiting the firm's customers there.

He is very fond of the sea. He has a boat at the seaside. He goes there every weekend in summer to sail it. I sometimes stay with my cousins at their house on the coast. When Uncle Martin is at home he usually takes us out in the boat.
13. Which paragraph talks about the physical description of Uncle Martin?
a. 1
b. 2
c. 3
d. 4

Text for number 14

## TEXT 7

Hi friends! This is my friend .Miranda. She comes from Sulawesi. She was born in Makasar on June 12, 1980. Her hobbies are singing and swimming. She also likes planting flowers very much. She lives at 12 Jalan Jaya. She lives together with her parents and two sisters. They are Mr. and Mrs. Yudhatama, Sherina and Tiara.

Miranda studies at SMP 7. Her older sister is in the first year of SMA, and Tiara is still in SD. They all love one another.

## 14. What are Miranda's hobbies?

a. Swimming and singing
b. Swimming and planting flowers
c. Singing, swimming and planting flowers
d. Singing and planting flowers with her friends

## Text for number 15

## TEXT 8

This is SLTP Putra Pertiwi. It is a good junior secondary school in West Jakarta. The students of this school come here everyday. They do a lot of activities.

They learn different kinds of subject, such as mathematics, Indonesian language, Biology and English. Everyday they wear the school uniform, white and white for every Monday, white and blue for every Tuesday to Thursday, Batik and blue for every Friday and scout uniform and the PMR uniform for every Saturday.
15. They learn different kinds of subjects. The underlined word means ...
a. Lessons
c. Topic
b. Studies
d. Problem

## APPENDIX 16

## SOAL POST TEST

Choose the correct answer by crossing (X)A, B, C, or D! Read the text bellow to answer question number 1 to 5!

My name is Nuri. I have a hamster. It is small and cute. I call it "Kao". My grandfather gave it last week. Kao has three different colors; they are white, brown, and black. Kao's ears are small. It always squeaks in the time I come to close its cage. I feed it every morning. Kao likes to eat some leaves and grass. I take the grass from the field near my house. Kao looks happy eating the grass. I really love Kao.

1. What does the text tell us about?
a. Nuri's hamster
b. A cute cat
c. Small hamster
d. Funny hamster
2. What is the purpose of the text above ?
a. To tell the readers that the writer's family is pet lovers
b. To describe the writer's hamster to the readers
c. To persuade the readers to keep hamster as a pet
d. To show the advantages of keeping hamster
3. Who gave Nuri a hamster?
a. Her father
b. Her mother
c. Her grandfather
d. Her uncle
4. Does Kao eat grass?
a. Yes, it is
b. Yes, it does
c. No, it doesn't
d. No, it isn't
5. Where does Nuri takes the grass?
a. From the field near her house
b. She takes the grass from the granfather's house
c. Infront of the office

## d. Beside the granfather's house

## Read the text bellow to answer question number 6 to 10!

My name is Sofia. I live in a small house. It has five rooms. There are two bedrooms, a bathroom, and a kitchen. Indeed, it is a small house, but I like living in here for wasting my spare time.

When the door is open, I can see the living room. It is so small with only three chairs and a table. I prefer reading a novel in this room. My bedroom is in the left side of the living room. In this room, there is a night table lamp next to the bed, a television, a radio and a computer. When being bored of reading, I usually play online games, chat with my friends via facebook. Next to my bedroom is my mother's room. In the right side of the living room is a kitchen. In the kitchen, I have everything I need when I get hungry. It is very pleasure when my mother cooks. The smell fills my whole house. I love my house very much.
6. What does the text talk about?
a. Sofia's house
b. Sofia's room
c. Sofia's bedroom
d. Sofia's living room
7. Where does she read a novel?

She reads a novel in the ....
a. Kitchen
b. Bathroom
c. Bedroom
d. living room
8. How many rooms are there in the house?
a. 3
b. 4
c. 5
d. 6
9. What does she do when she feels bored?
a. She plays with her friends
b. She cooks in the kitchen
c. She helps her mother
d. She plays online games
10. What is the communicative purpose of the text?
a. To describe about Sofia's house
b. To entertain the reader
c. To share the writer's experience
d. To talk about the writer's favorite games

## Read the text bellow to answer question number 11 to 12!

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do. Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.
11. How old is Peter? He is ... years old.
a. Four
b. Fourteen
c. Forty
d. Ten
12. According to the passage, we know that Peter is ....
a. The writer's youngest brother
b. The writer's elder brother
c. A stupid boy
d. A lazy boy

## Read the text bellow to answer question number 13 to 15!

I have some pets. However, my favourite pet is Timmy. Timmy is a male tabby cat. He is very adorable with his soft stripes fur.

He has innocent round eyes and feeble sweet voice. He always meows when I come home, he usually give me a kiss. Timmy is a nice playmate. I'm so happy to spend my time with him. Most of the time, he's a good cat. It's almost impossible for me to be angry at him. In the morning, he always wakes up early. When he wakes up earlier, he waits quality by my bedside until I wake up.
13. What kinds of the text above?
a. Recount text
b. Procedure text
c. Descriptive text
d. Narrative text
14. When does Timmy usually give a kiss to the writer? When the writer....
a. Fells hungry
b. Goes to sleep
c. Leaves home
d. Comes home
15. What is the purpose of the text about?
a. To describe place
b. To entertain the reader
c. To describe something
d. To tell how to make something

## APPENDIX 17

Tryout

## LEMBAR JAWAB

## Name

Student number
Class
: Feby Widianingrum sianipar
8
$: 1 \times c$

24

|  | A | B | C | D |
| :---: | :---: | :---: | :---: | :---: |
| 1. |  |  | $\times$ |  |
| 2. | $\times$ |  |  |  |
| 3. |  |  | $X$ |  |
| 4. |  |  | $X$ |  |
| 5. |  |  |  | $X$ |
| 6. |  |  |  | $X$ |
| 7. | $\times$ |  |  |  |
| 8. |  |  | $\times$ |  |
| 9. |  | $X$ |  |  |
| 10. |  |  | $X$ |  |
| 11. | $X$ |  |  |  |
| 12. |  | $X$ |  |  |
| 13. |  |  | $X$ |  |
| 14. |  |  | $X$ |  |
| 15. |  |  |  | $X$ |


|  | A | B | C | D |
| :---: | :---: | :---: | :---: | :---: |
| 16. |  |  |  | $X$ |
| 17. | $X$ |  |  |  |
| 18. |  |  |  | $X$ |
| 19. |  | $X$ |  |  |
| 20. |  |  | $X$ |  |
| 21. |  |  |  | $X$ |
| 22. |  | $X$ |  |  |
| 23. |  | $X$ |  |  |
| 24. |  |  | $X$ |  |
| 25. |  |  | $X$ |  |
| 26. |  |  | $X$ |  |
| 27. |  |  |  | $X$ |
| 28. |  |  | $X$ |  |
| 29. |  | $X$ |  |  |
| 30. |  |  | $X$ |  |

## Lembar jawab

| Name | $:$ Mins oviranti |
| :--- | :--- |
| Student number | $: 14$ |
| Class | $: 1 \times C$ |

16

|  | A | B | C | D |
| :---: | :---: | :---: | :---: | :---: |
| 1. |  |  | $X$ |  |
| 2. | $X$ |  |  |  |
| 3. |  |  | $X$ |  |
| 4. |  |  | $X$ |  |
| 5. |  |  |  | $X$ |
| 6. |  |  |  | $X$ |
| 7. | $X$ |  |  |  |
| 8. |  |  |  | $X$ |
| 9. |  |  | $X$ |  |
| 10. |  |  |  |  |
| 11. | $X$ |  |  |  |
| 12. |  | $X$ |  |  |
| 13. |  |  | $X$ |  |
| 14. |  |  | $X$ |  |
| 15. |  |  |  | $X$ |


|  | A | B | C | D |
| :---: | :---: | :---: | :---: | :---: |
| 16. |  |  |  | $X$ |
| 17. |  |  | $X$ |  |
| 18 |  |  |  | $X$ |
| 19. |  |  | $X$ |  |
| 20. | $X$ |  |  |  |
| 21. |  |  |  | $X$ |
| 22. |  | $X$ |  |  |
| 23. |  |  | $X$ |  |
| 24. |  |  | $X$ |  |
| 25. |  | $X$ |  |  |
| 26. |  | $X$ |  |  |
| 27. | $X$ |  |  |  |
| 28. |  |  | $X$ |  |
| 29. |  |  | $X$ |  |
| 30. | $X$ |  |  |  |

## Lenbar Jawab

| Name | $:$ QONI'ATUL AFIFAH |
| :--- | :--- |
| Student number | $: 16$ |
| Class | $: 1 \times E$ |

8

|  | A | B | C | D |
| :---: | :---: | :---: | :---: | :---: |
| 1. |  | $X$ |  |  |
| 2. |  |  |  | $X$ |
| 3. |  | $X$ |  |  |
| 4. |  |  |  |  |
| 5. |  |  |  | $X$ |
| 6. |  |  | $X$ |  |
| 7. |  |  | $X$ |  |
| 8. | $X$ |  |  |  |
| 9. | $X$ |  |  |  |
| 10. |  | $X$ |  |  |
| 11. |  |  | $X$ |  |
| 12. | $X$ |  |  |  |
| 13. |  |  | $X$ |  |
| 14. |  | $X$ |  |  |
| 15. |  |  |  | $X$ |


|  | A | B | C | D |
| :---: | :---: | :---: | :---: | :---: |
| 16. | $X$ |  |  |  |
| 17. |  |  | $X$ |  |
| $18^{\circ}$ |  |  |  | $\times$ |
| 19. |  |  |  | $X$ |
| 20. |  | $X$ |  |  |
| 21. |  |  | $\times$ |  |
| 22. | $X$ |  |  |  |
| 23. |  |  | $X$ |  |
| 24. |  |  | $X$ |  |
| 25. |  | $X$ |  |  |
| 26. | $X$ |  |  |  |
| 27. |  |  |  | $X$ |
| 28. |  |  | $X$ |  |
| 29. |  | $X$ |  |  |
| 30. |  | $X$ |  |  |

## APPENDIX 18

(2),
pretest Experimertac

## lembarjawab

| Name | $:$ 12inays R.W |
| :--- | :--- |
| Student number | $: 21$ |
| Class | $:$ Vili A |

80

|  | A | B | C | D |
| :---: | :---: | :---: | :---: | :---: |
| 1. |  |  | $X$ |  |
| 2. | $\times$ |  |  |  |
| 3. |  |  | $\times$ |  |
| 4. |  |  | $X$ |  |
| 5. |  |  |  | $X$ |
| 6. | $\nless$ |  |  | $\times$ |
| 7. |  | $X$ |  |  |
| 8. |  |  | $X$ |  |
| 9. | $X$ |  |  |  |
| 10. |  |  | $X$ |  |
| 11. |  |  |  | $X$ |
| 12. | $\not \subset$ |  | $X$ |  |
| 13. | $X$ |  |  |  |
| 14. |  |  | $X$ | $\times$ |
| 15. | $X$ |  |  |  |

## LEMBARJAWAB

| Name | : Elfa Maulana Rolsah |
| :--- | :--- |
| Student number | : 9 |
| Class | : VIII A |


|  | A | B | C | D |
| :---: | :---: | :---: | :---: | :---: |
| 1. |  |  | $X$ |  |
| 2. | $\times$ |  |  |  |
| 3. |  |  | $\times$ |  |
| 4. |  |  |  | $X$ |
| 5. |  |  |  | $\times$ |
| 6. |  | $\times$ |  |  |
| 7. | $\times$ |  |  |  |
| 8. |  |  | $\times$ |  |
| 9. | $\times$ |  |  |  |
| 10. |  |  |  | $X$ |
| 11. |  | $X$ |  |  |
| 12. |  |  | $X$ |  |
| 13. |  | $\times$ |  |  |
| 14. |  |  | $X$ |  |
| 15. | $\times$ |  |  |  |

## Lembar Jawab

| Name | $:$ Alditulatus Tallía |
| :--- | :--- |
| Student number | $: 19$ |
| Class | $:$ VIII A |


|  | A | B | C | D |
| :---: | :---: | :---: | :---: | :---: |
| 1. |  |  | $X$ |  |
| 2. | $X$ |  |  |  |
| 3. |  |  | $\times$ |  |
| 4. |  | $X$ |  |  |
| 5. | $\times$ |  |  |  |
| 6. |  |  |  | $X$ |
| 7. | $X$ |  |  |  |
| 8. |  |  | $X$ |  |
| 9. | $X$ |  |  |  |
| 10. |  |  |  | $X$ |
| 11. |  | $X$ |  |  |
| 12. |  |  | $X$ |  |
| 13. |  | $X$ |  |  |
| 14. | $X$ |  |  |  |
| 15. | $X$ |  |  |  |

## APPENDIX 19

(3),

Pretest control

## Lembarjawab

| Name | : Ski Maulidah |
| :--- | :--- |
| Student number | $: 18$ |
| Class | $:$ VuI $E$ |

28

|  | A | B | C | D |
| :---: | :---: | :---: | :---: | :---: |
| 1. |  |  | $\times$ |  |
| 2. | $\times$ |  |  |  |
| 3. | $\times$ |  | $\times$ |  |
| 4. |  |  | $\times$ |  |
| 5. |  |  |  | $\times$ |
| 6. |  |  |  | $\times$ |
| 7. |  | $\times$ |  |  |
| 8. |  |  | $\times$ |  |
| 9. | $\times$ |  |  |  |
| 10. |  |  | $\times$ |  |
| 11. |  | $\times$ |  |  |
| 12. |  |  | $\times$ |  |
| 13. |  | $\times$ |  |  |
| 14. |  | $\times$ |  |  |
| 15. | $\times$ |  |  |  |

## Lembar Jaivab

| Name | : Fasiska $\quad$ D. も |
| :--- | :--- |
| Student number | $: 7$ |
| Class | $:$ yul $\quad$ |

60

|  | A | B | C | D |
| :---: | :---: | :---: | :---: | :---: |
| 1. |  |  | $X$ |  |
| 2. | $\times$ |  |  |  |
| 3. |  | $\times$ |  |  |
| 4. |  |  | $\times$ |  |
| 5. |  |  |  | $\times$ |
| 6. |  |  |  | $X$ |
| 7. | $\nless$ | $\times$ |  |  |
| 8. |  |  | $\times$ |  |
| 9. | $\times$ |  |  |  |
| 10. |  | $\times$ |  |  |
| 11. |  |  |  | $\times$ |
| 12. |  |  | $\times$ |  |
| 13. | $\chi$ |  |  |  |
| 14. |  |  | $\times$ |  |
| 15. | $\chi$ |  |  |  |

## LEMBAR JANAB

Name : TCania çiska. A
Student number : 21
Class : VUU

4

|  | A | B | C | D |
| :---: | :---: | :---: | :---: | :---: |
| 1. |  |  | $\times$ |  |
| 2. | $\times$ |  |  |  |
| 3. |  |  | $\times$ |  |
| 4. |  |  |  | $\times$ |
| 5. | $\times$ |  |  |  |
| 6. |  | $\times$ |  |  |
| 7. |  |  | $\times$ |  |
| 8. | $\times$ |  |  |  |
| 9. | $\times$ |  |  |  |
| 10. |  |  |  | $\times$ |
| 11. | $\times$ |  |  |  |
| 12. |  |  | $\times$ |  |
| 13. |  | $\times$ |  |  |
| 14. |  |  |  | $\times$ |
| 15. | $\times$ |  |  |  |

## APPENDIX 20



Posttest exp

## Lembar Jawab

| Name | : Mhesa Dera Amanda |
| :--- | :--- |
| Student number | $: 18$ |
| Class | : Yut A |

90

|  | A | B | C | D |
| :---: | :---: | :---: | :---: | :---: |
| 1. |  |  | $\times$ |  |
| 2. | $\times$ |  |  |  |
| 3. |  |  |  | $\times$ |
| 4. |  |  |  | $\succ$ |
| 5. |  |  | $\times$ |  |
| 6. |  | $\times$ |  |  |
| 7. | $\times$ |  |  |  |
| 8. |  |  | $\times$ |  |
| 9. | $\times$ |  |  |  |
| 10. |  | $\times$ |  |  |
| 11. |  | $\times$ |  |  |
| 12. |  |  | $\times$ |  |
| 13. | $\times$ |  |  |  |
| 14. |  |  |  | $\times$ |
| 15. | $\times$ |  |  |  |


|  | Name |  |  | : Incobt Ayu |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  | Student number |  |  | : 15 |  |
|  | Class |  |  | : v"IA |  |
| 65 |  | A | B | C | D |
|  | 1. |  |  | $\times$ |  |
|  | 2. | x |  |  |  |
|  | 3. |  |  |  | $\times$ |
|  | 4. | X |  |  |  |
|  | 5. |  | X |  |  |
|  | 6. |  | X |  |  |
|  | 7. | X |  |  |  |
|  | 8. |  |  |  | X |
|  | 9. | $x$ |  |  |  |
|  | 10. |  |  | X |  |
|  | 11. |  | $x$ |  |  |
|  | 12. | $x$ |  |  |  |
|  | 13. | $x$ |  |  |  |
|  | 14. |  |  |  | $\times$ |
|  | 15. | x |  |  |  |

Name : ELI 54 RAHMA WATI

Student number $: 10$
Class
$: \mathbf{v i l} \boldsymbol{A}$

50

|  | A | B | C | D |
| :---: | :---: | :---: | :---: | :---: |
| 1. |  | $\times$ |  |  |
| 2. | $\times$ |  |  |  |
| 3. |  |  |  | $\times$ |
| 4. |  | $\times$ |  |  |
| 5. |  |  | $\times$ |  |
| 6. | $\times$ |  |  |  |
| 7. |  | $\times$ |  |  |
| 8. |  |  | $\times$ |  |
| 9. |  | $\times$ |  |  |
| 10. | $\times$ |  |  |  |
| 11. |  | $\times$ |  |  |
| 12. |  |  | $\times$ |  |
| 13. |  | $\times$ |  |  |
| 14. |  |  |  | $\times$ |
| 15. | $X$ |  |  |  |

## APPENDIX 21

(5),

Porttest cortrol

## LD.MBAR JAIVAB

| Name | $:$ Dewik. Dyss Thak |
| :--- | :--- |
| Student number | $: 5$ |
| Class | $: V I I \subset$ |

70

|  | A | B | C | D |
| :---: | :---: | :---: | :---: | :---: |
| 1. |  |  | $\times$ |  |
| 2. | $\times$ |  |  |  |
| 3. |  |  |  | $X$ |
| 4. | $X$ |  |  |  |
| 5. |  |  | $X$ |  |
| 6. |  | $\times$ |  |  |
| 7. |  |  |  | $\times$ |
| 8. |  |  | $\times$ |  |
| 9. | $\times$ |  |  |  |
| 10. |  | $X$ |  |  |
| 11. |  |  | $X$ |  |
| 12. | $X$ |  |  |  |
| 13. | $X$ |  |  |  |
| 14. |  |  |  | $X$ |
| 15. | $X$ |  |  |  |


| Name | $:$ Astut Asa Almaida. |
| :--- | :--- |
| Student number | $: 2$ |
| Class | : vult |

65

|  | A | B | C | D |
| :---: | :---: | :---: | :---: | :---: |
| 1. |  |  | $\times$ |  |
| 2. | $\times$ |  |  |  |
| 3. |  |  |  | $\times$ |
| 4. |  | $\times$ |  |  |
| 5. | $\times$ |  |  |  |
| 6. |  | $\times$ |  |  |
| 7. | $\times$ |  |  |  |
| 8. |  |  |  | $\times$ |
| 9. | $\times$ |  |  |  |
| 10. |  |  |  | $\times$ |
| 11. | $\times$ |  |  |  |
| 12. |  |  |  | $\times$ |
| 13. | $\times$ |  |  |  |
| 14. |  |  |  | $\times$ |
| 15. | $\times$ |  |  |  |


| Name | : Anis Moghfiroh |
| :--- | :--- |
| Student number | $: 1$ |
| Class | $:$ VIIIC |


|  | A | B | C | D |
| :---: | :---: | :---: | :---: | :---: |
| 1. |  |  | $X$ |  |
| 2. |  | $\times$ |  |  |
| 3. | $\times$ |  |  |  |
| 4. |  |  |  | $X$ |
| 5. |  |  |  | $\times$ |
| 6. |  |  | $\times$ |  |
| 7. | $\times$ |  |  |  |
| 8. |  | $X$ |  |  |
| 9. | $\times$ |  |  |  |
| 10. |  |  | $\times$ |  |
| 11. |  | $X$ |  |  |
| 12. |  |  | $\times$ |  |
| 13. | $X$ |  |  |  |
| 14. |  | $\times$ |  |  |
| 15. |  |  | $X$ |  |



## APPENDIX 23

DOCUMENTATION


THE STIDENTS DISCIUSSED THE MATERIAI, BY IJSING


THE RESEARCHER EXPLAINED THE MATERIAL


THE TEACHER EXPLAINED THE MATERIAL BY SNOWBALL THROWING METHOD


## SURAT KETERANGAN

## No : MTs.11.18.082/PP.00.5/039/XII/2016

Yang bertandatangan dibawah ini, Kepala Madrasah Tsanawiyah Sunan Muria Gunungwungkal Kabupaten Pati, menerangkan dengan sesungguhnya bahwa :

| Nama | $:$ Minhatin A'liyah |
| :--- | :--- |
| NIM | $: 123411008$ |
| Jurusan | $:$ PBI |
| Fakultas | $:$ FITK |
| Alamat | : Desa Gunungwungkal RT 01 RW 03 Kecamatan Gunungwungkal Kabupaten |
|  | Pati. |

Mahasiswa tersebut di atas benar-benar telah melaksanakan penelitian di Madrasah Tsanawiyah Sunan Muria Gunungwungkal Kabupaten Pati, guna melengkapi penulisan/penyusunan Skripsi yang berjudul "The Effectiveness of Using Snowball Throwing to Teach Descriptive text in Reading Comprehension."
Demikian surat keterangan ini dibuat sebagai bukti bahwa mahasiswa tersebut diatas telah melaksanakan penelitian.

Gunungwungkal, 13 Desember 2016


## CURRICULUM VITAE

## A. Personal Identity

\author{

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4. Phone
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1. Formal Education:
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b. MTs Sunan Pati
c. MA Manabiul Falah Pati
d. UIN Walisongo Semarang

Semarang, $8^{\text {th }}$ May 2017

Minhatin 'Aliyah
NIM: 123411008

