

**THE USE OF QUIPPER SCHOOL TO TEACH READING
COMPREHENSION ON DESCRIPTIVE TEXT
(An Experimental Research at the Tenth Grade of SMAN 13
Semarang in The Academic Year of 2017/2018)
THESIS**

Submitted in Partial Fulfillment of the Requirement
For Degree of Bachelor of Education in English Language Education



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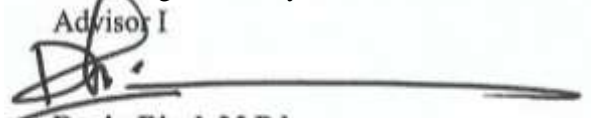
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Motto

Learn from yesterday, live for today, hope for tomorrow. The important thing is not to stop questioning.

(Albert Einstein)

DEDICATION

In the name of Allah the Beneficent and the Merciful, this thesis is dedicated to my beloved parents (Bapak Ahmad Munif and Ibu Rondhiyah), my lovely brother (Albaitul Hakim), my lovely sister (Robbi Mauizzatul Hikmah) and all of my big family (Om Farid, Bulek Ir, Om Sanur, Om Aziz, Bulek Ulil, Om Musyafiq, Om Muslim, Bulek Munafi'ah, Om Chalimi, Bulek Nur) who always support me with prayer, love, and patience.

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Finally, the researcher always expects that this research may be helpful for all.

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ABSTRACT

Title : **The Use of Quipper School to Teach Student Reading Comprehension on Descriptive Text**

(An Experimental Study at the Tenth Grade of SMA N 13 Semarang in Academic year 2017/2018).

Writer : Baginda Muhammad Huda Mu'izzul Mu'min
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The main objective of this study is to find the effectiveness between the use of quipper and the one without using quipper to teach reading Comprehension on descriptive text. To explain find the effectiveness of using quipper the researcher used quantitative approach and the reseach design used experimental study. In taking the sample, the writer used cluster random sampling techniques. Class XI MIPA 2nd was chosen as a try out class, X MIPA 2nd as experimental class and class X MIPA 1st as control class. The instruments which are used to collect the data are tests and documentation. The technique to analyze the data is t-test formula. The average of post-test in experimental class is 70.8571, which is higher than the average score of post-test in control group (63.5714). The t-test shows that $t_{count} = 3.271$ is higher than $t_{table} = 1.98$ It means that H_a is accepted and H_0 is rejected. Since the t_{count} is higher than the t_{table} , there is a significant difference in the achievement between students in class X MIPA 2nd who are taught reading descriptive text using Quipper School and students in class X MIPA 1st who are taught reading descriptive text without using Quipper School. It is hoped that the result of the study can be useful for teachers to determine and select the suitable teaching method for their students so that they can obtain an optimum result of reading achievement.

Keywords : *Reading, Quipper School Medum, Descriptive Text.*

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CHAPTER I

INTRODUCTION

In this chapter, the researcher presents the background of the study, reasons for choosing the topic, research question, objective of the research, significances of the research, and limitations of the research

A. BACKGROUND OF THE RESEARCH

There are many different human beings with different ethnics, customs, nations, and languages'. Every nations and ethnics has different language because language can be used to identity of nation or ethnic it's self but the function of language is same. Language is one of the most important things in our life. Language as a tool of communication is used among human beings in order to establish social relationship.¹

Language is used as a means of communication in the society. Language is the system of human communication which consists of the structured arrangement of sounds (or their written representation) into larger units, e.g. morphemes, words, sentences, utterances. Language is one of the most important things in our life. Language as a tool of communication is used among human beings in order to establish social relationship.²

¹ *Oxford Learner's Pocket Dictionary*, (Oxford: Oxford University Press, 2008).p.247

² *Oxford Learner's Pocket Dictionary*, (Oxford: Oxford University Press, 2008).p.247

Language is any particular system of human communication, for example, French language and, Hindi language.

Native speaker of English is not the largest one in the world, but it has become a lingua franca, that can be defined as a language used for communication between two speakers whose have different native language and they used English as their second language.³ Sometimes a language is spoken by most people in a particular country, for example, Japanese in Japan, but sometimes a language is spoken by only part of the population of a country, for example Tamil in India, French in Canada. Languages are usually not spoken in exactly the same way from one part of a country to the other. Differences in the way a language is spoken by different people are described in terms of regional and social variation in some cases, there is a continuum from one language to another.⁴

There are four skills that must be mastered in language learning, those are listening, speaking, writing, and reading. Reading is a set of skills that includes making sense and deriving meaning from the written text.⁵ Reading is an active skill which involves guessing, predicting, checking and asking oneself

³ Jeremy Harmer, *The Practice of English Language Teaching*, (Longman, 2002), 4 ed, p.17-18.

⁴ Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and applied Linguistics*, (Great Britain: Longman, 2010), fourth edition, p.311.

⁵ Caroline T. Linse, *Practical English Language Teaching: Young Learners*, (New York: McGraw-Hill Companies, 2006), p. 69.

questions.⁶ Reading, arguably the most essential skill for success in all educational contexts, remains a skill of paramount importance as we create assessments of general language ability.⁷ Reading is probably the hardest discipline to master; it is interpreting disciplines like reading but there is no time to re-read the words and looks them up, but some students are bored to read text too much, teacher must use medium or something that make learning reading not boring anymore.

Nowadays we enter into modern world. As teachers we must have many ways to make an interesting English learning activity. Access to the internet provides both students and teachers with a multitude of authentic language materials. This virtual environment includes online newspapers, menus, shopping sites, videos, English application and blog. Reading blogs written by others who share the same interest can be particularly appealing to students.

Thomas C Reeves said “There are two major approaches to use medium and technology in schools. First, students can learn “from” medium and technology, and second, they can learn “with” medium and technology. Learning “from” medium and technology is often referred to in terms such as instructional television, computer-based instruction, or integrated learning

⁶ Frangoise Grellet, *Developing Reading Skill*, (UK:Cambridge University Press, 2001), p.8

⁷ H. Douglas Brown, *Language Assessment Principles and Classroom Practices*, (Amerika: Pearson Education, 2004), p. 185

systems. Learning “with” technology is referred to in terms such as cognitive tools and constructivist learning environments”⁸.

In technology era, it means we can study by reading newspaper (print medium) or internet. With internet access we can teach our students with interesting learning based on e-learning medium. We can use some pictures and give them stories to make an interesting reading learning. Technology can have a reciprocal relationship with teaching. The emergence of new technologies pushes educators to understanding and leveraging these technologies for classroom use; at the same time, the on-the-ground implementation of these technologies in the classroom can (and does) directly impact how these technologies continue to take shape.⁹

Teaching online means conducting a course partially or entirely through the Internet. You may also see references to online education as e-Learning (electronic learning). It’s a form of distance education, a process that traditionally included courses taught through the mail, by DVD, or via telephone or Tv and any form of learning that don’t involve the traditional classroom setting in which students and instructor must be in the same place at the same time¹⁰.

⁸ Thomas C. Reeves, “The Impact of Medium and Technology in Schools”, *A Research Report prepared for The Bertelsmann Foundation*, (The University of Georgia, 12 February 1998).p2

⁹ Eric Klopfer., et al, *Using the Technology*.....p.3

¹⁰ Susan Ko and Steve Rossen, *Teaching Online A Practical Guide* (New York: Routledge,2010) Third Edition,p3

Quipper school is a free online platform that can be used by teacher to give an online learning medium to student. Quipper is divided in two part: part one called Link. Link provides teacher to manage an online class by giving material or assignment to the student, and learn part is for student to do their assignment form teacher or read material that given from teacher.¹¹

In this case, the researcher chose Quipper School medium as medium that can be used to improve student skills on reading descriptive text. Quipper can be used to stimulate and motivate students in reading descriptive text. The researcher considered that the use of Quipper is suitable medium in teaching reading, especially descriptive text.

The writer hopes this research would be useful to provide idea to English teacher to give a teaching reading descriptive text as one of the teaching strategies that could be used and for students of tenth grades to develop the reading ability of descriptive text by using Quipper. The researcher also hopes it would be useful for students to avoid the difficulties or writer's block during leaning reading a descriptive text.

B. REASON FOR CHOOSING THE TOPIC

The reasons for choosing the topic are as follows; quipper school is an online medium that can improve students reading comprenension of descriptive text. Quipper school medium is a

¹¹ https://help.quipper.com/en/article_groups/access-codes/articles/what-is-quipper-school

new, modern, attractive medium that can be used not only just doing an assignment but also can find and read material from that site. Picture series is a collection of pictures that shows the entire story. As we know, reading is one important component in learning English where students feel difficult or bored to read a lot of text when mastering reading descriptive text especially in senior high school. The researcher explained the effectiveness of using Quipper medium to teach student comprehension on descriptive text.

C. QUESTIONS OF RESEARCH

How is the effectiveness of using Quipper to teach comprehensions on descriptive texts at the tenth grade of SMAN 13 Semarang in the academic year of 2017 / 2018?

D. OBJECTIVES OF RESEARCH

The objective of this study is to explain the effectiveness of using Quipper to teach reading comprehension on descriptive texts at the tenth grade of SMAN 13 Semarang in the academic year of 2017 / 2018.

E. SIGNIFICANCES OF RESEARCH

1. Theoretically

This result can be positive contribution to English language learning context and will be beneficial for many sides.

2. Practically

a. For students

This result can be good practice and good experience for them in reading descriptive text and can increase students' reading ability. In addition, this result can give students motivating in learning English through fun and interesting way with new attractive, modern online medium.

b. For teacher

This result can give English teachers in SMA N 13 Semarang references and information about an innovative medium to teach reading descriptive text.

With this result of study, teachers can develop students reading comprehension of descriptive through Quipper school medium.

c. For school

This result can contribute to school to increase their quality of learning.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

This chapter highlights two main points (i) previous studies of The Use of Quipper School to Teach Student Reading Skills on Descriptive Text by experts and practical researchers and (ii) review of related literature which ideally discuss the scopes of quipper school medium and what descriptive text defines

A. Previous Research

The first research is a thesis with title *Pengaruh Penggunaan Media Pembelajaran Quipper School terhadap Hasil Belajar Siswa Kelas VIII Mata Pelajaran Matematika SMP Negeri 4 Semarang* written by Masriati Lingga. This study was about the influence of using Quiper towards students' mathematic achievement. The writer tried to find out whether using quipper to teach mathematic lesson is effective or not. She found any significant difference on the students' achievement before and after being taught by using Quipper. Therefore, Quipper was effective towards mathematic achievement and it was suggested to be used in teaching mathematic lesson, especially at the eighth grade students SMP Negeri 4 Semarang¹. The similarity both of the thesis is the researcher used Quipper as teaching medium. The difference between the theses is the major that teach to

¹Masriati Lingga, 1102412052, Fakultas Ilmu Pendidikan, *Pengaruh Penggunaan Media Pembelajaran Quipper School Terhadap Hasil Belajar Siswa Kelas VIII Mata Pelajaran Matematika SMP Negeri 4 Semarang*, UNNES, 2016, abstract page.

student. The previous thesis used Quipper towards students' grammar achievement in mathematics, and this thesis used Quipper to teach reading descriptive text.

The second research is a journal entitled "*Keefektifan Penerapan E-Learning-Quipper School pada Pembelajaran Akuntansi di SMA Negeri 2 Surakarta*" written by Rizki Rahmawati, Sudiyanto, and Sri Sumaryati. Quipper was used to develop student's reading comprehension.

There was a significant difference between the reading comprehension of the twelfth grade students SMA Negeri 2 Surakarta before and after used Quipper. Quipper could be used as medium in teaching reading material because it proved that it worked well in improving the reading comprehension of students. The students should motivate and improve their comprehension, so they can do the task well. The similarities both of the thesis and the journal is the researcher used Quipper as teaching medium². The difference between the theses is the material that teach to student. The previous thesis used hot potatoes quiz to teach accountant lesson, and this thesis used Quipper School medium to teach reading descriptive text.

The third research is a thesis entitled "*Pemanfaatan Quipper School di Kalangan Siswa SMA (Studi Deskriptif tentang Pemanfaatan Quipper School sebagai Media Pendukung Belajar*

²Rizki Rahmawati, Sudiyanto, Sri Sumaryati, "*Keefektifan Penerapan E-Learning-Quipper School pada Pembelajaran Akuntansi di SMA Negeri 2 Surakarta*", Jurnal Tata Arta UNS ,(Vol. 1, No. 1,2015,) hlm. 1-12.

Siswa di Madrasah Aliyah Negeri Jombang)” written by Elisa Rokhimatul Uma. The purpose of this research is to describe the use of e-learning Quipper School used by the students of Madrasah Aliyah Negeri Jombang (MAN Jombang) as a medium of supporting learning activities. Based on the analysis of research known that students MAN Jombang have a level of performance expectations, effort expectancy, social influence, and the condition of the facilities that support relatively high with an average value score of 4.05 for the variable performance expectations, 4.075 for expectations of to the variable effort, 4 ,00 for social influence variables, and 3.57 for the variable support conditions of the facilities.³ The similarities both of the theses is the researcher used Quipper as teaching medium. The difference between the theses is the type of the research. The previous thesis used descriptive qualitative, and this thesis used experimental research.

B. Theoretical Review

1. Reading Skills

a. Definition of Reading

Reading is an important skill that you must learn if want to say you are fluent in a language. Without this skill you would miss out on the chance to get information or

³ Elisa Rokhimatul Uma, 071211632014, Fakultas Ilmu Sosial dan Ilmu Politik, *Pemanfaatan Quipper School di Kalangan Siswa SMA (Studi Deskriptif tentang Pemanfaatan Quipper School sebagai Media Pendukung Belajar Siswa di Madrasah Aliyah Negeri Jombang)*, Universitas Airlangga Surabaya, 2016, abstract page.

knowledge from a wide range of different types of material like, newspapers, magazines, journals, books, leaflets and brochures⁴. According to W.S. Gray “reading is form of our experience. Reading brings us in touch with the minds of great authors, with a written record of their experience. Their recorded lines and the progress they made in various fields.”⁵

Reading is the repetition of using text to generate meaning. The two keywords here are creating and meaning. If there is no meaning being created, there is no reading taking place⁶. In reading, an individual assembles meaning through a transaction with written text. Reader’s interpretation is involved in the transaction on the text, and its interpretation is influenced by the reader's experience, language background, and cultural framework, as the reader's purpose for reading.⁷ The reader is engaged in to interpret the text, and its interpretation is influenced by the reader's experience, language background, and cultural

⁴ Phil Biggerton, *IELTS The Complete Guide to Academic Reading*, (Godiva Books, 2012), p.1.

⁵ M.F. Patel and Praveen M. Jain, *English Language Teaching Method, Tools & Techniques*, (Jaipur: Sunrise Publisher & Distributors, 2008), p. 114

⁶ Andrew P. Johnson, *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students*, (United States of America: Roman & Littlefield Education Publisher, 2008), p.3.

⁷ Marianne Celce –Murcia, *Teaching English as a Second or Foreign Language*, (London: Thomson Learning, 2001), 3rd ed. p.154.

framework, since the reader's purpose reads. Reading divided into two processes: word recognition and comprehension.

Based on the definition of reading above, it can be concluded that reading is one of the skill which is important and should be mastered by people. Reading receives a special focus. It is very useful skill for people to get information or knowledge from written text, reading is an activity that involves text and the reader to obtain information, knowledge or a message that would be delivered by the author of the text. The readers must understand the content of the reading passage, to get the information from the text.

b. Kind of Reading

Brown identified types of reading such as Perceptive, selective, interactive, and extensive. Perceptive reading tasks involve the components of letters, words, punctuation, and other graphemes symbols. Selective, skill in recognizing lexical, grammatical, or discourse features of language within very short stretch language, certain typical tasks are used; picture-cued task, matching, true or false, multiple choice, etc. Interactive, the interactive reading types are stretches of language of several paragraphs to one page or more in which the reader must, in a psycholinguistic sense, interact with the text.

Extensive; Extensive reading applies to the text of more than one page, and includes professional articles, essays, technical reports, short stories, and books.⁸

According to Harmer, to get whole benefit from reading, students need to be elaborate in both extensive and intensive reading. Whereas with the former, a teacher encourages students to choose for themselves what they read and to do so for pleasure and general language improvement, the latter is often teacher-chosen and directed.⁹ The definition of each type is defined as follows:

Intensive study of reading texts can be defined as increasing expanding students' learning of language feature and their control of reading procedures. It can also enhance their comprehension skill. It fits into the language focused learning strand of a course. The classic procedure for intensive reading is the grammar-translation approach where the teacher works with the learners, using the first language to explain the meaning of a text, sentence by sentence.¹⁰ Intensive reading is related to further progress in language learning under the teacher's guidance. Intensive

⁸H. Douglass Brown, *Language Assessment Principles And Classroom Practice*, (New York: Pearson Education, 2004), p. 189

⁹Jeremy Harmer, *The Practice of English Language Teaching Longman Handbooks for Language Teacher*, (London: Longman Ninth Impression, 2001), p. 283

¹⁰ I. S. P. Nation, *Teaching ESL/EFL Reading and Writing*, (New York: Routledge, 2009), p25

reading is text reading or passage reading. In this reading the learner read the text to get knowledge or analysis. The goal of intensive reading is to get specific information and to acquire knowledge. Intensive reading has several characteristic. The characteristics of intensive reading are: helps learner to develop vocabulary, teacher plays main role in this reading, linguistics items are developed, intensive reading is reading aloud, in intensive reading speech habit are emphasized and accent, stress, intonation, and rhythm can be corrected.¹¹

Extensive reading is important centered information and fluency improvement Strands of a course, contingent upon the level of the books that the students read. At the point when the books contain just a couple of obscure vocabulary and grammar item, extensive reading provides the conditions for meaning focused input. Where the books are very easy ones with virtually no unknown items, extensive reading provides the conditions for fluency development.¹² Extensive reading is a reading for pleasure. The reader wants to know about something. The reader does not care about specific or important information after reading. Usually people read for to keep them update. The

¹¹ M.F. Patel and Praveen M. Jain, *English Language Teaching Method, Tools & Techniques*),..., p. 117-119

¹²I. S. P. Nation, *Teaching ESL/EFLReading and Writing*,.....p49

purpose of extensive reading is to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher. The characteristics are: helps learner to develop vocabulary, silent reading, the learners play main role, the idea can be developed, through extensive reading the good reading habit can be developed.¹³

From explanations above, the researcher concluded that intensive reading is reading a text, study it line by line, and refer to very moment to the dictionary about the grammar of the text itself. It is reading shorter texts that extract specific information. This is more accuracy activity involving reading for detail.

Extensive reading is reading longer texts for pleasure reading. The aims of extensive reading is to build readers confidence and enjoyment. This is fluency activity that mainly involving global understanding. It is always done for the comprehension of the main ideas, not the specific details.

c. Techniques of reading

Scanning can be known as the skill to see for individual words or short phrases of two to three words. This is done by looking for a few words rather than reading

¹³ M.F. Patel and Praveen M. Jain, *English Language Teaching Method, Tools & Techniques*),..., p. 119-120

the whole text.¹⁴ Scanning contains finding for a specific part of information in a text, such as seeing for a particular name or a particular number.¹⁵ Scanning is a strategy used by all readers to find relevant information in a text. The main function of scanning strategy is to find a specific piece of information such as a number or the answer to a question.

In skimming the reader experiences a content rapidly, not noticing each word but rather attempting to get the fundamental thought of what the content is about. This is sometimes called getting the substance of the content.¹⁶ It is an estimate strategy used to give the reader a sense of the topic and purpose of the text, the organization of the text, the perspective or point of view of the writer, its ease or difficulty, and its practicality to the reader. Skimming can apply to text of less than one page, so it would be wise not to limit this type of task just to extensive texts.¹⁷

From explanations above, the researcher concluded there are four kind of reading technique, skimming is the

¹⁴ Phil Biggerton, *IELTS The Complete Guide to Academic Reading*, (Godiva Books, 2012), p.6.

¹⁵ I. S. P. Nation, *Teaching ESL/EFL Reading and Writing*,p70

¹⁶ I. S. P. Nation, *Teaching ESL/EFL Reading and Writing*,p70.

¹⁷ H. Douglas Brown, *Language Assesment: Principles and Clasroom Practices*, (San Francisco: Pearson Education) p. 209

process of rapid coverage of reading matter to determine its gist or main idea scanning is fast reading.

d. Purpose of reading

Purpose of reading according to Grabe and Stoller, classified, at least, four purposes of reading in general: Reading to search for simple information, reading to skim quickly, Reading to learn from texts, Reading to integrate information, Reading to write (or search for information needed for writing, Reading to critique texts, Reading for general comprehension.¹⁸

Reading to search for simple information is a common reading ability through a text either to search for a specific piece of information or to get an initial impression of whether the text is suitable for a given purposes.¹⁹

Reading to skim quickly is combination of strategies for guessing where important information might be in the text, and then using basic reading comprehension skill on those segments of the text until a general idea is formed.²⁰

Reading to learn from texts is usually occurs in academic and professional context in which a person needs to learn a considerable amount of information from a text.

¹⁸ William Grabe and Fredericka L. Stoller, *Teaching and Researching Reading*, (United Kingdom: Licensing Agency Ltd. 2002) p.6

¹⁹ William Grabe and Fredericka L. Stoller, *Teaching and.....* p.7

²⁰ William Grabe and Fredericka L. Stoller, *Teaching and.....* p.7

Reading to integrate information requires critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for reader's goal.²¹

Reading for general comprehension is the process of understanding and constructing meaning from a piece of text connected text is any written material involving multiple words that forms coherent thoughts.²²

From the explanation above the purpose of reading is to find information and learn from text and also understanding, constructing meaning from a piece of text.

2. Text

a. Definition of text

Text is a segment of spoken or written language. A text makes of several sentences that create a structure or unit, such as a letter, a report, or an essay. It has distinctive structural and discourse characteristics. Text has a particular communicative function or purpose.²³

²¹ William Grabe and Fredericka L. Stoller, *Teaching and.....* p.7-8

²² William Grabe and Fredericka L. Stoller, *Teaching and.....* p.8

²³ Jack C. Richards and Richard Schmidt, *Longman Dictionary of Language Teaching and applied Linguistics*, (Great Britain: Longman, 2010), fourth edition, p.594

Given the texts are entirely intermeshed with the social context in which they are produced, all aspects of total context have their effect on the language of the text.²⁴

Based on definition above, the researcher concluded that a text is any written form or article we regularly read. The content influences the reader, as many the reader who read as good the content of the text. And the difference from one text to another is the structure and the function of the text. So, the text is our necessary in our daily life to increase our knowledge about a new information that get from the written text or article that we read.

3. Descriptive text

a. Definition of descriptive text

Descriptive text is type of genre that is to describe something (place, person, or thing) that has purpose to give information about something by giving information clearly.²⁵ Barbara Fine Clouse said, “Description adds an important dimension to our lives because it moves our emotion and expands our experience”. Description expands our experience by taking us to place we might not otherwise know much about, which explains the

²⁴ Entika Fani Prastikawati, Siti Musarokah, *Writing 3 (Handouts and Assignments)*, (Semarang: IKIP PGRI Semarang, 2010), p.6

²⁵ Gerrot and Wignel, *Making Sense of Functional Grammar*.(Sydney: Antipodean Educational Enterprises,1995),p.194.

popularity of descriptive travel essay in magazines and newspapers.²⁶

b. Purposes of descriptive text

As social beings, we want to share our experience, so we write to others to describe things such as vacations, childhood homes, and people we encounter. We even use description to persuade others to think or act in particular ways: advertisers describe products to persuade us to buy them; travel agents describe locales to entice us to visit them; and real estate agents describe properties to stimulate a desire to see them. As the examples in the following chart show, description enables us to entertain, express feelings, relate experience, inform, and persuade.

Table of purpose descriptive text²⁷

<i>Purpose</i>	<i>Sample description</i>
To entertain	An amusing description of a teenager's bedroom
To express feelings	a description of your favorite outdoor retreat so your reader understand why you enjoy it so much.

²⁶ Barbara fine Clouse, The Student Write , (McGraw-Hill Companies, Inc., 2006), p. 154

²⁷ Barbara fine Clouse, The Student Write), p. 154

To relate experience	A description of your childhood home to convey a sense of the poverty you grew up in
To inform (for a reader unfamiliar with the subject)	A description of a newborn calf for a reader who has never seen one
To inform (to create a fresh appreciation for the familiar)	A description of an apple to help the reader rediscover the joys of this simple fruit
To persuade (to convince the reader that some music videos degrade woman)	A description of a degrading music video

Although it can serve a variety of purposes, description is most often expressive, so it most often helps writers share their perceptions. As human beings, we have a compelling desire to connect with other people by sharing our experiences with them.

c. Social Function of Descriptive Text

The social function of descriptive text is to describe a particular person, place or thing.²⁸

d. Generic Structure of Descriptive Text

²⁸Gerrot and Wignel, *Making Sense of Functional Grammar ...*, p.208.

Identification: statement that contains an object of discussion topics which will be described.

Description: contains detailed description of the object, part, qualities, characteristic²⁹

e. The grammatical Features of Descriptive Text

According Knapp and Watkins³⁰ the grammatical feature of descriptive text is, when describing things from a technical or factual point of view, the present tense is predominantly used, although present tense may be used in literary descriptions, it is past tense that tends to dominate. Relational verbs are used when classifying and describing appearance/qualities and parts/functions of phenomena (is, are, has, have). Action verbs are used when describing behaviors/uses. In literary and commonsense descriptions, action verbs are used metaphorically to create effect, mental verbs are used when describing feelings in literary descriptions.

Adjectives are used to add extra information to nouns and may be technical, every day or literary, depending on the text Adjectives can be used on their own, as above, or as part of a noun group, often adjectives used in literary

²⁹ Entika Fani Prastikawati, Siti Musarokah, *Writing 3 (Handouts and Assignments)*,...,p.40

³⁰ Peter Knapp and Megan Watkins, *Genre, text, grammar: technologies for teaching andmassessing writing*, (Sydney:University of New South Wales,2005)
p.98-100

descriptions can be considered to be affective due to the emotive impact they have on readers. This can also be the case with the way that some verbs and adverbs are used.

Adverbs are used to add extra information to verbs to provide more detailed description, adverbial phrases are used in descriptions to add more information about the manner, place or time sentences and paragraphs are thematically linked to the topic of description. Personal and literary descriptions generally deal with individual things. Technical descriptions generally deal with classes of things, rather than individual things.

4. Quipper School

Quipper School is an open source based application. This application can be used to as education medium and enjoyed in the field of education for free. Quipper School was launched in January 2014 as a new breakthrough in education.³¹

It was originally advanced by Quipper Ltd. located in London. Quipper has been used by teachers and learners round the world, including those in the Philippines, Indonesia, Thailand, Mexico, the United Kingdom, India, Russia and Turkey. Quipper provides teachers and students with a ready-to-use web-based learning application. It also

³¹ Husaefah H, Mardhiah, "*Application of E-Learning Quipper School*", International Journal of Social Science and Humanities Research, (Vol. 5, Issue 3, September/2017) p.522-526

supports teachers via virtual storage that allows them upload and keep their PowerPoint presentations, PDF files, pictures and videos online. Quipper School founded by Mayasuki Watanabe in London, in December 2010.

Quipper School is a free online platform for teachers and students. Quipper school is a simple, effective supplementary learning tool. Teachers recreate their real life classes online, set study tasks in the form of bite-sized topics that help their students to progressively build knowledge, and receive simple, digestible analytics pointing out their students' progress as they work through the curriculum.³²

Quipper School is an educational startup that provides two main services:

- a. Quipper School Learn, a special portal for students where they can access and read course materials, answer questions, send a message to teachers.

Quipper School learn is a place where students can learn. This platform is completed with features in which it can make students feel fun during learning. There are several things in Quipper School learn as follows: (a) task and general learning. Students can do a specific topic which is suggested by teachers or they learn materials

³² Supawadee Bang, et al, “*Effects of Quipper School Program Based On Local Contents in Surat Thani Province To Enhance English Listening Skill Of Matthayomsuksa V Students*”, Proceedings of ISER 42nd International Conference, (Tokyo: Japan, 11th -12th November 2016), p.45-48

from curriculum independently; (b) message features. Students and teachers can communicate using message service that facilitate students to explain about questions or specific topic that they feel difficult to do; (c) the features like a game. Quipper School learn gives reward to students in the form of coin that can be redeemed with the theme. So, students can customize the learning environment that they want.³³(d) students can achieve the assignment directly by using smartphone, computer or other electronic devices. So that students can learn anytime and anywhere while they are connected with internet access.³⁴

- b. Quipper School Link, a special portal for teachers where they can set up tasks, view students' progress, send a message to students, making an online class and manage an online class.

Q-link is designed in order teachers can use it easily when they manage their own class, they can collaborate with others teachers at the same class or school. Q-link shows of making assignment by online that easy and fast. Only in minutes, teachers can choose a topic, set a

³³Quipper,Ltd, *Quipper Help Center*,
<https://help.quipper.com/id/articles/what-is-quipper-school>, accessed on 10 November 2017 at 2.27 pm.

³⁴ Quipper,Ltd, *Quipper Help Center*,
https://school.quipper.com/id/index_how_it_works.html, accessed on 10 November 2017 at 2.27 pm.

deadline and then teachers can send it to students. Students duty are entry to link directly so teachers will sort based on main matric such as students“ achievement and student time learning to identify the habit of all classes, students groups or individual.³⁵

Technically, through Quipper School teachers can give tasks to students by online and students can do and learn the topics of subjects related to the tasks both inside or outside the classroom through electronic devices which is connected to the internet. After students already finished do the task, a scoring system available on the Quipper School will be analyzed in a simple way that it will assist teachers in getting clear overview of student achievement. Teachers will get a report on how well students in mastering certain subjects, how the learning progress of each student, students who get the highest score. Through an overview of this achievement, students will also get feedback on things that need to be fixed on a topic related to mastery of particular subject matter.

To summarize, the Quipper School method works in three simple steps: Step 1. Teacher set tasks online. Step 2. Students complete their tasks, or work on any other part

³⁵ Quipper,Ltd, *Quipper Help Center*, https://school.quipper.com/id/index_how_it_works.html, accessed on 10 November 2017 at 2.27 pm.

of the curriculum independently. Step 3. As students work, teachers instant feedback on student performance.



C. Hypothesis

Hypothesis test is the test that bring the conclusion to accept or reject the hypothesis. Thus there are two options, so that in the formulation one of the choices can detail specified and easier to do. Consequently, it uses the formulation to whatever extent necessary.³⁶ There are Null hypothesis (Ho) and Alternative Hypothesis (Ha).

In this study, researcher proved that the hypothesis of the study as follow:

1. Alternative Hypothesis (Ha)

There is effectiveness of using quipper to teach reading comprehension on descriptive texts at the tenth grade of SMAN 13 Semarang in the academic year of 2017 / 2018.

2. Null Hypothesis (Ho)

There is no effectiveness of using Quipper to teach reading comprehension on descriptive texts at the tenth grade of SMAN 13 Semarang in the academic year of 2017 / 2018.

³⁶ Sudjana, *Metode Statistika*, (Bandung: Tarsito, 2001), 6th p. 221-222.

CHAPTER III

RESEARCH METHOD

This was an overview chapter of the method of the research. It played an urgent role in research since it affected the findings as well as the discussion. Before conducting the study, the researcher had to refer and applied the appropriate method to find the accurate data.

Here the researcher of this study represented a clear description design time, and setting of the research, subject of the study, instrument, technique of data collection, and technique of data analysis.

A. Design of Research

There are many kinds of research design in conducting a research. In this research the researcher used experimental research because the data was obtained from the field of the research. The writer then analyzed statistically.

This study used experimental research. In other words, the experimental study could interpreted as the research methods used to find a specific treatment effect on controlled conditions.

The design of the experimental was taken from Sugiyono.

R (Experimental)	O1	X	O2
R (Control)	O3	-	O4

Where:

O1 = Pre-test for experimental group

- 02 = Post-test for experimental group
- 03 = Pre-test for control group
- 04 = Post-test for control group
- X = Treatment

From the design above, subject of the research was divided into an experimental group and control group in the first column. Then, the quality of subject was checked by pre-test in the second column. Next, the experimental treatment used Quipper in teaching learning process, and the control group without Quipper. The last is post-test, the result of post-test by technique statistically.

B. Research Setting

The research has been conducted in SMA N 13 Semarang. The research was carried out about two weeks from 16th October 2017 up to 3th November 2017.

C. Research Subject

1. Population

According to Arikunto, Population is a set of all element possessing one or more attributes of interest.¹ The population in this research is all of eighth grade of SMA N 13 Semarang in Year Academic 2017/2018. Tenth grade of SMA N 13 Semarang Semarang has 8 classes and 256 students.

¹ Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Jakarta: PT Rineka Cipta, 2006).p.130.

2. Technique of Sampling and Sample

Technique of sampling is way to take sample from population. To determine the samples used in research, there were various techniques that are used.

In general, technique of sampling is divided into two, probability sampling and non-probability sampling.² In this research, the technique of sampling the writer used was probability sampling, where all the population has the same opportunity to be chosen as sample.

There are different types of probability sampling, simple random sampling, proportionate stratified sampling, disproportionate stratified random sampling cluster sampling, systematic sampling and other types of sampling techniques. In this research, writer used cluster random sampling. This technique treats the population as homogeny and took the sample random without being considered the strata in the population.

In selecting the sample, the researcher used simple random sampling technique from the populations. The researcher used the procedure of lottery method. After that, there were two classes as sample, as experimental class and as the control class. The researcher took two classes from the tenth grade X MIPA 1st and X MIPA 2nd.

² Sugiyono, *Statistika Untuk Penelitian*, (Bandung: CV Alfabeta, 2003), p.56-57

D. Variable and Indicator

In this research, the researcher conducted an experimental study. An experimental is a situation in which one observes the relationship between two variables by deliberately producing a change in one and looking to see whether this alteration produces a change in the other, there are two variables:

1. Independent variable (variable X)

Independent variable is the variable that the researcher expects to influence the dependent variable.³. The independent variable in this research is the use of Quipper to teach reading.

2. Dependent variable (variable Y)

Dependent variable is variable that is affected resulting, because of the existence of the independent variable.⁴ The dependent variable of this research is students' reading ability of descriptive text. Indicators for dependent variable are identifying variation of sentence structure in descriptive text, identifying the rhetorical step of descriptive text, identifying the communicative purposes of descriptive text and making a correct descriptive text. The dependent variable in this research is students' reading ability of descriptive text.

³David Nunan, *Research Method in Language Learning*, (Cambride: Cambride University Press, 1992), p.25

⁴David Nunan, *Research Method in Language Learning*, ...p. 25.

E. Techniques of Collecting Data

1. Test

Test is any procedure for measuring ability, knowledge, or performance⁵. Test is some questions that are used to measure the knowledge, intelligence, skill or ability from individual or group.⁶

i. Pre Test

Pretest is used to look the data of students before the researcher taught reading skills on descriptive texts with Quipper in learning process. The researcher used written test to experimental and control group.

ii. Post Test

The researcher gave a posttest to experimental and control group to know the ability of the students after they were taught by using of Quipper as media to teach students reading of descriptive text.

iii. Documentation

Documentation is including official information including students' name list, students score list and documentation of process of research on SMA N 13 Semarang.

⁵Jack C. Richards and Richard Schmidt, Longman..., p. 591

⁶ Suharsimi Arikunto, *Manajemen penelitian*, (Jakarta: Rineka Cipta, 2010). p.150

F. Procedure of Research

This research was done after numerous steps and was conducted after getting permission from the headmaster and English teacher of SMA N 13 Semarang.

Firstly, the writer gave an explanation about descriptive text to both of the experimental and control classes. The students of SMA N 13 Semarang already studied about reading descriptive text before this research conducted. So, what writer explained to the students was reinforcement from they learn before.

Secondly, writer conducted the reading test to the control class in the first week and experimental class on the second week. Control class was teaching without treatment or without using Quipper School, while experimental class was teaching using Quipper School as the treatment.

G. Technique of Data Analysis

Analysis of the data is a crucial step in the study because the function of data analysis is to store the results. Analyzing the data collected from this study, researchers used quantitative analysis techniques, which uses statistical data analysis techniques⁷.

1. Pre-requisite Test

a. Normality Test

In this study, the test is to find out whether the data came from normal distribution or not. In this study,

⁷Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*.(Bandung:Alfabeta), 2009. p. 333.

researcher was used Chi-Square formula. The normality test using Chi-Square to find out the distribution data. Step by step Chi-Square test are as follow:

- i. Determine the range (R), the largest data reduces the smallest.
- ii. Determine the many class intervals (K) with formula: $K = 1 + (3,3) \log n$.
- iii. Determine the length of class, using the formula:

$$P = \frac{\text{range}}{\text{number of class}}$$

- iv. Make a frequency distribution table x_i
- v. Determines the class boundaries (bc) of each class interval.
- vi. Calculating the average $X_i (x)$, with the formula:

$$x = \frac{\sum x_i}{n}$$

- vii. Calculate variants, with the formula:

$$S = \frac{\sum (x_i - x)^2}{n - 1}$$

- viii. Calculate the value of Z, with the formula: $Z = \frac{x - x}{s}$

Z : limit class

x: average

S : standard deviation

- ix. Define the wide area of each interval
- x. Calculate the frequency expository (E_i), with the formula: $E_i = n \times \text{wide area}$ with the n number of sample.

- xi. Make a list of frequency of observation(O_i), with the frequency expository as follows:

Class	Bc	Z	P	L	Ei	O _i	$\frac{O_i - E_i}{E_i}$

- xii. Calculate the Chi-Square, with the formula: $X^2 =$

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

Which:

X^2 : chi square.

O_i : frequency from sample.

E_i : frequency which hoped from sample.

k: number of class interval

- xiii. Determine $dk = k-1$ and $\alpha = 5 \%$
- xiv. Determining the value of X^2_{table}
- xv. Determining the distribution normality with test criteria:
- xvi. If $X^2_{count} > X^2_{table}$ so the data is not normal distribution and the other way if the $X^2_{count} < X^2_{table}$ so the data is normal distribution.⁸

b. Homogeneity Test

To get the assumption that the sample of research came from a same conditions or homogeneous, the homogeneity test was used to know whether experimental and control class, that are taken from

⁸Sudjana, *Metode Statistika*, (Bandung: Tarsito, 2001), 6th p. 272.

population have same variance or not. The steps are follow:

- 1) Calculate variance both classes (experimental and control)

with the formula: $s_{x^2} = \sqrt{\frac{n \cdot \sum x^2 - (\sum x)^2}{n(n-1)}} s_{y^2} =$

$$\sqrt{\frac{n \cdot \sum y^2 - (\sum y)^2}{n(n-1)}} \text{ Determine } F = \frac{v_b}{v_k}$$

Where:

v_b : bigger variance

v_k : smaller variance

Determine $df = (n_2-1): (n_2-1)$

- 2) Determine F_{table} with $\alpha = 5\%$
- 3) Determining the distribution homogeneity with test criteria:

If $F_{count} > F_{table}$ so the data is not homogeneous and the other way if the $F_{count} < F_{table}$ so the data is homogeneous.⁹

c. The Average test

In this research, if the test in both experimental and control group, the result of the test was scoring by using analytical scale. Researcher will use T-Test to differentiate if the students' result of students' reading in

⁹Sugiyono, *Statistika untuk Penelitian*, (Bandung: Alfabeta, 2010), p. 140.

descriptive text by using Quipper and without Quipper were significant or not. The formula is:

$$t = \frac{X_1 - X_2}{s_{x1x2} \cdot \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$s_{x1x2} = \sqrt{\frac{(n_1 - 1)S_{x1}^2 + (n_2 - 1)S_{x2}^2}{n_1 + n_2 - 2}}$$

Where:

$\overline{X_1}$: Average of experimental group

$\overline{X_2}$: Average of control group

N1 : Number of experimental group

N2 : Number of control group

S_1^2 : Standard deviation of experimental group

S_2^2 : Standard deviation of both groups

The hypothesis are:

$H_0 = \mu_1 = \mu_2$

$H_a = \mu_1 \neq \mu_2$

μ_1 : average data of experimental group

μ_2 : average data of control group

with $\alpha = 15\%$ and $dk = n_1 = n_2 - 2$

If $t_{count} > t_{table}$ so H_0 is rejected and there is difference of average value from both of group.

If $t_{\text{count}} < t_{\text{table}}$ so H_0 is accepted and there is no significant difference of average value from both of group.

2. Post-Test

In this study, the post-test used to measure students' achievement after experimental and control classes were given treatments and explanations. The result of the test was analysed statistically. There are types of post-test, as follow:

i. Normality Test

Normality second step was same as the normality test on the initial data.

ii. Homogeneity Test

Homogeneity second step was same as the homogeneity test on the initial data.

iii. Test Average (right-hand test)

This test propose that hypothesis test in average similarity with the right test as the steps right-hand test the initial data.

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⁶ Suharsimi Arikunto, *Manajemen penelitian*, (Jakarta: Rineka Cipta, 2010). p.150

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In this study, the test is to find out whether the data came from normal distribution or not. In this study,

⁷Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*.(Bandung:Alfabeta), 2009. p. 333.

researcher was used Chi-Square formula. The normality test using Chi-Square to find out the distribution data. Step by step Chi-Square test are as follow:

- i. Determine the range (R), the largest data reduces the smallest.
- ii. Determine the many class intervals (K) with formula: $K = 1 + (3,3) \log n$.
- iii. Determine the length of class, using the formula:

$$P = \frac{\text{range}}{\text{number of class}}$$

- iv. Make a frequency distribution table x_i
- v. Determines the class boundaries (bc) of each class interval.
- vi. Calculating the average $X_i (x)$, with the formula:

$$x = \frac{\sum x_i}{n}$$

- vii. Calculate variants, with the formula:

$$S = \frac{\sum (x_i - x)^2}{n - 1}$$

- viii. Calculate the value of Z, with the formula: $Z = \frac{x - x}{s}$

Z : limit class

x: average

S : standard deviation

- ix. Define the wide area of each interval
- x. Calculate the frequency expository (E_i), with the formula: $E_i = n \times \text{wide area}$ with the n number of sample.

- xi. Make a list of frequency of observation(O_i), with the frequency expository as follows:

Class	Bc	Z	P	L	Ei	O _i	$\frac{O_i - E_i}{E_i}$

- xii. Calculate the Chi-Square, with the formula: $X^2 =$

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

Which:

X^2 : chi square.

O_i : frequency from sample.

E_i : frequency which hoped from sample.

k: number of class interval

- xiii. Determine $dk = k-1$ and $\alpha = 5 \%$
- xiv. Determining the value of X^2_{table}
- xv. Determining the distribution normality with test criteria:
- xvi. If $X^2_{count} > X^2_{table}$ so the data is not normal distribution and the other way if the $X^2_{count} < X^2_{table}$ so the data is normal distribution.⁸

b. Homogeneity Test

To get the assumption that the sample of research came from a same conditions or homogeneous, the homogeneity test was used to know whether experimental and control class, that are taken from

⁸Sudjana, *Metode Statistika*, (Bandung: Tarsito, 2001), 6th p. 272.

population have the same variance or not. The steps are as follows:

- 1) Calculate variances for both classes (experimental and control)

with the formula: $s_{x^2} = \sqrt{\frac{n \cdot \sum x^2 - (\sum x)^2}{n(n-1)}} s_{y^2} =$

$$\sqrt{\frac{n \cdot \sum y^2 - (\sum y)^2}{n(n-1)}} \text{ Determine } F = \frac{v_b}{v_k}$$

Where:

v_b : bigger variance

v_k : smaller variance

Determine $df = (n_2-1): (n_2-1)$

- 2) Determine F_{table} with $\alpha = 5\%$
- 3) Determining the distribution homogeneity with test criteria:

If $F_{count} > F_{table}$ so the data is not homogeneous and the other way if the $F_{count} < F_{table}$ so the data is homogeneous.⁹

c. The Average test

In this research, if the test in both experimental and control group, the result of the test was scoring by using analytical scale. Researcher will use T-Test to differentiate if the students' result of students' reading in

⁹Sugiyono, *Statistika untuk Penelitian*, (Bandung: Alfabeta, 2010), p. 140.

descriptive text by using Quipper and without Quipper were significant or not. The formula is:

$$t = \frac{X_1 - X_2}{s_{x1x2} \cdot \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$s_{x1x2} = \sqrt{\frac{(n_1 - 1)S_{x1}^2 + (n_2 - 1)S_{x2}^2}{n_1 + n_2 - 2}}$$

Where:

\overline{X}_1 : Average of experimental group

\overline{X}_2 : Average of control group

N1 : Number of experimental group

N2 : Number of control group

S_1^2 : Standard deviation of experimental group

S_2^2 : Standard deviation of both groups

The hypothesis are:

$H_0 = \mu_1 = \mu_2$

$H_a = \mu_1 \neq \mu_2$

μ_1 : average data of experimental group

μ_2 : average data of control group

with $\alpha = 15 \%$ and $dk = n_1 = n_2 - 2$

If $t_{count} > t_{table}$ so H_0 is rejected and there is difference of average value from both of group.

If $t_{\text{count}} < t_{\text{table}}$ so H_0 is accepted and there is no significant difference of average value from both of group.

2. Post-Test

In this study, the post-test used to measure students' achievement after experimental and control classes were given treatments and explanations. The result of the test was analysed statistically. There are types of post-test, as follow:

i. Normality Test

Normality second step was same as the normality test on the initial data.

ii. Homogeneity Test

Homogeneity second step was same as the homogeneity test on the initial data.

iii. Test Average (right-hand test)

This test propose that hypothesis test in average similarity with the right test as the steps right-hand test the initial data.

CHAPTER IV

RESEARCH FINDING AND ANALYSIS

In this chapter discusses the data that was collected during the experimental research. First analysis focuses on the collected and analysis data, second analysis represents the result of pre-test and post-test that was done both in experimental and control group.

A. Description of Research Finding

Finding of this research described that there were different result between experimental class which was taught by using Quipper and control class which was taught without using Quipper or Direct Method in teaching reading descriptive text. The research was conducted in SMAN 13 Semarang with the tenth grade in the academic year 2017 / 2018.

Table 4.1

Schedule of the research

No	Activity	Month/ Date						
		October						November
		16 th	17 th	19 th	23 th	26 th	31 th	2 nd
1	Try Out	✓						
2	Pre-test							
	a. Experimental Class			✓				

	b. Control Class		✓					
3	Treatment in experimental class			✓		✓		
4	Conventional teaching in control class		✓		✓			
4	Post-Test							
	a. Control Class						✓	
	b. Experimental Class							✓

The researcher gave pre-test on 17th of November 2016 in experimental class and control class on 19th of November 2016. After giving pre-test, the researcher determined the materials and lesson plans of learning activities. Pre-test was conducted to both classes to know that two classes were normal and homogeneous.

Before the activities were conducted, the researcher prepared lesson plan and material to learning activity. The researcher conducted conventional teaching in control class on 16th October until 2nd of November 2017. Control class was taught by using conventional method, without giving variation on special treatment in learning process.

The treatment for experimental class conducted on 19th and 26th of October 2017 by Quipper school media.

After giving in experimental class and conventional teaching in control class, the researcher gave post-test which approximately finished on 30 minutes. The researcher gave post-test on 30th of October 2017 in control class and experimental class on 2th of November 2017.

B. Data Analysis

1. First phase analysis

The first analysis was meant to get a valid and reliable instrument for investigation. Try out tests were conducted for XI MIPA 2nd consists of 38 respondents. They were given a try out using the instrument that used as post-test in control and experimental class. The following is the interpretation of the try out test to find out the validity, reliability, discriminating power and difficult level of the instrument.

a. Validity of Try Out Test

There are thirty items number in try out. From the try out test that was conducted, it showed that twenty five reading item numbers were valid. For example, the item analysis of relevance was obtained $r(xy) 0.32$ for $\alpha = 5\%$ with $N = 38$. It would be obtained 0.32. Since the result of the instruments validity was higher than the critical score, it was considered that the instruments were valid. The

complete computation and the sample of computation are as below.

Formula:

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

Criteria:

The Item is valid if $r_{xy} > r_{\text{table}}$

Calculation:

Below is the example of the item validity of number 1

Table 4.2

Item number one of try out test analysis

NO	CODE	X	Y	X ²	Y ²	XY
1	UC-01	1	26	1	676	26
2	UC-02	1	25	1	625	23
3	UC-03	1	23	1	529	23
4	UC-04	0	23	0	529	0
5	UC-05	0	17	0	289	0
6	UC-06	0	13	0	169	0
7	UC-07	1	19	1	361	19
8	UC-08	1	15	1	225	15
9	UC-09	1	25	1	625	25
10	UC-10	1	26	1	676	26

11	UC-11	0	26	0	676	0
12	UC-12	1	15	1	225	15
13	UC-13	0	20	0	400	0
14	UC-14	1	19	1	361	19
15	UC-15	0	26	0	676	0
16	UC-16	1	24	1	576	24
17	UC-17	1	22	1	484	22
18	UC-18	1	21	1	441	21
19	UC-19	1	25	1	625	25
20	UC-20	1	22	1	484	22
21	UC-21	1	26	1	676	26
22	UC-22	1	23	1	529	23
23	UC-23	1	20	1	400	20
24	UC-24	1	25	1	625	25
25	UC-25	0	22	0	484	0
26	UC-26	1	14	1	676	14
27	UC-27	0	14	0	529	0
28	UC-28	1	13	1	400	13
29	UC-29	1	15	1	625	15
30	UC-30	1	15	1	484	15
31	UC-31	1	14	1	196	14
32	UC-32	1	9	1	81	9
33	UC-33	1	8	1	64	8
34	UC-34	1	17	1	289	17

35	UC-35	0	18	0	324	0
36	UC-36	0	11	0	121	0
37	UC-37	0	15	0	225	0
38	UC-38	0	9	0	81	0
SUM		26	720	504	14758	506

From the table, obtained data:

$$M_p = \frac{\text{Total scores of student who get right answer on item number 1}}{\text{Total students who get right answers on item number 1}}$$

$$= \frac{506}{26}$$

$$= 19.46$$

$$M_t = \frac{\text{Total score of whole students}}{\text{Total of students}}$$

$$= \frac{720}{38}$$

$$= 18.95$$

$$p = \frac{\text{Total students who get right answer on item number 1}}{\text{Total of students}}$$

$$= \frac{26}{38}$$

$$= 0.68$$

$$q = 1 - 0.68 = 0.32$$

$$S_t = \sqrt{\frac{14758 - \frac{(720)^2}{38}}{38}} = 5.42$$

$$r_{pbi} = \frac{19.46 - 18.95}{5.42} \sqrt{\frac{0.68}{0.32}}$$

$$= 0.140$$

$r(xy)$ 0.140 for $\alpha = 5\%$ with $N = 38$, it would be obtained 0.32

Because $r \text{ count} < r \text{ table}$, so the item number 1 is invalid.

b. Reliability Analysis

After validity items was done, the next analysis was to test the reliability of instrument to find out whether a test had higher critical score and gave the stability or consistency of the test scores or not. The complete analysis and the computation as follow:

Formula:

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

$$r_{11} = 0.6465$$

$$= 0.6$$

Criteria:

Table 4.3

Criteria of reliability analysis

Interval	Criteria
$r_{11} \leq 0,2$	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

From the computation of reliability try out instruments, it was obtained 0.6, for α 5 % with $N = 38$. It was obtained 0.32. It can be concluded that the instruments used in this research is reliable. The result shows that 0,6 as criteria in table above; it means that the items of instrument were medium.

c. Discriminating Power Analysis

The discriminating power of the fifteen items analysis of reading was satisfied. It showed that all speaking items had strong discrimination. The complete analysis and the sample of computation as follow.

Formula:

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

Criteria:

Table 4.4

Criteria of discriminating power analysis

Interval (D)	Criteria
$D \leq 0.00$	Least
$0.00 < D \leq 0.20$	Less
$0.20 < D \leq 0.40$	Enough
$0.40 < D \leq 0.70$	Good
$0.70 < D \leq 1.00$	Excellent

Calculation:

Below is the example of the computation of discriminating power on item number 1.

Table 4.5

Computation item number 1 reliability analysis

Upper Group			Bottom Group		
No	Code	Score	No	Code	Score
1	UC-01	1	1	UC-20	1
2	UC-02	1	2	UC-21	1
3	UC-03	1	3	UC-22	1
4	UC-04	0	4	UC-23	1
5	UC-05	0	5	UC-24	1
6	UC-06	0	6	UC-25	0
7	UC-07	1	7	UC-26	1
8	UC-08	1	8	UC-27	0

9	UC-09	1	9	UC-28	1
10	UC-10	1	10	UC-29	1
11	UC-11	0	11	UC-30	1
12	UC-12	1	12	UC-31	1
13	UC-13	0	13	UC-32	1
14	UC-14	1	14	UC-33	1
15	UC-15	0	15	UC-34	1
16	UC-16	1	16	UC-35	0
17	UC-17	1	17	UC-36	0
18	UC-18	1	18	UC-37	0
19	UC-19	1	19	UC-38	0
total		14	total		13

$$\begin{aligned}
 D &= \frac{Ba}{Ja} - \frac{Bb}{Jb} \\
 &= \frac{19}{14} - \frac{19}{13} \\
 &= -0.1
 \end{aligned}$$

The result obtained $D = -0.1$

Because the result is in a place between $0.40 < D \leq 0.70$, so the item number 1 is least.

d. Difficult level Analysis

The computation of difficulty level of the thirty items analysis of reading, it was found that the difficulty level of number one is easy. The sample of computation is as follow.

Formula:

$$P = \frac{B}{JS}$$

Criteria:

$0.00 \leq P < 0.30$ is difficult

$0.30 \leq P < 0.70$ is medium

$0.70 \leq P < 1.00$ is easy

Calculation:

Below is the example of the computation of difficulty level on item number 2

$$\begin{aligned} P &= \frac{14+13}{38} \\ &= 0.74 \end{aligned}$$

Based on the criteria above, the result is between $0.70 \leq P < 1.00$, so item number 1 is easy.

It was done to know the normality and homogeneity of the initial data in the experimental class and control class.

a. Normality Test

Normality test is used to know whether the data is normally distributed or not. To find out the distribution data is used normality test with Chi square.

Ho : the data distributed normally

Ha : the data does not distribute normally

With the criteria:

Ho accepted if $\chi^2_{count} < \chi^2_{table}$

Ho rejected if $\chi^2_{count} > \chi^2_{table}$

With $\alpha = 5\%$ and $df = k-1$.

Table 4.6
The normality result pre-test in experimental class and control class.

Class	χ^2_{count}	χ^2_{table}	Criteria
Experimental	9.913506	11,0705	Normal
Control	9.927982	11,0705	Normal

Based on analysis above, it can be seen that χ^2_{count} of both classes is lower than χ^2_{table} ($\chi^2_{count} < \chi^2_{table}$), so H_0 accepted. The conclusion is distribution data of experimental class and control class are normal.

b. Homogeneity test

Homogeneity test is used to know whether the group sample that is taken from population is homogeneous or not.

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

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

Table 4.7
The homogeneity result of pre-test in experimental
and control class

Class	Variance (S^2)	N	Df	F_{count}	F_{table}	Criteria
Experimental	86.42857	35	34	1.4851	1.9811	Homogeneous
Control	58.19328	35	34			

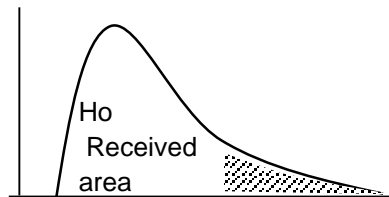
According to the formula above, it is obtained that:

$$F = \frac{vb}{vk}$$

$$F = \frac{86.42857}{58.1933}$$

$$= 1.485199$$

H_0 received if $F_{count} \leq F_{1/2\alpha, (n1-1), (n2-1)}$



$$F_{1/2\alpha, (n1-1), (n2-1)}$$

Based on the computation above it is obtained that F_{count} is lower than F_{table} so H_0 accepted. It can be conclude that data of pre-test from experimental class and control class have the same variance or homogeneous.

- c. Testing the similarity of average of the initial data between experimental class and control class.

To test the similarity of average, used t-test.

$$H_0 : \mu_1 = \mu_2$$

$$H_a : \mu_1 \neq \mu_2$$

Where:

μ_1 : Average data of experimental class

μ_2 : Average data of control class

Table 4.8
The average similarity test of pre-test in
experimental class and control class

Variation source	Control	experiment	Criteria
Sum	1975	2155	Ho accepted
N	35	35	
Average (X)	56.42857	61.57143	
Variance (S ²)	58.19328	86.42857	
Standard of deviation (S)	7.628452	9.296697	

According to the formula above, it is obtained that:

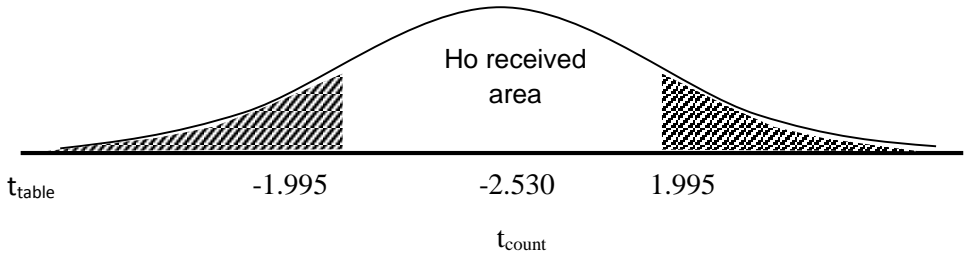
$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

$$s = \sqrt{\frac{(35 - 1)58.19328 + (35 - 1)86.42857}{35 + 35 - 2}}$$

$$s = 8.503583$$

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

$$t_{\text{count}} = \frac{56.42857 - 61.57143}{8.503583 \sqrt{\frac{1}{35} + \frac{1}{35}}} = -2.530$$



With $\alpha = 5\%$ and $df = 35 + 35 - 2 = 68$, obtained $t_{\text{table}} = 1.995$. From the result of calculation t-test, $t_{\text{count}} = -2.253$. if compared between t_{count} and t_{table} , $t_{\text{count}} < t_{\text{table}}$ - $2.530 < 1.995$ So H_0 is accepted.

2. End Phase Analysis

It was done to answer hypothesis of this research. The data used are the result of post-test of both classes. The final

analysis contains of normality test, homogeneity test and the hypothesis test.

a. Normality test

Ho: the data distributes normally

Ha: the data does not distribute normally

With the criteria:

Ho accepted if $\chi^2_{count} < \chi^2_{table}$

Ho rejected if $\chi^2_{count} > \chi^2_{table}$

With $\alpha = 5\%$ and $df = k-1$.

Table 4.9
The normality result of post-test in experimental
and control class

Class	χ^2_{count}	χ^2_{table}	Criteria
Experimental	7.322106	11,0705	Normal
Control	7.989571	11,0705	Normal

Based on analysis above, it can be seen that χ^2_{count} of both classes is lower than χ^2_{table} ($\chi^2_{count} < \chi^2_{table}$) so Ho accepted. The conclusion is the distribution data of experimental and control classes are normal.

b. Homogeneity test

The homogeneity test is used to know whether the group sample that is taken from population is homogeneous or not.

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

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

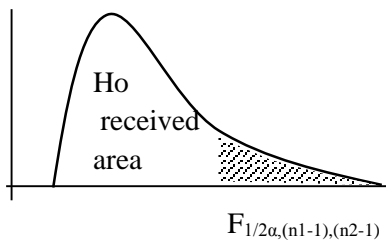
Table 4.10
The homogeneity result of post-test in experimental class
and control class

Class	Variance (S^2)	N	df	F_{count}	F_{table}	Criteria
Experimental	81.59664	35	34	1.127703	1.9811	Homogeneous
Control	92.01681	35	34		19	

According to the formula above, it is obtained that:

$$F = \frac{v_b}{v_k}$$

$$F = \frac{76.689}{73.445} = 1.127703$$



Based on computation above it obtained that F_{count} is lower than F_{table} so H_0 accepted. It can be concluded

that data of post-test from experimental class and control class have the same variance or homogeneous.

c. Hypothesis test

Hypothesis test is used to know whether there is a difference on post-test of experimental class and control class. The data which is used to test the hypothesis is score post-test both of class. To test the difference of average used t-test.

Ho: $\mu_1 \leq \mu_2$: it means there is no significant difference between the reading skill improvement of students who were taught by using Quipper School Media and who were taught without using Quipper School Media.

Ha: $\mu_1 \geq \mu_2$: it means there is significant difference between the reading skill improvement of students who were taught by using Quipper School Media and who were taught without using Quipper School Media.

Table 4.11
The result of computation T-test

Variation source	Control	Experimental	Criteria
Sum	2225	2480	Ha accepted
N	35	35	
Average (X)	63.5714	70.8571	
Variance (S ²)	92.0168	81.5966	
Standard of deviation (S)	9.59254	9.03309	

According to the formula above, it is obtained that:

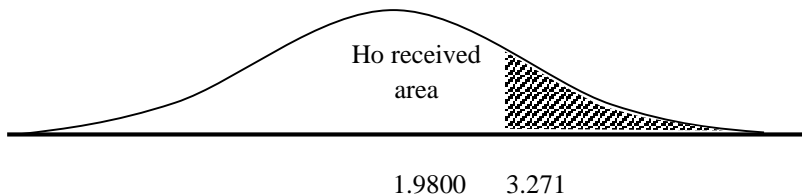
$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

$$s = \sqrt{\frac{(35 - 1)81.5966 + (35 - 1)92.0168}{35 + 35 - 2}}$$

$$s = 9.317012541$$

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

$$t_{\text{count}} = \frac{70.8571 - 63.5714}{9.317012541 \sqrt{\frac{1}{35} + \frac{1}{35}}} = 3.271$$



Based on the computation above, it is obtained that the average of post-test of the experimental class who are taught by Quipper is 70.8571 and standard deviation (s) is 9.03309. While the average of post-test of the control class who are not taught by using Quipper is 63.571 and standard deviation (s) is 9.59254. With $df = 35 + 35 - 2 = 68$ by $\alpha = 5\%$, so obtained $t_{\text{table}} = 1.98$. From the result of calculation t-test $t_{\text{count}} = 3.271$. If compared between t_{table} and t_{count} , $t_{\text{count}} > t_{\text{table}}$. So H_a is accepted and H_o is rejected. It means that there is a significant difference between the reading skill improvement of students who were taught by using Quipper and who were not taught by using Quipper.

C. Discussion of the Research Findings

This research was conducted based on the reason that Reading is useful for language acquisition, provided that students more or less understand what they read, the more they read the better they

get at it. Reading is one of the main four skills that the students need to master in order to ensure success in learning.

Reading is a difficult skill to be mastered. In reading, the reader has to know the meaning of the words and sentences they've read accurately. The other difficulty is the reader has to know what is the goal or the mind idea of each paragraph of the text. Many students also get the same difficulties in their reading process.

Reading comprehension is considered as the real core for reading process. Durkin assumes that comprehension is the peak of the reading skill and the base for all reading processes.¹ Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, world knowledge, and fluency.²

According to dwiyogo in “*Peningkatan Prestasi Belajar Siswa Dengan Bantuan Penggunaan Media Quipper School*” medium is a learning communication facility in language learning. Benefit of using medium in learning give clear explanation to students, to resolve time and place of teaching, resolve passive

¹ Rubin, D., *A Practical Approach to Teaching Reading*, (Boston, MA: Allyn and Bacon, 1993), p.32

² Janette K. Klingner, Sharon Vaughn and Alison Boardman, *Teaching Reading Comprehension to students with Learning Difficulties* (London : The Guilford Press, 2007) p.2

response from ordinary teaching method, the last is to resolve teacher difficulties because of different background of students.³

According to Havivah in “The Use of Quipper School With Computer-Assisted Language Learning (Call) For Teaching Esl Writing” Quipper School is a medium of instruction for helping teachers to achieve their objectives of teaching-learning.⁴

Quipper was originally advanced by Quipper Ltd. located in London. Quipper provides teachers and students with a ready-to-use web-based learning application. It also supports teachers via virtual storage that allows them upload and keep their PowerPoint presentations, PDF files, pictures and videos online. Quipper School founded by Mayasuki Watanabe in London, in December 2010.⁵

The comparison of average score between pre-test of experimental class and pre-test of control class was not homogeneous. The average score of experimental class was 54 and the average of control class was 62 Based on calculation above of normality and homogeneity test from experimental and control class was normal distribution and homogeneous.

³ R. A. Rica Wijayanti, “*Peningkatan Prestasi Belajar Siswa Dengan Bantuan Penggunaan Media Quipper School*”, Jurnal Apotema, (Vol. 2, No. 1, Januari 2016), p.97.

⁴ Kamarullah et al, “*The Use of Quipper School With Computer-Assisted Language Learning (Call) For Teaching Esl Writing*”, Proceedings of the First Reciprocal Graduate Research Symposium between University Pendidikan Sultan Idris and Syiah Kuala University, (Malaysia 26-28 February 2016), 166-178.

⁵ R. A. Rica Wijayanti, “*Peningkatan Prestasi Belajar*”, p.97.

The progress between pre-test and post-test of experimental and control class. The different improvement of experimental class and control class was on the treatment. The students of experimental class were taught by using Quipper School media, while the control class was taught without using Quipper School media. The progress of learning process in experimental class was increased and improved, it can be seen on students' activity in treatment process by using Quipper School media where the students were so interested and they gave full attention to teacher's explanation. Students who were taught by using Quipper School media in learning reading descriptive can get better score than not taught by using Quipper School media. It was proven from the average score of post-test of experimental class and control class. The average of post-test of experimental was 70.8 and the average of post-test of control class was 63.5. It meant that the average of post-test of experimental class was better than control class. And after computation using t-test, there was significant difference between experimental class and control class. It meant that using Quipper School media was good in teaching-learning process.

D. Limitation of the Research

The researcher realizes that this research had not been optimally. There were constrains and obstacles faced during the research process. Some limitations of this research were:

1. The research was limited at SMA N 13 Semarang and just used class X MIPA 1st and X MIPA 2nd as sample. So, when the same research was conducted in another school it was still possible that different result will gain.
2. Relative lack of experience and knowledge from the researcher, so the implementation process of this research was less smooth. But the researcher tried as good as possible to done this study accordance with guidance from advisor.

Considering all those limitations, there was a need to do more research about teaching reading descriptive text using the same or different medium. So, the more optimal result will be gained.

CHAPTER V

CONCLUSION AND SUGGESTION

In the previous chapters, the researcher had discussed about the introduction of the study, the review of related literature, the method of the research, the findings, discussion of this study, and pedagogical implication. This final chapter presented the conclusions and suggestions were derived from analyses and discussions which had conducted in the previous chapters of the study

A. Conclusion

Based on the finding and discussion in chapter IV, it can be concluded that the use of Quipper School to teach reading skills on descriptive text is very effective. It was proved by the result of t-test. The t-test showed that $t_{count} = 2.081$ is higher than $t_{table} = 1.671$. It means that H_a was accepted and H_0 was rejected. Since the t_{count} is higher than the t_{table} , there is a significant difference in the achievement between students in class MIPA 2nd, who are taught by using Quipper School media and students in class MIPA 1st, who are taught without Using Quipper School Media. The average score of experimental group was 73.96 and the average score of control group as 69.61 in post-test. In addition, teaching descriptive text by using Quipper School Media can help the students improve their writing skills. It means that using Quipper School can build students' independent learning; they were more enthusiasts to learn about reading descriptive text.

B. Suggestion

Based on the result of this research indicates that there is a positive effect of Quipper School media to teach students' ability on reading descriptive text. Some suggestions for the teaching learning English are proposed as follows:

1. For Writer

After conducting this research, many experiences have been gotten. The teaching learning process in class will be known by the researcher. It is important for the writer to know the appropriate medium in the teaching English.

2. For Teacher

- a. Teacher may consider the use of Quipper School media in teaching reading descriptive text.
- b. Teacher should prepare the equipment well. It means that before using Quipper School media in teaching descriptive text reading, it will be better for teacher to make sure that the qualities of equipment used are good.

3. For Reader

This thesis was expected to can be useful for readers. So, they know that using Quipper School media to improve students' ability skill on reading descriptive text.

4. For the Researcher

Hopefully the next researcher can explore more learning model and not only for formal education, but also informal education.

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APPENDICES

Appendix 1

List of Students X MIPA 1

no	nama	code
1	Aminatul Mutrika	C-01
2	Ananda Rifqi Fathurahman	C-02
3	Anggraya Wishela Wulansari	C-03
4	Danang Adi Wicaksono	C-04
5	Deo Rapha Oktavian R	C-05
6	Desano Tata Permana	C-06
7	Devy Fahda Herliana	C-07
8	Diah Tias Avika	C-08
9	Dicky Mudi Wardana	C-09
10	Dora Elasada Sutrisno	C-10
11	Dwi Muamaroh	C-11
12	Eka Anita Wijayanti	C-12
13	Fabela Arta Anjani	C-13
14	Faizal Hadung Yulianto	C-14
15	Fajar Ageng Fauzi	C-15
16	Fanny Widalaprita	C-16
17	Fiondita Insanul Setyaninhtyas	C-17
18	Galuh Aprilianto	C-18
19	Irdan Maulana Putra	C-19
20	Leony Anggitasya P	C-20
21	Lulu Rachmawati	C-21
22	Mareta Mahliyasmita	C-22
23	Maura Lintang Azzahra	C-23
24	Meisya Sinthya Gitama Putri	C-24
25	Nabila Maharani	C-25
26	Nadilla Wahyu Lestari	C-26
27	Navandra Pangestu	C-27

28	Niken Indah Triastuti	C-28
29	Restu Ardianto	C-29
30	Rinda Safitri	C-30
31	Selly Varagita Praweti	C-31
32	Sisca Mawar Prianty	C-32
33	Veronica Victori Santoso	C-33
34	Wahyu Desti Setianingrum	C-34
35	Yusmawan Surya Handoko	C-35

Appendix 2

List of Students X MIPA 2

1	Ade Rafli Ferdiansyah	E-01
2	Afrizal Herlambang Satrio	E-02
3	Ahmad Ilham	E-03
4	Ainun Nisa Luthfi Salsabi	E-04
5	Aldi Adiliyansyah	E-05
6	Ananda Rizky Wardhani	E-06
7	Antika Catur Septiani	E-07
8	Bintang Adi Pamungkas	E-08
9	Citra Putri Andini	E-09
10	Desi Rahmadani	E-10
11	Dita Rahma Amalia	E-11
12	Eka Wahyu Lejarningtyas	E-12
13	Ellisya Widyastutik	E-13
14	Evika Nur Asyifa Hedianti	E-14
15	Fadhila Winda Prastika	E-15
16	Fahreza Arditiya Pradana	E-16
17	Farichatul Jannah	E-17
18	Fatchia Fahri	E-18
19	Febiana	E-19
20	Ilham Bayu Adji	E-20
21	Inge Novania Febriyanti	E-21
22	Lailatul Qodriyah	E-22
23	Listiani	E-23
24	Maritza Ocky Saputra	E-24
25	Maulidya Oktaviona	E-25
26	Maya Chandrayani	E-26
27	Muhammad Abid Humam Abyan	E-27
28	Mutiara Khatelya Fajarani	E-28
29	Niken Wahyu Novianti	E-29

30	Qq. Fadel Yudistira	E-30
31	Risna Amalia	E-31
32	Rita Kusuma Ardi Asri	E-32
33	Shierly Noormla Zulfa	E-33
34	Syafira Al Mumtaza Hadini	E-34
35	Triana Putri Nur Afiffah	E-35

Appendix 3

THE SCHEDULE OF THE RESEARCH

NO	DATE	ACTIVITIES
1	16 October 2017	Try out
2	17 October 2017	Pre-test and teaching in control class
3	19 October 2017	Pre-test and treatment in experimental class
4	23 October 2017	Teaching without Quipper in control class
5	26 October 2017	Treatment with Quipper in experimental class
6	31 October 2017	Post-test in control class
7	2 November 2017	Post-test in experimental class

Appendix 4
Pre-Test Score

**SCORE PRE-TEST BETWEEN
EXPERIMENTALCLASS AND CONTROL
CLASS**

EXPERIMENTAL (MIPA 1)			CONTROL (MIPA 2)		
NO	CODE	SCORE	NO	CODE	SCORE
1	C-01	50	1	E-01	55
2	C-02	60	2	E-02	55
3	C-03	55	3	E-03	60
4	C-04	55	4	E-04	60
5	C-05	50	5	E-05	60
6	C-06	50	6	E-06	50
7	C-07	70	7	E-07	70
8	C-08	50	8	E-08	50
9	C-09	60	9	E-09	65
10	C-10	55	10	E-10	55
11	C-11	55	11	E-11	70
12	C-12	55	12	E-12	80
13	C-13	65	13	E-13	60
14	C-14	60	14	E-14	50
15	C-15	60	15	E-15	75
16	C-16	55	16	E-16	55
17	C-17	60	17	E-17	55
18	C-18	45	18	E-18	75
19	C-19	65	19	E-19	65
20	C-20	70	20	E-20	55
21	C-21	60	21	E-21	65
22	C-22	50	22	E-22	70
23	C-23	50	23	E-23	75

24	C-24	60	24	E-24	80
25	C-25	55	25	E-25	55
26	C-26	60	26	E-26	45
27	C-27	50	27	E-27	60
28	C-28	50	28	E-28	70
29	C-29	55	29	E-29	55
30	C-30	60	30	E-30	55
31	C-31	50	31	E-31	60
32	C-32	55	32	E-32	70
33	C-33	80	33	E-33	50
34	C-34	40	34	E-34	55
35	C-35	55	35	E-35	70
SUM		1975			2155
N		35			35
Average		56.42857			61.57143
Varians (s2)		58.19328			86.42857
Standard Dev (s)		7.628452			9.296697

Appendix 5
Post test Score

**SCORE POST-TEST BETWEEN
EXPERIMENTAL CLASS AND CONTROL CLASS**

EXPERIMENTAL (MIPA 1)			CONTROL (MIPA 2)		
NO	CODE	SCORE	NO	CODE	SCORE
1	C-01	60	1	E-01	85
2	C-02	70	2	E-02	75
3	C-03	60	3	E-03	70
4	C-04	75	4	E-04	75
5	C-05	75	5	E-05	85
6	C-06	75	6	E-06	85
7	C-07	75	7	E-07	65
8	C-08	55	8	E-08	70
9	C-09	50	9	E-09	65
10	C-10	55	10	E-10	75
11	C-11	60	11	E-11	70
12	C-12	65	12	E-12	65
13	C-13	60	13	E-13	55
14	C-14	70	14	E-14	65
15	C-15	75	15	E-15	85
16	C-16	75	16	E-16	80
17	C-17	75	17	E-17	70
18	C-18	75	18	E-18	65
19	C-19	70	19	E-19	65
20	C-20	70	20	E-20	75
21	C-21	60	21	E-21	70
22	C-22	60	22	E-22	60
23	C-23	60	23	E-23	85
24	C-24	55	24	E-24	80

25	C-25	45	25	E-25	60
26	C-26	55	26	E-26	70
27	C-27	65	27	E-27	70
28	C-28	60	28	E-28	50
29	C-29	70	29	E-29	55
30	C-30	55	30	E-30	75
31	C-31	40	31	E-31	70
32	C-32	55	32	E-32	70
33	C-33	70	33	E-33	65
34	C-34	55	34	E-34	75
35	C-35	75	35	E-35	80
SUM		2225			2480
N		38			35
Average		63.57143			70.85714
Varians (s2)		68.723			71.303
Standard Devition (s)		8.2899			8.444

Appendix 6

Pre Test Validity

no	Kode	No Soal														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1	UC-01	1	1	1	1	1	1	1	1	1	0	1	1	1	1	0
2	UC-02	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0
3	UC-03	1	1	1	1	1	0	1	0	1	0	1	1	1	1	0
4	UC-04	0	1	1	1	1	0	1	1	1	0	1	1	1	0	1
5	UC-05	0	0	0	1	0	1	1	1	1	1	1	1	1	1	1
6	UC-06	0	0	0	1	1	1	0	1	0	1	0	1	0	1	1
7	UC-07	1	0	1	0	1	1	0	0	0	1	0	0	1	1	1
8	UC-08	1	0	0	1	0	0	1	1	0	1	1	1	1	0	1
9	UC-09	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1
10	UC-10	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1
11	UC-11	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1
12	UC-12	1	0	1	0	0	0	0	1	0	0	0	0	0	0	1
13	UC-13	0	1	1	0	1	1	0	0	0	1	0	0	0	1	1
14	UC-14	1	1	1	0	1	0	0	0	0	1	0	0	0	1	1
15	UC-15	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1
16	UC-16	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1
17	UC-17	1	1	1	0	1	1	0	1	0	0	0	0	1	1	1
18	UC-18	1	1	1	0	0	1	0	1	0	1	1	0	0	1	1
19	UC-19	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
20	UC-20	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1
21	UC-21	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
22	UC-22	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1
23	UC-23	1	1	1	0	1	1	0	0	0	1	0	0	0	0	1
24	UC-24	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1
25	UC-25	0	1	1	1	0	1	1	1	1	1	1	1	1	1	0
26	UC-26	1	0	0	0	1	0	0	1	0	0	0	0	0	0	0
27	UC-27	0	0	0	1	0	0	0	1	0	1	0	0	0	0	0
28	UC-28	1	0	1	0	0	0	0	0	0	0	0	0	0	1	0
29	UC-29	1	0	1	0	0	1	0	1	0	1	0	0	0	0	0
30	UC-30	1	1	1	0	0	0	0	1	0	1	0	0	0	0	0
31	UC-31	1	1	1	0	0	0	0	0	0	0	0	0	0	0	1
32	UC-32	1	1	0	0	1	1	0	0	0	0	0	0	0	0	0
33	UC-33	1	1	0	0	0	0	0	1	0	1	0	0	0	0	0
34	UC-34	1	1	0	1	0	0	1	1	1	1	1	1	1	0	0
35	UC-35	0	1	0	1	1	1	1	1	1	1	1	1	1	1	0
36	UC-36	0	1	0	1	0	1	0	0	0	0	0	1	0	1	0
37	UC-37	0	1	1	0	0	0	1	0	0	0	0	1	1	0	1
38	UC-38	0	1	0	0	0	1	0	0	0	1	0	0	0	0	1
Validasi	Jumlah	UC-Jumlah	26	28	28	21	22	24	20	26	18	25	20	22	20	24
	Ap		19.46	20.00	21.04	21.81	21.00	20.42	22.45	20.23	23.28	19.40	22.75	21.50	22.27	21.10
	Ma		16.95	16.95	16.95	16.95	16.95	16.95	16.95	16.95	16.95	16.95	16.95	16.95	16.95	16.95
	p		0.68	0.74	0.74	0.55	0.58	0.63	0.53	0.68	0.47	0.66	0.53	0.58	0.58	0.53
	q		0.32	0.26	0.26	0.45	0.42	0.37	0.47	0.32	0.53	0.34	0.47	0.42	0.42	0.47
	pi/q		2.17	2.80	2.80	1.24	1.38	1.71	1.11	2.17	0.90	1.92	1.11	1.38	1.38	1.11
	std		5.42	5.42	5.42	5.42	5.42	5.42	5.42	5.42	5.42	5.42	5.42	5.42	5.42	5.42
	gph		0.14	0.33	0.64	0.69	0.44	0.36	0.68	0.35	0.76	0.12	0.74	0.55	0.72	0.42
	stabel		Dengan taraf signifikan 5% dan N = 38 di peroleh tabel =								Dengan taraf signifikan 5% dan N = 38 di peroleh tabel =					
	Kriteria		Invalid	Valid	Valid	Valid	Valid	Valid	Valid	Valid	Invalid	Valid	Valid	Valid	Valid	Valid
Tingkat Kesukaran	B		26	28	28	21	22	24	20	26	18	25	20	22	22	20
	JS		38	38	38	38	38	38	38	38	38	38	38	38	38	38
	p		0.68	0.74	0.74	0.55	0.58	0.63	0.53	0.68	0.47	0.66	0.53	0.58	0.58	0.53
	Kriteria		Sedang	Mudah	Mudah	Sedang	Sedang	Sedang	Sedang	Sedang	Sedang	Sedang	Sedang	Sedang	Sedang	Sedang
Daya Pembeda	Ba		13	13	16	13	13	14	12	15	11	12	13	13	14	16
	Bb		13	16	12	8	9	8	11	7	13	7	9	8	8	8
	Ja		19	19	19	19	19	19	19	19	19	19	19	19	19	19
	Jb		19	19	19	19	19	19	19	19	19	19	19	19	19	19
	D		0.00	-0.11	0.21	0.26	0.21	0.21	0.21	0.21	0.21	-0.05	0.32	0.21	0.32	0.42
	Kriteria		Jelek	Sangat jelek	Cukup	Cukup	Cukup	Cukup	Cukup	Cukup	Cukup	Sangat jelek	Cukup	Cukup	Cukup	Baik
Kriteria soal			Dibuang	Dibuang	Dipakai	Dipakai	Dipakai	Dipakai	Dipakai	Dipakai	Dipakai	Dibuang	Dipakai	Dipakai	Dipakai	Dipakai

No Soal															No Soal				Y	Y ²
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30						
1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	26	676				
1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	25	625				
1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	23	529				
1	1	1	0	0	1	1	1	1	1	0	1	1	1	1	23	529				
1	1	1	1	0	0	0	0	1	1	0	1	0	0	0	17	289				
1	1	1	0	0	0	0	0	1	0	1	1	0	0	0	13	169				
1	1	1	0	0	1	0	1	1	1	1	1	1	1	0	19	361				
1	1	1	0	0	0	0	0	1	1	1	1	0	0	0	15	225				
1	0	0	0	1	1	0	1	1	1	1	1	1	1	0	25	625				
1	1	1	1	0	0	0	1	1	1	1	1	1	1	1	26	676				
1	1	1	1	0	1	1	1	0	1	1	1	1	1	0	26	676				
0	0	0	1	1	1	1	1	1	0	1	1	1	1	0	15	225				
1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	20	400				
1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	19	361				
1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	26	676				
0	1	1	1	1	1	1	1	1	0	0	1	1	1	0	24	576				
1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	22	484				
1	0	0	1	1	1	1	1	1	0	1	1	1	1	1	21	441				
1	0	0	0	1	1	1	1	0	0	1	1	1	1	0	25	625				
0	0	0	0	1	1	0	1	0	0	1	1	1	1	0	22	484				
0	1	0	0	1	1	0	1	1	1	1	1	1	1	0	26	676				
1	0	1	0	1	0	0	0	1	0	0	1	1	1	1	23	529				
1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	20	400				
1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	25	625				
0	0	0	1	1	1	1	1	0	0	1	1	1	1	0	22	484				
1	0	1	1	1	1	0	1	1	0	1	1	1	1	0	14	196				
1	1	1	0	1	1	1	1	0	1	0	0	1	1	0	13	169				
0	1	0	1	0	1	1	1	1	0	0	1	1	1	0	15	225				
1	1	1	0	1	0	1	1	1	1	0	0	1	1	0	15	225				
1	0	0	1	1	1	1	1	1	0	0	0	1	1	1	14	196				
0	1	0	0	0	0	1	0	1	0	1	0	0	0	0	9	81				
0	0	0	0	1	0	1	0	1	0	0	0	0	0	1	0	8	64			
1	1	1	0	1	0	1	0	1	1	0	1	0	0	0	17	289				
0	1	0	1	0	1	0	1	0	1	1	0	1	0	0	18	324				
0	1	0	1	0	1	0	1	0	1	0	0	0	0	1	0	11	121			
0	1	0	0	1	1	0	1	1	0	1	1	1	1	0	15	225				
0	1	0	0	0	0	1	0	1	0	0	1	0	0	1	0	9	81			
26	28	17	22	25	28	29	28	22	20	32	29	28	12	28	720	14758				
2	20.23	18.96	21.59	18.77	21.00	18.54	20.79	17.86	20.68	21.15	19.72	20.79	20.64	18.50	2100					
5	18.95	18.95	18.95	18.95	18.95	18.95	18.95	18.95	18.95	18.95	18.95	18.95	18.95	18.95	18.95					
3	0.68	0.74	0.45	0.58	0.66	0.74	0.76	0.74	0.58	0.53	0.84	0.76	0.74	0.32	0.74					
7	0.32	0.26	0.55	0.42	0.34	0.26	0.24	0.26	0.42	0.47	0.16	0.24	0.26	0.68	0.26					
1	2.17	2.80	0.81	1.38	1.92	2.80	3.22	2.80	1.38	1.11	5.33	3.22	2.80	0.46	2.80					
2	5.42	5.42	5.42	5.42	5.42	5.42	5.42	5.42	5.42	5.42	5.42	5.42	5.42	5.42	5.42					
5	0.35	0.01	0.44	-0.04	0.53	-0.13	0.61	-0.34	0.38	0.43	0.33	0.61	0.52	-0.06	0.63					
	0.320																			
Dengan taraf signifikan 5% dan N = 37 di peroleh tabel =																				
1	Valid	Invalid	Valid	Invalid	Valid	Invalid	Valid	Invalid	Valid	Valid	Valid	Valid	Invalid	Valid	Valid					
4	26	28	17	22	25	28	29	28	22	20	32	29	28	12	28					
5	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38					
3	0.68	0.74	0.45	0.58	0.66	0.74	0.76	0.74	0.58	0.53	0.84	0.76	0.74	0.32	0.74					
g	Sedang	Mudah	Sedang	Sedang	Sedang	Mudah	Mudah	Mudah	Sedang	Sedang	Mudah	Mudah	Mudah	Sedang	Mudah					
5	17	15	12	8	15	13	15	13	14	12	18	16	16	7	16					
8	9	13	5	14	10	15	13	15	8	8	14	13	12	5	12					
9	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19					
9	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19					
2	0.42	0.11	0.37	-0.32	0.26	-0.11	0.16	-0.11	0.32	0.21	0.21	0.16	0.21	0.11	0.21					
k	Baik	Jelek	Cukup	Sangat jelek	Cukup	Sangat jelek	Jelek	Sangat jelek	Cukup	Cukup	Cukup	Jelek	Cukup	Jelek	Cukup					
h	Dipakai	Dibuang	Dipakai	Dibuang	Dipakai	Dibuang	Dibuang	Dibuang	Dipakai	Dipakai	Dipakai	Dibuang	Dipakai	Dibuang	Dipakai					

Appendix 7

Post Test Validity

z	Kode	No Soal														
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
1		1	1	1	1	1	1	1	1	1	1	0	1	0	1	0
2		1	1	0	1	1	1	0	1	1	1	1	1	0	1	1
3		1	1	1	0	1	1	1	1	1	0	1	0	0	1	0
4		0	0	1	0	1	1	1	0	1	1	0	0	1	1	1
5		0	1	0	1	1	0	1	0	1	1	0	0	1	1	0
6		0	0	1	1	1	0	0	1	1	1	1	1	1	1	0
7		1	1	1	1	1	0	1	0	1	0	0	1	1	1	0
8		1	1	0	0	1	0	1	1	1	1	1	0	1	1	1
9		1	1	1	1	1	0	0	1	0	0	1	1	1	1	0
10		1	1	0	1	1	1	0	1	1	1	0	1	1	1	0
11		0	1	1	1	1	1	1	1	1	1	1	1	1	1	1
12		1	1	0	0	1	0	0	1	0	1	0	0	1	1	0
13		0	1	1	1	1	1	0	1	1	1	1	1	1	1	0
14		1	1	1	0	1	1	0	1	1	1	1	1	1	1	1
15		0	1	1	1	1	1	0	1	1	0	0	1	1	1	0
16		1	1	1	1	0	1	1	1	1	0	0	0	1	0	0
17		1	1	1	1	0	1	0	1	1	1	0	1	1	1	0
18		1	1	0	1	1	1	0	1	0	1	1	1	1	1	0
19		1	1	1	1	0	1	1	1	0	1	0	1	1	1	0
20		1	0	1	1	0	1	0	0	1	0	1	1	1	1	0
21		1	0	1	1	1	1	1	1	1	0	0	1	1	0	0
22		1	0	1	1	1	1	1	0	1	1	1	0	1	1	0
23		1	0	1	1	1	1	1	1	0	0	1	0	1	1	1
24		1	0	1	0	1	1	0	0	1	0	0	0	1	1	0
25		0	1	0	1	0	1	0	0	0	0	1	1	0	0	1
26		1	1	1	0	1	0	0	1	1	1	0	0	0	1	1
27		0	0	1	0	0	0	1	1	1	0	0	0	0	1	0
28		1	1	0	0	1	0	1	1	1	1	1	1	0	1	1
29		1	0	0	1	0	0	0	0	1	1	1	0	0	0	0
30		1	0	0	0	1	1	0	0	1	0	0	0	0	1	0
31		1	0	0	0	1	1	1	0	0	0	1	0	1	0	0
32		1	1	1	1	0	1	0	1	0	0	1	0	0	0	0
33		1	0	0	0	0	1	1	1	0	0	0	0	0	1	0
34		1	1	0	0	1	1	1	0	0	0	1	0	0	1	1
35		0	1	0	1	0	1	1	1	0	1	0	1	0	1	0
36		0	0	0	1	0	1	0	1	0	0	1	1	0	0	0
37		0	0	0	0	0	1	1	1	0	0	0	0	1	1	0
38		0	1	0	1	0	1	1	0	1	0	0	0	1	1	0
Jumlah		26	24	21	24	25	28	20	26	25	19	19	20	24	31	10
Reliabilitas	p	0.6842105	0.6315789	0.5526316	0.6315789	0.6578947	0.7368421	0.5263158	0.6842105	0.6578947	0.5	0.5	0.5263158	0.6315789	0.8157895	0.2631579
	q	0.3157895	0.3684211	0.4473684	0.3684211	0.3421053	0.2631579	0.4736842	0.3157895	0.3421053	0.5	0.5	0.4736842	0.3684211	0.1842105	0.7368421
	p _q	0.2160665	0.232687	0.2472299	0.232687	0.2250693	0.1939058	0.2493075	0.2160665	0.2250693	0.25	0.25	0.2493075	0.232687	0.150277	0.1939058
	n	38	38	38	38	38	38	38	38	38	38	38	38	38	38	38
	$\Sigma p q$	6.8546	6.8546	6.8546	6.8546	6.8546	6.8546	6.8546	6.8546	6.8546	6.8546	6.8546	6.8546	6.8546	6.8546	6.8546
	Σq^2	11.50931	11.50931	11.50931	11.50931	11.50931	11.50931	11.50931	11.50931	11.50931	11.50931	11.50931	11.50931	11.50931	11.50931	11.50931
	r ₁₁	0.4150	0.4150	0.4150	0.4150	0.4150	0.4150	0.4150	0.4150	0.4150	0.4150	0.4150	0.4150	0.4150	0.4150	0.4150
	kriteria	reliabel	reliabel	reliabel	reliabel	reliabel	reliabel	reliabel	reliabel	reliabel	reliabel	reliabel	reliabel	reliabel	reliabel	reliabel

No Soal																No Soal														Y	Y ²	
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		16	17	18	19	20	21	22	23	24	25	26	27	28	29	30		
1	1	1	1	0	1	1	1	0	1	0	1	1	1	1	24	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	24	576
0	1	1	0	1	1	1	1	1	1	1	1	1	0	1	24	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	24	576
1	1	1	1	0	1	1	0	0	0	1	1	1	0	0	19	1	1	1	1	0	0	0	1	1	1	1	1	1	1	1	19	361
0	1	0	1	1	1	1	0	1	0	1	0	1	1	1	20	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	20	400
1	1	0	0	0	1	1	1	1	1	0	1	1	1	0	1	19	1	0	1	1	1	1	1	1	1	1	1	1	0	1	19	361
0	1	1	1	1	0	1	1	1	1	1	1	1	0	1	21	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	21	441
1	0	0	0	1	0	0	0	1	1	1	0	1	0	1	17	1	0	1	1	0	0	0	1	1	0	1	1	0	1	1	17	289
0	1	1	1	1	0	0	1	1	1	1	1	1	1	1	23	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	23	529
1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	22	1	1	1	1	1	1	1	1	1	1	1	1	1	0	22	484	
1	1	1	1	1	1	1	0	1	1	1	0	0	0	1	22	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	22	484
0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	26	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	26	676
1	0	1	1	1	0	0	1	0	0	1	0	0	1	0	0	14	1	0	1	1	1	1	1	1	1	1	1	1	0	1	14	196
1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	25	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	25	625
1	1	1	1	1	0	0	1	1	0	0	1	0	0	1	21	1	1	1	1	0	0	0	0	1	1	1	1	1	0	1	21	441
1	1	1	1	1	1	1	1	1	0	0	0	1	1	1	21	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	21	441
1	1	1	1	0	1	1	1	0	0	0	1	1	1	1	21	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	21	441
1	0	1	1	1	0	0	1	0	0	0	0	1	1	0	1	19	1	0	1	1	0	1	1	1	1	1	1	1	1	1	19	361
1	0	1	1	1	0	0	1	1	1	1	0	1	1	1	21	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	21	441
1	1	1	1	0	1	0	1	1	1	0	1	1	1	0	1	21	1	1	1	1	0	1	1	1	1	1	1	1	0	1	21	441
0	1	0	0	0	1	0	1	0	0	1	1	1	1	1	17	0	1	1	1	0	1	1	1	1	1	1	1	1	0	1	17	289
1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	23	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	23	529
0	0	0	0	0	1	0	1	1	1	1	1	1	1	0	19	0	0	1	1	0	1	1	1	1	1	1	1	1	0	1	19	361
1	1	1	1	0	1	0	0	1	1	1	1	1	0	1	22	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	22	484
0	1	0	1	1	1	1	0	1	1	1	1	1	0	1	18	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	18	324
1	0	1	1	0	1	0	0	0	0	0	0	1	1	0	13	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	13	169
0	1	1	1	0	0	0	0	0	0	0	0	0	1	1	15	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	15	225
1	1	1	1	1	0	1	0	1	0	0	0	0	1	1	15	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	15	225
1	0	1	1	1	0	1	0	0	0	0	0	0	0	0	17	1	0	0	0	0	0	0	0	0	0	0	0	0	1	1	17	289
1	0	0	0	1	0	1	1	1	1	1	1	1	1	0	1	16	1	0	1	1	1	1	1	1	1	1	1	1	1	1	16	256
0	1	1	1	0	0	0	0	1	1	1	1	0	0	0	12	0	1	1	1	0	1	0	1	0	1	0	1	0	1	1	12	144
0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8	64
0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	11	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	11	121
0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	8	64
0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	12	0	0	0	0	0	0	0	0	0	0	0	0	0	1	12	144	
1	0	0	1	1	1	0	0	0	1	0	0	1	0	1	16	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	16	256
0	0	1	1	1	1	0	0	0	0	0	0	1	1	0	11	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	11	121
0	1	0	1	0	1	0	0	1	0	0	1	1	1	0	1	13	0	1	1	0	1	0	1	0	1	0	1	0	1	1	13	169
0	1	1	1	1	1	0	0	1	1	1	1	0	1	0	1	16	0	1	1	0	1	0	1	0	1	0	1	0	1	0	16	256
21	23	25	23	21	17	23	22	22	15	30	24	24	24	26	682	0.5526316	0.6052632	0.6578947	0.6052632	0.5526316	0.4473684	0.6052632	0.5789474	0.3947368	0.7894737	0.6315789	0.6315789	0.6315789	0.6842105	$\Sigma Y =$	682	
1	0.4473684	0.3947368	0.3421053	0.3947368	0.4473684	0.5526316	0.3947368	0.4210526	0.4210526	0.6052632	0.2105263	0.3684211	0.3684211	0.3684211	465124	0.2472299	0.2389197	0.2250693	0.2389197	0.2472299	0.2472299	0.2389197	0.2437673	0.2437673	0.2389197	0.166205	0.232687	0.232687	0.232687	0.2160665	$\Sigma Y^2 =$	465124
3	38	38	38	38	38	38	38	38	38	38	38	38	38	38	13054	3	38	38	38	38	38	38	38	38	38	38	38	38	38	38	$\Sigma pq =$	2.29
3	6.8546	6.8546	6.8546	6.8546	6.8546	6.8546	6.8546	6.8546	6.8546	6.8546	6.8546	6.8546	6.8546	6.8546	483.08	3	11.501931	11.501931	11.501931	11.501931	11.501931	11.501931	11.501931	11.501931	11.501931	11.501931	11.501931	11.501931	11.501931	$\Sigma Y^3 =$	483.08	
1	0.4150	0.4150	0.4150	0.4150	0.4150	0.4150	0.4150	0.4150	0.4150	0.4150	0.4150	0.4150	0.4150	0.4150	0.4150	0.4150	0.4150	0.4150	0.4150	0.4150	0.4150	0.4150	0.4150	0.4150	0.4150	0.4150	0.4150	0.4150	0.4150	0.4150	0.4150	
	relabel	relabel	relabel	relabel	relabel	relabel	relabel	relabel	relabel	relabel	relabel	relabel	relabel	relabel	relabel	relabel	relabel	relabel	relabel	relabel	relabel	relabel	relabel	relabel	relabel	relabel	relabel	relabel	relabel	relabel	relabel	relabel

Appendix 8

Normality Test

Pre Test Control clas X Mipa 1

Hipotesis

H0 : The data is normally distributed

H1 : The data is not normally distributed

Hypothesis test

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

Criteria Ho received if $X^2_{Count} < X^2_{table}$

Hypothesis test

Highest score : 80

Lowest score : 40

Range (R) : 80-40 = 40

Class interval (k) : 1 + 3,3 log35

=6.095424546=6kelas

Class length (P) : 40/6 = 6.666666667 = 6

No	Code	Score	$X - \bar{X}$	$(X - \bar{X})^2$
1	E-01	50	-6	36
2	E-02	60	4	16
3	E-03	55	-1	1
4	E-04	55	-1	1
5	E-05	50	-6	36
6	E-06	50	-6	36
7	E-07	70	14	196
8	E-08	50	-6	36
9	E-09	60	4	16
10	E-10	55	-1	1
11	E-11	55	-1	1
12	E-12	55	-1	1
13	E-13	65	9	81

14	E-14	60	4	16
15	E-15	60	4	16
16	E-16	55	-1	1
17	E-17	60	4	16
18	E-18	45	-11	121
19	E-19	65	9	81
20	E-20	70	14	196
21	E-21	60	4	16
22	E-22	50	-6	36
23	E-23	50	-6	36
24	E-24	60	4	16
25	E-25	55	-1	1
26	E-26	60	4	16
27	E-27	50	-6	36
28	E-28	50	-6	36
29	E-29	55	-1	1
30	E-30	60	4	16
31	E-31	50	-6	36
32	E-32	55	-1	1
33	E-33	80	24	576
34	E-34	40	-16	256
35	E-35	55	-1	1
SUM		1975		1985
N		35		
Average		56.4		
Varians (s2)		58.2		
Standard Dev(s)		7.63		

Frequency of observation class X MIPA 1

no	class	Bk	Zi	P(Zi)	L	Oi	Ei	$\frac{(O_i - E_i)^2}{E_i}$
1	40-	39.5	-	0.4867612	0.083302	2	2.915562	0.28751

	46		2.2191359					
2	47-53	46.5	-1.3015185	0.4034594	0.253985	9	8.889487	0.001374
3	54-60	53.5	-0.383901	0.1494741	0.352705	19	12.34468	3.588043
4	61-67	60.5	0.5337162	-0.2032310	0.223425	2	7.819891	4.331407
5	68-74	67.5	1.4513336	-0.4266565	0.064424	2	2.254846	0.028803
6	75-81	74.5	2.3689509	-0.49108	0.008412	1	0.294428	1.690844
		81.5	3.286568	-0.499492				
total						35		9.927982

$\alpha = 5\%$, with $dk = 6 - 1 = 5$ so $X^2_{table} = 11.07049769$

because $X^2_{count} < X^2_{table}$ the data X MIPA 1 distributes **normally**

Appendix 9

Normality Test

Pre Test Control clas X Mipa 2

Hipotesis

H0 : The data is normally distributed

H1 : The data is not normally distributed

Hypothesis test

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

Criteria Ho received if $X^2 \text{Count} < X^2 \text{table}$

Hypothesis test

Highest score : 80

Lowest score : 45

Range (R) : 80-45 = 35

Class interval (k) : $1 + 3,3 \log 35 = 6.095424546 \approx 6 \text{ kelas}$

Class length (P) : $35/6 = 5.833333333 = 7$

No	Code	Score	$X - \bar{X}$	$(X - \bar{X})^2$
1	C-01	55	-9	81
2	C-02	55	-9	81
3	C-03	60	-4	16
4	C-04	60	-4	16
5	C-05	60	-4	16
6	C-06	50	-14	196
7	C-07	70	6	36
8	C-08	50	-14	196
9	C-09	65	1	1
10	C-10	55	-9	81
11	C-11	70	6	36
12	C-12	80	16	256
13	C-3	60	-4	16
14	C-14	50	-14	196

15	C-15	75	11	121
16	C-16	55	-9	81
17	C-17	55	-9	81
18	C-18	75	11	121
19	C-19	65	1	1
20	C-20	55	-9	81
21	C-21	65	1	1
22	C-22	70	6	36
23	C-23	75	11	121
24	C-24	80	16	256
25	C-25	55	-9	81
26	C-26	45	-19	361
27	C-27	60	-4	16
28	C-28	70	6	36
29	C-29	55	-9	81
30	C-30	55	-9	81
31	C-31	60	-4	16
32	C-32	70	6	36
33	C-33	50	-14	196
34	C-34	55	-9	81
35	C-35	70	6	36
SUM		2155		3145
N		35		
Average		61.5714		
Varians (s2)		86.4286		
Standard Dev (s)		9.2967		

Frequency of observation class X MIPA 2

No	class	Bk	Z_i	$P(Z_i)$	L	O_i	E_i	$\frac{(O_i - E_i)^2}{E_i}$
1	45-50	44.5	-1.836289	0.4668425	0.083689	5	2.929121	1.464105
2	51-56	50.5	-1.190899	0.3831534	0.175855	10	6.154935	2.402061
3	57-62	56.5	-0.545508	0.2072981	0.247079	6	8.647768	0.810692
4	63-68	62.5	0.0998818	-0.039780	0.232166	3	8.125793	3.233377
5	69-74	68.5	0.7452723	-0.271946	0.14589	6	5.106139	0.156476
6	75-80	74.5	1.3906629	-0.417836	0.078499	5	2.74745	1.846796
		86.5	2.6814439	-0.496334				
Total						35		9.913506

for $\alpha = 5\%$, with $dk = 6 - 1 = 5$ get X^2 table = 11.07049769

because $X^2_{\text{count}} < X^2_{\text{table}}$ the data X MIPA 2 distributes **normally**

Appendix 10

Homogeneity Test between control and experimental class

Hypothesis

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

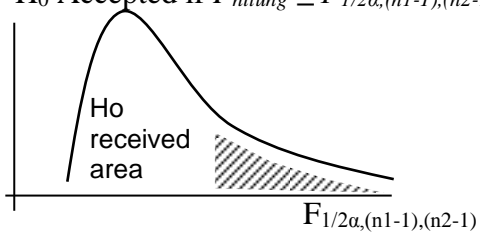
$$H_1 : \sigma_1^2 \neq \sigma_2^2$$

Hypothesis test:

$$F = (\text{biggest Varian}) / (\text{smallest varian})$$

Criteria

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



No	Class	
	XMIPA 1	X MIPA 2
1	50	55
2	60	55
3	55	60
4	55	60
5	50	60
6	50	50
7	70	70
8	50	50
9	60	65
10	55	55
11	55	70
12	55	80

13	65	60
14	60	50
15	60	75
16	55	55
17	60	55
18	45	75
19	65	65
20	70	55
21	60	65
22	50	70
23	50	75
24	60	80
25	55	55
26	60	45
27	50	60
28	50	70
29	55	55
30	60	55
31	50	60
32	55	70
33	80	50
34	40	55
35	55	70
total	1975	2155
	35	35
	56	62
(s2)	58.19328	86.42857
s	7.628452	9.296697

Based on data above:

$$F = \frac{\text{biggest variant}}{\text{smallest variant}}$$

$$F = \frac{86.42857143}{58.19327731}$$

$$F = 1.485198556$$

With $\alpha = 5\%$ and $df = 35+35-2 = 68$, obtained $t_{table} = 1.981119274$
 Based on computation above it obtained that $F_{hitung} < F_{table}$. It can
 concluded that data is **homogen**

Appendix 11

Similarity test of pre test Between experimental and control class

No.	MIPA 1	MIPA 2
1	50	55
2	60	55
3	55	60
4	55	60
5	50	60
6	50	50
7	70	70
8	50	50
9	60	65
10	55	55
11	55	70
12	55	80
13	65	60
14	60	50
15	60	75
16	55	55
17	60	55
18	45	75
19	65	65
20	70	55
21	60	65

22	50	70
23	50	75
24	60	80
25	55	55
26	60	45
27	50	60
28	50	70
29	55	55
30	60	55
31	50	60
32	55	70
33	80	50
34	40	55
35	55	70
total	1975	2155
n	35	35
x	56.42857	61.57143
Var (s^2)	58.19328	86.42857
St dev (s)	7.628452	9.296697

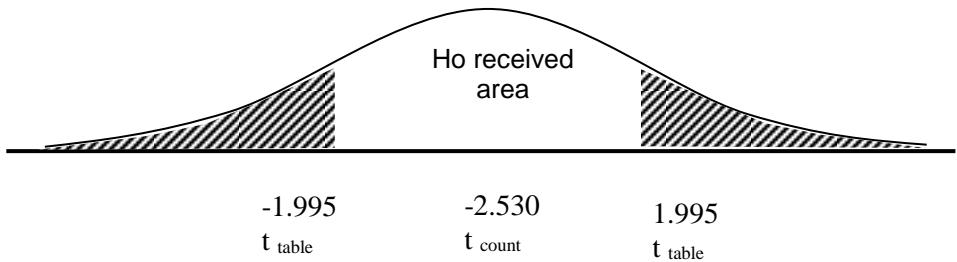
$$s = \sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1 + n_2 - 2}}$$

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

$$s = \sqrt{\frac{(35-1)58.19328 + (35-1)86.42857}{35+35-2}} = 8.503583$$

$$t = \frac{56.42857 - 61.19328}{8.503583 \sqrt{\frac{1}{35} + \frac{1}{35}}} = -2.530$$

$\alpha = 5\%$ with $df = 35+35 - 2 = 68$ get $t_{(0.025)(68)} = 1.995$



With $\alpha = 5\%$ and $df = 35+35-2 = 68$, obtained $t_{table} = 1.995$.

From the result of calculation t-test, $t_{count} = -2.253$. if compared between t_{count} and t_{table} , $t_{count} < t_{table}$ $-2.530 < 1.995$ So H_0 is accepted.

Appendix 12

Normality test

Post test X Mipa 1

Hypothesis

H₀ : The data is normally distributed

H₁ : The data is not normally distributed

Pengujian Hipotesis

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

Criteria

H₀ accepted if $X^2_{hitung} < X^2_{tabel}$

Hypothesis test

Highest score : 75

Lowest score : 40

Range (R) : 75-40 = 35

Class interval (k) : $1 + 3,3 \log 35 = 6.095 \approx 6 \text{ class}$

Class length (P) : $35/6 = 5.8333 = 6$

No	Code	Score	$X - \bar{X}$	$(X - \bar{X})^2$
1	C-01	60	-8	64
2	C-02	70	2	4
3	C-03	60	-8	64
4	C-04	75	7	49
5	C-05	75	7	49
6	C-06	75	7	49
7	C-07	75	7	49
8	C-08	55	-13	169
9	C-09	50	-18	324
10	C-10	55	-13	169
11	C-11	60	-8	64
12	C-12	65	-3	9

13	C-13	60	-8	64
14	C-14	70	2	4
15	C-15	75	7	49
16	C-16	75	7	49
17	C-17	75	7	49
18	C-18	75	7	49
19	C-19	70	2	4
20	C-20	70	2	4
21	C-21	60	-8	64
22	C-22	60	-8	64
23	C-23	60	-8	64
24	C-24	55	-13	169
25	C-25	45	-23	529
26	C-26	55	-13	169
27	C-27	65	-3	9
28	C-28	60	-8	64
29	C-29	70	2	4
30	C-30	55	-13	169
31	C-31	40	-28	784
32	C-32	55	-13	169
33	C-33	70	2	4
34	C-34	55	-13	169
35	C-35	75	7	49
SU		2225		
N		35		
Average		63.6		
Varians (s ²)		92		
Standard Devition (s)		9.59		

Frequency of observation class X MIPA 1

No	Kelas	Bk	Z_i	$P(Z_i)$	Luas Daerah	O_i	E_i	$\frac{(O_i - E_i)^2}{E_i}$
1	40-45	39.5	-2.50939071	0.49395	0.023742	3	0.830969	5.661703
2	46-51	45.5	-1.8839046	0.47021	0.074331	5	2.601595	2.211085
3	52-57	51.5	-1.25841849	0.39588	0.159269	6	5.574404	0.032494
4	58-63	57.5	-0.63293238	0.23661	0.23364	8	8.177417	0.003849
5	64-69	63.5	-0.00744626	0.00297	0.234696	8	8.214362	0.005594
6	70-75	69.5	0.618039849	-0.2317	0.161437	5	5.650312	0.074847
		75.5	1.243525961	-0.3932				
Jumlah						35		7.989571

For $\alpha = 5\%$, with $dk = 6 - 1 = 5$ get X^2 table = 11.07049769

Because $X^2_{\text{count}} < X^2_{\text{table}}$ the data X MIPA 1 distributes **normally**

Appendix 13

Normality test

Post test Mipa 2

Hypothesis

H₀ : data is normally distributed

H₁ : data is not normally distributed

Hypothesis Test

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

Criteria

H₀ accepted if $\chi^2_{hitung} < \chi^2_{tabel}$

Hypothesis test

Highest score : 75

Lowest score : 40

Range (R) : 75-40 = 35

Class interval (k) : 1 + 3,3 log35

=6.095424546 ≈ 6 kelas

Class length (P) : 35/6 = 5.833333 = 6

no	code	score		
1	E-01	85	17	289
2	E-02	75	7	49
3	E-03	70	2	4
4	E-04	75	7	49
5	E-05	85	17	289
6	E-06	85	17	289
7	E-07	65	-3	9
8	E-08	70	2	4
9	E-09	65	-3	9
10	E-10	75	7	49
11	E-11	70	2	4
12	E-12	65	-3	9
13	E-13	55	-13	169

14	E-14	65	-3	9
15	E-15	85	17	289
16	E-16	80	12	144
17	E-17	70	2	4
18	E-18	65	-3	9
19	E-19	65	-3	9
20	E-20	75	7	49
21	E-21	70	2	4
22	E-22	60	-8	64
23	E-23	85	17	289
24	E-24	80	12	144
25	E-25	60	-8	64
26	E-26	70	2	4
27	E-27	70	2	4
28	E-28	50	-18	324
29	E-29	55	-13	169
30	E-30	75	7	49
31	E-31	70	2	4
32	E-32	70	2	4
33	E-33	65	-3	9
34	E-34	75	7	49
35	E-35	80	12	144
SUM		2480		
N		35		
Average		70.9		
Variances (s ²)		81.6		
Standard Deviation (s)		9.03		

No	class	Bk	Z_i	$P(Z_i)$	L	O_i	E_i	$(O_i - E_i)$ E_i
1	50-55	49.5	-2.364324	0.4909685	0.035525	3	1.243362	2.481802
2	56-61	55.5	-1.700099	0.4554438	0.105574	2	3.695098	0.777613
3	62-67	61.5	-1.035874	0.3498696	0.204947	7	7.173128	0.004179
4	68-73	67.5	-0.371649	0.1449231	0.26	9	9.09999	0.001099
5	74-79	73.5	0.2925752	-0.115076	0.215589	6	7.545627	0.316602
6	80-85	79.5	0.9568	-0.330665	0.116828	8	4.088978	3.740811
		85.5	1.621024	-0.447493				
	jumlah					35		7.322106

For $\alpha = 5\%$, with $dk = 6 - 1 = 5$ get X^2 table = 11.07049769

Because $X^2_{\text{count}} < X^2_{\text{table}}$ the data X MIPA 2 distributes **normally**

Appendix 14

Homogeneity Post Test between control and experimental class

Hypothesis

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

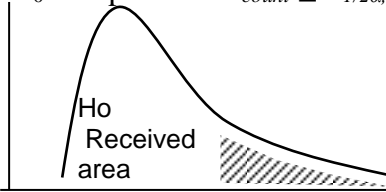
$$H_1 : \sigma_1^2 \neq \sigma_2^2$$

Hypothesis test:

$$F = (\text{Biggest Varians}) / (\text{Smallest Varians})$$

Criteria

H_0 acceptable if $F_{count} \leq F_{1/2\alpha, (n1-1), (n2-1)}$



$F_{1/2\alpha, (n1-1), (n2-1)}$

No	Kelas	
	XMIPA 1	X MIPA 2
1	60	85
2	70	75
3	60	70
4	75	75
5	75	85
6	75	85
7	75	65
8	55	70
9	50	65
10	55	75
11	60	70
12	65	65

13	60	55
14	70	65
15	75	85
16	75	80
17	75	70
18	75	65
19	70	65
20	70	75
21	60	70
22	60	60
23	60	85
24	55	80
25	45	60
26	55	70
27	65	70
28	60	50
29	70	55
30	55	75
31	40	70
32	55	70
33	70	65
34	55	75
35	75	80
Jumlah	2225	2480
n	35	35
x	64	71
(s ²)	92.01681	81.59664
s	9.592539	9.033086

Based on data above obtain:

$$F = \frac{\text{biggest variant}}{\text{smallest variant}}$$

$$F = \frac{92.01680672}{81.59663866}$$

$$F = 1.127703$$

With $\alpha = 5\%$ and $df = 35+35-2 = 68$, obtained $t_{table} = 1.981119274$
Based on computation above it obtained that $F_{count} < F_{table}$. It can
concluded that data is **homogen**

Appendix 15

T test of post test between control and experimental class

Hypothesis

Ho : $\mu_1 \leq \mu_2$

Ha : $\mu_1 > \mu_2$

explanation :

μ_1 = average score (Post-test) experimental class

μ_2 = average score (post-test) control class

To test the hypothesis:

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

Where:

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

criteria:

Ho accept and Ha rejected: if $t_{count} < t_{table}$

Ho reject and Ha accepted: if $t_{count} > t_{table}$

No.	MIPA 2	MIPA 1
1	85	60
2	75	70
3	70	60
4	75	75
5	85	75
6	85	75

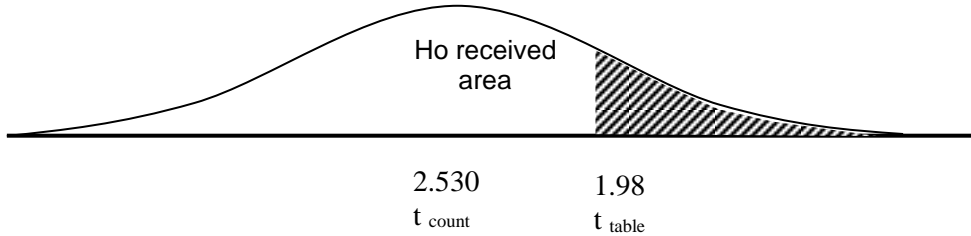
7	65	75
8	70	55
9	65	50
10	75	55
11	70	60
12	65	65
13	55	60
14	65	70
15	85	75
16	80	75
17	70	75
18	65	75
19	65	70
20	75	70
21	70	60
22	60	60
23	85	60
24	80	55
25	60	45
26	70	55
27	70	65
28	50	60
29	55	70
30	75	55
31	70	40
32	70	55
33	65	70
34	75	55
35	80	75

Σ	2480	2225
n	35	35
\bar{x}	70.8571	63.5714
s^2	81.5966	92.0168
s	9.03309	9.59254

$$s = \sqrt{\frac{(35-1)81.60 + (35-1)92.02}{35+35-2}} = 9.317013$$

$$t = \frac{70.86 - 663.57}{9.32 \sqrt{\frac{1}{35} + \frac{1}{35}}} = 3.271$$

$\alpha = 5\%$ with $dk = 35 + 35 - 2 = 68$ get $t_{(0.025)(68)} = 1.98$



Based on the computation above, it is obtained that the average of post-test of the experimental class who are taught by Quipper is 70.8571 and standard deviation (s) is 9.03309. While the average of post-test of the control class who are not taught by using Quipper is 63.571 and standard deviation (s) is 9.59254. With $df = 35 + 35 - 2 = 68$ by $\alpha = 5\%$, so obtained $t_{table} = 1.98$ From the result of calculation t-test $t_{count} = 3.271$ If compared between t_{table} and t_{count} , $t_{count} > t_{table}$. So H_a is accepted and H_o is rejected.

Appendix 16

Control class

LESSON PLAN

SCHOOL : SMAN 13 SEMARANG

SUBJECT : ENGLISH

GRADE/SEMESTER : X/I

MATERIAL : READING

DURATION : 2 X 90 MINUTES

A. Core Competence

1. To live and practice the religious teachings that he embraces
2. Living and practicing honest attitude , discipline, responsible, caring (polite, cooperative, tolerant, peaceful) behavior, courteous, responsive and pro-active and showing attitudes as part of the solution to problems in interacting effectively with the social and natural environment and in placing ourselves as a reflection of the nation in the association of the world.
3. Understanding, applying, analyzing factual, conceptual, procedural knowledge based on curious of science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization on the causes of phenomena and events, and applying procedural knowledge to the field specific studies according to their talents and interests to solve problems
4. Processing, reasoning, and presenting in the realm of concrete and abstract realms related to the development of the self-study in the school, and able to use methods according to scientific rules

B. Basic Competence

- 1.1 Thankful for the opportunity to learn English as a language of starter of international communication embodied in the spirit of learning.

- 1.2 Showing polite attitude and caring behavior in carrying out interpersonal communication with teachers and friends.
- 2.2 Developing honest attitude, disciplined, confident, and responsible behavior in carrying out transactional communication with teachers and friends.
- 2.3 Shows the behavior of responsibility, caring, cooperation, and adore, in carrying out functional communication.
- 3.1 Analyze social function, text structure in the exposure text of identity, according to the context that use.
- 3.4 Distinguish social functions of the text, text structures, and linguistic elements of some oral and written descriptive texts by giving and soliciting information regarding sights and famous historical buildings, short and simple, according context of their use.
- 4.4 Descriptive Text.
 - 4.4.1 Understand contextually meaning related to social function, text structure, and linguistic element of descriptive, oral and written text, short and simple related to tours and famous historical buildings.

C. Indicator

1. To explain the definiton of descriptive text.
2. To explain the structure of descriptive text
3. Analyze the example of dexcriptive text

D. Learning Aim

Students can understand descriptive text verbally and written in contextual by taking attention into the social function, text structure, and linguistic elements, and demonstrate polite attitude, disciplined, confident, and responsible behavior

E. Learning Material

Descriptive text

1. Social function
To describe particular person, place, or thing.
2. Generic structure

Activity	Description		Duration
	Teacher	Student	
Pre Activity	1. Teacher greets the students. 2. Checking students attendance	1. Answer greeting from teacher. 2. Students give respond to teacher.	5 mnt
Main Activity	Observing 1. Teacher gives students picture to be observed (student activity 1). 2. Teacher asks to the student the characteristic of picture.	1. Students observe picture that given from teacher. 2. Students mention the characteristic of picture orally.	10 mnt
	Questioning 1. Teacher guides and gives feedback for student to ask about descriptive text.	1. With the guidance and direction of the teacher, students questioned the differences of descriptive text with other texts. Students questioned about the social function, structure, and linguistic elements of this type of descriptive text.	10 mnt
	Exploring 1. The teacher explains the material on descriptive text and gives	1. Students listen the teacher instruction. 2. Students do the exercises from teachers individually.	15mnt

	<p>an example of descriptive text.</p> <p>2. Teacher gives student activity multiple choice exercises about descriptive text (student activity 2)</p>		
Closing	<p>1. Teacher concludes the learning outcomes together.</p> <p>2. Teacher submits a lesson plan at the next meeting</p>	<p>1. Make a conclusion and reflection about the material that has been learned.</p>	5 mnt

- Identification
Identifies phenomenon to be describe.
- Description
Describe parts, qualities, characteristics
- 3. Language feature
 - Focus on specific participant
 - Use of linking verb/ relating verb
 - Use of action verb
 - Use of simple present

F. Approach and Teaching Method

Approach : Scientific Approach
Method : Inquiry based learning
Strategy : Reading, Discussion, Team Work, and Analyzing.

G. Teaching and Learning Activities

First meeting

Second meeting

Activity	Description		Duration
	Teacher	Student	
Pre-Activity	1. Teacher greets the students 2. Teacher checks the attendees list of students. 3. Teachers review the previous material and build apperception, with interactive questions about the description of my friends.	1. Students answer the greeting from the teacher 2. Students give respond to teachers. 3. Students give respond to interactive questions from teachers to describe of my friend.	10 mnt
	associating 1. Teacher divides students in groups, each group consist of 5-6 students. Each group composes a random sentence into a good paragraph.(student	1. Students follow the teacher's instructions to create small groups. 2. Students do	10 mnt

	activity 3)	the exercises from teachers in groups.	
Main activity	Communicating 1. Teacher asks students to do 25 multiple choice exercises about reading descriptive text that given by the teacher.	1. Students work on the teacher's instruction.	20 mnt
Closing	1. Teacher concludes the learning outcomes together.	1. Students make inferences about the material that has been learned.	5 mnt

H. Media learning source

1. Media
 - a. Texts
 - b. Power point
 - c. Laptop
2. Learning sources
 - a. Bahasa Inggris Kelas X published by Pusat Kurikulum dan Perbukuan, Balitbang, Kemdikbud in 2014
 - b. Teacher's explanation.
 - c. English handout

I. Assessment

- a. Type/technique assesment
 - Written:

- Question exercises
- Arrange jumbled sentences into good paragraph
- Performance
 - Describing characteristic of my classmate
- Assessment of attitudes during the learning process:
 - Attitude when listening to teacher explanations
 - Attitude in the group discussion
 - Attitude in group work

Semarang, 16 October 2017

Approval,

English Teacher



Dra. Nasri Sunarsih
NIP: 195806211988032001

Researcher



Baginda Muhammad Huda
Nim: 133411072

Experimental class

LESSON PLAN

SCHOOL : SMAN 13 SEMARANG
SUBJECT : ENGLISH
GRADE/SEMESTER : X/I
MATERIAL : READING
DURATION : 2 X 90 MINUTES

A. Core Competence

1. To live and practice the religious teachings that he embraces
2. Living and practicing honest attitude , discipline, responsible, caring (polite, cooperative, tolerant, peaceful) behavior, courteous, responsive and proactive and showing attitudes as part of the solution to problems in interacting effectively with the social and natural environment and in placing ourselves as a reflection of the nation in the association of the world.
3. Understanding, applying, analyzing factual, conceptual, procedural knowledge based on curious of science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization on the causes of phenomena and events, and applying procedural knowledge to the field specific studies according to their talents and interests to solve problems
4. Processing, reasoning, and presenting in the realm of concrete and abstract realms related to the development of the self-study in the school, and be able to use methods according to scientific rules

B. Basic Competence

- 1.1 Thankful for the opportunity to learn English as a language of starter of international communication embodied in the spirit of learning.

- 1.2 Showing polite attitude and caring behavior in carrying out interpersonal communication with teachers and friends.
- 2.2 Developing honest attitude, disciplined, confident, and responsible behavior in carrying out transactional communication with teachers and friends.
- 2.3 Shows the behavior of responsibility, caring, cooperation, and adore, in carrying out functional communication.
- 3.1 Analyze social function, text structure in the exposure text of identity, according to the context that use.
- 3.4 Distinguish social functions of the text, text structures, and linguistic elements of some oral and written descriptive texts by giving and soliciting information regarding sights and famous historical buildings, short and simple, according context of their use.
- 4.4 Descriptive Text.
 - 4.4.1 Understand contextually meaning related to social function, text structure, and linguistic element of descriptive, oral and written text, short and simple related to tours and famous historical buildings.

C. Indicator

1. To explain the definiton of descriptive text.
2. To explain the structure of descriptive text
3. Analyze the example of dexcriptive text

D. Learning Aim

Students can understand descriptive text verbally and written in contextual by taking attention into the social function, text structure, and linguistic elements, and demonstrate polite attitude, disciplined, confident, and responsible behavior

E. Learning Material

Descriptive text

4. Social function

To describe particular person, place, or thing.

5. Generic structure

- Identification
Identifies phenomenon to be describe.
- Description
Describe parts, qualities, characteristics

6. Language feature

- Focus on specific participant
- Use of linking verb/ relating verb
- Use of action verb
- Use of simple present

F. Approach and Teaching Method

Approach : Scientific Approach

Method : Inquiry based learning

Strategy : Reading, Discussion, Team Work, and Analyzing.

G. Teaching and Learning Activities

First meeting

Activity	Description		Duration
	Teacher	Student	
Pre Activity	1. Teacher greets the students. 2. Checking students attendance	1. Answer greeting from teacher. 2. Students give respond to teacher.	5 mnt
Main Activity	Observing 1. Teacher gives students picture to be observed (student activity 1). 2. Teacher asks to the student the	1. Students observe picture that given from teacher. 2. Students mention the characteristic of picture orally.	10 mnt

	characteristic of picture.		
	<p>Questioning</p> <p>1. Teacher guides and gives feedback for student to ask about descriptive text.</p>	<p>1. With the guidance and direction of the teacher, students questioned the differences of descriptive text with other texts. Students questioned about the social function, structure, and linguistic elements of this type of descriptive text.</p>	10 mnt
	<p>Exploring</p> <p>1. The teacher explains the material on descriptive text and gives an example of descriptive text.</p> <p>2. Teacher gives student activity multiple choice exercises about descriptive text (student activity 2)</p>	<p>1. Students listen the teacher instruction.</p> <p>2. Students do the exercises from teachers individually.</p>	15 mnt
Closing	<p>1. Teacher concludes the learning</p>	<p>1. Students make a conclusion and</p>	5 mnt

	<p>outcomes together.</p> <p>2. teacher submits a lesson plan at the next meeting</p>	<p>reflection about the material that has been learned.</p>	
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Second meeting

Activity	Description		Duration
	Teacher	Student	
Pre-Activity	<ol style="list-style-type: none"> 1. Teacher greets the students 2. Teacher checks the attendees list of students. 3. Teacher reviews the previous material and build apperception, with interactive questions about the description of my friends. 	<ol style="list-style-type: none"> 1. Students answer the greeting from the teacher 2. Students give respond to the teacher. 3. Students give respond to interactive questions from teachers to describe of my friend. 	10 mnt
	<p>associating</p> <ol style="list-style-type: none"> 1. Teacher divides students in groups, each group consist of 5-6 students. Each group composes a random sentence into a good paragraph.(student activity 3) 	<ol style="list-style-type: none"> 1. Students follow the teacher's instructions to create small groups. 2. Students do the exercises from the teachers in groups. 	10 mnt
Main activity	<p>communicating</p> <ol style="list-style-type: none"> 1. Teacher guides students to know about the 	<ol style="list-style-type: none"> 1. Students follow the teacher's instruction. 2. Students do the task that 	20 mnt

	2. Quipper media. Teacher gives student a task by using Quipper media.	given by teacher through teacher's instruction.	
Closing	1. Teacher concludes the learning outcomes together	1. Students make inferences about the material that has been learned	5 mnt

H. Media and learning source

1. Media
 - d. Texts
 - e. Power point
 - f. Laptop
2. Learning sources
 - d. English book class X
 - e. Teacher's explanation.
 - f. English handout

I. Assessment

- a. Type/technique assessment
 - written:
 - Question exercise
 - Arrage jumbled sentences into good paragraph
 - Performance
 - Describing characteristic of my classmate
 - Assessment of attitudes during the learning process:
 - Attitude when listening to teacher explanations
 - Attitude in the group discussion
 - Attitude in group work

Semarang, 16 October 2017

Approval,

English Teacher

Researcher

Appendix 17

Pre Test Question

Choose the correct answer by crossing (X) A, B, C, or D!

Read the text below to answer question number 1 to 6!

The Hobbit is a film series consisting of three epic fantasy adventure films directed by Peter Jackson. They are based on the 1937 novel *The Hobbit* by J. R. R. Tolkien, with large portions of the trilogy inspired by the appendices to *The Return of the King*, which expand on the story told in *The Hobbit*, as well as new material and characters written especially for the films. The films are subtitled *An Unexpected Journey* (2012), *The Desolation of Smaug* (2013), and *The Battle of the Five Armies* (2014).

The screenplay was written by Fran Walsh, Philippa Boyens, Jackson, and Guillermo del Toro, who was originally chosen to direct before his departure from the project. The films take place in the fictional world of Middle-earth sixty years before the beginning of *The Lord of the Rings*, and follow hobbit Bilbo Baggins (Martin Freeman), who is convinced by the wizard Gandalf the Grey (Ian McKellen) to accompany thirteen dwarves, led by Thorin Oakenshield (Richard Armitage), on a quest to reclaim the Lonely Mountain from the dragon Smaug (Benedict Cumberbatch). The films also expand upon certain elements from the novel and other source material, such

as Gandalf's investigation at Dol Guldur, and the pursuit of Azog and Bolg, who seek vengeance against Thorin and his ancestors.

The first film in the series premiered at the Embassy Theatre in Wellington, New Zealand on 28 November 2012. One hundred thousand people lined the red carpet on Courtenay Place, and the entire event was broadcast live on television in New Zealand and streamed over the Internet. The second film of the series premiered at the Dolby Theatre in Los Angeles, California on 2 December 2013. The third and final film premiered at Leicester Square in London on 1 December 2014.

(source:<http://kebunenglish.blogspot.co.id>)

1. The films took place in the fictional world... (Paragraph 2).
The antonym of "fictional" is...
 - a. Fabricated
 - b. Fictive
 - c. Reality
 - d. Imagined
 - e. Dream
2. If The Lord of The Ring took place on 1150, when would probably The Hobbit film take place?
 - a. 1100
 - b. 1210
 - c. 1090
 - d. 1134
 - e. 1220
3. What did the Wizard want Bilbo to do in the movie?
 - a. To join the dwarves' journey
 - b. To take care of the dwarves
 - c. To accompany him to meet smaug
 - d. To kill dwarves and smug
4. The role of the dwarves' leader is played by?
 - a. Thorin Oakenshield
 - b. Bilbo Baggins
 - c. Richard Armitage
 - d. Ian McKellen

- e. Jhony Deep
- 5. ...who seek vengeance against Thorin and his ancestors? (Paragraph 2 line 15). The synonym of vengeance is...
 - a. Kindness
 - b. Revenge
 - c. Reconciliation
 - d. Anger
 - e. Peaceful
- 6. How many people that lined in the red carpet on the first premiered The Hobbit film?
 - a. 1000000
 - b. 100000
 - c. 10000
 - d. 1000
 - e. 100

Read the text below to answer question number 7 to 10!

Orchard Road is a Boulevard which becomes business and entertainment center in Singapore. Orchard Road is surrounded by a lush tropical and flower gardens which are beautiful. At first, Orchard Road is just a suburban street lined with orchards, plantations nutmeg, and pepper farming. However, in the 1970s, it turned into a shopping center in Singapore. In 1960 and 1970 entertainment industries began to enter this road. Shopping centers such as mall and Plaza was built in 1974.

Orchard Road runs along about 2.2 km. This road is one-way street flanked by a variety of shopping malls, hotels and restaurants. The shopping area which is nearly 800,000 square meters provides a wide range of Things, food, and entertainment. In this area there are many options that can satisfy visitors from all walks of life starting from the luxury branded things to the Popular branded, from exclusive restaurants to fast food.

There are so many ways that can be accessed to get to Orchard road such as: by taxi, bus or drive your own car. For those who are driving to Orchard Road can be entered from the west through the Napier Road. Vehicles from Dunearn Road can turn to left at the

intersection of the Marriott Hotel junction. Vehicles that come from Paterson can turn right onto Orchard Road. Orchard is always crowded so you have to be careful in order not to get lost.

(Source: <http://www.belajarbahasainggrisku.com>)

7. The text mainly focuses on?
 - a. Singapore
 - b. Orchard Plantation
 - c. Plaza and Mall
 - d. Orchard road as business and entertainment center
 - e. Shopping Center
8. In the third paragraph the writer describes about?
 - a. The location of Orchard Road
 - b. The things that we can see at orchard road
 - c. The direction to get to Orchard Road
 - d. The history of Orchard Road
 - e. The distance of Orchard Road
9. Words “it” in line 4 refers to?
 - a. The plantation
 - b. Luxury branded things
 - c. The plaza
 - d. Singapore
 - e. Suburban street
10. The word “satisfy” in line eighth has the closest meaning with?
 - a. Pleased
 - b. Free
 - c. Frighten
 - d. Threat
 - e. Loved

Read the text below to answer question number 11 to 13!

Jazz musicians are unique as creative artists. Many poets, painters, and novelists accustomed to working alone, but this is often impossible for jazz musician. Because of the nature of jazz, most of their playing and practicing must be with other musician. They need each other’s sound and impulses to become inspired.

To develop their own styles, jazz musicians must be ingenious and versatile. Playing jazz involves remembering hundreds of musical phrase and improvising of them during a solo. Each musician's personal style develops through various ways of improvising.

Some jazz musicians are so skillful at improvising that they can even improvise on their mistake. The late trumpeter Dizzy Gillespie was famous for using any mistake to begin a new improvisation. By using a mistake to begin a new melody, he creates a whole new piece of music.

(source:<http://kebunenglish.blogspot.co.id>)

11. Why is jazz musician unique?
 - a. They are creative artist
 - b. They are skillful musician
 - c. They are not solitary artist
 - d. They are able to make a new music
 - e. They are able to play a good music
12. "To develop their own styles, jazz musicians must be ingenious....." The underlined word have same meaning with?
 - a. Skillful
 - b. Smart
 - c. Hard-worker
 - d. Creative
 - e. Talkative
13. That they can even improvise on their mistake (paragraph 3 line 1) the word "their" refer to?
 - a. Jazz music
 - b. Jazz musician
 - c. Skill
 - d. Dizzy Gillespie
 - e. Mistake

Read the text below to answer question number 14 to 17!

Ngaben, or Cremation Ceremony, is a funeral ritual performed in Bali to send the deceased to the next life. The body of the deceased will be

placed as if sleeping, and the family will continue to treat the deceased as sleeping. No tears are shed, because the deceased is only temporarily absent and will reincarnate or find final rest in Moksha (freeing from the reincarnation and death cycle).

The proper day of the ceremony is always a matter of consulting a specialist on ceremony days. On the day of the ceremony, the body of the deceased is placed inside a coffin. This coffin is placed inside a sarcophagus resembling a buffalo (Lembu) or in a temple structure (Wadah) made of papier-maché and wood. This sarcophagus is then borne to the cremation site in a procession, which is almost never walked in a straight line. This is done to confuse evil spirits and keep them away from the deceased.

The climax of a Ngaben is the burning of the sarcophagus containing the body of the deceased. The fire is viewed as necessary to free the spirit from the body and enable reincarnation. Ngaben is not always immediately performed. For members of the elite castes, it is normal to perform the ritual individually for the deceased within three days. People of lower social classes opt for a more economical solution where they first bury the deceased, who is then cremated with the village's other dead in a mass ceremony.

(source:<http://kebuncerita.blogspot.co.id>)

14. What is Moksha?
 - a. A place where reincarnation stops
 - b. A place where Ngaben started
 - c. A place of reincarnation begins
 - d. A place where the deceased is sleeping
 - e. A place where the spirit stay
15. Why is the sarcophagus never walked in a straight lined?
 - a. To confused all spirit
 - b. To keep the family from the deceased
 - c. To confuse people who watch Ngaben
 - d. To keep bad spirit away
 - e. To keep people who watch away
16. where they first bury. (Paragraph 3).The word “they” refers to...

- a. Lower classes deceased people
 - b. Lower classes people
 - c. Elite castes people
 - d. The deceased people
 - e. Economic solution
17. Why should the body be burnt in Ngaben?
- a. To make the deceased body turn into ashes
 - b. To free the spirit and disable reincarnation
 - c. To make the spirit out and get the reincarnation
 - d. To keep the body from evil spirit
 - e. To keep the tradition still exist.

Read the text below to answer question number 18 to 20!

Petruk Cave

Petruk cave is one of the leading tourist attractions in Kebumen, Central Java. The cave is located in the Mandayana Candirenggo Village, Ayah District, Kebumen regency. In the petruk cave there is no lighting that illuminates the cave. It is still very natural cave so that petruk cave is very dark to be entered. Petruk cave's name is taken from the punokawan of puppet characters that is Petruk. The cave Named Petruk cave because the length of cave is as long as petruk's nose.

In the cave there are 3 floors that are the first is a basic cave, Hindu caves and Petruk cave. The base cave is a short cave which is just 100 meters away. The cave is used for tourist attractions. Hindu cave is part of the cave that is usually used to put offerings to the ancestor. Inside Petruk cave there are so many stalactites and stalagmites which are really awesome. If you want to explore this cave, you must be led by guides who are ready to take you through the cave. After arriving at the end of the cave, you can see the beach or waterfall located near at the end of the cave

18. Why did Petruk cave named as one of character in Punokawan puppet?
- a. Because the cave is belong to Petruk
 - b. Because Petruk is the first explorer of the cave
 - c. Because Petruk is buried at the cave

- d. Because the cave's length is as long as Petruk's nose
 - e. Because the cave's depth is as deep as Petruk's hair
19. Which part of Petruk Cave which used for place to put foods for ancestor?
- a. In the basic cave
 - b. In petruk cave
 - c. In Hindu cave
 - d. In front of the cave
 - e. Inside the cave
20. What is "lead" means in paragraph 2?
- a. Guide
 - b. Take
 - c. Bring
 - d. Put
 - e. Place

Post Test Question

Choose the correct answer by crossing (X) A, B, C, or D!

Read the text below to answer question number 1 to 10!

Mockingjay is a 2010 science fiction novel by American author Suzanne Collins. It is the last installment of The Hunger Games, following 2008's The Hunger Games and 2009's Catching Fire. The book continues the story of Katniss Everdeen, who agrees to unify the districts of Panem in a rebellion against the tyrannical Capitol. The hardcover and audiobook editions of Mockingjay were published by Scholastic on August 24, 2010, six days after the e-book edition went on sale. The book sold 450,000 copies in the first week of release, exceeding the publisher's expectations. It received a generally positive reaction from critics.

Collins has said that the main inspiration for The Hunger Games trilogy came from the classical account of Theseus and the Minotaur. In Greek mythology, as a punishment for the killing of King Minos' son Androgeos, Athens was forced to sacrifice seven youths and seven maidens to Crete, who were then put in the Labyrinth and killed by the Minotaur. After a while, Theseus, the son of the Athenian king, decided to put an end to the Minotaur and Minos's terror, so he volunteered to join the third group of victims, ultimately killing the Minotaur and leading his companions out of the monster's Labyrinth.

Collins has said that there are also many parallels between the Roman Empire and the fictional nation of Panem. She describes the Hunger Games as an updated version of the Roman gladiator games, which entails a ruthless government forcing people to fight to the death as popular entertainment. Collins also explains that the name "Panem" came from the Latin phrase "Panem et Circenses", which means "Bread and Circuses and refers to the strategy used by Roman emperors to appease the masses by providing them with food and entertainment.

(Source:<http://kebunenglish.blogspot.co.id/>)

1. It is the last installment of The Hunger Games (paragraph 1 line 1)... what does the word "it" refer to?
 - a. A novel

- b. A science fiction novel
 - c. Hunger games book
 - d. Mockingjay
 - e. Author
- 2. Which of the following statements is false according to the text?
 - a. Catching fire was published after hunger games book
 - b. Mockingjay novel was published before its e-book edition
 - c. Mockingjay book was sold more than 400.000 copies
 - d. The selling of Mockingjay novels meets the publisher's hope
 - e. In first of release day, The book has sold 450,000 copies
- 3. Where does the inspiration of Hunger games come from?
 - a. A mythology
 - b. A Egypt Mythology
 - c. A Greek movie
 - d. A Greek Myth
 - e. A Egypt movie
- 4. What is the reason Athens was forced to give seven youth and seven maidens to be put in the labyrinth?
 - a. To entertain Greek people
 - b. As a form of punishment for the killing of Minos
 - c. As a revenge of the death of Androgeos
 - d. To kill the monsters in Labyrinth
 - e. To escape from labyrinth.
- 5. "Which entails a ruthless government". The word "**ruthless**" can be replaced with...
 - a. Brutal
 - b. Fearless
 - c. Gentle
 - d. Kind
 - e. Clever
- 6. What does the word "**Panem**" mean?

- a. Food and entertainment
 - b. Food and beverage
 - c. Bread and Circle
 - d. Bread and Circuses
 - e. Food and money
7. By providing “**them**” with food and entertainment (paragraph 3 line 20). What does word “them” refer to?
- a. Breads
 - b. Circuses
 - c. Roman Emperors
 - d. Masses
 - e. Government

Read the text below to answer question number 11 to 14!

Raja Ampat or 'Four Kings', is the name given to some islands in West Papua and comes from a local myth. The four major islands are Waigeo, Misool (which is home to ancient rock painting), Salawati, and Batanta. Raja Ampat is located in the bird head of the island of Papua. Underwater enthusiasts flock to this region because it offers the world's best marine sight. In the Raja Ampat islands, divers can explore vertical underwater walls. The thrill of drift diving is another great challenge.

The territory within the islands of the Four Kings is enormous, covering 9.8 million acres of land and sea, home to 540 types of corals, more than 1,000 types of coral fish and 700 types of mollusks. This makes it the most diverse living library for world's coral reef and underwater biota. According to a report developed by The Nature Conservancy and Conservation International, around 75% of the world's species live here.

When divers first arrive here their excitement is palpable. It's common to hear people praise God as they take in the remarkable scenery. Others prefer to remain in silence taking in the overwhelming sight of so many islands with crystal clear water that softly brushes over the white sandy beaches

(source: <http://kebunenglish.blogspot.co.id>)

8. Where is Raja Ampat located?
 - a. The Misool island.
 - b. The Waigeo island.
 - c. The Batanta island.
 - d. The Salawati archipelago.
 - e. The Papua archipelago.
9. Why did so many divers come to Raja Ampat?
 - a. Because it is home to ancient rock paintings.
 - b. It offers the world's best marine sights.
 - c. Divers can explore horizontal underwater walls.
 - d. It has the most diverse museum for world's coral reef and underwater biota.
 - e. There is few island with crystal clear water softly brushes over the white sandy beaches
10. Which of the following statements is false according to the text?
 - a. Raja Ampat is located in west Papua
 - b. Divers can explore vertical underwater walls
 - c. Raja Ampat has many major island
 - d. Ancient rock painting can be founded on misol island
 - e. Raja Ampat are the home around 75% of the world's species.

Read the text below to answer question number 15 to 20!

Clash of Clans is an online multiplayer game in which players build a community, train troops, and attack other players to earn gold and elixir, and Dark Elixir, which can be used to build defenses that protect the player from other players' attacks, and to train and upgrade troops. The game also features a pseudo-single player campaign in which the player must attack a series of fortified goblin villages.

To earn and store gold and elixir, players must build gold mines and gold storages and elixir collectors and elixir storages, respectively. Elixir is used to train new troops, carry out research in the laboratory to upgrade troops, to re-load X-Bows (available from

Town Hall 9) and to build and upgrade certain buildings, mostly pertaining to buildings used in attacking another player's base. Gold is used to build defensive building and to upgrade the town hall, which allows access to more buildings and higher levels for existing buildings. At higher levels, dark elixir becomes available; this type of elixir is used to train and upgrade dark elixir troops and heroes, create dark spells, and fuel the Inferno Tower, a defensive building that is available only at Town Hall 10. To earn and store dark elixir, players must build dark elixir drills and dark elixir storages.

There are a number of buildings available to the player to defend their village, including cannons, mortars, bombs, traps, archer towers, and wizard towers. Players can also build walls, which can be upgraded as they increase in level.

(Source: <http://kebunenglish.blogspot.co.id>)

11. The followings are what a player can do with their Dark Elixir, except....
 - a. Train building and build defenses
 - b. Raise the level of a troop
 - c. Create a kind of spell
 - d. Protect a village by fuelling a defensive building
 - e. Upgrade heroes
12. Cinta Lauren is playing Clash of Clan, and the level of Her Town Hall is 9, the following thing that cannot be owned by her is...
 - a. X-Bows
 - b. The Inferno Tower
 - c. Gold
 - d. Elixir
 - e. Troops
13. Elixir is used to train new troops, carry out research. The antonym of “carry out” is...
 - a. Perform
 - b. Halt
 - c. Implement
 - d. Execute

- e. Carry through
14. What does the word “respectively” (Paragraph 2 line 4) mean?
- a. Full of respect
 - b. In an order way
 - c. With full of attention
 - d. In a clear way
 - e. In a smart way

Wakatobi is the name of an archipelago and regency in Sulawesi Tenggara, Indonesia. The name Wakatobi is derived from the names of the main island of the archipelago: Wangiwangi, Kaledupa, Tomea, and Binongko. The group is part of a larger group called the Tukangbesi Island.

The archipelago, located in the diverse hotspot known as Wallacea. It is part of the Wakatobi National Park. Wakatobi as one of the world’s marine tourism object is now preparing itself and ready to welcome you and your family with hospitality and its particular culture. The Wakatobi is also home to Operation Wallacea, a UK based, non profit conservation group looking at sustainable development of fisheries and coral reef research. An independent noncommercial website has been set up about a marine park. This website contains tourist and travel information in Wakatobi, including the biodiversity, conservation and local people.

Wakatobi is also situated geographically at the world’s coral reef triangle center with its 942 fish species and 750 coral reef species from a total of 850 world’s collection comparing to the two world’s famous diving center of the Caribbean Sea that owes only 50 species and other 300 species in the red sea.

(Source: <http://kebunenglish.blogspot.co.id>)

15. What is the text about?
- a. Wakatobi as a tourist spot.
 - b. Wakatobi as a research spot.
 - c. Wakatobi as a fishing center.
 - d. Wakatobi as a conservation center.
 - e. Wakatobi as a regency.

16. Wakatobi is located in a larger group of island called . . .
- a. Wangiwangi.
 - b. Kaledupa.
 - c. Tomea.
 - d. Binongko.
 - e. Tukangbesi.
17. “It is part of the Wakatobi” National Park what does the word “it” refer to?
- a. The archipelago
 - b. Wallace
 - c. National Park
 - d. Marine tourism
 - e. Carribean sea

Giraffe is the highest animal in the world. Its height can reach 4.8 to 5.5 meters and its weight about 1360 pounds. Giraffe has a unique characteristic. They have a very long neck and two small horns on its head. Giraffes have big brown eyes and protected by thick and long eyebrows. Her body is covered with a unique pattern that is attached by brown spots all over their body.

Just like camels, giraffes can survive without drinking for long time because giraffes can rely on the water contained in leaves they eat. Giraffes are very selective in choosing food. They always eat young leaves that grow in the tree tops. Their tongue shaped like a knife help them to cut branches which are very hard.

Female giraffes can start pregnant at the age of five years, with a gestation period of 15 months. Commonly female giraffe bear one baby, but sometimes two babies at once. Giraffes bear its baby with a standing position. When the baby is about to be born, they just drop it to the ground from a 1.5 meter of height. Baby giraffe can stand with about 20 minutes since being born, and begin breastfeeding within an hour of birth.

(source: <http://publik22.blogspot.com>)

18. The unique characteristic of giraffe is

- a. Two horns on its head
 - b. Their long neck
 - c. Brown spot
 - d. Their food
 - e. Their life
19. Why can giraffes survive without drinking for long time? It because....
- a. when the giraffes born the baby, they just drop it to the ground from a 1.5 meter of height
 - b. female giraffe can bear one or two babies at once
 - c. they consume water containing leaves
 - d. they are selective in choosing food
 - e. Their tongue look like a knife
20. Giraffes can survive without drinking for long time. The word “survive” can be replaced with?
- a. Live
 - b. Sentry
 - c. Cover
 - d. Sleep
 - e. eat

Appendix 18

Sample of students answer

Pre test

Nama :	Veronica Victor Samoso
Kelas :	X MIPA 1
No absent :	33

No					
1	A	B	C	D	E
2	A	B	E	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E
11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E

$$B: 16/2 = 8$$

Nama : Wahyuni Desha S.
 Kelas : X MIPA I
 No absen: 54.

No					
1	A	B	D	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E
11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E

$$3. 8/2 = 4$$

Pre test

Nomor	Maga Chandayani
Kelas	X MIPA 2
No absen	26

No					
1	A	B	X	D	H
2	A	B	X	D	B
3	X	B	C	D	B
4	A	B	C	D	B
5	A	B	C	D	B
6	A	B	C	D	B
7	A	B	C	D	B
8	A	B	C	B	B
9	A	B	C	B	B
10	X	B	C	D	B
11	X	B	C	D	B
12	A	B	C	D	B
13	A	B	C	D	B
14	A	B	C	D	B
15	A	B	C	D	B
16	A	B	C	D	B
17	A	B	C	D	B
18	A	B	C	D	B
19	A	B	C	D	B
20	X	B	C	D	B

B: 9/2-25

Nama : EKA WAHYU L

Kelas : X MIPA 2

No absen: 12

No					
1	A	B	X	D	E
2	A	B	X	D	E
3	A	B	C	D	E
4	A	B	X	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	X	D	E
9	A	B	C	D	E
10	A	B	C	D	E
11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	X	D	E
18	A	B	C	D	E
19	A	B	X	D	E
20	A	B	C	D	E

B: 16/2

W: 8

post test

Nama	: <u>Desa Ratha C.R</u>
Kelas	: <u>X MIPA 1</u>
No absen	: <u>05</u>

No					
1	X	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E
11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E

$$B. 15/2 = 7.5$$

Nama :	Nabila Maharani
Kelas :	X MIPA I
No absent :	25

No					
1	A	B	C	D	E
2	A	B	C	D	E
3	A	B	C	D	E
4	A	B	C	D	E
5	A	B	C	D	E
6	A	B	C	D	E
7	A	B	C	D	E
8	A	B	C	D	E
9	A	B	C	D	E
10	A	B	C	D	E
11	A	B	C	D	E
12	A	B	C	D	E
13	A	B	C	D	E
14	A	B	C	D	E
15	A	B	C	D	E
16	A	B	C	D	E
17	A	B	C	D	E
18	A	B	C	D	E
19	A	B	C	D	E
20	A	B	C	D	E

5. 9/2 = 4,5

Appendix 19

Quipper students result

SMAN 13 Semarang

Bahasa Inggris X MIPA-

2

reading descriptive text

November 01, 2017 – November 12, 2017

Topics	Course	Average score (%)	# of questions	Students submitted
reading descriptive text	bahasa inggris	70	20	35

Students	Submitted	Average score (%)	# of correct answers	reading descriptive text	# of correct answers
Muhammad Abid Humam Abyan	✓	85	17	85	17
Ade Rafli Ferdiansyah Afrizal	✓	75	15	75	15
Herlambang Satrio	✓	70	14	70	14
Ahmad Ilham	✓	75	15	75	15
Ainun Nisa Luthfi	✓	85	17	85	17

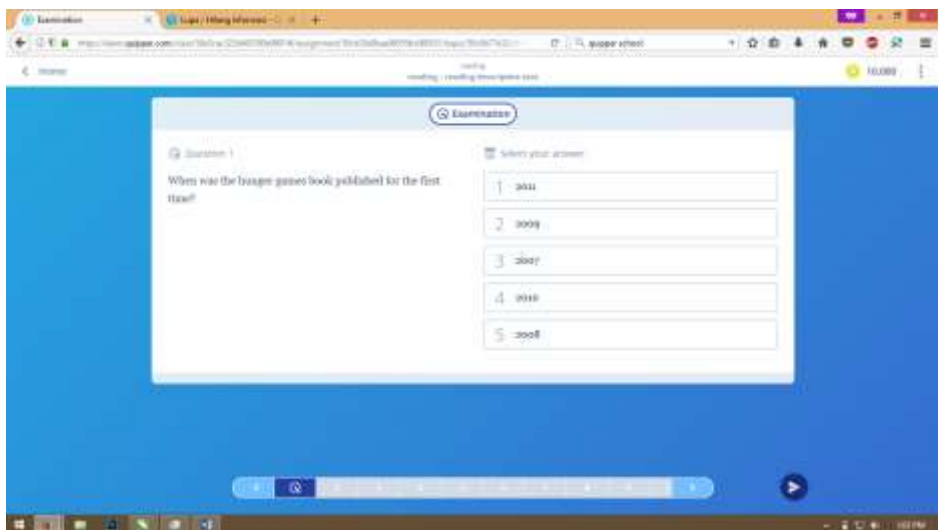
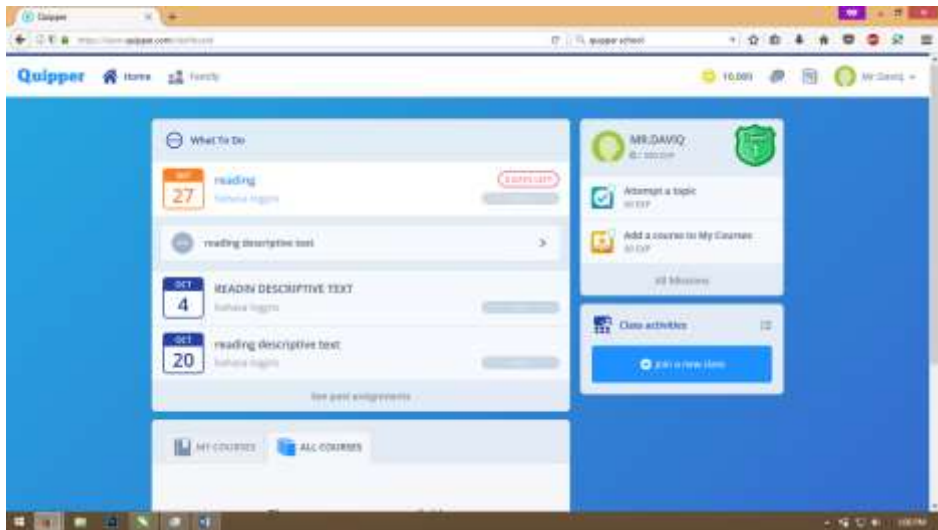
Salsabi

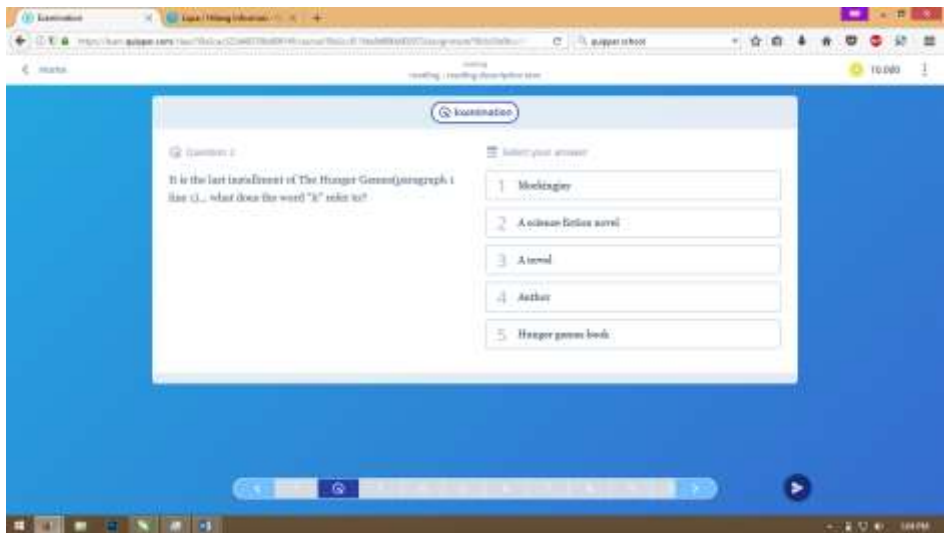
Aldi	✓	85	17	85	17
Adiliyansyah					
Ananda					
Rizky	✓	65	13	65	13
Wardhani					
Antika Catur	✓	70	14	70	14
Septiani					
Bintang Adi	✓	65	13	65	13
Pamungkas					
Citra Putri	✓	75	15	75	15
Andini					
Desi	✓	70	14	70	14
Rahmadani					
Dita Rahma	✓	65	13	65	13
Amalia					
Eka Wahyu	✓	55	11	55	11
Lejarningtyas					
Ellisya	✓	65	13	65	13
Widyastutik					
Evika Nur					
Asyifa	✓	85	17	85	17
Hedianti					
Fadhila					
Winda	✓	80	16	80	16
Prastika					
Fahreza					
Arditiya	✓	70	14	70	14
Pradana					
Farichatul	✓	65	13	65	13
Jannah					
Fatchia Fahri	✓	65	13	65	13
Febiana	✓	75	15	75	15

Ilham Bayu Adji	✓	70	14	70	14
Inge Novania Febriyanti	✓	60	12	60	12
Lailatul Qodriyah	✓	85	17	85	17
Listiani	✓	80	16	80	16
Maritza Ocky Saputra	✓	60	12	60	12
Maulidya Oktaviona	✓	70	14	70	14
Maya Chandrayani	✓	70	14	70	14
Mutiara Khatelya	✓	50	10	50	10
Fajarani Niken Wahyu Novianti	✓	55	11	55	11
Qq. Fadel Yudistira	✓	75	15	75	15
Risna Amalia	✓	70	14	70	14
Rita Kusuma Ardi Asri	✓	70	14	70	14
Shierly Noormla	✓	65	13	65	13
Zulfa Syafira Al Mumtaza	✓	75	15	75	15
Hadini Triana Putri Nur Afiffah	✓	80	16	80	16

Appendix 20

Sample of screenshots of quipper school media from pc





Sample screenshots of quipper from mobile phone



Quipper

Nama Pengguna atau Email

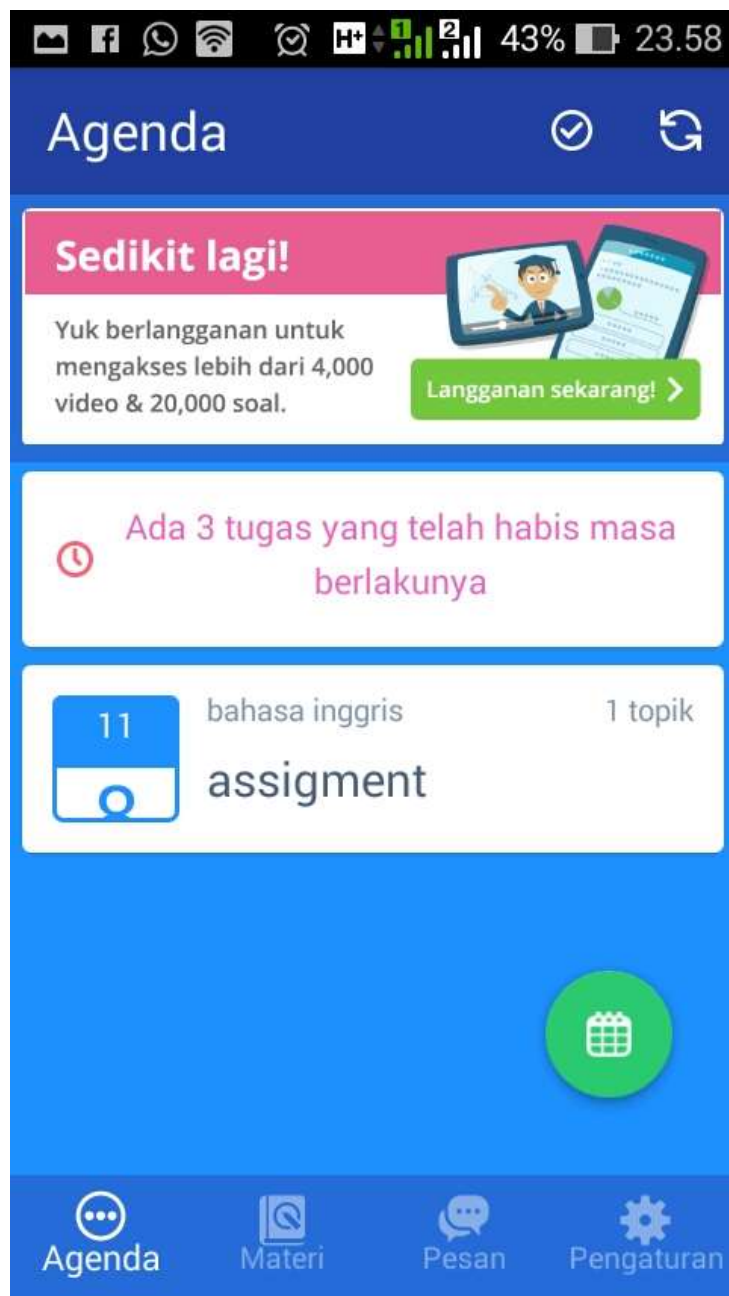
Kata Sandi

MASUK

ATAU

 Masuk dengan...

 Login dengan



← Soal 1

When was the hunger games book published for the first time?

☰ **Pilih jawaban**

2010

2009

2008

2007



← Soal 1

✗ Salah!

2010

Soal Selanjutnya >

2009

2008

2007

2011



Appendix 21

Documentation

Try out class

Take a try out test in class XI MIPA 2nd



Control Class

Take the pre test score and treatment in X MIPA 1st



Treatment and take the post test score X MIPA 1st



Experimental class

Take the pre test score in X MIPA 1st



Treatment with quipper school in X MIPA 1st



Take the post test score in X MIPA 1st with quipper school on mobile phone





KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI WALISONGO
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Harna Kampus II Ngaliyan Telp. 7601295 Fax. 7615387 Semarang 50185

Nomor : B-3891/Un.10.3/D1/TL.00/10/2017
Lampiran : -
Perihal : Mohon Izin Riset

Semarang, 13 Oktober 2017

a.n : Baginda Muhammad Huda M.M
NIM : 133411072

Kepada Yth.
Kepala SMAN 13 Semarang
di Semarang

Assalaamu'alaikum Wr. Wb.

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

Nama : Baginda Muhammad Huda M.M
NIM : 133411072

Alamat : Tugurejo Rt 02 Rw 04 Kelurahan Tugurejo Kecamatan Tugu Kota Semarang.

Judul skripsi : "The Use of Quipper School to Teach Reading Skills on Descriptive Text (An Experimental Research at the Tenth Grade of SMAN 13 Semarang in The Academic of Year 2016/2017)"

Pembimbing : 1. Daviq Rizal, M. Pd
2. Dra. Hj. Siti Maryam, M.Pd.

Mahasiswa tersebut membutuhkan data-data dengan tema/judul skripsi yang sedang disusun, oleh karena itu kami mohon Mahasiswa tersebut diijinkan melaksanakan riset pada tanggal 16 Oktober 2017 sampai 3 November 2017. Demikian perhatian dan kerjasama Bapak/Ibu/Sdr, disampaikan terima kasih. Wassalaamu'alaikum Wr. Wb.



a. Dekan,
Dekan Fakultas Keguruan dan Ilmu Pendidikan

Prof. Dr. H. Fatah Syukur, M.Ag
NIP. 19681212 199403 1003

Tembusan:
Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Walisongo Semarang (Sebagai Laporan)



PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN

Jl. Pemuda No. 134 Semarang Kode Pos 50132. Telepon 024-3615301
Faksimile : 024-3620071. Laman <http://www.jatengprov.go.id>
Surat Elektronik disdikbud@jatengprov.go.id

Semarang, November 2017

Nomor :
Lamp :
Hal : Izin Penelitian
An. Baginda Muhammad Huda Mu'izzul
Mu'Min

Kepada Yth :
Dekan Fakultas Ilmu Tarbiyah Dan
Keguruan Universitas Islam Negeri
Walisongo.

di

SEMARANG

Memperhatikan surat Saudara nomor B-3891/Un.10.3/DI/TL.00/10/2017 tanggal 13 Oktober 2017 perihal Permohonan Izin Riset dan berdasarkan Rekomendasi Penelitian dari Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Nomor 070/3846/04.2/2017 tanggal 1 November 2017, dengan ini Dinas Pendidikan dan Kebudayaan Provinsi Jawa Tengah menyambut baik dan menyetujui izin observasi dari :

Nama : **BAGINDA MUHAMMAD HUDA MU'IZZUL MU'MIN**
NIM : **133411072**
Jurusan : **ILMU TARBIYAH DAN KEGURUAN**
Judul : **THE USE OF QUIPPER SCHOOL TO TEACH READING SKILLS ON DESCRIPTIVE TEXT (AN EXPERIMENTAL RESEARCH AT THE TENTH GRADE OF SMAN 13 SEMARANG)**
Tempat : **SMA Negeri 13 Semarang**
Waktu : **1 November 2017 sampai 3 November 2017**

Sehubungan dengan hal tersebut, kami mohon perhatian Saudara hal-hal sebagai berikut :

1. Yang bersangkutan agar segera berkoordinasi dengan Kepala Sekolah SMA Negeri 13 Semarang;
2. Selama melaksanakan observasi penelitian agar tidak mengganggu proses belajar mengajar dan membebani Kepala Sekolah;
3. Apabila telah selesai segera menyerahkan laporan hasil penelitian kepada Dinas Pendidikan dan Kebudayaan Provinsi Jawa Tengah.

Demikian untuk menjadikan maklum dan atas perhatiannya disampaikan terima kasih.

a.n. KEPALA DINAS PENDIDIKAN DAN KEBUDAYAAN
PROVINSI JAWA TENGAH



Drs. MULYONO, M.Pd
Pembina Tingkat I

NIP. 19600321 198403 1 004

Tembusan :

1. Kepala Dinas Pendidikan dan Kebudayaan Provinsi Jawa Tengah (sebagai laporan);
2. Kepala Bidang Pembinaan SMA Dinas Pendidikan dan Kebudayaan Provinsi Jawa Tengah;
3. Kepala SMA Negeri 13 Semarang;
4. Peringgal.



PEMERINTAH PROVINSI JAWA TENGAH
DINAS PENDIDIKAN DAN KEBUDAYAAN
SMA NEGERI 13 SEMARANG

Jl. Rowosemanding, Mijen, Kota Semarang 50215 ☎ (024) 7711024 Fax 76672807
Email : kasakama13@yahoo.com, Website : http://sma13jng.sch.id

SURAT KETERANGAN PENELITIAN

Nomor : 070/011/2018

Yang bertanda tangan di bawah ini Kepala SMA Negeri 13 Semarang menerangkan bahwa :

Nama : Baginda Muhammad Huda Mu'izzul Mu'min
NIM : 133411072
Jurusan : Ilmu Tarbiyah Dan Keguruan
Perguruan Tinggi : Universitas Islam Walisongo Semarang

Telah melakukan Observasi (penelitian) di SMA Negeri 13 Semarang untuk keperluan pembuatan Skripsi pada :

Waktu : tanggal 16 November s.d. 3 November 2017
Judul Skripsi : The Use Of Quipper School To Teach Reading Skills On
Descriptive Text (An Experimental Research At The Tenth
Grade Of SMAN 13 Semarang).

Demikian surat keterangan ini buat untuk dapat dipergunakan sebagaimana mestinya.





AKADEMI STATISTIKA (AIS) MUHAMMADIYAH SEMARANG

STATUS : TERAKREDITASI

Keputusan BAN-PT Nomor : 087/SK/BAN-PT/Akred/Dpl-III/III/2015
Jl. Prof DR Hamka (Ngaliin km.1) Tambakaji Semarang - Jawa Tengah 50185
Telp. (024) 2608786 Fax (024) 7619177 - website : aismuh.ac.id

PENELITI : Baginda Muhammad Huda Mu'izzul Mu'min
NIM : 133411072
JURUSAN : Pendidikan Bahasa Inggris
JUDUL : THE USE OF QUIPPER SCHOOL TO IMPROVE STUDENT
SKILLS ON DESCRIPTIVE TEXT (AN EXPERIMENTAL
RESEARCH AT THE TENTH GRADE OF SMA N 13
SEMARANG IN THE ACADEMIC YEAR OF 2017/2018)

HIPOTESIS:

a. Hipotesis Varians :

H_0 : Varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah tidak identik.

H_1 : Varians rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah identik.

b. Hipotesis Rata-rata :

H_0 : Rata-rata hasil belajar siswa kelas eksperimen \leq kontrol.

H_1 : Rata-rata hasil belajar siswa kelas eksperimen $>$ kontrol.

DASAR PENGAMBILAN KEPUTUSAN:

H_0 DITERIMA, jika nilai $t_{\text{tabel}} \leq t_{\text{hitung}} \leq t_{\text{tabel}}$

H_0 DITOLAK, jika nilai $t_{\text{hitung}} < t_{\text{tabel}}$ atau $t_{\text{hitung}} > t_{\text{tabel}}$

HASIL DAN ANALISIS DATA :

Group Statistics

	kelas	N	Mean	Std. Deviation	Std. Error Mean
Nilai awal	eksperimen	35	58.4286	7.82845	1.28944
	kontrol	35	61.5714	8.29670	1.57143
Nilai akhir	eksperimen	35	70.8571	8.03309	1.52667
	kontrol	35	63.5714	9.56254	1.62144

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
nilai_pasal	Equal variances assumed	3.512	.065	-2.530	66	.014	-5.14286	2.03275	-6.19914	-1.08558
	Equal variances not assumed			-2.530	65.503	.014	-5.14286	2.03275	-6.20194	-1.08378
nilai_sakit	Equal variances assumed	.981	.325	3.271	66	.002	7.28571	2.22719	3.84142	11.73001
	Equal variances not assumed			3.271	67.756	.002	7.28571	2.22719	3.84113	11.73030

1. Pada kolom *Levenes Test for Equality of Variances*, diperoleh nilai sig. = 0,065. Karena sig. = 0,065 > 0,005, maka H_0 DITERIMA, artinya kedua variansi rata-rata hasil belajar siswa kelas eksperimen dan kontrol adalah identik.
2. Karena identiknya variansi rata-rata prestasi belajar kelas eksperimen dan kontrol, maka untuk membandingkan rata-rata prestasi belajar kelas eksperimen dan kontrol dengan menggunakan t-test adalah menggunakan dasar nilai t hitung pada baris pertama (*Equal variances assumed*), yaitu t hitung = 3,271.
3. Nilai t tabel (68,0,05) = 1,98 (*two tails*). Berarti nilai t hitung = 3,271 > t tabel = 1,98 hal ini berarti H_0 DITOLAK, artinya, rata-rata hasil belajar siswa kelas eksperimen lebih baik dari rata-rata prestasi belajar kelas kontrol.

Semarang, 3 Januari 2018

Ketel Pendi Statistika



Atika Nurani A, S.Si, M.Si