

**USING SCROL (SURVEY, CONNECT, READ, OUTLINE, LOOK BACK)  
STRATEGY TOWARD DESCRIPTIVE READING TO THE THE EIGHTH  
GRADE STUDENTS OF SMPN 44 PALEMBANG**



**UNDERGRADUATE THESIS**  
**Submitted as a fulfillment of requirements to get the title**  
**a bachelor's degree of Sarjana Pendidikan (S.Pd)**

**By**

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Assalamualaikum Wr,Wb.

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1. All the data, information, interpretation, and conclusions presented in this thesis, except for those indicated by the sources, are the results of my observation, process and thought with the guidance of my advisors.
2. The thesis that I wrote is original and has never been handed in for another academic degree, neither at UIN Raden Fatah Palembang nor other universities.

This statement is made truthfully and if one day, there is evidence of forgery in the above statement, I am willing to accept the academic sanction of the cancellation of my magister degree that I have received through this thesis.

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## ABSTRACT

The objectives of this study were to find out whether or not there is a significant improvement before and after the treatment on the eighth grade students' reading descriptive achievement of SMPN 44 Palembang by using SCROL strategy and to find out whether or not there is a significant difference on the eighth grade students' descriptive reading achievement of SMPN 44 Palembang between the students who are taught by using SCROL strategy and those who are not. In this study, the researcher used Quasi Experimental Design using pretest-posttest nonequivalent groups design. There were 62 students taken as sample. Each class consisted of 31 students from class VIII.2 as experimental group and class VIII.6 as control group. In collecting the data, test was used. The test was given twice to experimental and control groups, as a pretest and posttest. To verify the hypotheses, the data of pretest and posttest were analyzed by using independent sample t-test and paired sample t-test in SPSS program. The findings showed that the p-output from paired sample t-test (sig2-tailed) was 0.000 which was lower than 0.05 and t-value 6.456 was higher than t-table with  $df=30$  (2.040). The result of p-output from independent sample t-test was 0.002 which was lower than 0.05 and the t-value 3.258 was higher than t-table with  $df=60$  (2.000). It means that teaching descriptive reading by using SCROL strategy had significant effect on the students' reading comprehension.

**Keywords:** *SCROL Strategy, Descriptive reading achievement.*



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### **Documentations**

## **LIST OF DOCUMENTATIONS**

1. Foto Copy Kartu Mahasiswa
2. Foto Copy Kwitansi Bayaran
3. Foto Copy Ijazah
4. Foto Copy Sertifikat Komputer, KKN, BTA dan Ospek
5. Foto Copy Sertifikat TOEFL
6. Lembar Pengesahan Pengajuan Judul Skripsi
7. Lembar Penunjukan Pembimbing
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# CHAPTER I

## INTRODUCTION

This chapter presents: (1) background, (2) the problem of the study, (3) the object of the study, (4) the significance of the study, (5) hypotheses, and (6) criteria of testing hypotheses

### **1. 1 Background**

Everyone wants to communicate with all people in the world, but they may face the difficulty which is caused by different languages. To unify the differences that exist, English has become an international language that can be used as a tool of communication. Patel (2014, p. 6) states that English is an international language. As an international language, it plays an important role in many aspects of life such as education, economy, technology and international relationship (Crystal, 2008, p. 8). Therefore, English should be learned, so we can communicate with people in the world.

Education in Indonesia proposes that English is very important to be mastered. Matarrima and Hamdan (2011, p. 101) state that the teaching of English has become increasingly important as the first foreign language in Indonesia. It is a compulsory subject to be taught for three years at Junior High Schools and for three years in Senior High Schools (Lauder, 2008, p. 287). Therefore, in considering the importance of English, the government adds English as one of the compulsory subjects which is learned from junior high school to university level. Moreover, based on (*Permendiknas No 20 Tahun 2005 Pasal 6 Ayat 1*), English is included as one of the subject in National examination (Ujian Nasional) for Junior

High School (SMP/MTS). One of the objectives in teaching and learning English is to bring up students to have better understanding in using the language itself.

There are four basic language skills namely reading, listening, speaking, and writing. These skills are related to each other and enable students to obtain knowledge as well as to enjoy English. Among other skills, reading plays an important role in language learning. According to Brown (2000, p. 232), a course that deals with reading skills will also deal with listening, speaking, and writing skills. In addition, reading is an essential skill for learners of English. According to Abdullah, Sabapathy, Theethappan, & Hassan (2012, p. 233), reading is the most integral part in language learning. Furthermore, reading has a big role for the students to get some information in order to increase their knowledge, but they will not get information without comprehending. Anderson (2002, p. 4) states that the purpose of reading is comprehension. If students do not understand the message, students are not reading (Duffy, 2009, p. 14). Reading cannot be separated from comprehension because the purpose or the result of reading activity is to comprehend what has been read. Allah SWT has stated in the holy Qur'an surah Al - Anbiyah verse: 10 as follow:

لَقَدْ أَنْزَلْنَا إِلَيْكُمْ كِتَابًا فِيهِ ذِكْرُكُمْ أَفَلَا تَعْقِلُونَ {1}

Meaning: We have revealed for you (O men) a book (al qur'an) in which a message for you, so do you not understand.

The verse above explains that Allah SWT has sent down a book for human in order to comprehend the message of the book. Therefore, reading skill should be mastered by all people. In addition, As one of the language skills (receptive

language skill), reading holds the important role as household commodity which is consumed by all people. Moreover, Harmer (2001, p. 68) states that reading is useful for other purposes the readers want to be able to read the text either for their careers, for study purposes or for pleasure.

However, reading text is not easy to comprehend, most students find the difficulties with reading comprehension since they cannot understand the text. Reading comprehension skill is a developed ability to construct meaning effectively, immediately, and effortlessly with little conscious attention. It means that students have to know the meaning of each word to construct the main idea of the text. Moreover, Indonesian students face difficulty in reading comprehension. The data taken from the OECD Pisa (2012) shows that Indonesia was in the 64<sup>th</sup> position out of 65 countries included on the survey reading. Moreover, the Progress in International Reading Literacy Study (PIRLS) conducted in 2011 revealed that out of a total of 45 countries surveyed, Indonesia ranked 42<sup>nd</sup> in students' literacy rate. According to the PIRLS, Indonesian students scored an average of 405 in reading literacy, far below the mean international score of 500. In addition, Bean (2001, pp. 133-137) also states that many of today's students are poor readers which is caused by some factors that make reading difficulties. The student misunderstand the reading process, and fail to adjust reading strategy for different purposes. Moreover, the students are difficult in perceiving the structure of an argument that they read, difficult in assimilating the unfamiliar words, and the students also is difficult in appreciating a text's

rhetorical context. In short, many factors that make reading skill is difficult for learners.

In the KTSP curriculum, the eighth grade students should master three texts namely descriptive, narrative, and recount. Descriptive text is a text to describe a particular thing/object, place or person. Mark & Anderson (2003, p. 8) state that description specifically to describe a particular place or thing. In addition, Elizabet (2010, p.2) also states that descriptive text is a text which describes what a person, place, animal or a thing is like. So, descriptive text is to describe something or place more specific than the others text. Based on the syllabus the eighth grade students of junior high school in the odd semester the students should learn descriptive text, they are expected to be able to comprehend descriptive text. However, Hidayah, Rufinus & Susilawati (2014, p. 2) state that the students got the problem in identifying information on generic structures including identification, description and identifying language feature. It is because in descriptive text, there are much information which describes parts, characteristic quality, and so on. Therefore, students were uninterested in reading descriptive.

The eighth grade students of SMPN 44 Palembang also faced difficulties in descriptive reading. Based on preliminary study, an informal interview was done with teacher of English and also the small test was given to the eighth grade students of SMPN 44 Palembang. The preliminary study was conducted on on April 12<sup>th</sup> 2016. It has found that from the result of small test the avarage score of students reading comprehension in descriptive text was lower than narrative and

recount text. Furthermore, based on an informal interview to the teacher of English on April, the result showed that students had problems in reading text, especially descriptive text. It was found that the students had lack of interest in reading a passage; they had some difficulty in comprehending and answering some questions in descriptive reading text especially to find the main idea, inference, vocabulary and conclusion. The student had difficulties in identifying and describing the part, qualities and characteristics of the text. Moreover, they had some difficulties in analyzing the language feature of descriptive text such as the form of tenses used by descriptive text, the use of adjective and the use of adverbial verb. In consequence, they felt difficult to comprehend descriptive text.

Based on the problems above, a strategy is needed to solve their problems. One of the strategy is SCROL Strategy which consists of Survey, Connect, Read, Outline and Look Back. According to Shelley, Stricland & Felley (2002, p. 85), SCROL is a framework to help students use headings to improve text comprehension. In addition, Reid, Lieneman and Hagaman (2013, pp. 153-155) state that SCROL is a reading comprehension strategy designed for students in middle grades that encourages students to use the heading to aid their comprehension. Moreover, Moghaddam (2014, p. 29) also states that SCROL strategy includes a number of reading comprehension practices such as activating prior knowledge, asking questions, taking notes, re-reading, sorting and organizing information, identifying writer's purpose, identifying major ideas and supporting details, making predictions, and making summaries. These steps can help student easier to get specific information in analyzing descriptive text. It

supported by Reid, et.al. (2013, p. 54) who state that using SCROL strategy can serve as a quick review of the information. Through those steps the students have participated in a class discussion and again when they study for a test.

From this background, the researcher was interested in conducting a research entitled **"Using SCROL (Survey, Connect, Read, Outline, Look back) strategy toward descriptive reading to the eighth grade students of SMPN 44 Palembang"**.

## **1.2. Problems of the Study**

In doing this research, there are two research problems:

- 1) Is there any significant improvement before and after the treatment on the eighth grade students' descriptive reading achievement taught by using SCROL Strategy at SMPN 44 Palembang?
- 2) Is there any significant difference on the eighth grade students' descriptive reading achievement between those who are taught by using SCROL Strategy and those who are not at SMPN 44 Palembang?

## **1.3 Objectives of the Study**

Based on the questions above, the objectives of this study are to found out:

- 1) Whether or not there is a significant improvement before and after the treatment on the eighth grade students' descriptive reading achievement taught by using SCROL strategy at SMPN 44 Palembang.
- 2) Whether or not there is a significant difference on the eighth grade students' descriptive reading achievement between those who are taught by using SCROL strategy and those who are not at SMPN 44 Palembang.



#### **1.4 The Significance of the study**

This study is expected to give the beneficial contributions to the teachers of English, the students, the writer and other researchers.

##### **1) To the teachers**

This strategy can be useful for teacher of English in SMP Negeri 44 Palembang to become a source of consideration in teaching reading comprehension especially descriptive text. Moreover, practically, this research gives a reference for the teachers of English to be more creative in teaching reading. The procedure of this strategy provides the teacher to guide peer of students to comprehend an English text, especially descriptive text in order to improve students' reading achievement. This strategy gives an opportunity to the teacher to lead the students to discuss an issue concern. This study also gives suggestion to teachers to identify the problems faced by their students in reading comprehension.

##### **2) To the students**

This strategy can make the students pay more attention in learning reading especially in reading comprehension of descriptive text. They can improve their comprehension of the complex issues and understand the text intrinsically and extrinsically. In addition, this strategy in this research is appropriate for the eighth grade students to improve their understanding and their reading achievement. Practically, it allows the students to have a physical movement during the activity and a communication to other students. The students give and get information from others by discussing the argument from the same descriptive text.

Furthermore, the students are able to comprehend the descriptive text easily so that, it improves their reading comprehension achievement.

### 3) The writer

This research helped the writer to have a deeper understanding on how students' problems in reading comprehension, especially reading descriptive text. It gave an opportunity to the writer to know that the effectiveness of this strategy towards students' reading descriptive text. By conducting this research, it gave a practical benefit to the writer. This research was used as a reference for the writer to improve the knowledge about teaching descriptive reading by using SCROL Strategy". This result for the writer is the most important solutions in teaching reading descriptive text, especially for the eighth grade students.

### 4) To other researchers

This study is expected to be able to give other researchers a source or reference and may be useful as an enhancer of inspiration in her research that can be used for improving or developing students comprehension about the complex issues expanding students general knowledge, and helping them as the guidance in developing their research in the same field. In addition, the study will give information for other researcher on how to create a reading activity interesting. This study provides the steps how to solve the students' problem in reading descriptive text such as, finding main ideas and detail information of a text.

## **1.5 Hypotheses of the Study**

The hypotheses of this study are proposed in the forms of the null hypotheses (Ho) and alternative hypotheses (Ha) as follows:

(Ho)<sub>1</sub> There is no significant improvement before and after the treatments on the eighth grade students' descriptive reading achievement taught by using SCROL strategy at SMPN 44 Palembang.

(Ha)<sub>1</sub> There is a significant improvement before and after the treatments on the eighth grade students' descriptive reading achievement taught by using SCROL strategy at SMPN 44 Palembang.

(Ho)<sub>2</sub> There is no significant difference between the eighth grade students' descriptive reading achievement between those who are taught by using SCROL strategy and those who are not at SMPN 44 Palembang.

(Ha)<sub>2</sub> There is a significant difference between the eighth grade students' descriptive reading achievement between those who are taught by using SCROL strategy and those who are not at SMPN 44 Palembang.

## **1.6 Criteria of Testing The Hypotheses**

In criteria of testing the hypotheses, the result depends on the problem investigated. To test the hypotheses, the researcher will use the 95% level of significant (0,05) at two-tailed test. To prove the research problems, the researcher hypotheses are determined based on the following criteria:

1. - If the p-output (Sig.2-tailed) is lower than 0.05 and t-obtained is higher than t-table (2,040), the alternative hypothesis (Ha) is accepted, and the null hypothesis (Ho) is rejected.

- If the p-output (Sig.2-tailed) is higher than 0.05 and t-obtained is lower than t-table (2,040), the alternative hypothesis ( $H_a$ ) is rejected, and the null hypothesis ( $H_0$ ) is accepted.

2. - If the p-output (Sig.2-tailed) is lower than 0.05 and t-obtained is higher than t-table (2,000), the alternative hypothesis ( $H_a$ ) is accepted, and the null hypothesis ( $H_0$ ) is rejected.

- If the p-output (Sig.2-tailed) is higher than 0.05 and t-obtained is lower than t-table (2,000), the alternative hypothesis ( $H_a$ ) is rejected, and the null hypothesis ( $H_0$ ) is accepted

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents: (1) theoretical descriptions, (2) previous related studies, and (3) research setting.

#### **2.1 Theoretical Descriptions**

##### **2.1.1 Concept of Teaching Reading**

There are four language skills that should be mastered; they are listening, speaking, reading, and writing. One of those skills is reading. Teaching reading is one of the important parts in the curriculum stated in Indonesian's curriculum not only for Elementary School, Junior High School, Senior High School, but also for the college student and adults. The aim of teaching reading is to develop the students' ability so that they can read and understand the English text effectively and efficiently.

Teaching reading is crucial to apply in the school. The most fundamental responsibility of schools is teaching students to read. Indeed, the future success of all students hinges upon their ability to become proficient readers. In this case, a role of teachers is really important. A teacher should have awareness to teach the students to read. Hoffman, et. al.(2008, p. 13) mentioned the teaching of the basics in reading has been the subject of much discussion and some heated debates in both the public and the professional media. It is true that a large number of children will fail in their attempts to learn to read if they do not receive direct, explicit instruction in skills.

Teaching reading is difficult work. American Federation of Teachers (2000, p. 11), teaching reading is a job for an expert. Teachers must be aware of the progress that students making and adjust instruction to the changing abilities of students. Farrel (2008, p. 23) state that concept of teaching reading is to help students become more aware of their own habits, good or bad, as reflected on reading process. Reading is the instruction recognition of various written symbols with existing knowledge and comprehension of information and ideas communicated. It can be assumed that teaching reading can help student to improve their communication, to get information based on the text, it becomes important to improve their ability. In teaching English as a foreign language, a creative teacher should have teaching strategy or method. Teacher should provide strategy or method that may favour students with different ways in learning, because teaching never causes learning but rather creates the condition in which learning can occur.

### **2.1.2 The Concept of Reading**

Reading is an important skill in English. According to Byrne (2004, p. 28) states that reading is an interactive process that goes on between the reader and the text, resulting in comprehension. During the reading, readers use knowledge, skill, and strategies to understand what the writer is trying to say and give response toward the information on the written text. Byrne (2004, p. 79) state that there are several characteristics of a good reader: reading extensively, integrating information in the text with existing knowledge, having a flexible reading style,

well motivated, relying on different skill interacting and reading for a purpose means that reading serve a function.

According to Harmer (2001, p. 201), there are two methods of understanding the content of reading in English, both methods of reading are *bottom-up* and *top-down*. *Bottom-up* method is a way of reading is done by first recognize the various signs of linguistics, such as letter, morphemes, syllable, word, phrase, dicourse markers, and the use of the mechanism of the process of linguistic data that will be used as cues. *Top-down* method is a process of reading, which focuses on an overview and understands the text content in general or as a whole. Moreover, Alyousef (2005, p. 144) states that linguistic or systemic knowledge (through bottom-up processing) should be in line with schematic knowledge (through top-down processing), it means that they need to be able to master fundamental bottom-up strategies for organizing separate letters, words and phrases as good as top-down strategies that focus on comprehension.

### **2. 1.3 The Concept of Reading Comperehension**

According to Anderson (2003, p. 4), reading is central to learning—in school, in the workplace, and in everyday life. reading is not only just reading the text but also important to know the meaning of the text, the content of the text, and the purpose of the text. Reading cannot be separated from comprehension because reading without comperehension is useless. Vellutino (2003, p. 51) states that reading comprehension can be defined as the ability to obtain meaning from written text. Reading and comprehension is connected each other. A learners have to comprehend the content of the text during reading activity. According to

Wooley (2011, p. 15), reading comprehension is process of making meaning from text. The goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. In addition, Pardo (2004, p. 272) also states that reading comprehension is as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. They also adds, the use the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. Furthermore, Strickland (2006, p. 64) states that reading comprehension has been called the essence of reading, essential not only to academic learning in all subject areas but also to lifelong learning as well. It enables us to gain new knowledge, enjoy literature, and do everyday things that are part and parcel of modern life, such as, reading the newspapers, job listings, instruction manuals, maps and so on. Therefore, People should make reading become a priority in life in order to get any knowledges and any success.

Reading comprehension is the ability to process information that we have read and to understand its meaning. There are three level of understanding in reading comprehension, they are:

1. Literal

Literal is simply what the text says. It is what actually happens in the story. This is very important level of understanding because it provides the foundation for more advanced comprehension, without understanding the material on this level, you could go any father.



## 2. Inferential

Making inferences involves more than a literal understanding. Students may initially have a difficult time answering inference questions because the answers are based on material that is in the text but not explicitly stated. An inference involves students combining their literal understanding of the text with their own knowledge and intuitions.

## 3. Evaluation

Evaluation requires the student to give a global or comprehensive judgement about some aspect of the text.

Word recognition and comprehension are essential processes in reading comprehension. Pang, et.al. (2003: 6) state that reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to the one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. Cripe and Vetter (2011, p. 3) state that comprehension is a skill that is necessary to create a love of reading, something that all teachers want for students. In addition, Sadoski (2004, p. 98) also says that comprehension is understanding something, getting its meaning. Furthermore, Snow (2002, p. 67) states that to comprehend, a reader must have a wide range of capacities and abilities which include:

1. Cognitive Capacity (e.g. attention, memory, critical, analytic ability, interference, and visualization ability).

2. Motivation (a purpose for reading and interest in the content being read, and self-efficacy as the reader).
3. Various types of knowledge (vocabulary, domain and topic knowledge, linguistics and discourse knowledge of specific comprehension strategies).

Comprehension occurs in the transaction between the reader and the text (Kucer, 2001, p. 272). When one reads something, he actively goes along to comprehend what the writer's intended message by predicting, evaluating, selecting significant details, and organizing. Therefore, reading comprehension means understanding what has been read. It is an active process that depends not only on comprehension skill but also on readers' experiences and prior knowledge. Moreillon (2007, p. 19) also states that background knowledge is always behind us backing up our comprehension.

From the ideas above, it can be concluded that reading comprehension is the power to get an idea or meaning from a written text, understand it according to experience background or prior knowledge and interpret it with the reader's need and purpose.

### **2.1.2 The Concept of Descriptive text**

Descriptive text is to describe a particularly thing/ object, place or person. Mark & Anderson (2003, p. 8) say that description specifically to describe a particular place or thing. So, descriptive text is to describe something or place more specific than the others text. Snow and Chair (2002, p. 14), state that good comprehenders could be engaged in many different types of text. Therefore, to get more information students can read variation of the text, one of them is

descriptive text. According to Kane (2000, p. 351), description is about sensory experience how something looks, sounds, tastes. Mostly it is about the visual experience, but description also deals with other kinds of perception. the purpose is to describe and reveal a particular person, place, or thing.

Wardirman (2008, p. 16) states that descriptive text is a text that describes the features of someone, something or a certain place. the purpose of descriptive text is to describe current activities or events in the pictures, such as describe a special place and explain why it is special, describe the most of important person in your life, describe the animal habitat in your report. In addition, Zaida (2006, p. 9) states that descriptive text is a text to describe particular person, place or thing. It describes the object, people, places specially. In descriptive there are generic structure and feature language:

a. The generic structure of descriptive text

According to Hyland (2004) Genre is a term for grouping texts together, representing how writers typically use language to respond to recurring situations. In addition, Hartono (2005, p. 7) in descriptive text there is generic structures namely identification (the special participant) and description (the part, quality, and characteristic). Generic structure of descriptive text are as follow:

- (1). Identification: identifies the phenomenon to be described.(e.g. I have a pet, my pet is cat. My cat name is Brownie),
- (2). Description: describes parts,(e.g. cat has four legs), qualities,(e.g. Brownie has brown furry blue eyes, and long tail), characteristics, (e.g. Brwonie a fat body).

b. The language features of descriptive text

The language features of descriptive text are, as follow:

- (1). Focusing on specific participants (using nouns and pronouns), such as,  
Mrs. Lucyana, our cat, shopkeeper, etc.
- (2). Using simple present tense, such as, She is beautiful girl, she comes, etc.
- (3). The verbs used action verb, such as, go, sleep, run, etc.
- (4). The circumstance of place is used to complete the information in the text;  
it is use adverb and adverb place, such as: *at my house, slowly*, etc.
- (5). Uses *Adjectives* to describe *nouns*, such as *beautiful, funny, white*, etc.

**2.1.3 Concept of SCROL (Survey, Connect, Read, Outline, Look back)**

**Strategy**

According to Grant (2002, p. 24), SCROL is a reading comprehension strategy designed for students in middle grades to help them to read and understand the text. SCROL consist of Survey, Connect, Read, Outline and Look back. In addition, Moghaddam (2014, p. 29), SCROL states that SCROL strategy includes a number of reading comprehension practices such as activating prior knowledge, asking questions, taking notes, re-reading, sorting and organizing information, identifying writer's purpose, identifying major ideas and supporting details, making predictions, and making summaries. by using SCROL strategy in the classroom helps students to reinforce their comprehension of reading descriptive texts. This strategy discusses an overview of five steps strategy and followed by the modeling of each SCROL steps. Shelley and Strickland (2002, p.

85), state that students have an opportunity to practice SCROL in small group, and each can think by using SCROL strategy. The steps of SCROL strategy are:

**a. Survey**

Before starting the reading a text, the students should be surveying the text such as heading, subheading and picture in the text. The purpose of surveying the text is to quickly learn what the text is about before reading it in its entirety. Brown (2000, p. 315) states that survey the text of an overview of main ideas is one effective series for approaching a reading text. In addition, Reid, Lieneman and Hagaman (2013, p. 52) state that giving students an informal survey can be an effective way to gather information quickly. It allow the students to think about what they already know about the heading and subheading of the text, thus activating their prior knowledge by answering these questions: what do you already know about this topic? and what information might the writer may presents?

**b. Connect**

One way for students to reflect on the reading is through the making connection (Harvey & goudvis, 2000, p. 141). Draper (2010, p. 6) states that every student has experiences, knowledge, opinions, and emotions that they can draw upon. ask to the students, how do the headings relate to one another. Hedge (2008, p. 30) states that SCROL is a totally effective procedure of using headings in order to understand the meaning of the text better. then, the students write down the key words form the headings that might provide connections between them.

**c. Read**

Reid, Lieneman and Hagaman (2013, p. 62) state that if the students did not read accurately, they would do poorly on a test. By reading the text, the students can comprehend more information. In this activity, the students will find the main idea and supporting details within the text. students read the text and look for words and phrases that express important information about the text. During reading they mark key words and phrases that express important information in the text.

**d. Outline**

Armbruster (2000, p. 85) states that to help students improve, they should be provided with outline and other advance organizer for practice. The outline and notes can serve as a quick review of the information. Reid, Lieneman & Hagaman (2013, p. 61) state that the outline in the text and notes explanation that information providing a nice overview of the information. Through Outlining, the students learn to take note. they will write the heading and then try to outline each heading segment without looking back at the text.

**e. Look back**

The students will look back at the text after finishing their outlining and check to make sure the accuracy of the major ideas and details they wrote down, correct any inaccurate information in their outline, and use the text that they marked to help verify the accuracy of the outline (Minkoff, & Kyger, 2012, p. 2 )

From the explanation above, it can be seen that SCROL strategy is one of the effective strategy which give progress gradually from one stage to the next,

and in each stage it involves different practices in order to make a better understanding. this strategy can be considered by the teacher to be applied in the process of teaching and learning English, especially in reading subject to increase students' reading comprehension.

#### **2.1.4 The Application of SCROL (Survey, Connect, Read, Outline, Look back) Strategy**

Reid, et.al (2013, p. 63) and Wepner, Strickland & Feeley (2003, p. 75) proposed the procedures of SCROL strategy are as follows:

##### **Survey**

1. The teacher of English asks the students to read the heading and subheading.
2. The teacher of English give questions for each heading and subheading:

What do you already know about this topic?

What information might the writer present?

##### **Connect**

3. The teacher of English asks the students to relate the heading to one another.
4. The teacher of English asks the student to write down the key words form the heading that might provide connections between them.

##### **Read**

5. The teacher of English asks the students read the text and look for words and phrases that express important information about the heading.
6. The teacher of English asks the student to mark the text to point out important ideas and details.

**Outline**

7. The teacher of English asks the student to use indentions to reflect structure, and outline the major ideas and supporting details in the heading segment.
8. The teacher of English asks the student to try to outline each heading segment without looking back at the text.

**Look back**

9. The teacher of English asks the students to look back at the text and check the accuracy of the major ideas and details they have written.
10. The teacher of English asks the students to correct any inaccurate information in their outline.



### **2.1.5 Previous Related Studies**

There were two previous studies which as related to the writer's present study. First, research conducted by Susana in 2010 entitled "*The Effect of Using SCROL Strategy Toward Students' Reading Comperehension at The Second Year of MTS Darul Hikmah Pekan Baru in Academic Year 2010/2011*". This research was aimed to know whether there was significant difference on the second year students' reading comperehension between those who are taught by using SCROL strategy and those who are not at MTS Darul Hikmah Pekanbaru. This reseach showed that there was a significant using SCROL Strategy on reading comprehension at the second year of MTS Darul Hikmah Pekan Baru.

There were some similarities and differences between this study and the reseacher's. The similarities were that both focuses on reading comprehension, both of these studies were using SCROL Strategy. The differences were on the text genre, the sampling and the population. The previous study used recount text, clustering sampling, and the population at the eighth grade students. While, the writer used the genre text is descriptive, the sampling of the writer was convinience sampling, and the population was at eighth grade students of SMPN 44 Palembang.

The Second research was conducted by Moghadam in 2014 entitled "*The Effect of SCROL Strategy Toward Reading Comperehension at Intermediate Students of Taleqani High School in Academic Year 2014/2015*". This research was aimed to know whether there was significant difference on the second year students' reading comperehension between those who are taught by using SCROL

Strategy and those who are not at intermedite of Taleqkani High School. This reseach showed that there was a significant using SCROL Strategy on Reading Comprehension at Intermedite Students of Taleqkan High School.

There were some similarities and differences between this investigation and the reseacher's. The similarity of the previous study the present study is that both are focused on reading comprehension, both of these studies are using SCROL Strategy. The differences are both sampling and the population. The previous study used clustering sampling, and the population at the eighth grade students, and the reseacher used convinience sampling, and the population of the present study was the eighth grade students of SMPN 44 Palembang.

#### **2.1.6 Research setting**

This research was conducted in SMPN 44 Palembang to the eighth grade students. The location of school is at Jl. Panca Usaha Kertapati Palembang. The accreditation of SMPN 44 Palembang is A. The headmaster of the school is Firdaus, S.Pd. It has 63 civil servant, 13 honorer teachers and 13 administration staffs. The further description is described in table 1.

**Table 1**  
**The Total of Teachers and Staff of SMPN 44 Palembang**

<b>No</b>	<b>Personnel</b>	<b>Total</b>
1	Civil Servant	63
2	Honorer Teacher	10
3	Administration Staff	13
<b>Total</b>		<b>86</b>

*(Source: Administration SMPN 44 Palembang Academic Year 2016/2017)*

At SMPN 44 Palembang the students are divided into three grades. Seventh grade has 276 students, eighth grade has 271 students, and ninth grade has 365 students. So the total students of SMPN 44 Palembang can be seen in table 2.

**Table 2**  
**The Total of students of SMPN 44 Palembang**

<b>No</b>	<b>Class</b>	<b>Total</b>
1	VII	276
2	VIII	271
3	IX	365
<b>Total Students</b>		<b>843</b>

*(Source: Administration SMPN 44 Palembang Academic Year 2016/2017)*

SMPN 44 Palembang has many facilities. They are used to support teaching, learning and other school activities such as meetings room for teachers and others are sufficient. Furthermore, other facilities in the classroom as blackboards, desks, chairs, and others are good condition. SMPN 44 Palembang owns sports facilities such as Basketball field which can also be used as a futsal field and volleyball field and it is pretty good with some equipments. SMPN 44 Palembang also provides indoor facilities that support the educational process at the school. The further description can be seen in table 3:

**Table 3**

**The Facilities of SMPN 44 Palembang**

<b>No</b>	<b>Facility</b>	<b>Total of the Facility</b>
1	Classroom	21
2	Science Laboratory	1
3	Computer Laboratory	1
4	Language Laboratory	1
5	Library	1
6	Guidance and Counseling Room	1
7	School Medical Room	1
8	In Field /Futsal	1
9	Mosque/Auditorium	1
10	Hall Room	1
11	Canteen	2
12	Student's Toilet	8
13	Administration Room	1
14	Teacher's Room	1
15	Teacher's Toilet	2
16	Security's Room	1
17	OSIS Room	1

*(Source: Administration SMPN 44 Palembang Academic Year 2016/2017)*

## **CHAPTER III**

### **METHODS AND PROCEDURES**

This chapter presents: (1) method of research, (2) variable of the study, (3) operational definitions, (4) population and sample, (5) technique for collecting data, (6) research instrument analysis, (7) research treatment, (8) analyzing data.

#### **3.1 Method of the Study**

Experimental design was used in this research. Experimental designs are procedures in quantitative research in which the investigator determines whether an activity or materials make a difference in results for participants (Creswel, 2012, p. 21). Experimental research is the most conclusive of scientific methods. because the researcher actually establishes different treatments and then studies their effects, results from this type of research are likely to lead to the most clear-cut interpretations.

This study used quasi-experimental designs or the design that manipulates the independent variable to observe the effect on dependent variable. Fraenkel, Wallen, and Hyun (2012, p. 275) state that a quasi experimental design do not include the use of random assignment, the research who employs these design rely instead to other techniques for controlling or at least reducing threats to the internal validity. It involved two classes, an experimental class and a control class. The experimental class was the class taught by using SCROL strategy. The nonequivalent control group design suggested by Cohen, L, Manion, L, & Morrison, K, (2007, p. 283) is shown below:

Experimental Group	$O_1$	$X$	$O_2$
	-----		
Control Group	$O_3$		$O_4$

Where :

$O_1$  = Pretest for experimental group design

$X$  = Treatments (SCROL strategy)

$O_2$  = Posttest for experimental group design

$O_3$  = Pretest for Control group design

$O_4$  = Posttest for Control group design

--- = Dashed line (Non random)

### 3.2 Variables of the Reseach

Variable is any characteristic or quality that varies among the members of particular group (Fraenkel, Wallen, and Hyun, 2012, p. 87). There are two kinds of variables in this study. They are independent variable and dependent variable. According to Creswell (2012, p. 116), independent variable is an attribute or characteristic that influences or affects an outcome on dependent variable. Then, Creswell (2012, p. 115) also mentions that dependent variable is an attribute or characteristic that is dependent on influenced by the independent variable. Therefore, independent variable of this reseach is SCROL Strategy, and dependent variable is the students descriptive reading achievement.

### 3.3 Operational Definitions

In this research, there are two variables; SCROL Strategy and students' descriptive reading achievement. According to Cresswell (2012, p. 151), an operational definition is the specification of how you will define and measure that variable in your study.

The title of this study is “Using SCROL strategy toward descriptive reading to the eighth grade Students of SMPN 44 Palembang”. Based on the title, there are some explanations as follows:

Reading comprehension means that the students have the ability to comprehend the reading content, especially descriptive texts. The students are able to read and comprehend the texts related to descriptive text, the students comprehend about all of elements.

The SCROL strategy is composed of five steps. First, the students are instructed to *survey* the text. It allows them to predict information that the writer may present. Next, students asked to make *connections* to one another. Third, students *read* the text and look for words and phrases that express important information about the text, stop to make sure that they understand the major idea and supporting details. Fourth, students *outline* the text using indentations to reflect text structure without looking back at the text. The last, the students *look back* at the text and check the accuracy of the major ideas and details they wrote down, correct any inaccurate information in their outline, and use the text that they marked to help verify the accuracy of the outline.

### **3.4 Population and Sample**

#### **3.4.1 Population**

Population is a group to which the result of the study are intended to apply. (Fraenkel, Wallen, and Hyun, 2012, p. 91). The population in this study are all of the eighth grade students of SMPN 44 Palembang. The total of population is

271 students consist of eighth classes. The distribution of whole population can be seen in the following table:

**Table .4**  
**The Population of the Study**

<b>No</b>	<b>Class</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
1	VIII.1	16	17	<b>33</b>
2	VIII.2	17	14	<b>31</b>
3	VIII.3	17	13	<b>30</b>
4	VIII.4	15	19	<b>34</b>
5	VIII.5	17	15	<b>32</b>
6	VIII.6	18	14	<b>31</b>
7	VIII.7	19	20	<b>38</b>
8	VIII.8	21	18	<b>39</b>
	<b>Total</b>	141	271	<b>271</b>

*(Source:Administration of SMPN 44 Palembang academic year 2016/2017)*

### **3.4.2 Sample**

According to Fraenkel, et. al. (2012, p. 91), sample is a group of subjects on which information is obtained. In this study, the researcher took two classes as a sample to collect the data. In this study the researcher used non random sampling type of convenience sampling. Fraenkel, et. al. (2012, p. 99) state that a convenience sampling is a group of individuals who (conveniently) are available for study. In addition, Cohen, et.al (2007, p. 113) state that convenience sampling is opportunity sampling involves choosing the nearest individuals to serve as respondents and continuing that process until the required sample size has been obtained or those who happen to be available and accessible at the time.

Then, the researcher determined the class of sample by using teacher recommendation. The teacher recommended to take VIII.2 class and VIII.6 class as sample. The number of students of VIII.2 class was 31 students and VIII.6 class was 31 students. So, the total number of sample was 61 students. Then, the



sample was divided into two groups, VIII.2 class as the experimental group and VIII.6 class as the control group. the researcher had conducted the pretest in both control and experimental. After the students' pretest scores obtained from control and experimental groups, the researcher chose VIII.6 as a control group and VIII.2 as experimental group. It was because the students' scores in control group were higher than the students' scores in experimental group. It was also proved by the mean of pretest in VIII.6 which was higher than VIII.2. The samples as shown in the table below :

**Table 5**  
**The Sample of the Study**

<b>NO</b>	<b>GROUP CLASS</b>	<b>TOTAL</b>
1.	VIII.2 (Experimental)	31
2.	VIII.6 (Control)	31
<b>TOTAL</b>		<b>62</b>

### **1.5. Tehnique for Collecting data**

To collect the data, research test (Pre-test and Post-Test) was used in a form of multiple choice test as an instrument. Test was given in first meeting and the last meeting as pre-test and post-test. The total number of the questions were forty questions and each of questions had four options. Before the test was given to the samples, the test was tried out firstly to the one class of eighth grade students of SMPN 44 Palembang. After doing the test, the validity and realibility of test items were estimated first before, being given to the sample. All of questions were about descriptive text of reading comprehension. The purpose of this test was to know

the progress of student's descriptive reading achievement by using SCROL strategy. The test is explained as follows:

**a. Pre-Test**

A pretest provides a measure on some attribute or characteristic that we assess for students in an experiment before they receive a treatment Creswell, (2012, p. 297). In this study, pre-test was given to find out students' descriptive reading comprehension ability before the treatment.

**b. Post-test**

A posttest is a measure on some attribute or characteristic that is assessed for students in an experiment after a treatment (Creswell, 2012,p. 297). Post-test was given after treatment to find out whether or not the application SCROL Strategy significantly improve students' descriptive reading achievement.

**c. Scoring**

To count the result of pretest and posttest scores, the total score answer was multiplied by 100 point and divided the total of questions. Then, the formula was categorized, as follows:

$$Final\ Score = \frac{Total\ Correct\ Answer}{Total\ Item} \times 100$$

The classification of students' score were described in the table, the highest score is 80-100 and the lowest score is 0-49, if students answer all questions correctly is 100 points. Then, the score was categorized, as follows:

**Table 6**  
**The Range of the Score**

No	Categories	Score
1	Very Good	80-100
2	Good	70-79
3	Fair	60-69
4	Less	50-59
5	Poor	0-49

*(Source: Sudijono in Belda 2007, p. 43)*

## **1.6. Data Instrument analysis**

### **3.6.1. Validity test**

A test as the instrument of collecting the data should be valid and reliable. According to Fraenkel, et.al. (2012,p. 147), validity refers to the appropriateness, meaningfulness, correctness, and usefulness of the inferences a researcher make. Furthermore Cohen, et.al. (2007, p. 133) state that validity is an important key to effective research. In conducting this study, the researcher used three kinds of validity, those are:

#### **3.6.1.1 Construct Validity**

Fraenkel, Wallen, and Hyun (2012, p. 148) state that the construct validity refers to the nature of psychological construct or characteristic being measured. In addition, Hughes (1989, p.26) states that a test, part of a test, or a testing technique is said to have construct validity if it can be demonstrated that it measures just the ability which it is supposed to measure. Moreover, according to Sugiyono (2009, p.352), in order to estimate the construct validity, expert judgements were required, and the experts to estimate the instruments were three expert. The researcher asked three lectures as validators to validate whether the

instruments were valid or not. The validators checked all instruments of this research whether this instrument was connected to the study or not. They were lecturers of UIN Raden Fatah Palembang who has high score toefl. They measured including such things as the clarity of printing, size of type, adequacy of work space, appropriateness of language, clarity of direction, and so on regardless of the adequacy of the questions on an instrument that it might be measured by giving test or tryout to students later on. After measuring the format all instruments the researcher concluded that the test instrument and lesson plan were appropriate to be used for research treatments.

#### **3.6.1.2 Validity of Each Question Item**

Validity test of each question item is used to indicate whether the test item of instrument in each question is valid or not. In this study, the researcher tried out of the instrument firstly to the eighth grade students of SMPN 16 Palembang. The result of the test was analyzed by using Pearson Product Moment Correlation Coefficient in SPSS version 16.0 program. To know whether the instruments of each question were valid or not, the score of significance (r-output) should be compared with the score of (r-table) product moment.

To find out the validity of the test question items, the researcher analyzed the items of the test by doing try out in order to find out the validity of each question items. The try out of the test was carried out on Thursday, 18 of August 2016 10.45-12.00 a.m. The instrument was tested to 25 students (VIII.4) of eighth grade students at SMPN 16 Palembang. The result of the test was analyzed by using SPSS Statistic Program Version 16 with the correct answer labeled 1 and

the wrong answer labeled 0. According to Basrowi and soenyono (2007, p. 24) If the result of the test shows that (r-output) is higher than (r-table) 0,396, it means that the item is valid.

In this case, there were 60 multiple choice items that were given to the students. The result analysis of validity in each question items in the table, it was found that there were 20 questions considered invalid since the score of significant (r-output) were lower than 0,396. They were questions number 1, item 3, item 5, item 8, item 11, item 13, item 16, item 18, item 21, item 23, item 25, 28, item 33, item 36, item 38, item 41, item 46, item 50, item 53, item 56, item. Then, there 40 questions items considered valid since the score significant were higher than 0,3,96. They were questions item number 2, item 4, item 6, item 7, item 9, item 10, item 12, item 14, item 15, item 17, item 19, item 20, item 22, item 24, item 26, item 27, item 29, item 30, item 31, item 32, item 34, item 35, item 37, item 39, 40, 42, 43, 44, 45, 47, 48, 49, 51, 52, 54, 55, 57, 58, 59, and number 60.

### **3.6.1.3 Content Validity**

Fraenkel, et. al. (2012, p. 148) state that content validity refers to the content and format of the instrument. A content validity is very important since it is an accurate measure of what it is supposed to measure. In order to judge whether or not a test has content validity, a specification of the skills or structures should be made based on the curriculum and syllabus. The test specification table includes: objective of the test, test material, indicator, number of items, total, type of the test, answer key. The test specification of the test item was displayed in Table 8.

**Table 8****The specification of the test items**

<b>Basic Competence</b>	<b>Test material</b>	<b>Indication</b>	<b>Item number</b>	<b>Answer key</b>	<b>Type of test</b>	<b>Total</b>
5.2 The students must be able to respond the meaning and rhetorical steps of an essay using various written language accurately, fluently, and appropriately in daily contexts and to access knowledge in the form descriptive, and recount text	Descriptive text	<p>The student are able to :</p> <ul style="list-style-type: none"> <li>Identify main idea of the text.</li> <li>Identify word meaning in the text.</li> <li>Identify the variation of the text like recount, narrative, and descriptive</li> <li>Identify some event in the text.</li> <li>Identify reference word</li> <li>Identify the generic structure of the text.</li> <li>Identify the communicative purpose of the text.</li> </ul>	<p>3, 19, 29, 36, 40</p> <p>6, 10, 17, 49</p> <p>2, 24, 37</p> <p>7, 9, 11, 12, 13, 14, 15, 20, 21, 25, 26, 27, 28, 31, 33, 34, 35</p> <p>5, 8, 16, 22</p> <p>4, 18, 23, 38</p> <p>1, 30, 39</p>	<p>c, a, c, b, a</p> <p>b, d, c, b</p> <p>c, c, b</p> <p>d, a, b, c, a, a, d, b, c, a, d, a, c, b, c, d, b</p> <p>b, c, c, a</p> <p>d, a, a, a</p> <p>b, b, b</p>	Multiple choice	40

### **3.6.2 Reliability Test**

According to Creswell (2012, p.159), reliability means that scores from an instrument are stable and consistent. Meanwhile, Fraenkel et.al. (2012, p.147) state that reliability refers to the consistency of scores or answers from one administration of an instrument to another, and from one set of items to another.

Reliability test measure whether research instruments used for pretest and posttest activities was reliable or not. Fraenkel, et.al (2012, p. 136), state that the test score is considered reliable whenever the reliability coefficient of the test should be at least 0.70.

To know the reliability of the test, Split-Half was used. Then, the score in test was analyze by using Pearson Product Momet Correlation found in SPSS 20 application. The score of reliablity were obtained from tryout analysis was done once using the instruments test. The school where the try out analysis is different from the school where the reseach study will be done.

The measurement by using Split Half method, showed that p-output of gultman split half coffiencent was 0,75 it was higher than 0,70. Since the result of reliability of test was higher than 0,70, it can be concluded that reading test was reliable for this study. The result of readability analysis measurement using Split Half was displayed in Table 9.

**Tabel 9**  
**Result of Readability Analysis Using Split Half**

Cronbach's Alpha	Part 1	Value	.171
		N of Items	20 <sup>a</sup>
	Part 2	Value	.599
		N of Items	20 <sup>b</sup>
	Total N of Items		40
Correlation Between Forms			.646
Spearman-Brown Coefficient	Equal Length		.785
	Unequal Length		.785
Guttman Split-Half Coefficient			.758

a. The items are: item1, item2, item3, item4, item5, item6, item7, item8, item9, item10, item11, item12, item13, item14, item15, item16, item17, item18, item19, item20.

b. The items are: item21, item22, item23, item24, item25, item26, item27, item28, item29, item30, item31, item32, item33, item44, item35, item36, item37, item38, item39, item40.

### 3.6.2 Readability Test

Readability test was done to know which level of students who is appropriate and able to comprehend a reading text. Readability test was measured by using the online readability test which is assessed in

*<http://www.readabilityformulas.com>.*

In doing this test, the standard categories was used by the reseacher. According to Fielding (2006, p. 205), there were some categories of flesch reading ease score and flesch reading grade level. For more detail the category can be seen on the following Table 10 and Table 11.



**Table 10**  
**Flesch Reading Ease Score**

<b>Flesch Reading Ease Score</b>	<b>Description of Readability</b>
90-100	Very easy
80-90	Easy
70-80	Fairly easy
60-70	Standard
50-60	Fairly difficult
30-50	Difficult
0-30	Very difficult

**Table 11**  
**Flesch Reading Ease Score and Grade Level**

<b>Flesch Reading Ease Score</b>	<b>Grade</b>
90-100	5
80-90	6
70-80	7
60-70	8-9
50-60	10-11
30-50	Post school/ college
0-30	University graduate

*(Source: Fielding. 2006, p. 205)*

### **3.6.2.1 Result of Readability Test of Research Instrument Texts**

Readability of instrument was checked by using flesch Kincaid reading score and the text statistic. For readability test for research instrument some books were used. The books entitled is Top siap UN SMP Bahasa Inggris: English for Junior School Students VIII Published by Erlangga and the author is Lilia D. Sumarno, English in Focus Published by Departement Pendidikan Nasional and written by Artono, Masduki, and M. Sukirman, and Practice your English in competence, by Erlangga and the author is Zaida W. It can be seen on the following table:

**Table 12**

**Result of Readability Test of Research Instrument**

No	Reading Text Title	Character per word	Syllable per word	Words per sentence	Ease score	Grade level	Text Category
1.	An Elephant	4.2	1.4	14.1	70.1	Eighth Grade	Standard
2.	Octopus	4.4	1.5	12.2	68.2	Eighth grade	Standard
3.	My Family	4.0	1.4	9.1	68.9	Eighth grade	Standard
4	Disney World Resort	5.0	1.3	18.1	62.9	Eighth grade	Standard
5.	National Monument	4.8	1.7	13.6	68.7	Ninth grade	Standard
6.	Suramadu Bridge	4.6	1.6	10.0	65.6	Ninth grade	Standard

**a. Result of Readability Test of Research' Treatments of Descriptive Texts**

To see the readability of the reseach treatments, the texts were tested by using flesch Kincaid reading score and the text statistic. For readability test for research instrument, the researcher uses some books. The books entitled is Top siap UN SMP Bahasa Inggris: English for Junior School Students VIII Published by Erlangga and the author is Lilia D. Sumarno, English in Focus Published by Departement Pendidikan Nasional and written by Artono, Masduki, and M. Sukirman. Practice your English in competence, by Erlangga and the author is Zaida W . It can be seen on the following table 13:

## **b. Result of Readability Test of Research' Treatments of Descriptive Texts**

To see the readability of the reseach treatments, the texts were tested by using flesch Kincaid reading score and the text statistic. For readability test for research instrument, the researcher uses some books. The books entitled is Top siap UN SMP Bahasa Inggris: English for Junior School Students VIII Published by Erlangga and the author is Lilia D. Sumarno, English in Focus Published by Departement Pendidikan Nasional and written by Artono, Masduki, and M. Sukirman. Practice your English in competence, by Erlangga and the author is Zaida W . It can be seen on the following table:

**Table 13**  
**Result of Readability Test of Research Treatments**

<b>No</b>	<b>Reading Text Title</b>	<b>Char acter per word</b>	<b>Syllabl e per word</b>	<b>Words per sentenc e</b>	<b>Ease Score</b>	<b>Grade level</b>	<b>Text Category</b>
1.	The Eifel Tower	4.6	1.6	17.2	61.1	Eighth grade	Standard
2.	The Durian	4.0	1.3	8.1	60.2	Eighth grade	Standard
3.	Debby Maghdalena	4.0	1.3	15.3	61.3	Ninth grade	Standard
4.	The Opera Hause Sedney	4.7	1.7	8.8	64.1	Eighth grade	Standard
5.	Victoria Beckham	3.6	1.2	6.6	64.9	Ninth grade	Standard
6.	Dragon fruit	4.2	1.4	15.8	62.8	Eighth grade	Standard
7.	A Rabbit	4.3	1.4	13.7	67.3	Eighth grade	Standard
8.	The Bunaken Park	4.1	1.4	12.2	64.8	Eighth grade	Standard
9.	Rafflesia Arnold	4.4	1.4	11.7	61.1	Ninth grade	Standard
10.	Jakarta City	4.7	1.6	15.3	66.5	Eight grade	Standard

11.	Borobudur Temple	4.8	1.5	11.5	65.3	Eight grade	Standard
12.	Losari beach	4.3	1.5	17.6	67.1	Ninth grade	Standard

### 3.7.1 Research Teaching Schedule

The treatments were given by the reseacher to the experimental group for the eighth grade students in academic 2016-2017. The study was conducted in 12 meetings. There were two meetings for a pretest and posttest. Therefore, the total meeting was 14 meetings. The research teaching schedule was displayed on table 14, as follows:

**Table 14**  
**Research Teaching Schedule**

No	Text's Title	Kind of Text	Meeting	Day and Date	Time Allocation
PRE-TEST					
1.	The Eiffel Tower	Descriptive Text	2 <sup>nd</sup>	Tuesday, September 6, 2016	2 X 45
2.	The Durian		3 <sup>rd</sup>	Wednesday, September 7, 2016	
3.	Debby Maghdalena		4 <sup>th</sup>	Tuesday, September 13, 2016	
4.	The Opera Sydney House		5 <sup>th</sup>	Wednesday, September 14, 2016	
5.	Victoria Beckham		6 <sup>th</sup>	Tuesday, September 20, 2016	
6.	Dragon Fruit		7 <sup>th</sup>	Wednesday, September 21, 2016	
7.	A Rabbit		8 <sup>th</sup>	Tuesday, September 27, 2016	
8.	The Bunaken Park		9 <sup>th</sup>	Wednesday,	

				September 28, 2016	
9.	Rafflesia Arnold		10 <sup>th</sup>	Tuesday, October 4, 2016	
10.	Jakarta City		11 <sup>th</sup>	Wednesday, September 5, 2016	
11.	Borobudur Temple		12 <sup>th</sup>	Tuesday, September 11, 2016	
12.	Losari Beach		13 <sup>th</sup>	Wednesday, September 12, 2016	
POST-TEST					

### 3.8 Data Analysis

Before analyzing the data to measure the most effective techniques and the interactions among the techniques towards the student descriptive reading, the analysis of the students pre-test and post-test in the experimental and control groups are described as follow:

#### 3.7.2 Data Descriptions

In data description, there are two kinds of analyses. They are: (1) distribution of frequency data and (2) descriptive statistic.

##### 3.8.1.1 Distribution of Data Frequency

In this part, the score of the students are described by presenting a number of the students who get a certain score and percentage. The distributions of data frequency are obtained from students' pretest and posttest scores. Then, the distribution of data frequency was displayed in a table analysis.

### **3.8.1.2 Descriptive Statistics**

In descriptive statistics, number of sample, the lowest score, the highest score, mean, standard deviation, and standard error of mean are obtained. Descriptive statistics are obtained from students' pretest and posttest scores.

### **3.7.3 Prerequisite Analysis**

Before analyzing the data, pre-requisite analysis should be done to see whether the data obtained are normal or homogen.

#### **3.8.2.1 Normality Test**

Normality test was used to determine whether the sample data has been drawn from normally distributed population or not. The data is obtained from students' pretest and posttest in experimental and control group. Moreover, Flynn (2003, p.17) also states that a value less than 0.05 indicates that the data are non-normal. In measuring normality test, 1- sample Kolmogorov-Smirnov test was used by reseacher in SPSS 16.0 software application.

#### **3.8.2.2 Homogeneity Test**

Homogeneity test is used to measure the scores obtained whether it is homogen or not. According to Flynn (2003, p. 18), the data can be categorized homogen whenever it is higher than 0.05. In measuring homogeneity test, the *Levene Statistics* was used by the reseacher in SPSS 16.0 application.

### **3.7.3 Hypothesis testing**

In measuring the significant improvement, the paired sample t-test was used for testing students' pretest to posttest scores in experimental groups. The significant of experimental group is accepted whenever the p-output (Sig.2-tailed)

is lower than 0.05 and t-obtained is higher than  $t_{table}$  (2.040). While, the significant of experimental group is rejected when the p-output (Sig.2-tailed) is higher than 0,05 and  $t_{value}$  is lower than  $t_{table}$  (2.040). and, In measuring the significant difference. Independent Sample t-test used for testing student's posttest scores in control and experimental groups. The significant difference is accepted whenever the p-output (Sig.2-tailed) is lower than 0,05 and t-obtained is higher than  $t_{table}$  (2,000). While, the significant difference is rejected when the p-output (Sig.2-tailed) is higher than 0,05 and  $t_{value}$  is lower than  $t_{table}$  (2,000)

## **CHAPTER IV**

### **FINDINGS AND INTERPRETATIONS**

This chapter presents: (1) findings; and (2) interpretations of the research study.

#### **4.1. Findings**

The findings of the research were to show : (1) data descriptions; (2) pre-requisite analysis; and (3) result of hypothesis testing.

##### **4.1.1. Data Descriptions**

In the data descriptions, distribution of frequency data and descriptive statistics were analyzed.

##### **4.1.1.1 Distribution of Frequency Data**

In distribution of frequency data, score, frequency, and percentage were analyzed. The scores were acquired from; (1) pretest scores in control group; (2) post test scores in control group; (3) pretest scores in experimental group; and (4) posttest scores in experimental group.

##### **4.1.1.1.1 Pretest Scores in Control Group**

In distribution of data frequency, the interval score, frequency and percentage were provided. The result of the pretest scores in control group was described in Table 15.



**Table 15**  
**Distribution of Data Frequency on Students' Pretest Scores**  
**in Control Group**

Interval Score	Category	Pretest Control	
		Frequency	Percentage
80-100	Very good	0	0%
70-79	Good	8	25.80%
60-69	Fair	10	32.25%
50-59	Less	10	32.25%
0-49	Poor	3	9.67%
<b>Total</b>		<b>31</b>	<b>100%</b>

Based on the result analysis of students' pretest scores in control group, it shows that there were 3 students (9.67%) who got the score 0-49 in poor category, 10 students (32.25%) got the score between 50-59 in less category, 10 students (32.25%) got the score between 60-69 in fair category and 8 students (25.80%) in good category.

#### 4. 1.1.1.2 Posttest Scores in Control Group

In distribution of data frequency, the result of the posttest scores in control group was described in Table 16.

**Table 16**  
**Distribution of Data Frequency on Students' Posttest Scores**  
**in Control Group**

Interval Score	Category	Pretest Control	
		Frequency	Percentage
80-100	Very good	0	0%
70-79	Good	9	29.03%
60-69	Fair	13	41.93%
50-59	Less	8	25.80%
0-49	Poor	1	3.22%
<b>Total</b>		<b>31</b>	<b>100%</b>

Based on the result analysis of students' posttest scores in control group, it shows that there were 1 students (3.22%) who got the score 0-49 in poor category, 8 students (25.80%) got the score between 50-59 in less category, 13 students (41.93%) got the score between 60-69 in fair category and 9 students (29.03%) in good category.

#### 4.1.1.1.3 Pretest Scores in Experimental Group

In distribution of data frequency, the result of the pretest scores in experimental group was described in Table 17.

**Table 17**  
**Distribution of Data Frequency on Students' Pretest Scores**  
**in Experimental Group**

Interval Score	Category	Pretest Control	
		Frequency	Percentage
80-100	Very good	0	0%
70-79	Good	6	19.35%
60-69	Fair	10	32.25%
50-59	Less	9	29.03%
0-49	Poor	6	19.35%
<b>Total</b>		<b>31</b>	<b>100%</b>

Based on the result analysis of students' pretest scores in experiment group, it shows that there were 6 students (19.35%) who got the score 0-49 in poor category, 9 students (29.03%) got the score between 50-59 in less category, 10 students (32.25%) got the score between 60-69 in fair category and 6 students (19.35%) in good category.

#### 4.1.1.1.4 Posttest Scores in Experimental Group

In distribution of data frequency, the result of the posttest scores in experimental group was described in Table 18.

**Table 18**  
**Distribution of Data Frequency on Posttest Scores**  
**in Experimental Group**

Interval Score	Category	Pretest Control	
		Frequency	Percentage
80-100	Very good	2	6.45%
70-79	Good	18	58.06%
60-69	Fair	9	29.03%
50-59	Less	2	6.45%
0-49	Poor	0	0%
<b>Total</b>		<b>31</b>	<b>100%</b>

Based on the result analysis of students' posttest scores in experiment group, it shows that there were 2 students (6.45%) who got the score 0-49 in poor category, 9 students (29.03%) got the score between 50-59 in less category, 18 students (58.06%) got the score between 60-69 in fair category and 2 students (6.45%) in good category.

#### 4.1.1.2 Descriptive Statistics

In the descriptive statistics, the total of sample (N), minimum and maximum scores, mean score, standard deviation were analyzed. The scores were acquired from; (1) pretest scores in control group; (2) posttest scores in control group; (3) pretest scores in experimental group; and (4) posttest scores in experimental group.

#### 4.1.1.2.1 Pretest Scores in Control Group

The result analysis of descriptive statistics of students' pretest in control group was described in Table 19.

**Table 19**  
**Descriptive Statistics of Pretest Scores**  
**in Control Group**

	N	Minimum	Maximum	Mean	Std. Deviation
pre_contrl	31	40.00	77.00	60.1290	9.84460
Valid N (listwise)	31				

In descriptive statistics of pretest scores in control group, it was found that the total number of sample was 31 students. The minimum score was 40.00, the maximum score was 77.00, the mean score was 60.1290, and standard deviation was 9.84460.

#### 4.1.1.2.2 Posttest Scores in Control Group

The result analysis of descriptive statistics of posttest in control group was described in Table 20.

**Table 20**  
**Descriptive Statistics of Posttest Scores**  
**in Control Group**

	N	Minimum	Maximum	Mean	Std. Deviation
post_contrl	31	45.00	75.00	62.8710	8.27140
Valid N (listwise)	31				

In descriptive statistics above, it was found that the total number of sample was 31 students. The minimum score was 45.00, the maximum score was 75.00, the mean score was 62.8710, and standard deviation was 8.27140.

#### **4.1.1.2.3 Pretest Scores in Experimental Group**

The result analysis of descriptive statistics in experimental group was described in Table 21.

**Table 21**  
**Descriptive Statistics of Pretest Scores**  
**in Experimental Group**

	N	Minimum	Maximum	Mean	Std. Deviation
pre_exp	31	35.00	75.00	58.2903	10.40575
Valid N (listwise)	31				

In descriptive statistics on students' pretest scores in experimental group above, it was found that the total number of sample was 31 students. The minimum score was 35.00, the maximum score was 75.00, the mean score was 58.2903, and standard deviation was 10.40575.

#### **4.1.1.2.4 Posttest Scores in Experimental Group**

The result analysis of descriptive statistics in experimental group was described in Table 22.

**Table 22**  
**Descriptive Statistics of Posttest Scores**  
**in Experimental Group**

	N	Minimum	Maximum	Mean	Std. Deviation
post_exp	31	52.00	87.00	69.6452	7.39165
Valid N (listwise)	31				

In descriptive statistics on posttest scores in experimental group above, it was found that the total number of sample was 31 students. The minimum score was 52.00, the maximum score was 87.00, the mean score was 69.6452, and standard deviation was 7.39165.

#### **4.1.2 Prerequisite Analysis**

In the prerequisite analysis, normality test and homogeneity test were analyzed.

##### **4.1.2.1 Normality Test**

In measuring normality test, 1-Sample Kolmogorov-Smirnov was used. 1 Sample Kolmogorov-Smirnov is a formula that is used to analyze the normality data. The normality test was used to measure pretest scores in control and experimental groups; and students' posttest scores in control and experimental groups.

##### **4.1.2.1.1 Pretest Scores in Control and Experimental Groups**

The result analysis of normality test of students' pretest in control and experimental group was figured out in Table 23.

**Table 23**

**Normality Test of Pretest Scores in Control and Experimental Groups Using 1-Sample Kolmogorov-Smirnov**

No	Students' Pretest	N	Kolmogorov Smirnov Z	Sig. (2-tailed)	Result
1	Control Group	31	0.557	0.916	Normal
2	Experimental Group	31	0.710	0.694	

From the table analysis above, it was found the p-output from students' pretest scores in control group was 0.916 and experimental group was 0.694. From the score, it could be stated that the students' pretest scores in control and experimental groups were considered normal since they were higher than 0.05.

**4.1.2.1.2 Posttest Scores in Control and Experimental Groups**

The result analysis of normality test of students' posttest in control and experimental was figured out in Table 24.

**Table 24**

**Normality Test of Posttest Scores in Control and Experimental Groups Using 1-Sample Kolmogorov-Smirnov**

No	Students' Posttest	N	Kolmogorov Smirnov Z	Sig. (2-tailed)	Result
1	Control Group	31	0.835	0.489	Normal
2	Experimental Group	31	0.915	0.373	

From the table analysis above, it was found the p-output from students' posttest scores in control group was 0.489 and experimental group was 0.373. From the score, it could be stated that the students' posttest scores in control and experimental groups were considered normal since they were higher than 0.05.

#### 4.1.2.2 Homogeneity

In measuring homogeneity test, Levene statistics was used. Levene statistics is a formula that is used to analyze the homogeneity of the data. The homogeneity test was used to measure pretest scores in experimental and control groups, and posttest scores in experimental and control groups.

##### 4.1.2.2.1 Pretest Scores in Control and Experimental Groups

The result analysis of homogeneity test of students' pretest was figured out in Table 25

**Table 25**  
**Homogeneity Test on Pretest Scores**  
**in Control and Experimental Groups**

No	Students' Pretest	N	Levene Statistics	Sig.	Result
1	Control group	31	0.178	0.674	Homogen
2	Experimental group	31			

Based on measuring homogeneity test of pretest scores, it was found that the significance level was 0.674. From the result of the output, it can be stated that the students' pretest scores in control and experimental groups were homogen since it was higher than 0.05.



#### 4.1.2.2.2 Posttest Scores in Control and Experimental Groups

The result of homogeneity test of students' posttest is figured out in Table 26.

**Table 26**  
**Homogeneity Test on Posttest Scores**  
**in Control and Experimental groups**

No	Students' Posttest	N	Levene Statistics	Sig.	Result
1	Control group	31	0.864	0.356	Homogen
2	Experimental group	31			

Based on measuring homogeneity test, it was found that the significance level was 0.356. From the result of the output, it can be stated that the posttest scores in experimental and control groups were homogen since it was higher than 0.05.

#### 4.1.2.3 Result of Hypothesis Testing

In this result of hypothesis testing, measuring significant improvement and significant difference were presented.

##### 4.1.2.3.1 Result Analysis of Paired Sample T-Test From Pretest and Posttest Scores in Experimental Groups

In this research, paired sample t-test was used to measure the significant improvement on students' descriptive reading achievement by using SCROL Strategy at SMPN 44 Palembang. The analysis result of paired sample t-test was figured out in Table 27.

**Table 27**

**Result Analysis of Paired Sample T-Test From Pretest and Posttest Score in Experimental Groups**

Using <i>SCROL</i> Strategy at SMPN 44 Palembang	Paired Sample t-Test				
	T	Df	Sig. (2-tailed)	Ho	Ha
	6.4	30	0.000	Rejected	Accepted

Based on the table analysis, it was found that the p-output is 0.000 and t-value= 6.456. it can be stated that there was a significant improvement from students' pretest to posttest score in experimental group taught by using SCROL Strategy since p-output is lower than 0.05 and the t-value was higher than t-table df=30 (2.040). It can be stated that the null hypothesis (Ho) is rejected and the alternative hypothesis is accepted (Ha).

**4.1.2.3.4 Result Analysis of Independent Sample T-Test from Students' Posttest Scores in Control and Experimental Groups**

In this research, independent t-test was used to measure the significant difference on students' descriptive reading achievement scores taught by using SCROL Strategy and those who are not at SMPN 44 Palembang. The analysis result of paired sample t-test was figured out in Table 28.

**Table 28**  
**Result Analysis of independent Sample t-test from Posttest Scores in**  
**Experimental and Control Groups**

Using <i>SCROL</i> Strategy and those who are not at SMPN 44 Palembang	Independent Sample t-Test				
	T	Df	Sig. (2-tailed)	Ho	Ha
	3.2	60	0.002	Rejected	Accepted

Based on the table analysis, it was found that the p-output was 0.002 and the t-value was 3.258. It can be stated that there was significant difference on students' descriptive reading achievement scores taught by using *SCROL* Strategy since the p-output was lower than 0.05 and the t-value was higher than t-table (df 60 = 2,000). So, it was concluded that the null hypothesis (Ho) was rejected, and the alternative hypothesis (Ha) was accepted.

#### **4.2. Interpretations**

On the basis of the findings stated previously, some interpretations could be drawn. Before conducting this research, the researcher interviewed the teacher of English and given a small test to the eighth grade students of SMPN 44 Palembang. Based on the interview and the result of the small test, it was acquired that the students got some problems in learning English. The problems were the students had lack of interest in reading passage; they had difficulty in comprehending and answering some questions in descriptive reading text, especially to find main idea, vocabulary and conclusion. The student difficult in identifying and describing the part, qualities and characteristic of the text.

Moreover, they had some difficulty in analyzing the language feature of descriptive text. In consequence, they felt difficult to comprehend the text, they just comprehended it generally, not specifically. Then, the researcher applied SCROL strategy to help students in teaching and learning process of reading descriptive text. After conducting SCROL strategy, the researcher found that the students' reading descriptive text achievement significantly improved. It is in lined with the statement of Shelley, Stricland & Felley (2002, p. 85), also state that SCROL Strategy is a framework to help students to improve text comprehension. In addition, Moghaddam (2014, p. 29) states that SCROL strategy includes a number of reading comprehension practices such as activating prior knowledge, asking questions, taking notes, re-reading, sorting and organizing information, identifying writer's purpose, identifying major ideas and supporting details, making predictions, and making summaries. These steps can help student easier to get specific information in analyzing descriptive text.

Therefore, from the result of the study it was found that there was significant improvement from students' pretest to posttest scores in experimental and control group. In other words, students' reading comprehension achievement in experimental group improved after they were being taught by using SCROL strategy. Meanwhile, students' reading comprehension achievements in control group also got improvement but not as significant as the experimental group. It can be seen from the result of t-value of paired sample t-test in experimental group was 6.456, and the result of t-value in control group was 3.300. This condition happens because the teacher in control group also taught reading

descriptive text which became the focus in the eighth grade level. Moreover, based on t-test analysis, it was found that there was significant difference between the students' posttest score of control group who are taught by using the strategy that usually used by the teacher of English and the experimental group were taught by using SCROL strategy.

At the beginning, the researcher had conducted the pretest in both control and experimental. After the students' pretest scores obtained from control and experimental groups, the researcher chose VIII.6 as a control group and VIII.2 as experimental group. It was because the students' scores in control group were higher than the students' scores in experimental group. It was also proved by the mean of pretest in VIII.6 which was higher than VIII.2. It was because the students of VIII.2 did not focused in answering the questions.

When the researcher did the treatment in experimental group, there was significant improvement through SCROL strategy in 12 meetings. In the first meeting, the researcher focused in explaining about descriptive text in order to make the students understand how to use SCROL strategy properly. In the second to forth meeting, the students were still confused how to use the steps of SCROL strategy. They could not follow the procedure of SCROL strategy easily. The researcher had to explain them again in order to make them comprehend the text given by using this strategy. Nevertheless, giving and getting the ideas from descriptive text made the students interested and motivated to understand the text from different perspective so that it made them comprehend the text easily. In the fifth to eighth meeting, the students could adapt with this strategy. They became

interested in answering the questions easily and correctly. In the ninth to twelfth meeting, they got used to apply SCROL strategy as their new strategy in learning reading skill. They also felt the advantages when they used the strategy. They got experience as they answered the questions in individual and group, and this strategy can be as an alternative technique for students in understanding texts, especially descriptive text. it made students easier to understand and find the main idea or information in the text and they thought that reading is an interested subject after they studied reading by using SCROL strategy.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter presents: (1) conclusion and (2) suggestion based on the findings and interpretation in the previous chapter.

#### **5.1 Conclusions**

Based on the findings and interpretation in the previous chapter, it can be drawn some conclusion. First, based on the result of pretest to posttest, SCROL Strategy significantly improves on the eighth grade students' descriptive reading achievement at SMPN 44 Palembang. Second, there was significant difference on the eighth grade students' descriptive reading achievement between those who were taught by using SCROL Strategy and those who taught by using strategy that usually used by teacher of SMPN 44 Palembang. Therefore, it can be inferred that teaching reading comprehension through SCROL Strategy can be considered as one alternative strategy to be used in teaching descriptive reading.

#### **5.2. Suggestions**

On the basis of the conclusion above and based on the study that has been done. It can be suggested that the teachers of English, especially the teacher of English at SMPN 44 Palembang can use SCROL Strategy and materials that are appropriate with the students' needs and experiences so the class atmosphere become enjoyable and interesting, in order to help students to learn English well. In addition to encourage the students at SMPN 44 Palembang to have more interesting way to be active learners in learning English. On other hand, the target

of curriculum at SMPN 44 Palembang can be reached. It is also suggested that SCROL Strategy can be used in different English reading texts. It can be used to teach narrative, descriptive, and recount text. Hopefully, for other researchers who want to conduct the research in teaching reading can use the result of this research as a basic way for conducting the research and as an additional references for further relevant research certainly with different variables and conditions. The other researchers also can consider the weaknesses of the result from this research to conduct a better research.



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## APPENDIX A

Read the following text carefully, and choose the correct answer (a, b, c, or d) on the answer sheet!

### Text 1

#### The Donkey and the Wolf

A donkey was eating grass in a meadow when he saw a wolf coming towards him. Thinking quickly, he started to limp pretending he was hurt.

The wolf came closer and asked, "My friend, I am sorry to see you are injured. Tell me what happened to your leg."

The donkey said, "I was very careless this morning. I jumped through a hedge and stepped on a thorn. You should pull it out before you eat me," he warned, "so you don't prick your mouth."

"I'll try," answered the wolf. "just hold still while I look for it." But as soon as the wolf lifted the injured hoof, the donkey kicked him in the face, knocking out many of his teeth. The donkey ran away as the wolf rolled on the ground in pain.

The wolf felt very silly for being tricked so easily. "Oh well," he said to himself, "I got what I deserved. My father taught me hours to hunt for a living, not how to take care of others."

*(Source: Practise your English competence: English for junior high school students VIII. Erlangga)*

1. Why did the wolf ask the donkey to hold still?
  - a. Because he wanted the donkey to fall asleep
  - b. Because he knew that the donkey was sleepy
  - c. Because he wanted to eat the donkey right away
  - d. Because he wanted to pull the thorn out of the donkey's hoof.
2. What did the donkey do when the wolf lifted his hoof?
  - a. He made the wolf feel silly
  - b. He taught the wolf how to run
  - c. He kicked the wolf in the face
  - d. He rolled on the ground in pain
3. In paragraph 3, the word **careless** means?

The antonym of the underline word is .

  - a. Patient
  - b. Nice
  - c. Careful
  - d. Slow
4. What is the moral value of the text?
  - a. Think about what you do best when you offer a help
  - b. Be brave to offer your help, even to your enemy
  - c. Being greedy is sometimes helping you
  - d. Honesty is the best policy
5. In Paragraph 4, "while I **look** for it"

The synonym of the underline word is...

  - a. Like
  - b. c. find
  - c. see
  - d. gaze

## Text 2

### **The wind and the Sun**

The wind and the sun argued about which of them was the strongest. The wind said, "I am so powerful that I can blow all the clouds out of the sky." The sun said, "I am more powerful because I can heat up the sea below and this will produce many more clouds."

For a long time, the sun and the wind went on arguing. Just then, they saw a boy walking along the road below. He was wearing a coat. The wind suddenly had an idea. He said, "Let's see who can get the coat off that boy's back." The sun agreed.

The wind started first. He blew as hard as he could. He blew from behind and blew from in front of the boy. The harder he blew, the more tightly the boy held on to his coat to keep it from blowing away. After a while, the wind gave up.

Then, it was the sun's turn. It came out from behind the clouds and shone on the boy. The boy felt warm. After that, it began to get hotter and hotter. Soon, the boy could not stand the heat any longer. He took his coat off. The sun won.

*(Source: LKS SIMPATI ( Sarana Pasti Meraih Prestasi) untuk SMP dan MTS)*

6. Who had the idea of getting the coat off the boy's back?
  - a. The sun
  - b. The wind
  - c. The boy
  - d. The writer
7. What did the boy do to keep his coat on from blowing away?
  - a. He tied it with a rope
  - b. He held it tightly
  - c. He buttoned it
  - d. He blew it
8. What did the boy do to take the boy's coat off his body?
  - a. He shone brightly
  - b. He took off the boy's coat
  - c. He blew as hard as he could
  - d. He came out from behind the clouds
9. ". . . the sun **argued about which** . . ." The underlined means . . . . (paragraph 4)
  - a. To make somebody understand
  - b. To make somebody angry
  - c. To express agreement
  - d. To express love
10. What can we learn from the story?
  - a. We may be more successful by being gentle than by using force
  - b. We must try hard to cheat others when we want to be successful
  - c. We should be strict to people around us
  - d. We should be deceitful to win a game

### Text 3

#### **The crow and the Oyster**

One day, a hungry crow saw an oyster on the beach. He wanted to eat the tasty meat inside the shell, so he tried to open the oyster.

First, he used his beak, but he could not open the shell. Then, he hit it with a stone, but the shell stayed tightly shut. He even jumped up and down on the oyster, but still he could not open it.

Then, another crafty crow came by . he saw what the first crow was trying to do and said, “My Friend, may I offer you some good advice? I suggest you pick up the oyster in your beak, fly high into the air then drop the oyster shell with break open and you will be able to have your meal!”

The hungry crow thought that this was a very good idea. He picked up the oyster with his beak and then he flew as high as he could. When he was sure that he was high enough, he dropped the oyster onto the rocks far below.

The oyster shell broke wide open. However, the crafty crow was waiting behind the rock nearby and he reached the broken oyster first. He enjoyed a tasty meal while the hungry crow had nothing to eat.

*(Source: English In focus for grade VIII ( SMP/MTS)*

11. The hungry crow did the following things to open the shell, EXCEPT . . .
  - a. Jumping up and down on it
  - b. Hitting it with stone
  - c. Using his beak
  - d. Asking for help from another crow
12. How did the crafty crow trick the hungry crow?
  - a. By giving suggestion of dropping the oyster onto the rocks
  - b. By telling that he was so hungry and needed some food
  - c. By saying that he had a nice and strong beak
  - d. By saying the oyster was harmful
13. “. . . Another **crafty** crow came by .” (paragraph 3)  
The underlined word means . . . .
  - a. Cunning
  - b. happy
  - c. generous
  - d. d. shy
14. What is the main idea in paragraph 4?
  - a. The hungry crow thought that this was a very good idea
  - b. He dropped the oyster onto the rocks far below
  - c. The hungry crow
  - d. The oyster dropped onto the rocks
15. What can we learn from the story?
  - a. You may cheat your friend to get something
  - b. People may use flattery to get something from you
  - c. People may give you some food when you are hungry
  - d. You must give away your food when somebody wants it

## Text 1

### **My Vocation in Bali**

I spent the last vocation in Bali with my father, mother, and sister. We left Semarang at 12.45.

At 7 in the evening, we arrived at Ngurah Rai and directly went to the hotel. The hotel was amazing. Inna Grand Bali Hotel was a big hotel. It's about 5 hectares and located next to Sanur beach. It only took three minutes walking from the hotel to reach the beach. My sister and I went to the beach every morning.

We spent the first day in Bali by enjoying our stay in the hotel. We did some exercise in a gym and swam in hotel's swimming pool.

On the second day, we were picked by a minibus and went to Tanjung Bena Harbour. Then, we took a boat to Nusa Penida island. We had a great tour at Nusa Penida. First, we visited Toyapakeh village. After that, we snorkeled in the sea. The fish and coral were stunning. Late in the evening, we went back to our hotel in Denpasar.

The following day, we went shopping at Sukowati. My mom bought a lot of Baliness clothing. I bought a small painting for my bedroom. My sister decided to buy some necklaces made of shells. She said she wanted to give them as souvenirs for her friends. Finally, we flew back to Semarang in the afternoon. It was of the nicest vocation I've ever taken.

(Source: *Practise your English Competence* for senior junior school SMP/MTS Grade VIII)

1. What did the writer's family do in Bali?
  - a. Visiting their relatives.
  - b. Doing some jobs.
  - c. Having a vocation.
  - d. Spending lots of money.
2. "The hotel was **amazing**" (paragraph 2)  
What is the meaning of the underlined word?
  - a. Very good.
  - b. Very dirty.
  - c. Near to the beach.
  - d. Near to the Sanur.
3. What did they do in Nusa Penida Island?
  - a. Enjoying a unique village, snorkeling, and shopping.
  - b. Enjoying a unique village and snorkeling.
  - c. Snorkeling and shopping.
  - d. Visiting a hotel and shopping
4. Where did they buy souvenir?
  - a. At Inna Grand Bali Hotel..
  - b. At Tanjung Bena.
  - c. At Nusa Penida.
  - d. At Sukowati.
5. How long did they enjoy their vocation in Bali?
  - a. Three days.
  - b. Two days.
  - c. One day.
  - d. Half of the day.
6. What is the purpose of writing the text?
  - a. To tell the beauty of Bali.
  - b. To persuade the readers to visit Bali.
  - c. To tell about the writer's vocation in Bali.
  - d. To describe several places of interest in Bali.

## **Text 2**

### **Kampoeng Wisata**

Last week, Rehan's class had a field trip to kampoeng Wisata Taman Lele. There were twenty five students and two teachers visiting the park. They went there by bus.

At Kampoeng Wisata Taman Lele, Rehan and his friends saw many kinds of animals. There were crocodile, deer, monkeys, and of course catfish. Rehan was amazed to see so many catfish in the pond. The catfish almost covered the surface of the water.

Rehan and his friends also enjoyed riding the water pedicab and taking flaying fox. At the end of their visiting, the teacher asked them together at the restaurant in the park and they had lunch together. The meal was delicious. After lunch, the teacher asked them to write about their trip to Kampoeng Wisata Taman Lele. They had to submit the composition would get two free tickets to Taman Lele, \.

Rehan and his friends cheered loudly. It would be nice to get free tickets and visit the Kampoeng Wisata Taman Lele again.

(Source: <http://soalujian.net/soal-bahasa-inggris-kelas-VIII-smp.html>)

7. How did the students go to taman Lele?
  - a. By water pedicab
  - b. By plane.
  - c. By bus
  - d. On foot.
8. How many kinds of animals are mentioned in the text?
  - a. Five
  - b. Four
  - c. Three
  - d. Two
9. Where did they have lunch?
  - a. At the park near the pond.
  - b. At the restaurant in the park.
  - c. At the restaurant outside the park.
  - d. At the park near the water pedicab area
10. What would be the prize for the best composition?
  - a. Free tickets to watch a film about catfish.
  - b. Some money from the teachers.
  - c. A new book from Kampoeng Wisata Taman Lele.
  - d. Get two Free tickets to Kampoeng Wisata Taman Lele.
11. What did Rehan do in Taman Lele?
  - a. Watching the animals, riding water pedicab, having lunch, and submitting a composition.
  - b. watching, the animals, riding the water, taking flaying fox, having lunch, and writing a composition.
  - c. Watching the animals, hiking around the park, riding water, and having lunch.
  - d. Watching the catfish in the pond, camping in the park, and riding the water pedicab.

## **Text 3**

Last year, I went to a dance party. In the middle of the party. I saw a guy that I had a crush on. To get his attention, I went to the stage and started to dance with my friends. It was my first dance and I was so busy dancing that I did not pay attention to anything else. I didn't realize I got too close to the rim of the stage. Suddenly, I tripped and fell off the stage. The music stopped for a while and everyone laughed, including the guy that I had a crush on. I felt so stupid.

It was a dance party that I would never forget.

(Source: *Practise your english competence, from: English book for SMP/MTS*)



12. When did the writer go to the dance party?

- a. Two year ago.
- b. This year.
- c. Last year.
- d. Next year.

15. How did the writer feel?

- a. Embarrassed.
- b. Proud
- c. Happy
- d. Regret

13. Why didn't she realize that she got too close to the rim of the stage ?

- a. Because she was nervous.
- b. Because she was busy dancing.
- c. Because the place was very dark.
- d. Because the boy was looking at her.

14. What happened after she felt down the stage?

- a. Everybody pitied her.
- b. Every body laughed her
- c. The boy make her relax.
- d. The boy helped her.

## **Text 1**

### **Paris**

Paris is the capital of France. It's known as the city of light because of its beauty. It is a place to enjoy great food, great art, and great buildings. It is also a place to sit back and enjoy life in sidewalk cafe.

The Eiffel Tower is the best-known landmark in Paris France built this lacy, iron Tower for the Paris World's Fair of 1889. The fair honored the French Revolution that began in Paris 100 years earlier. The Eiffel Tower rises nearly 1,000 feet (300 meters). Elevators take visitors to the top. At the time it was built, the tower was the tallest structure in the world. The tower named for its designer, Gustave Eiffel. Another interesting feature of Paris is the River Seine. The River Seine runs through Paris and cuts it in half. The part of Paris on the north side of the river is called the Right Bank. The part on the south side is called the Left Bank.

There is a lot of to see in Paris. You can take a walk down the Champs-Elysees. This wide, tree lined boulevard is one of the most famous street in the world. At one end of the Champs Elysees is the arc the Triomphe (arch of Triumph). This monument was built to honor the victories of French Emperor Napoleon I. At the other end is the place de la Concorde (square of peace) with its huge fountains and statues.

In the Middle of Paris, there is an old palace. The Louvre which has become one of the world's great museum. Leonardo Da Vinci's famous painting. The Mona Lisa, can be found in this museum. If you like painting by the French Impressionist, be sure to visit the Musee d'Orsay. This museum used to be a railroad station.

(source: Microsoft @ Encarta @ 2006)

1. Why is Paris called the City of light?
  - a. Because it has many lights.
  - b. Because it is very beautiful.
  - c. Because it has many temples.
  - d. Because it has many museum.
2. Who was designed of Eiffel Tower?
  - a. Emperor Napoleon I.
  - b. Leonardo da vince.
  - c. Gustave Eiffel.
  - d. Mona Lisa
3. What can you see at place de la concorde?
  - a. A railroad station.
  - b. Napoleon I monument.
  - c. Huge fountains and statues
  - d. The most famous streets in the world.
4. Where can people see the Mona Lisa?
  - a. At Eiffel Tower.
  - b. At Champs Elysees.
  - c. At Musee d'Orsay.
  - d. At the Louvre
5. The purpose of the text is ...
  - a. To entertain the readers
  - b. To tell about the paris
  - c. To describe about paris
  - d. To persuade the reader come to paris.

## Text 2

### **The Indonesian Archipelago**

The Indonesian Archipelago is the largest group of islands in the world. It extends between two continents, Asia and Australia. It also lies between two oceans the Samudera Indonesia and the Pacific Ocean.

Indonesia's 13,667 islands stretch 5,120 kilometres from east to west and 1,770 kilometres from north to south. The five main islands are Sumatera, Java, Kalimantan, Sulawesi, and Irian Jaya.

Indonesia has a land area of 1,904,345 square kilometres. More than half of it is forested land and a part is mountainous, with 15 of the mountains are still volcanically active. One of history's greatest volcanic eruptions, which killed thousands of people, occurred in 1883 on the island of Krakatau, which lies between Java and Sumatera.

Indonesia is one of the most populous countries in the world. Its total population is 160 million. More than 60% of the population live on the island of Java. The Indonesian population consists of more than 300 ethnic groups which speak 500 different languages, but most of them understand the national language, Bahasa Indonesia.

The Indonesian government's campaign to popularize Bahasa Indonesia at present can be seen, through signs in public places and various which say 'Use good Bahasa Indonesia correctly. Indonesia's motto *Bhinneka tunggal Ika*, which means Unity in Diversity, symbolizes the unity of the people in spite of their ethnic and cultural origins.

(Source: <http://soalujian.net/soal-bahasa-inggris-kelas-viii-smp.html>)

6. The first paragraph tells about ...
  - a. the islands in the world
  - b. the location of Indonesia
  - c. the continents of Asia and Australia
  - d. the Samudera Indonesia and Pacific Ocean
7. Based on the text The Indonesia Archipelago consists of ... islands.
  - a. 1,904,345
  - b. 13,667
  - c. 5,120
  - d. 1,770

8 . ... occurred in the 1883 on the island of Krakatau ... (paragraph 3) The underlined word means ...

- a. erupted
- b. was done
- c. happened
- d. took part

9. It extends between two continents', ... (paragraph 1)

The word 'It' refers to ...

- a. the largest groups of island
- b. the Indonesian Archipelago
- c. the islands in the world
- d. the Samudera Indonesia

10. ... but most of them understand the national language. (paragraph 5).

The word 'them' refers to ...

- a. the language
- b. the Indonesian population
- c. the population who live Java
- d. the populous countries in the world

### Text 3

#### **Jawa Timur Park**

For people in East Java, Jatim Park may have been heard many times because it is one of the famous tourist objects in East Java province. Jatim Park offers a recreation pace as well as a study center. Jatim Park is located at Jl. Kartika 2 Barn, East Java. The location is easy to reach because it is only 2,5 kilometers from Batu. This tourist object is about 22 hectares in width.

Visitors can enjoy more than 36 kinds of facilities that will entertain and educate them. After passing the gate, the visitor will find Galvy Nusantara, continue further we will step into Taman Sejarah which display the miniature size of famous landmark in East Java like Sumberawan Temple, Custom House of Kiai Hasan Besari Pnorogo and Sumerawan Statue.

Another facility that can be enjoyed is Agro Park. This area has an array of rare crops, fruits and animal diorama which consist of unique animals that have been conserved. Jatim Park is suitable for family and school recreation. The recreation area sites offer precious tour as an alternative media of study.

(Source: *Practise your English Competence for senior junior school SMP/MTS*)

11. How many facility can be enjoyed by visitors?

- a. Two
- b. Five
- c. Twenty two
- d. Thirty six

12. What does Jatim Park offer?

- a. A place at Jl. Kertika no 2 East Java
- b. A place for recreation and a study center
- c. 22 hectares land used for used for Kiai Hasan's house
- d. A sports center for family and students

13. What is the main idea of the second paragraph?
- a. Gallery Nusantara area located next to the gate
  - b. East Java's temple is displayed in minia-ture size
  - c. There are lot facilities in Jatim Par
  - d. The Sumberawan Statue is a tourist ob-ject in Jatim Park.

14. "The recreation area sites offer precious tour ... "(Paragraph 3). The underline word is closest in meaning to
- a. Important
  - b. Valuable
  - c. Cheap
  - d. Good
15. What is the communicative purpose of the text?
- a. to present two points of views about natura national park
  - b. to explain the Jawa timur park
  - c. to describe the Jawa timur park
  - d. to retell the jawa timur park

## **Answer key**

### Narrative text

<b>1. a</b>	<b>6. b</b>	<b>11. d</b>
<b>2. c</b>	<b>7. b</b>	<b>12. a</b>
<b>3. d</b>	<b>8. a</b>	<b>13. a</b>
<b>4. d</b>	<b>9. c</b>	<b>14. c</b>
<b>5. c</b>	<b>10. a</b>	<b>15. a</b>

### Recount text

<b>1. c</b>	<b>6. c</b>	<b>11. b</b>
<b>2. a</b>	<b>7. c</b>	<b>12. c</b>
<b>3. b</b>	<b>8. b</b>	<b>13. b</b>
<b>4. c</b>	<b>9. b</b>	<b>14. b</b>
<b>5. a</b>	<b>10. d</b>	<b>15. a</b>

### Descriptive text

<b>1. b</b>	<b>6. a</b>	<b>11. d</b>
<b>2. c</b>	<b>7. b</b>	<b>12. b</b>
<b>3. c</b>	<b>8. a</b>	<b>13. c</b>
<b>4. d</b>	<b>9. b</b>	<b>14. b</b>
<b>5. c</b>	<b>10. d</b>	<b>15. c</b>

**APPENDIX B**

**The Result of Preliminary Study Test**

NO	Experimental Group (VIII. 2)			
	Name	Score		
		Narrative	Recount	Descriptive
1	Student 1	78	60	66
2	Student 2	86	86	73
3	Student 3	92	73	79
4	Student 4	60	79	59
5	Student 5	66	73	53
6	Student 6	72	73	46
7	Student 7	66	92	79
8	Student 8	46	66	33
9	Student 9	86	86	79
10	Student 10	79	53	26
11	Student 11	92	70	66
12	Student 12	53	66	59
13	Student 13	82	79	65
14	Student 14	92	53	53
15	Student 15	79	73	40
16	Student 16	60	79	33
17	Student 17	86	73	20
18	Student 18	92	66	66
19	Student 19	79	75	73
20	Student 20	86	73	86
21	Student 21	86	62	53
22	Student 22	92	54	66
23	Student 23	86	60	33
24	Student 24	86	40	75
25	Student 25	92	73	66
26	Student 26	92	79	85
27	Student 27	72	73	26
28	Student 28	73	65	73
29	Student 29	73	70	75
30	Student 30	79	73	59
31	Student 31	92	60	46
<b>Total Score</b>		<b>79,19355</b>	<b>69,58065</b>	<b>58,41935</b>

No	Control Group (VIII. 6)			
	Name	Score		
		Narrative	Recount	Descriptive
1	Student 1	86	92	79
2	Student 2	60	73	66
3	Student 3	86	86	53
4	Student 4	66	79	59
5	Student 5	92	73	46
6	Student 6	66	79	53
7	Student 7	86	66	45
8	Student 8	72	92	79
9	Student 9	79	53	80
10	Student 10	46	86	53
11	Student 11	86	79	66
12	Student 12	92	59	53
13	Student 13	92	86	40
14	Student 14	53	79	66
15	Student 15	92	66	46
16	Student 16	86	53	75
17	Student 17	79	73	55
18	Student 18	60	66	73
19	Student 19	79	79	66
20	Student 20	92	79	86
21	Student 21	86	73	53
22	Student 22	92	86	46
23	Student 23	86	92	86
24	Student 24	86	86	66
25	Student 25	92	40	75
26	Student 26	92	73	66
27	Student 27	79	79	86
28	Student 28	92	99	73
29	Student 29	73	79	92
30	Student 30	46	92	79
31	Student 31	73	86	56
<b>Total Score</b>		<b>78,93548</b>	<b>76,87097</b>	<b>65,06452</b>

Palembang,  
Researcher

2016

Sustrayani  
NIM.11250059

**The Result of Pretest Scores between Experimental and Control Group**

NO	Experimental Group (VIII.2)		Control Group (VIII.6)	
	Name	Score	Name	Score
1	Student 1	70	Student 1	60
2	Student 2	60	Student 2	62
3	Student 3	75	Student 3	72
4	Student 4	52	Student 4	50
5	Student 5	45	Student 5	70
6	Student 6	67	Student 6	40
7	Student 7	65	Student 7	45
8	Student 8	55	Student 8	60
9	Student 9	70	Student 9	55
10	Student 10	45	Student 10	65
11	Student 11	52	Student 11	50
12	Student 12	55	Student 12	40
13	Student 13	65	Student 13	62
14	Student 14	70	Student 14	55
15	Student 15	40	Student 15	55
16	Student 16	45	Student 16	75
17	Student 17	50	Student 17	52
18	Student 18	75	Student 18	52
19	Student 19	65	Student 19	65
20	Student 20	60	Student 20	60
21	Student 21	65	Student 21	72
22	Student 22	55	Student 22	57
23	Student 23	35	Student 23	72
24	Student 24	67	Student 24	77
25	Student 25	55	Student 25	67
26	Student 26	62	Student 26	62
27	Student 27	45	Student 27	52



28	Student 28	70	Student 28	70
29	Student 29	60	Student 29	70
30	Student 30	57	Student 30	65
31	Student 31	55	Student 31	55

**The Result of Posttest Scores between Experimental and Control Group**

NO	Experimental Group (VIII.2)		Control Group (VIII.6)	
	Name	Score	Name	Score
1	Student 1	75	Student 1	65
2	Student 2	77	Student 2	65
3	Student 3	75	Student 3	70
4	Student 4	65	Student 4	55
5	Student 5	70	Student 5	70
6	Student 6	75	Student 6	50
7	Student 7	72	Student 7	50
8	Student 8	70	Student 8	65
9	Student 9	72	Student 9	52
10	Student 10	75	Student 10	65
11	Student 11	65	Student 11	52
12	Student 12	77	Student 12	45
13	Student 13	70	Student 13	70
14	Student 14	65	Student 14	70
15	Student 15	52	Student 15	60
16	Student 16	60	Student 16	75
17	Student 17	62	Student 17	55
18	Student 18	75	Student 18	57
19	Student 19	70	Student 19	62
20	Student 20	75	Student 20	62
21	Student 21	80	Student 21	72
22	Student 22	55	Student 22	67
23	Student 23	72	Student 23	70
24	Student 24	72	Student 24	75
25	Student 25	65	Student 25	65
26	Student 26	70	Student 26	65
27	Student 27	67	Student 27	55
28	Student 28	72	Student 28	75
29	Student 29	87	Student 29	65

30	Student 30	60	Student 30	60
31	Student 31	62	Student 31	62

**Palembang,                    2016**  
**Researcher**

**Sustrayani**  
**NIM.11250059**


















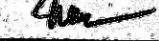
**APPENDIX D**

**STUDENTS ATTANDANCE LIST IN EXPERIMENTAL GROUP**

**Name of the School : SMPN 44 PALEMBANG**

**Class : VIII.2**

No.	Name of the Students	Pretest	Posttest
1	Ahmad Anasari	Ahmad	Ahmad
2	Ayu Febriani	Ayu	Ayu
3	Dandi	Dandi	Dandi
4	Della Melina	Della	Della
5	Dendi Kapita	Dendi	Dendi
6	Dinda Kujalina	Dinda	Dinda
7	Ilona	Ilona	Ilona
8	Ingga Nethalia Helandir	Ingga	Ingga
9	Irena Eplana	Irena	Irena
10	Julian Aldo Kurniasari	Julian	Julian
11	Juwaldi	Juwaldi	Juwaldi
12	M. Sultan Rijandi Lohar	M. Sultan	M. Sultan
13	M. Rafli Septora	M. Rafli	M. Rafli
14	Melika Mariska	Melika	Melika
15	Muhammad Asbani	Muhammad	Muhammad
16	Nobita Anggraini	Nobita	Nobita
17	Putri Altha	Putri	Putri
18	Putri Herika	Putri	Putri
19	Rahmat Triyandi	Rahmat	Rahmat
20	Ranona Putri	Ranona	Ranona
21	Riska Oktaviani	Riska	Riska
22	Rizka Subhanah	Rizka	Rizka

23	Rizka Wulandari		
24	Royhan Ashar		
25	Sabrina Purwati		
26	Sajannah Shalika		
27	Sri Rajah		
28	Syahrul		
29	Syahrul Gimbara		
30	Toni		
31	Utang Waluya		

Teacher of English



Firdiyanti, S. Pd  
NIP. 197901012009032003

Palembang, October 2016

Researcher



Sustrayanti  
NIM: 11250059

## APPENDIX E

Direction : Read the following texts and then, choose the correct answer (a, b, c, or d) on the answer sheet.

Scoring : Total correct answer : total item x 100

Skill : Reading

### Text 1

This text is for question 1-6

#### An Elephant

1 An elephant is the largest and strongest of animals. It is a strange looking animal with its thick legs, huge body, large hanging ears, a small tail, little eyes, long white tusks and above all it has a long nose.

5 The trunk is the elephant's peculiar feature. And it has various uses. The elephant draws up water by its trunk and can squirt it all over its body like a shower bath. It can also lift leaves and puts them into its mouth. In fact the trunk serves the elephant as a long arm and hand. An elephant looks very clumsy and heavy and yet it can move very quickly.

10 The elephant is a very intelligent animal. Its intelligence combine with great strength makes it a very useful servant to man and it can be trained to serve in various ways such as to carry heavy loads, hunt for tigers and even fight.

*Adapted from: English book for SMP/MTS Grade VIII ,Lilia D.*

1. What is the purpose of the text?
  - a. To inform the readers.
  - b. To describe about elephant.
  - c. To entertain the reader
  - d. To persuade the reader.
2. What kind of the text is the text above?
  - a. Narrative
  - b. Recount
  - c. Descriptive
  - d. Report
3. The third paragraph tells us about?
  - a. Elephant's strength.
  - b. Elephant's body.
  - c. Elephant's intelligence.
  - d. Elephant's tusks
4. The generic structure of the text is
  - a. Events – complication – reorientation
  - b. Orientation – complication – resolution
  - c. Orientation – events – resolution
  - d. Identification – descriptions
5. "The trunk is the elephant's peculiar feature ...."(line 4)  
The underlined word is close in meaning to ...
  - a. Large
  - b. Strange
  - c. Tough
  - d. Smooth
6. Which statement is NOT TRUE according to the text?
  - a. Elephants is strong animal.
  - b. The elephant takes a bath in the river.
  - c. Elephant has long white tusks and a long nose.
  - d. Elephant is smart animal

## Text 2

This text is for question 7-12

### Octopus

1 The octopus is a sea animal with eight powerful feet which it uses as hands. These are called tentacles. The word "Octopus" comes from two Greek words that mean "eight feet".

The octopus, the squid and the cuttlefish belong to the same family that has no outside shells. Their bodies are covered entirely with skin. Therefore the body of an octopus is soft. It looks like a big balloon. A fully grown octopus can be as large as 8.5 metres from the tip of one tentacles to the tip of another. It can weigh as much as 45 kilograms.

5 Besides using its tentacles to catch small fish, sea plants, crab and lobster, the octopus also uses them against its enemies. The octopus wraps its tentacles around the victim and squeezes it before eating it.

10 The octopus escapes from its enemies by giving out a thick dark fluid to darken the water. It can also change the color of its body to match its surroundings. It hides from its enemies by doing this.

*Adapted: from English book for SMP/MTS, Wardiman et.al*

7. Which group of sea creatures belongs to the same family...
- a. Fish, octopus and crab.
  - b. Squid, crab and octopus.
  - c. Crab, cuttlefish and squid.
  - d. Cuttlefish, octopus and squid.
  - c. Because octopus is sea animal
  - d. Because octopus have same family.
8. The word them in (line 10) refers to the octopus's...
- a. Teeth
  - b. Enemies
  - c. Tentacles
  - d. Lobster
9. What makes the body of octopus is soft?
- a. Because their bodies are covered entirely with skin.
  - b. Because their body like a big balloon.
10. What does the word "octopus" mean in Greek?
- a. Monster
  - b. Fish
  - c. Dark Water
  - d. Eight Feet
  - e. Eight Feet
11. Whose animal has eight powerful feet?
- a. Crab
  - b. Squid
  - c. Octopus
  - d. Cuttlefish
12. What does the octopus do to escape from its enemy?
- a. It runs
  - b. It gives out a thick dark fluid to darken the water.
  - c. It swims.
  - d. It stings the enemies.

### Text 3

This text is for question 13-18

#### My family

1 My family has four members. Those are I, my sister, and parents of course. My  
mother is 47 years old. Her name's Anisa. She's thin-faced and she's got long blond hair  
and beautiful green eyes. She is still slim because she always tries to stay in shape. She is  
very good looking, always well-dressed and elegant. My father, Lukman, is 5 years older  
than my mother. He is 52. In spite of his age he's still black-haired, with several grey  
5 hairs. He has bright blue eyes. He is quite tall, but a bit shorter than me. He's very hard –  
working. Besides that he is working in a travel company, he can even make a dinner when  
my mother is outside. His cooking and his meals are always very tasty as well as my  
mother.

10 Finally, my sister Nadina, she is 22. She is also red-haired and green-eyed. She  
has long wavy hair and freckles. She is definitely shorter than me. She is rather  
introverted. But she is very sensible, smart and co-operative. Right now she is studying  
English and also knows Arabic and Mandarin. I want to be so smart as she is. They all,  
except me, speak Sundanese very well, because we were living in Bandung for 5 years.  
My sister has been going to primary school there. Unfortunately, I was only 3 when we  
15 were leaving to Jakarta, so I can't speak Sundanese. Now, we are happily living in Jakarta

*Adapted from The World Book Student Discovery Encyclopedia, 2006)*

13. What is the writer's father's name?

- a. Lukman c. Robi
- b. Roni d. Likman

14. Where does the writer's father work?

- a. Travel company
- b. Car company
- c. Bicycle company
- d. Bus company

15. How old is Nadina?

- a. 23 years old
- b. 20 years old
- c. 24 years old
- d. 22 years old

16. She is rather introvert. But she is

very sensible, smartest and co-operative (line 13) The underlined word closed meaning

- a. Stupid c. Clever
- b. Diligent d. Lazy

17. She is very good-looking, always well-dressed and elegant. The antonym of the underlined word is...

- a. Beautiful c. Untidy
- b. Neat d. Cleanly

18. The generic structure of the text is

.....

- a. Identification - description
- b. Orientation – complication – resolution
- c. Orientation – events – resolution
- d. Events – complication – reorientation



#### Text 4

This text is for question 19-25

#### The National Monument

1 The National Monument or Monas as it is usually called, is a monument built to remember the struggle of Indonesian heroes fighting the colonial domination. Monas was built based on the idea of the first president of Indonesia, Ir. Soekarno, with the help of Sudarsono and F. Silaban as the architect, and Ir. Rooseno as the consultant. It is built on an area with a width of 80 hectares. Monas was officially opened on 17 August 1961  
5 by President Soekarno, and publicly opened on 12 July 1971.

The top of Monas shaped like a flame, symbolizing a never extinguished spirit of Indonesian people. The flame was made of bronze medal, weight of which was 14,5 ton, and was plated with 35 kg gold. The flame has 6 meters diameter and consists of 77 concentrated parts.

10 The standing pillar of Monas has height of 137 meters, symbolizing a rice pestle, while the cup symbolizing a rice barn. Rice pestle and barn are traditional tools to pound rice, figuring out Indonesia as an agricultural country. They're also regarded as the symbol of Indonesian people's fertility, and as a symbol of male and female. Jakarta people usually use Monas area as a place for sport activities, in the morning and afternoon time. Most people visit Monas on Weekends and holidays.

15 *Adapted from: English book for SMP/MTS Grade VIII, Lilia D.*

19. What is the main idea of the first paragraph ?
- The history of Monas.
  - To remember the struggle of Monas.
  - The first president of Indonesian.
  - Monas located.
20. Whose has it idea to built Monas?
- The third president of Indonesia.
  - The first president of Indonesia.
  - The second presidents of Indonesia.
  - The fourth president of Indonesia.
21. When did Monas officially open?
- 17 August 1945
  - 12 July 1971
  - 17 August 1961
  - 12 July 1981
22. The top of Monas shaped like a flame. The underline word has similar meaning with...
- Spirit
  - Dark
  - Gloom
  - Bright
23. The generic structure of the text is .....
- Identification - description
  - Orientation - complication - resolution
  - Orientation - events - resolution
  - Events - complication - reorientation.
24. What kind of the text is the text above?
- Recount
  - Narrative
  - Descriptive
  - Report.
25. What is the function of Monas for Jakarta people?
- Sport activities.
  - Singing.
  - Hang out.
  - Spend time.

## Text 5

This text is for question 26-32

### Disney world resort

1 Disney World Resort is one of the most visited and largest recreational resorts in the world. It has four different theme parks: The Magic Kingdom, Epcot, Disney MGM Studios, and Disney's Animal Kingdom.

5 The Magic Kingdom, Epcot contains tunnels underneath the buildings. The tunnels are used primarily for the support facilities necessary for merchandise shop and restaurants. Spaceship Earth is the icon of Epcot. At Epcot, guest can visit future world that offers innovative aspects and applications of technology. Guest can also visit pavilions representing eleven countries such as china, United Kingdom, France, Moroko, Japan, and Italy in World Showcase.

10 The other two theme parks at Disney World Resort are Disney MGM Studios and Disney's Animals Kingdom. At Disney MGM Studios, guest can enjoy rides and shows based on Hollywood movies. At Disney's Animal Kingdom, guest can take a safari ride to see elephants, giraffes, hippos, rhinos, and lions. There are also two Disney water parks; Blizzard Beach and Typhon Lagoon. Both park have water slides and other water adventures.

15 *(Adapted from (English book (SMP/MTS) Grade VIII. bse*

26. Where are the water parks?
- At Magic kingdom
  - At Efcot
  - At Disney MGM Studios.
  - At Disney's Animal Kingdom.
27. How many kinds of animals are mentioned in the text?
- Five
  - Four
  - Three
  - Two
28. What are the theme parks available in Disney World Resort?
- Cinderella's castle, spaceship earth, future world, and world showcase.
  - China, united kingdom, france, and morocco.
  - Magic kingdom, efcot, disney MGM Studios, and Disney World Resort.
  - Magic kingdom, Efcot, Disney Animal kingdom.
29. What can the guest do at Efcot?
- Having meals, enjoying water parks, and enjoying attractions.
  - Watching Hollywood Movies.
  - Enjoying the features of the world and science exhibitions.
  - Riding animals around the world and buy gifts.
30. What is the purpose of the text?
- To tell about disney world resort.
  - To describe about disney world resort
  - To entertain the people
  - To persuade the people come in the diney world resort.
31. How many country are mentioned in the text above?
- Ten
  - Eleven
  - Twelve
  - Thirteen
32. It has four different theme parks. (Line 2)  
The underlined word refers to ...
- The Magic Kingdom
  - Disney world resort
  - Disney MGM studio
  - Disney's animal kingdom

## Text 6

This text is for question 33-40

### The Suramadu Bridge

1 The Suramadu Bridge (Indonesian: Jembatan Suramadu), also known as the Surabaya–Madura Bridge, is a bridge with three cable-stayed sections constructed between Surabaya on the island of Java and the town of Bangkalan on the island of Madura in Indonesia. Opened on June 10, 2009, the 5.4-km bridge is the longest in Indonesia and the first bridge to cross the Madura Strait.

5 The cable-stayed portion has three spans with lengths 192 m, 434 m and 192 m. The bridge has two lanes in each direction plus an emergency lane and a dedicated lane for motorcycles. The first toll bridge in Indonesia, fares have been initially set at Rp. 30,000 (US\$3 in 2009) for four-wheeled vehicles and Rp. 3,000 (US\$0.30) for two-wheelers. The bridge was built by a consortium of Indonesian companies PT Adhi Karya and PT Waskita Karya working with China Road and Bridge Corp. and China Harbor Engineering Co. Ltd. The total cost of the project, including connecting roads, has been estimated at 4.5 trillion rupiah (US\$445 million).

10 Construction started on August 20, 2003. In July 2004, a girder collapsed, killing one worker and injuring nine others. Work on the bridge halted at the end of 2004 due to lack of funds, but was restarted in November 2005. The main span of the bridge was connected on March 31, 2009, and the bridge was opened to the public in June 10, 2009. Within a week of the opening, it was discovered that nuts and bolts as well as maintenance lamps had been stolen and that there was evidence of vandalism of cables supporting the main span

20 *Adapted from The World Book Student Discovery Encyclopedia, 2006)*

33. Suramadu's bridge is also known as...
- Longest bridge
  - Sura and madu
  - Surabaya-Madura bridge
  - toll bridge
34. Suramadu's bridge connects the island of ....
- Java and Sumatra
  - Java and Bali
  - Sumatra and Kalimantan
  - Java and Madura
35. When the bridge was built?
- March 31, 2009
  - August 20, 2003
  - July 2004
  - June 10, 2009
36. The following statement is true, EXCEPT ....
- Suramadu's bridge is also known Surabaya-Madura bridge
  - The long of Suramadu's bridge is 5400 meters
  - Suramadu's bridge connects the islands of Java and Madura
  - Bridge was opened on March 31, 2009
37. What kind of the text above?
- Recount
  - Descriptive
  - Report
  - Narrative
38. The generic structure of the text is .....
- Identification - description
  - Orientation – complication – resolution
  - Orientation – events – resolution
  - Events – complication – reorientation

39. What is the purpose of the text?

- a. To inform the readers.
- b. To describe about suramadu bridge.
- c. To entertain the reader
- d. To persuade the reader.

40. What is the main idea of the first paragraph?

- a. The definition of suramadu bridge
- b. The parts of body of suramadu bridge
- c. The alias names for a suramadu bridge
- d. The size of suramadu bridge

**Answer key to Reading Comprehension Test**

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

APPENDIX F

STUDENTS ATTENDANCE LIST IN CONTROL GROUP

Name of the School : SMPN 44 PALEMBANG

Class : VIII 6

No.	Name of the Students	Present	Absent
1	Agustian Leo Saputra	by	by
2	Ajung Triandewati	by	by
3	All Maulana	by	by
4	Amrullah Mubandala	Amr	Amr
5	Andri Saputra	And	And
6	Aswellya Sandopa	Asul	Asul
7	Bayu Pratomo	Bay	Bay
8	Bayu Saputra	by	by
9	Bella Yuzita	Bella	Bella
10	Dart Dirajat		
11	Dessa Karan Prayoga Putri	Dess	Dess
12	Dhina Febriyanti	Dhina	Dhina
13	Dio Ramadhan	Dio	Dio
14	Jarikh	ji	ji
15	Ego Aswari	Ego	Ego
16	Lisa Prima Utomo	Lisa	Lisa
17	M. Ali Akbar	Amal	Amal
18	M. Bayu Anggara Pratomo	Bayu	Bayu
19	M. Arhadi Muzandhar	Arh	Arh
20	M. Frenghi Pratomo	Fren	Fren
21	M. Rizki Anugrah	Riz	Riz
22	M. Rizki Ramadhan	Riz	Riz

23	Miscepie	Miscepie	Miscepie
24	Nedda Shinta Ratihani	Nedda Shinta Ratihani	Nedda Shinta Ratihani
25	Nova	Nova	Nova
26	Nurmalia Sari	Nurmalia Sari	Nurmalia Sari
27	Pelita Flora	Pelita Flora	Pelita Flora
28	Rangga Yedha	Rangga Yedha	Rangga Yedha
29	Rafli Kurnia	Rafli Kurnia	Rafli Kurnia
30	Rian Saputra	Rian Saputra	Rian Saputra
31	Salsabila	Salsabila	Salsabila

Teacher of English



Firdiyanti, S. Pd.

NIP.197901012009032003

Palembang, October 2016

Researcher



Susriyanti

NIM: 11250059

**APPENDIX G**

**LEMBAR VALIDASI RPP**

Petunjuk : Berilah tanda cek (✓) dalam kolom penilaian yang sesuai menurut pendapat anda!

Keterangan :

- 1 : berarti "sangat baik"
- 2 : berarti "cukup baik"
- 3 : berarti "baik"
- 4 : berarti "sangat baik"

- a : dapat digunakan tanpa revisi
- b : dapat digunakan dengan sedikit revisi
- c : dapat digunakan dengan banyak revisi
- d : belum dapat digunakan

No.	Komponen Rencana Pembelajaran	Skala penilaian			
		1	2	3	4
I.	<b>Perencanaan Indikator Belajar</b>				
	1. Kejelasan Rumusan			✓	
	2. Kelengkapan cakupan rumusan indikator			✓	
	3. Kesesuaian dengan kompetensi dasar			✓	
II.	<b>Pemilihan dan Pengorganisasian Materi Pembelajaran</b>				
	1. Kesesuaian dengan kompetensi yang akan dicapai			✓	
	2. Kesesuaian dengan karakteristik peserta didik			✓	
	3. Kemutakhiran dan sistematisasi materi			✓	
III.	<b>Pemilihan Sumber Belajar / Media Pembelajaran</b>				
	1. Kesesuaian sumber belajar / media pembelajaran dengan kompetensi (tujuan) yang ingin dicapai			✓	
	2. Kesesuaian sumber belajar / media pembelajaran dengan materi pembelajaran			✓	
	3. Kesesuaian sumber belajar / media pembelajaran dengan karakteristik peserta didik			✓	
IV.	<b>Skenario / Kegiatan Pembelajaran</b>				
	1. Kesesuaian strategi dan metode pembelajaran dengan kompetensi (tujuan) pembelajaran			✓	
	2. Kesesuaian strategi dan metode pembelajaran dengan materi pembelajaran			✓	
	3. Kesesuaian strategi dan metode pembelajaran dengan karakteristik peserta didik			✓	
V.	<b>Penilaian Hasil Belajar</b>				
	1. Kesesuaian teknik penilaian dengan kompetensi yang ingin dicapai			✓	
	2. Kejelasan prosedur penilaian			✓	
	3. Kelengkapan instrumen (soal dan kunci jawaban)			✓	



<b>VI</b>	<b>Penggunaan Bahasa Tulis</b>				
	1. Ketepatan Ejaan			✓	
	2. Ketepatan pilihan kata			✓	
	3. Kebahasaan struktur kalimat			✓	
	4. Bentuk huruf dan angka baku			✓	
<b>VII</b>	<b>Penilaian Validasi Umum</b>	a	(b)	c	d

Kesimpulan :

.....  
 .....  
 .....

Palembang, 8 Agustus 2016  
 Validator I

  
 Rani Wilona, M.Pd

**LEMBAR VALIDASI INSTRUMEN TES**

Kelas / Semester : VII / 1 (SBU)  
 Mata Pelajaran : Biologi  
 Materi : Daerah Persebaran

**Petunjuk :**

1. Anda akan diminta memberikan penilaian atau validasi terhadap instrument tes.
2. Pengisian instrument validasi ini dilakukan dengan memberikan tanda cek (✓)

No	Uraian	Validasi			
		1	2	3	4
<b>I</b>	<b>Aspek Petunjuk</b>				
	a. Petunjuk tes dinyatakan jelas			✓	
	b. Kriteria skor yang diberikan, dinyatakan jelas			✓	
<b>II</b>	<b>Aspek cakupan tes praktis kognitif</b>				
	a. Butir-butir pertanyaan pada pretest dan posttest pemahaman membaca dinyatakan dengan jelas			✓	
	b. Pilihan jawaban pada pretest dan posttest pemahaman membaca dinyatakan dengan jelas			✓	
<b>III</b>	<b>Aspek Bahasa</b>				
	a. Menggunakan bahasa sesuai dengan tingkat bahasa inggris			✓	
	b. Rumusan pernyataan komunikatif			✓	
	c. Menggunakan kalimat dan kata-kata yang mudah dipahami			✓	
<b>IV</b>	<b>Penilaian Validasi Umum</b>				
	Penilaian atau validasi umum terhadap instrumen	a	b	c	d

**Keterangan :**

- |                |  |
|----------------|--|
| 1. Kurang Baik | e. dapat digunakan tanpa revisi          |
| 2. Cukup Baik  | f. dapat digunakan dengan sedikit revisi |
| 3. Baik        | g. dapat digunakan dengan banyak revisi  |
| 4. Baik Sekali | h. belum dapat digunakan                 |

**Catatan:**

.....  
 .....  
 .....

Palembang, 8 Agustus 2016  
 Validator I

Beni Wiliana, M.Pd.

### LEMBAR VALIDASI RPP

Petunjuk : Berilah tanda cek (✓) dalam kolom penilaian yang sesuai menurut pendapat anda!

Keterangan :

1 : berarti "kurang baik"

2 : berarti "cukup baik"

3 : berarti "baik"

4 : berarti "sangat baik"

a : dapat digunakan tanpa revisi

b : dapat digunakan dengan sedikit revisi

c : dapat digunakan dengan banyak revisi

d : belum dapat digunakan

No.	Komponen Rencana Pembelajaran	Skala penilaian			
		1	2	3	4
I.	<b>Perumusan Indikator Belajar</b>				
	1. Kejelasan Rumusan				✓
	2. Kelengkapan cakupan rumusan indikator				✓
	3. Kesesuaian dengan kompetensi dasar				✓
	4. Kesesuaian dengan standar kompetensi				✓
II.	<b>Pemilihan dan Pengorganisasian Materi Pembelajaran</b>				
	1. Kesesuaian dengan kompetensi yang akan dicapai				✓
	2. Kesesuaian dengan karakteristik peserta didik				✓
	3. Keruntutan dan sistematis materi				✓
	4. Kesesuaian materi dengan alokasi waktu				✓
III.	<b>Pemilihan Sumber Belajar / Media Pembelajaran</b>				
	1. Kesesuaian sumber belajar / media pembelajaran dengan kompetensi (tujuan) yang ingin dicapai				✓
	2. Kesesuaian sumber belajar / media pembelajaran dengan materi pembelajaran				✓
	3. Kesesuaian sumber belajar / media pembelajaran dengan karakteristik peserta didik				✓
IV.	<b>Skenario / Kegiatan Pembelajaran</b>				
	1. Kesesuaian strategi dan metode pembelajaran dengan kompetensi (tujuan) pembelajaran				✓
	2. Kesesuaian strategi dan metode pembelajaran dengan materi pembelajaran				✓
	3. Kesesuaian strategi dan metode pembelajaran dengan karakteristik peserta didik				✓
	4. Kelengkapan langkah-langkah dalam setiap tahapan pembelajaran dan kesesuaian dengan alokasi waktu				✓
V.	<b>Penilaian Hasil Belajar</b>				
	1. Kesesuaian teknik penilaian dengan kompetensi yang ingin dicapai				✓
	2. Kejelasan prosedur penilaian				✓
	3. Kelengkapan instrumen (soal dan kunci jawaban)				✓

<b>VI</b>	<b>Penggunaan Bahasa Tulis</b>								
	1. Kejelasan Ejaan								✓
	2. Kejelasan pilihan kata								✓
	3. Ketepatan struktur kalimat								✓
	4. Bentuk huruf dan angka tulis								✓
<b>VII</b>	<b>Penilaian Validasi Uraian</b>								
		a	b	c	d				

Kesimpulan :

.....  
 .....  
 .....

Palembang, 9 Agustus 2016  
 Validator III



**Amalia Hasanah, Ss. M. Pd.**  
**NIP. 1979073120070102001**

### LEMBAR VALIDASI INSTRUMEN TES

Kelas / Semester : XII / 1 (R11)  
 Mata Pelajaran : Seni  
 Materi : Daerah 191

Petunjuk :

1. Anda akan diminta memberikan penilaian atau validasi terhadap instrument tes.
2. Pengisian instrument validasi ini dilakukan dengan memberikan tanda cek (✓)

No	Uraian	Validasi			
		1	2	3	4
<b>I</b>	<b>Aspek Petunjuk</b>				
	a. Petunjuk tes dinyatakan jelas			✓	
	b. Kelainan eja yang diberikan, dinyatakan jelas			✓	
<b>II</b>	<b>Aspek cakupan tes prestasi kognitif</b>				
	a. Baik-baik pertanyaan pada pretest dan posttest pemahaman membaca dinyatakan dengan jelas			✓	
	b. Pilihan jawaban pada pretest dan posttest pemahaman membaca dinyatakan dengan jelas			✓	
<b>III</b>	<b>Aspek Bahasa</b>				
	a. Menggunakan bahasa sesuai dengan kaidah bahasa Inggris			✓	
	b. Rumusan pernyataan komunikatif			✓	
	c. Menggunakan kalimat dan kata-kata yang mudah dipahami			✓	
<b>IV</b>	<b>Penilaian Validasi Umum</b>				
	Penilaian atau validasi umum terhadap instrumen	a	b	c	d

**Keterangan :**

- |  |  |
|--|--|
| <ol style="list-style-type: none"> <li>1. Kurang Baik</li> <li>2. Cukup Baik</li> <li>3. Baik</li> <li>4. Baik Sekali</li> </ol> | <ol style="list-style-type: none"> <li>a. dapat digunakan tanpa revisi</li> <li>b. dapat digunakan dengan sedikit revisi</li> <li>c. dapat digunakan dengan banyak revisi</li> <li>d. belum dapat digunakan</li> </ol> |
|--|--|

Catatan:

*Revisi 05/05/2016*

Palembang, 3 Agustus 2016  
 Validator II

*Amel. W. S.*

**Amelia Hosenah, S.S. M. Pd.**  
 NIP. 1979073120070102101

### LEMBAR VALIDASI RPP

Petunjuk : Berilah tanda cek (✓) dalam kolom penilaian yang sesuai menurut pendapat anda!

Keterangan :

- 1 : berarti "sangat baik"
- 2 : berarti "cukup baik"
- 3 : berarti "baik"
- 4 : berarti "sangat baik"

- a : dapat digunakan tanpa revisi
- b : dapat digunakan dengan sedikit revisi
- c : dapat digunakan dengan banyak revisi
- d : belum dapat digunakan

No.	Komponen Rencana Pembelajaran	Skala penilaian			
		1	2	3	4
I.	<b>Perumusan Indikator Belajar</b>	✓			
	1. Kejelasan Rumusan		✓		
	2. Kelengkapan cakupan rumusan indikator			✓	
	3. Kesesuaian dengan kompetensi dasar			✓	
II.	<b>Pemilihan dan Pengorganisasian Materi Pembelajaran</b>		✓		
	1. Kesesuaian dengan kompetensi yang akan dicapai			✓	
	2. Kesesuaian dengan karakteristik peserta didik			✓	
	3. Keragaman dan sistematis materi			✓	
III.	<b>Pemilihan Sumber Belajar / Media Pembelajaran</b>			✓	
	1. Kesesuaian sumber belajar / media pembelajaran dengan kompetensi (tujuan) yang ingin dicapai			✓	
	2. Kesesuaian sumber belajar / media pembelajaran dengan materi pembelajaran			✓	
	3. Kesesuaian sumber belajar / media pembelajaran dengan karakteristik peserta didik			✓	
IV.	<b>Strategi / Kegiatan Pembelajaran</b>			✓	
	1. Kesesuaian strategi dan metode pembelajaran dengan kompetensi (tujuan) pembelajaran			✓	
	2. Kesesuaian strategi dan metode pembelajaran dengan materi pembelajaran			✓	
	3. Kesesuaian strategi dan metode pembelajaran dengan karakteristik peserta didik			✓	
V.	<b>Penilaian Hasil Belajar</b>			✓	
	1. Kesesuaian teknik penilaian dengan kompetensi yang ingin dicapai			✓	
	2. Kejelasan prosedur penilaian			✓	
	3. Kelengkapan instrumen (soal dan kunci jawaban)			✓	

VI	Pengetahuan Bahasa Tulis				
	1. Ketepatan Ejaan		✓		
	2. Ketepatan pilihan kata			✓	
	3. Kebahasaan struktur kalimat		✓		
	4. Bentuk huruf dan angka tulis			✓	
VII	Penilaian Validasi Uraian	a	b	c	d

Kesimpulan: *Review as suggested (indicate, not if necessary, and give direction)*

Palojangan, Agustus 2016  
 Validator III

*[Signature]*  
 Nama Lengkap Pribadi, M. Ed.

**LEMBAR VALIDASI INSTRUMEN TES**

Kelas / Semester : VII / 1 (Satu)  
 Mata Pelajaran : Bahasa Inggris  
 Materi : Definisi dan Wsk

**Petunjuk :**

1. Anda akan diminta memberikan penilaian atau validasi terhadap instrument tes.
2. Pengisian instrument validasi ini dilakukan dengan memberikan tanda cek (✓)

No	Uraian	Validasi			
		1	2	3	4
<b>I</b>	<b>Aspek Petunjuk</b>				
	a. Petunjuk tes dinyatakan jelas				✓
	b. Kriteria skor yang diberikan, dinyatakan jelas	✓			
<b>II</b>	<b>Aspek cakupan tes prestasi belajar</b>				
	a. Butir-butir pertanyaan pada pretest dan posttest pemahaman membaca dinyatakan dengan jelas			✓	
	b. Pilihan jawaban pada pretest dan posttest pemahaman membaca dinyatakan dengan jelas			✓	
<b>III</b>	<b>Aspek Bahasa</b>				
	a. Menggunakan bahasa sesuai dengan kaidah bahasa Inggris		✓		
	b. Rumusan pernyataan komunikatif			✓	
	c. Menggunakan kalimat dan kata-kata yang mudah dipahami			✓	
<b>IV</b>	<b>Penilaian Validasi Umum</b>				
	Penilaian atau validasi umum terhadap instrumen	a	ⓑ	c	d

**Keterangan :**

- |                |  |
|----------------|--|
| 1. Kurang Baik | a. dapat digunakan tanpa revisi          |
| 2. Cukup Baik  | b. dapat digunakan dengan sedikit revisi |
| 3. Baik        | c. dapat digunakan dengan banyak revisi  |
| 4. Baik Sekali | d. belum dapat digunakan                 |

Catatan: Tambahkan kriteria skor pada petunjuk soal dan  
buat: bahasa kaidah tata bahasa dan soal/pilihan  
dan jawaban yang lebih jelas

Palembang, 9 Agustus 2016  
 Validator III

  
Nera Lina Plinika, M. Pd.



**APPENDIX III**

**STUDENTS' ATTENDANCE LIST**

Name of School : SMPN 16 PALEMBANG  
 Class : VIII.4

No.	Name of Students	Signature
1	Adinda Nilasari	1. Adinda Nilasari
2	Ajla Andasta	2. Ajla Andasta
3	Anna Sari	3. Anna Sari
4	Aqqa Rizkia Fasha	4. Aqqa Rizkia Fasha
5	Artha Dwi Cahyo	5. Artha Dwi Cahyo
6	Biana Bharata Shana	6. Biana Bharata Shana
7	Daffa Jiyad Pratama	7. Daffa Jiyad Pratama
8	Indriana Sri Andini	8. Indriana Sri Andini
9	Keysha Amella	9. Keysha Amella
10	M. Faruq Zahran	10. M. Faruq Zahran
11	M. Faza Adil Pratama	11. M. Faza Adil Pratama
12	M. Guntur	12. M. Guntur
13	M. Iqbal Firmansyah	13. M. Iqbal Firmansyah
14	M. Wahyu Fajrillah	14. M. Wahyu Fajrillah
15	M. Halkal S	15. M. Halkal S
16	Nabila Mega Putri	16. Nabila Mega Putri
17	Nuraini Aulia Putri	17. Nuraini Aulia Putri
18	Putri Ayu Biharani	18. Putri Ayu Biharani
19	Putri Nodillah	19. Putri Nodillah
20	Rovi Mariska	20. Rovi Mariska
21	Rifki Ardiansyah	21. Rifki Ardiansyah

## Validity Test Result of Each Question Items

No	Validity Test of Each Question Item	Sig. (2-tailed) of Pearson Correlation (r-output)	r-table score	Result
1	Item 1	0	0,396	Invalid
2	Item 2	0,426	0,396	<b>Valid</b>
3	Item 3	0,347	0,396	Invalid
4	Item 4	0,533	0,396	<b>Valid</b>
5	Item 5	0,078	0,396	Invalid
6	Item 6	0,755	0,396	<b>Valid</b>
7	Item 7	0,877	0,396	<b>Valid</b>
8	Item 8	0,002	0,396	Invalid
9	Item 9	0,639	0,396	<b>Valid</b>
10	Item 10	0,426	0,396	<b>Valid</b>
11	Item 11	0,125	0,396	Invalid
12	Item 12	0,533	0,396	<b>Valid</b>
13	Item 13	0,335	0,396	Invalid
14	Item 14	0,585	0,396	<b>Valid</b>
15	Item 15	0,426	0,396	<b>Valid</b>
16	Item 16	0,228	0,396	Invalid
17	Item 17	0,887	0,396	<b>Valid</b>
18	Item 18	0,051	0,396	Invalid
19	Item 19	0,877	0,396	<b>Valid</b>
20	Item 20	0,747	0,396	<b>Valid</b>
21	Item 21	0,00	0,396	Invalid
22	Item 22	0,639	0,396	<b>Valid</b>
23	Item 23	0,00	0,396	Invalid
24	Item 24	0,639	0,396	<b>Valid</b>
25	Item 25	0,204	0,396	Invalid
26	Item 26	0,755	0,396	<b>Valid</b>
27	Item 27	0,639	0,396	<b>Valid</b>
28	Item 28	0,347	0,396	Invalid
29	Item 29	0,627	0,396	<b>Valid</b>
30	Item 30	0,533	0,396	<b>Valid</b>
31	Item 31	0,755	0,396	<b>Valid</b>

32	Item 32	0,533	0,396	<b>Valid</b>
33	Item 33	0,002	0,396	Invalid
34	Item 34	0,811	0,396	<b>Valid</b>
35	Item 35	0,426	0,396	<b>Valid</b>
36	Item 36	0,314	0,396	Invalid
37	Item 37	0,877	0,396	<b>Valid</b>
38	Item 38	0,021	0,396	Invalid
39	Item 39	0,426	0,396	<b>Valid</b>
40	Item 40	0,716	0,396	<b>Valid</b>
41	Item 41	0,110	0,396	Invalid
42	Item 42	0,863	0,396	<b>Valid</b>
43	Item 43	0,533	0,396	<b>Valid</b>
44	Item 44	0,868	0,396	Invalid
45	Item 45	0,638	0,396	<b>Valid</b>
46	Item 46	0,33	0,396	Invalid
47	Item 47	0,639	0,396	<b>Valid</b>
48	Item 48	0,755	0,396	<b>Valid</b>
49	Item 49	0,585	0,396	<b>Valid</b>
50	Item 50	0,078	0,396	Invalid
51	Item 51	0,426	0,396	<b>Valid</b>
52	Item 52	0,585	0,396	<b>Valid</b>
53	Item 53	0,100	0,396	Invalid
54	Item 54	0,627	0,396	<b>Valid</b>
55	Item 55	0,585	0,396	<b>Valid</b>
56	Item 56	0,011	0,396	Invalid
57	Item 57	0,639	0,396	<b>Valid</b>
58	Item 58	0,716	0,396	<b>Valid</b>
59	Item 59	0,716	0,396	<b>Valid</b>
60	Item 60	0,627	0,396	<b>Valid</b>

## APPENDIX J

### Result of Reliability Test Analysis Measured by Split Half

#### Case Processing Summary

		N	%
Cases	Valid	25	100.0
	Excluded <sup>a</sup>	0	.0
	Total	25	100.0

a. Listwise deletion based on all variables in the procedure.

#### Reliability Statistics

Cronbach's Alpha	Part 1	Value	.171
		N of Items	20 <sup>a</sup>
	Part 2	Value	.599
		N of Items	20 <sup>b</sup>
	Total N of Items		40
Correlation Between Forms			.646
Spearman-Brown Coefficient	Equal Length		.785
	Unequal Length		.785
Guttman Split-Half Coefficient			.758

a. The items are: item1, item2, item3, item4, item5, item6, item7, item8, item9, item10, item11, item12, item13, item14, item15, item16, item17, item18, item19, item20.

b. The items are: item21, item22, item23, item24, item25, item26, item27, item28, item29, item30, item31, item32, item33, item44, item35, item36, item37, item38, item39, item40.

APPENDIX K

SILABUS PEMBELAJARAN


Sekolah : SMPN 04 Pekanbaru  
 Mata Pelajaran : BAHASA INGGRIS  
 Kelas/Komponen : VIII ( Delapan ) / I ( 0001 )  
 Standar Kompetensi : Membaca


5. Memahami makna teks teks fungsional dan esai pendek berbentuk deskriptif dan recount yang berkaitan dengan lingkungan sekitar

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Penunjang Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Cara Instrumen		
5.1 Membaca nyaring bermakna teks teks fungsional dan esai berbentuk deskriptif dan recount pendek dan sederhana dengan utuh, memahami dan menemukan yang berkaitan dengan lingkungan sekitar	<ul style="list-style-type: none"> <li>Teks teks berbentuk deskriptif dan recount</li> <li>Makna gagasan</li> <li>Makna kalimat dalam teks deskriptif dan recount</li> <li>Langkah menulis teks deskriptif dan recount</li> <li>Tujuan komunikasi teks deskriptif dan recount</li> <li>Ciri kebahasaan teks deskriptif dan recount</li> </ul>	<ol style="list-style-type: none"> <li>membaca nyaring teks fungsional pendek</li> <li>mengjawab pertanyaan tentang isi teks fungsional pendek</li> <li>mengidentifikasi tujuan komunikatif teks fungsional pendek</li> <li>mengjawab pertanyaan tentang ciri kebahasaan teks fungsional</li> </ol>	<ul style="list-style-type: none"> <li>Membaca dengan nyaring dan memahami teks fungsional pendek</li> <li>Makna gagasan</li> <li>Makna kalimat dalam teks deskriptif dan recount</li> <li>Mengidentifikasi berbagai informasi dalam teks fungsional pendek</li> <li>Mengidentifikasi fungsi sosial teks fungsional pendek</li> </ul>	<ul style="list-style-type: none"> <li>Tes lisan</li> <li>Tes tertulis</li> </ul>	<ul style="list-style-type: none"> <li>Multiple Choice</li> <li>Uraian</li> </ul>	<ul style="list-style-type: none"> <li>Read the text aloud and slowly.</li> <li>Answer the following questions based on the text</li> <li>Answer the questions</li> </ul>	2 x 40 menit	<ol style="list-style-type: none"> <li>Buku teks yang relevan</li> <li>Gambar terkait tema/tepat</li> <li>Benda-benda sekitar</li> </ol>

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Penunjang Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Cara Instrumen		
5.2 Mengetahui makna dan langkah menulis dalam esai pendek berbentuk esai deskriptif dan recount yang berkaitan dengan lingkungan sekitar dan menemukan yang berkaitan dengan lingkungan sekitar dalam teks berbentuk deskriptif dan recount		<ol style="list-style-type: none"> <li>menyebutkan dan memahami tujuan komunikasi</li> <li>mengjawab pertanyaan tentang informasi yang terdapat dalam teks</li> <li>mengjawab pertanyaan tentang tujuan komunikatif teks deskriptif / recount</li> <li>mengidentifikasi ciri-ciri kebahasaan teks yang dibaca</li> </ol>	<ul style="list-style-type: none"> <li>Mengidentifikasi ciri kebahasaan teks fungsional pendek</li> <li>Mengidentifikasi tujuan komunikatif teks deskriptif dan recount</li> </ul>	<ul style="list-style-type: none"> <li>Tes tulis</li> <li>Tes lisan</li> </ul>			4 x 40 menit	<ol style="list-style-type: none"> <li>Buku teks yang relevan</li> <li>Kartu gambar</li> <li>Gambar perantara yang tepat</li> <li>Lingkungan sekitar</li> </ol>

Komponen Tugas	Maksud Fungsional	Kegiatan Fungsional	Indikator Pencapaian Komponen	Pendidik			Abahul Wahid	Sumber Belajar
				Teknik	Metode Instrumen	Contoh Instrumen		
* Indikator dasar yang diharapkan : Dapat digunakan ( Transmisi/kanal ) Suhu normal ( normal ) Tekanan ( diastole )								

Mengetahui  
 Kepala Sekolah SMPN 01 Pekanbaru  


Guru Mata Pelajaran Biologi  
  
 Endang Sari  
 NIP. 2070602200000000

### LESSON PLAN

**Name of School** : SMPN 44 Palembang  
**Subject** : English  
**Class/Semester** : VIII/I  
**Time** : 2 x 45 minutes  
**Meeting** : 2<sup>nd</sup>

#### A. Standard competence

##### Reading

5. Understanding the meaning in a short simple essay in the form of *descriptive and recount text* to interact with their environment.

#### B. Basic Competence

- 5.1 Read aloud a meaningful functional text and simple short essay in the form *descriptive and recount*, with good expression, stressing and intonation that acceptable relating to the environment.
- 5.2 Response the meaning and the rhetorical steps in simple short essay accurately, fluently, and acceptable that relates with surrounding environment in the form of descriptive and recount text.

#### C. Indicator

1. Read aloud a descriptive text correctly.
2. Identify Purpose of the text
3. Identify generic structure of a descriptive text
4. Identify Information text
5. Identify the main idea of the descriptive text
6. Identify vocabulay
7. Identify Reference

#### D. The Goal of Learning

After the learning process, students are able to :

1. Read a descriptive text correctly.
2. Identify Purpose of the text
3. Identify generic structure of a descriptive text
4. Identify Information text
5. Identify the main idea of the descriptive text
6. Identify vocabulay
7. Identify Reference

#### E. Method of Teaching

SCROL Strategy

## F. Teaching Material

The definition of descriptive text contains the description about person, place, object or event, describe a special place and explain why it is special, describe the most of important person in your life, describe the animal habitat in your report.

### Purpose/Social function

The purpose of descriptive text is to describe something, to introduce, criticize or promote something.

### Generic Structure

There are two generic structures in descriptive text, which are:

#### 1. Identification

The identification part is the part where write introduces the person, thing or place described.

#### 2. Description

In this part the writer gives the detail of the person, thing or place described. It may describe parts, qualities, or characteristic.

#### 3. Language Feature

Use present tense

Use kind of adjectives and compound adjectives

Use active verb

### Durians

The durian is the fruit of trees of the genus *Durio*. The fruit is widely known and revered in southeast Asia is as the king “King of fruits”. A durian is dictintive for its large size, unique odor, and a formidable thorn-covered husk.

The fruit can grow up to 30 centimeters (12 in) long and 15 centimeters (6 in) in diameter, and typically weighs one to three kilograms. its shape ranges from oblong to round, the colour of its husk green to brown and its fresh pake-yellow to red, depending on species. The hard outer husk is covered with sharp, prickly thorns, while the edibles flesh within emits the destintive odor. The odor of the ripe fruit is very strong and penetrating, even when the husk of the fruit is still intact.

The flesh of the durian was famously described by the British naturalist, Alfred Russell Wallace. He called it “rich custard highly flovored with almonds”. Durian can be consumed at various stages of ripenesss, and are used to flavor a wide variety of edibles, both savory and sweet.

Durian from different species or clones can have significantly different aromas. For example, red durian has a deep caramel flavor with a turpintine odor, while-fleshed durian emits a fragrance of roasted almonds. The degree of ripeness has a great effect on the flavor as well.

*Taken From: English book, Siap Un Liliana D. Sumarno*



**G. Source of Learning: Book and hard copies of text**

LKS PUPIN (pokok uji pintar) English for SMP/MTS

**Media:** Dictionary, English Book, Questions Paper and The text.

**H. Teaching Learning Activities :***1) Pre-Activity (10 minutes)*

1. Greeting the students
2. Checking the students attendants list
3. The teacher asks the students about the previous lesson.

*2) While-Activity (75 minutes)*

1. The teacher introduces SCROL strategy
2. The teacher gives a descriptive text to each group.
3. The teacher asks the students to survey the picture and the heading by answering these questions:
  1. What do you already know about this topic?
  2. What information might the writer present?
5. The teacher of English asks the students to relate the heading to one another.
5. The teacher asks the students to write down the key words from the heading that might provide connection between them.
6. The teacher asks the students to read the text.
7. The teacher asks the students to identify words and phrases that express important information about the text.
8. The teacher asks the students to mark the text to point out important ideas and details.
9. The teacher asks the students to outline the major ideas and supporting details without looking back at the text.
10. The teacher asks the students to look back at the text and check the accuracy of the major ideas and details they wrote.
11. The teacher asks the students to correct any inaccurate information in their outline.
12. Finally, The teacher assesses students' work and discuss together.

*3) Post-Activities (10 minutes)*

1. The teacher gives opportunity for students to ask questions
2. The teacher concludes the material.
3. The teacher gives the students a homework and closes the class.

**I. Assessment****a. Questions**

1. What are the distinctive features of durian?
  - a. The size, the odor and the husk
  - b. The unforgettable flavor
  - c. The degree of ripeness
  - d. The prickly thorns

2. According to the next, the following statements are true, EXCEPT ...
  - a. The ripe fruit releases unpleasant odor
  - b. A deep caramel is one of the durian's flavor
  - c. The hard outer husk is covered with sharp thorns
  - d. Durian revered in southeast Asia as "King of Fruits"
3. One of the aromas of durian is ...
  - a. Hot caramel
  - b. Unidentified
  - c. Sweet chocolate
  - d. Roasted almonds
4. The last paragraph is mainly about?
  - a. Durian is king of fruits
  - b. Durian has many thorn
  - c. Durian is very taste
  - d. Different aroma of durian
5. Where do we can find Durian?
  - a. In Indonesia
  - b. Malaysia
  - c. Southeast Asia
  - d. Singapura

**b. Answer Key**

1. a    2. a    3. d    4. d    5. c

**c. Guided Assessment**

The correct answer: 20 point

Total = Total correct answer x 20 point

Teacher of English

Palembang, 7 September 2016  
Researcher

**Firdiyanti, S.pd**  
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**Sustrayani**  
NIM.11250059


APPENDIX N

STUDENTS ATTENDANCE LIST IN EXPERIMENTAL GROUP


No	Name of the Students	Protest	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>	Percent
1	Ahmad Anamul		Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	100
2	Ayu Fahrudin		Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	100
3	Dandi		Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	100
4	Dinda Melita		Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	100
5	Dendi Kapten		Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	100
6	Dinda Kujalina		Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	100
7	Eren		Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	100
8	Inggis Nofianto Efendiar		Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	100
9	Irene Eptina		Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	100
10	Juliana Aldo Kurniawan		Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	100
11	Juwadi		Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	100
12	M. Sultan Ridwan Lohol		Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	100
13	M. Rizki Saputra		Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	100
14	Melita Marthin		Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	100
15	Muhammad Ashari		Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	100
16	Nabilah Anggraini		Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	100
17	Putri Alina		Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	100
18	Putri Herlina		Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	100

19	Rahmat Triyandi	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had
20	Ramona Putri	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had
21	Rika Oktoviani	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had
22	Rizka Rizkiana	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had
23	Rizka Wulandari	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had
24	Ryhan Ashar	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had
25	Sabrina Perdi	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had
26	Sajarah Shafira	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had
27	Sri Rajadi	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had
28	Syahrul	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had
29	Syahrul Ghafira	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had
30	Toni	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had
31	Utang Wahyuni	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had	Had

Teacher of English

  
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Palembang, Oktober 2016  
Researcher

  
Sastrayanti  
NIM. 11250039

## APPENDIX N

**Distribution of Frequency Data Students' Pretest and Posttest Scores in Control Group**

## pre\_exp

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	35	1	3.2	3.2	3.2
	40	1	3.2	3.2	6.5
	45	4	12.9	12.9	19.4
	50	1	3.2	3.2	22.6
	52	2	6.5	6.5	29.0
	55	5	16.1	16.1	45.2
	57	1	3.2	3.2	48.4
	60	3	9.7	9.7	58.1
	62	1	3.2	3.2	61.3
	65	4	12.9	12.9	74.2
	67	2	6.5	6.5	80.6
	70	4	12.9	12.9	93.5
	75	2	6.5	6.5	100.0
	Total	31	100.0	100.0	

## post\_exp

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	52	1	3.2	3.2	3.2
	55	1	3.2	3.2	6.5
	60	2	6.5	6.5	12.9
	62	2	6.5	6.5	19.4
	65	4	12.9	12.9	32.3
	67	1	3.2	3.2	35.5
	70	5	16.1	16.1	51.6
	72	5	16.1	16.1	67.7
	75	6	19.4	19.4	87.1
	77	2	6.5	6.5	93.5
	80	1	3.2	3.2	96.8
	87	1	3.2	3.2	100.0
	Total	31	100.0	100.0	

**pre\_contrl**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	40	2	6.5	6.5	6.5
	45	1	3.2	3.2	9.7
	50	2	6.5	6.5	16.1
	52	3	9.7	9.7	25.8
	55	4	12.9	12.9	38.7
	57	1	3.2	3.2	41.9
	60	3	9.7	9.7	51.6
	62	3	9.7	9.7	61.3
	65	3	9.7	9.7	71.0
	67	1	3.2	3.2	74.2
	70	3	9.7	9.7	83.9
	72	3	9.7	9.7	93.5
	75	1	3.2	3.2	96.8
	77	1	3.2	3.2	100.0
Total		31	100.0	100.0	

**post\_contrl**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	45	1	3.2	3.2	3.2
	50	3	9.7	9.7	12.9
	52.5	1	3.2	3.2	16.1
	55	3	9.7	9.7	25.8
	57	1	3.2	3.2	29.0
	60	2	6.5	6.5	35.5
	62.5	3	9.7	9.7	45.2
	65	7	22.6	22.6	67.7
	67	1	3.2	3.2	71.0
	70	5	16.1	16.1	87.1
	75	4	12.9	12.9	100.0
Total		31	100.0	100.0	

### Descriptive Statistics of Pretest and Posttest in Experimental and Control Group

#### Pretest Control Group

##### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
pre_contrl	31	40.00	77.00	60.1290	9.84460
Valid N (listwise)	31				

#### Posttest Control Group

##### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
post_contrl	31	45.00	75.00	62.8710	8.27140
Valid N (listwise)	31				

#### Pretest Experimental Group

##### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
pre_exp	31	35.00	75.00	58.2903	10.40575
Valid N (listwise)	31				

#### Post test Experimental Group

##### Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
post_exp	31	52.00	87.00	69.6452	7.39165
Valid N (listwise)	31				

### Normality of Pretest and Posttest in Control and Experimental Group

#### Normality Test of Students' Pretest Scores in Control Group

##### One-Sample Kolmogorov-Smirnov Test

		pre_contrl
N		31
Normal Parameters <sup>a</sup>	Mean	60.1290
	Std. Deviation	9.84460
Most Extreme Differences	Absolute	.100
	Positive	.086
	Negative	-.100
Kolmogorov-Smirnov Z		.557
Asymp. Sig. (2-tailed)		.916
a. Test distribution is Normal.		

#### Normality Test of Students' Posttest Scores in Control Group

##### One-Sample Kolmogorov-Smirnov Test

		post_contrl
N		31
Normal Parameters <sup>a</sup>	Mean	62.8710
	Std. Deviation	8.27140
Most Extreme Differences	Absolute	.150
	Positive	.087
	Negative	-.150
Kolmogorov-Smirnov Z		.835
Asymp. Sig. (2-tailed)		.489
a. Test distribution is Normal.		

### Normality Test of Students' Pretest Scores in Experimental Group

#### One-Sample Kolmogorov-Smirnov Test

		pre_exp
N		31
Normal Parameters <sup>a</sup>	Mean	58.2903
	Std. Deviation	1.04057E1
Most Extreme Differences	Absolute	.128
	Positive	.093
	Negative	-.128
Kolmogorov-Smirnov Z		.710
Asymp. Sig. (2-tailed)		.694
a. Test distribution is Normal.		

### Normality Test of Students' Posttest Scores in Experimental Group

#### One-Sample Kolmogorov-Smirnov Test

		post_exp
N		31
Normal Parameters <sup>a</sup>	Mean	69.6452
	Std. Deviation	7.39165
Most Extreme Differences	Absolute	.164
	Positive	.105
	Negative	-.164
Kolmogorov-Smirnov Z		.915
Asymp. Sig. (2-tailed)		.373
a. Test distribution is Normal.		



### Homogeneity Test on Students' Pretest and Posttest Scores in Control and Experimental groups

#### Pretest Scores in Control and Experimental groups

##### Test of Homogeneity of Variances

ss\_score

Levene Statistic	df1	df2	Sig.
.178	1	60	.674

##### ANOVA

ss_score	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	52.403	1	52.403	.511	.478
Within Groups	6155.871	60	102.598		
Total	6208.274	61			

#### Posttest Scores in Control and Experimental groups

##### Test of Homogeneity of Variances

ss\_score

Levene Statistic	df1	df2	Sig.
.864	1	60	.356

##### ANOVA

ss_score	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	661.975	1	661.975	10.617	.002
Within Groups	3740.896	60	62.348		
Total	4402.871	61			

### Result of Paired and Independent Sample T-Test

#### Hypothesis Testing of Students' Pretest and Posttest Score in Control and Experimental Groups Measuring Means Significant Improvement

##### Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pre_exp	58.2903	31	10.40575	1.86893
	post_exp	69.6452	31	7.39165	1.32758

##### Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PreExp - PostExp	2.74194	4.62578	.83081	4.43869	1.04519	3.300	30	.002
Pair 2	PreCntrl - PostCntrl	1.135481	9.79302	1.75888	14.94695	7.76273	6.456	30	0.000

**Hypothesis Testing of Students' Pretest and Posttest Score in Experimental and Control Groups  
Measuring Means Significant Difference**

**Pretest Score in Experimental and Control Groups**

**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
IndepPost	.178	.674	.715	60	.478	1.83871	2.57278	3.30762	6.98504
			.715	59.817	.478	1.83871	2.57278	3.30762	6.98537

**Posttest Score in Experimental and Control Groups**

**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
IndepPost	.864	.356	3.258	60	.002	6.53854	2.00665	10.55245	2.52464
			3.245	57.798	.002	6.53854	2.01524	10.57276	2.50430

**Research Gallery Photos Gallery**

**Try out at SMPN 16 Palembang**



**Pretest and posttest in experimental and control group**



**Treatment in Experimental group**

