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APPENDIX I

LESSON PLAN

(EXPERIMENTAL CLASS)

Satuan Pendidikan : SMA Negeri 4 Tebing Tinggi

Mata Pelajaran : Bahasa Inggris

Kelas : X MIPA

Materi Pembelajaran : Descriptive Text

Alokasi Waktu : 2x45 menit

A. Kompetensi Inti

K11 : Menghayati dan mengamalkan ajaran agama yang dianutnya.

KI 2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, ketjasama, toleran, damai), santun, responsif dan pro-aktif dann menunjukkan sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 : Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasa kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, seta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak dengan pengembangan dari yang dipelajari di sekolah secara mandiri sertabertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar

3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan	4.4 Teks deskriptif 4.4.1 Menangkap makna secara

beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.	kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal. 4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

C. Tujuan Pembelajaran

- Siswa mampu mengidentifikasi gambar untuk menuliskan descriptive text.
- Siswa mampu menjelaskan gambar (media) untuk menuliskan descriptive text
- Siswa mampu menuliskan teks deskriptif berdasarkan gambar (media) yang digunakan

D. Materi Pembelajaran

- Descriptive Text : Definition and generic structure of descriptive text
- Ciri-ciri descriptive text : - Paragraf atau karangan deskripsi menggambarkan atau melukiskan sesuatu.
  - Paragraf yang digambarkan dijelaskan secara sangat jelas dan rinci serta melibatkan kesan indera

- Ketika pembaca membaca teks descriptive, maka seolah-olah merasakan langsung apa yang sedang dibahas di salam teks.
- Penggambaran atau penjelasan suatu objek yang menjadi topik dituliskan secara detail.

- Fungsi Sosial : Untuk mendeskripsikan sebuah tempat wisata secara spesifik dan detail
- Struktur text : - Identification : introducing the Subject described
  - Description : describing any features that subject have
- Unsur kebahasaan : - Simple present tense
  - Adjective yang mendeskripsikan subjek: large, big, beautiful
  - Noun yang terkait dengan subjek yang dideskripsikan: beach, sea, flowers.

SAFARI PARK

Safari Park or Taman Safari is a quite unique zoo. It lies about 90 kilometers from Jakarta. It lies in Cisarua, Bogor, about two kilometers from Puncak.

This zoo reminds us of the similar park in Kenya, Africa. Although it is not as large as the

one in Kenya, we can still enjoy the park which is about one hundred hectares. In

conventional zoos, the animals are in cages, but not in the Safari Park; they wander freely.

Visitors are in buses or cars. They are not allowed to get off the cars or buses. Visitors who

don't have cars can use the touring buses available at the park.

E. Metode Pembelajaran

- Discovery Learning

F.Media Pembelajaran

- Picture
- White/black board

G. Sumber Belajar

- Buku bahasa inggris
- Internet

H. Langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan (stimulasi)	• Guru memberikan salam kepada siswa dan berdoa bersama sebelum memulai pembelajaran • Guru memeriksa kehadiran peserta didik • Guru menjelaskan tujun pembelajaran • Peserta didik menyimak penjelasan guru terkait tujuan pembelajaran • Peserta didik mendapat pertanyaan apakah mereka pernah membaca teks descriptive • Peserta didik mendapat pertanyaan dimana mereka biasanya menemukan teks descriptive • Peserta didik mendengarkan teks descriptive yang dibacakan oleh guru dengan sebuah gambar yang	

	ada dibuku mereka • Peserta didik menjawab pertanyaan terkait descriptive teks • Peserta didik mengidentifikasi struktur teks descriptive • Peserta didik mencari kalimat past tense yang terdapat dalam descriptive teks • Peserta didik menuliskan kalimat past tense yang mereka temukan dalam teks tersebut • Peserta didik mengamati sebuah gambar terkait deskriptive text  	
Inti	Peserta didik mengidentifikasi struktur teks yang terdapat dalam teks descriptive. Jika peserta didik kesulitan guru menggiring peserta didik dengan memberikan pertanyaan kepada siswa • Apakah kalian mengetahui bagian deskripsi dari teks tersebut ? • Bagaimana jika kalian tidak bisa mengidentifikasi teks tersebut ? • Langkah apa yang kalian lakukan agar bisa mengidentifikasi teks tersebut ? Pernyataan Masalah (problem statement) - Siswa mengamati gambar yang diberikan	

	- Siswa melakukan tanya jawab dengan guru 1. Apakah kalian pernah mengunjungi tempat wisata ? 2. Apa yang kalian lakukan ketika mengetahui deskripsi tentang temapt wisata tersebut ? 3. Apakah kalian mengetahui sejarah tempat wisata tersebut ? 4. Langkah apa yang kalian lakukan untuk mengetahui sejarah tempat wisata tersebut 5. Selain membaca deskripsi terkait tempat wisata tersebut, apakah kamu perlu membaca dan mencari sejarah tempat wisata tersebut ? 6. Apa manfaatnya bagi kamu mengetahui sejarah dari tempat wisata tersebut Pengumpulan Data (Data Collection) - Siswa dibagi dalam 5 orang perkelompok - Di dalam kelompok siswa diminta untuk menceritakan seseorang idola mereka dan mendeskripsikannya - Peserta didik diberi kesempatan untuk mencari informasi terkait idola mereka - Peserta didik dibimbing untuk menulis teks descriptive sesuai dengan struktur bagi kelompok yang mengalami kesulitan dalam menulis teks descriptive. - Apabila ada kesulitan guru membimbing peserta didik dalam menuliskan teks descriptive Pengolahan Data (Data Prossesing) - Siswa mendiskusikan hasil kerja mereka Pembuktian (verification) - Setelah selesai setiap kelompok mempresentasikan hasil diskusi (mengkomunikasi)	

	- Siswa dan guru merefleksi Penarikan Kesimpulan (Generalization) - Guru menyuruh masing-masing kelompok mempresentasikan hasil di depan kelas dan menyimpulkannya	
Penutup	- Guru bersama siswa menyimpulkan pelajaran hari ini (mengkomunikasi) - Peserta didik mendapat respon balik dan penghargaan terhadap proses dan hasil belajar - Guru menyimpulkan tentang materi yang dipelajari - Guru mengingatkan siswa untuk mempelajari materi pelajaran berikutnya - Guru menutup pelajaran dan berdoa serta mengucapkan salam..	

APPENDIX II

LESSON PLAN

(Control Class)

Satuan Pendidikan : SMA Negeri 4 Tebing Tinggi

Mata Pelajaran : Bahasa Inggris

Kelas : X MIPA

Materi Pembelajaran : Descriptive Text

Alokasi Waktu : 2x45 menit

I. Kompetensi Inti

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KI 3 : Memahami, menerapkan, menganalisis dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasa kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, seta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 : Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak dengan pengembangan dari yang dipelajari di sekolah secara mandiri sertabertindak secara efektif dan kreatif, dan mampu menggunakan metoda sesuai kaidah keilmuan.

J. Kompetensi Dasar

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conventional zoos, the animals are in cages, but not in the Safari Park; they wander freely.

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don't have cars can use the touring buses available at the park.

M. Metode Pembelajaran

- Discovery Learning

N. Media Pembelajaran

- Picture
- White/black board

O. Sumber Belajar

- Buku bahasa inggris
- Internet

P.Langkah Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	• Guru memberikan salam kepada siswa dan berdoa bersama sebelum memulai pembelajaran • Guru memeriksa kehadiran peserta didik • Guru menjelaskan tujun pembelajaran • Guru memberitahu siswa mengenai apa yang hendak di bahas dan memberikan sedikit gambaran mengenai descriptive text •	

		
Inti	- guru menjelaskan teks deskriptif -guru dan siswa bersama melakukan diskusi terkait teks deskripsi dan memberikan contoh yang berjudul safari parka Guru dan murid melakukan tanya jawa	
Penutup	- Guru bersama siswa menyimpulkan pelajaran tentang deskriptif teks yang digunakan sebagai contoh dan media pembelajaran - siswa menyimpulkan materi pembelajaran - guru memberikan feedback dan motivasi kepada siswa - Guru menutup pelajaran dan berdoa serta mengucapkan salam..	

APPENDIX III

Pre-Test Instrument

Read the text and choose the correct answer for every question below.

Clara Barton

Clara Barton was born on December 25, 1821 in Massachusetts. When she was 11 years old, her brother, David, fell off a roof, Clara stayed home from school for two years to care for him and discovered that she enjoyed nursing.

The Civil War started in 1861. At that time,there were no trained urses in America. Clara look food and medicine to wounded soldiers. Clara was called " The Angel of the Battlefield". She took care of soldiers who were injured or ill. She burned her hand and had frostbitten fingers. Twice her clothing was struck by bullets. When presidents Lincoln heard about her hard work, he gave her a model.

Later, Clara took a trip to Europe. Than treaty that made it so that hospitals flying a red Cross flag could not be fired upon. Red Cross workers would help any soldier. It didnt't matter which side he was on

Clara believed in the Geneva Convention and wanted the United States to sifn it. Clara worked so hard in the battlefields that she became ill and almost when blind.

Clara waned to bring the Red Cross to America. But Americans didn't think that they needed it. People said there would never be another war. Clara responded that the group could help with any kind of disaster.

Clara started American Red Cross in 1881. Just a month after she established the group, terrible fires broke out. They left more than 5,000 people homeless. The American Red Cross hended out food and supplies. News of the group's good work spread fast. Just six months later, the U.S. President signed the Geneva Convention.

Clara led the American Red Cross for 22 years. On april 12, 1912, she died in her home. The cause of death was tuberculosis. Today the Americn Red Cross still helps those in need.

1. From the text, we know that Clara Barton was
    a. Dilligent and helpful

b. Stubborn and clever
c. Friendly and famous
d. Rich and famous
e. Clever and punctual

Read the text and choose the correct answer for every question below.

My day

I had a terrible day yesterday. First, i woke up an hour late because my alarm clock didn't go off. Then, I was in such a hurry that i burned my hand when i was making brekfast. After breakfast, i got dressed so quickly that i forgot to wear socks.

Next, I ran out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I didn't have enough money.

Finally, i walked the three miles to my school only to discover that it was Sunday! I hope never have a day as the one I had yesterday.

2. How far did the writer walk ?
   a. He walked for two miles
   b. He walked for three miles
   c. He walkes for four miles
   d. He walkes for five miles
   e. He walkes for six miles

Read the text and choose the correct answer for every question below.

My Family

My name is Randi. I am an SMP student. I live on Jalan Suryakanta. My father's name is Mr. Rahman. He works in a hospital. He is a doctor. My mother is a teacher. My parents have three children. Ely, the eldest, works as a programmer in a private company. Wulan is my sister. We are students. She goes to SMA 3.

3. How many people are there in Mr. Rahman's family?
   a. Five
   b. Four
   c. Three

d. Two
e. One

4. What is Randi's mother?
a. She is a programmer.
b. She is a teacher.
c. She is a student.
d. She is a doctor
e. She is a tailor
5. How many children does Mr. Rahman have?
   a. Two
   b. Three
   c. Four
   d. Five
   e. Six

Read the text and choose the correct answer for every question below.

Polar Bear

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Polar bears have white fur which may yellow in the summer. Their bodies are longer than other bears and streamlined for aquatic life.The females grow up to 1.8 m (6 ft) long; males grow up to 2 m (7 ft) long. Most male polar bears weigh an average of about 350 kg (about 880 lb), and most females weigh about 250 kg (550 lb). They have the plantigrade feet (heel and sole touching the ground, with five sharp, curved claws on each foot for grasping the ice and holding its prey. Long hair between the pads protects the bear's feet from the cold and provides grip on the ice. Stiff hairs on the forelegs, and very broad front feet, help the bear swim.

Polar bears have a strong navigational sense and an extremely good sense of smell, and they are unusually clever at solving problems in order to obtain food. Since they are carnivores; they eat primarily ringed seals, and occasionally bearded seals, walruses, or white whales. They also feed on berries, sedges, mussels, and kelp.

They live in pack ice where water is accessible. They can be found throughout Arctic regions.

Except during the breeding season, male polar bears are solitary and roam over vast expanses of sea ice while hunting. During the breeding season (May to June), the males fight furiously over females. Both the male and female may mate with other individuals as well. The female typically gives birth to two cubs after a four- to five month gestation period. Cubs remain with the mother for about 28 months, often nursing the entire time. The young are very small when born: about 1 kg (about 2 lb). Their eyes remain closed for about 40 days and they must nurse every few hours. The mother holds them close to keep them warm.

Read the text and choose the correct answer for every question below.

6. How long can a polar bear live?
   a. Up to two and a half years.
   b. Up to twenty years.
   c. Up to fourteen years.
   d. Up to forty years.
   e. Up to sixty years
7. How long do the cubs stay with their mother?
   a. Two years.
   b. Less than two years.
   c. More than two years.
   d. Three years.
   e. One year.

Read the text and choose the correct answer for every question below.

Tsunami

Tsunami, Japanese word meaning “harbour wave,” used as the scientific term for a class of abnormal sea wave that can cause catastrophic damage when it hits a coastline. Tsunamis can be generated by an undersea earthquake, an undersea landslide, the eruption of an undersea volcano, or by the force of an asteroid crashing into the ocean. The most frequent cause of tsunamis is an undersea earthquake.

A tsunami can have wavelengths, or widths (the distance between one wave crest to the next), of 100 to 200 km (60 to 120 mi), and may travel hundreds of kilometres across the deep ocean, reaching speeds of about 725 to 800 km/h (about 450 to 500 mph). A tsunami is not one wave but a series of waves. In the deep ocean, the waves may be only about half a meter (a foot or two) high. People onboard a ship passing over it would not even notice the tsunami. Upon entering shallow coastal waters, however, the waves may suddenly grow rapidly in height. When the waves reach the shore, they may be 15 m (50 ft) high or more. Tsunamis can also take the form of a very fast tide or bore, depending on the shape of the sea floor.

Tsunamis have tremendous force because of the great volume of water affected and the speed at which they travel. Just a cubic yard of water, for example, weighs about one ton. Although the tsunami slows to a speed of about 48 km/h (30 mph) as it approaches a coastline, it has a destructive force equal to millions of tons. Tsunamis are capable of obliterating coastal settlements.

Read the text and choose the correct answer for every question below.

8. How fast can a tsunami go?
   a. About 48 km/h.
   b. About 100 to 200 mph.
   c. Around 450 to 500 mph.
   d. Around 725 to 800 mph.

e. Around 752 to 800 mph

9. How tall can a tsunami be when it reaches the shore?
   a. A half a metre.
   b. Two feet.
   c. Fifteen feet.
   d. Fifty feet.

Read the text and choose the correct answer for every question below.

ORANGUTAN

Orangutans or Pongo pygmaeus belong to the Primate order. The orangutan spends most of its time in trees. Each evening it builds a new treetop nest. They are endangered because of habitat lost and poachers keep on killing, owning, and exporting orangutans.

They only live on the island of Borneo and in the northern corner of the island of Sumatra.Orangutans are characterized by rough, long, reddish-brown fur. Male orangutans are about 95 cm (37 in) in length and about 77 kg (170 lb) in weight. Females are smaller, reaching about 78 cm (31 in) in height and weighing only about 37 kg (81 lb). The male has puffy cheeks and a hanging throat-pouch. This pouch contains air sacks that help produce a groaning, bubbling call, which can be heard at least 1 km (0.6 mi) away.

Half of the orangutan's diet consists of fruit, but they also eat young leaves, soft inner bark, termites, eggs, and occasionally monkeys.

When a female is ready to mate, she will seek out an adult male. Orangutan are mammals; females give birth to a single infant about once every four to eight years. The gestational period for orangutans is just under nine months, nearly the same as in human beings. Infants stay very close to their mothers for the first three years until they don't consume their mother's milk.

10. How often do orangutans give birth?
    a. Once a year.
    b. Twice a year.

c. Once every three years.
d. Once every four to eight years
e. Once every five to ten years

Pre Test

Niagara Falls

Niagara Falls is a famous area of waterfalls. It is one of the most beuatiful natural wonders of North America. It is on the Niagara River, about hallway between Canada and the border between Canada and the United States. At Niagara Falls. Ontario, Canada is on one side of the river, and the U.S. state of New York is on the other side

Niagara falls really has two waterfalls. The Horseshoe Falls are in Canada, and the American Falls are in United States.

The Niagara River drops into a steep gorge or canyon, at the falls. Most of the water flows over the Horseshoe Falls. They are not as high as the American Falls, but they are 2,600 feet (792 meters) wide-about 0.5 mile (0.8 kilometre). The American Falls are about 1,000 feet (305 metres) wide. Beyond the falls are the Whirlpool Rapids. There, the powerful swirling water has carved a bowl out of the rock.

At night, coloured lights shine on the thundering falls. About 10 million people visit Niagara falls each year.

Answer the following questions

1. Where is Niagara Falls located?
2. What countries are separated by Niagara Falls?
3. Where are the two waterfalls of Niagara Falls
4. What is Canyon?
5. How big are Horseshoe Falss?

APPENDIX IV

Post-Test instrument

Read the text and choose the correct answer for every question below.

Clara Barton

Clara Barton was born on December 25, 1821 in Massachusetts. When she was 11 years old, her brother, David, fell off a roof, Clara stayed home from school for two years to care for him and discovered that she enjoyed nursing.

The Civil War started in 1861. At that time,there were no trained urses in America. Clara look food and medicine to wounded soldiers. Clara was called " The Angel of the Battlefield". She took care of soldiers who were injured or ill. She burned her hand and had frostbitten fingers. Twice her clothing was struck by bullets. When presidents Lincoln heard about her hard work, he gave her a model.

Later, Clara took a trip to Europe. Than treaty that made it so that hospitals flying a red Cross flag could not be fired upon. Red Cross workers would help any soldier. It didnt't matter which side he was on

Clara believed in the Geneva Convention and wanted the United States to sifn it. Clara worked so hard in the battlefields that she became ill and almost when blind.

Clara waned to bring the Red Cross to America. But Americans didn't think that they needed it. People said there would never be another war. Clara responded that the group could help with any kind of disaster.

Clara started American Red Cross in 1881. Just a month after she established the group, terrible fires broke out. They left more than 5,000 people homeless. The American Red Cross hended out food and supplies. News of the group's good work spread fast. Just six months later, the U.S. President signed the Geneva Convention.

Clara led the American Red Cross for 22 years. On april 12, 1912, she died in her home. The cause of death was tuberculosis. Today the Americn Red Cross still helps those in need.

11. From the text, we know that Clara Barton was
    a. Dilligent and helpful

b. Stubborn and clever
c. Friendly and famous
d. Rich and famous
e. Clever and punctual

Read the text and choose the correct answer for every question below.

My day

I had a terrible day yesterday. First, i woke up an hour late because my alarm clock didn't go off. Then, I was in such a hurry that i burned my hand when i was making brekfast. After breakfast, i got dressed so quickly that i forgot to wear socks.

Next, I ran out of the house trying to get the 9:30 bus, but of course I missed it. I wanted to take a taxi, but I didn't have enough money.

Finally, i walked the three miles to my school only to discover that it was Sunday! I hope never have a day as the one I had yesterday.

2. How far did the writer walk ?
    a. He walked for two miles
    b. He walked for three miles
    c. He walkes for four miles
    d. He walkes for five miles
    e. He walkes for six miles

Read the text and choose the correct answer for every question below.

Family

My Family My name is Randi. I am an SMP student. I live on Jalan Suryakanta. My father's name is Mr. Rahman. He works in a hospital. He is a doctor. My mother is a teacher. My parents have three children. Ely, the eldest, works as a programmer in a private company. Wulan is my sister. We are students. She goes to SMA 3.

3. How many people are there in Mr. Rahman's family?
    a. Five
    b. Four
    c. Three

d. Two
e. One

4. What is Randi's mother?
a. She is a programmer.
b. She is a teacher.
c. She is a student.
d. She is a doctor
e. She is a tailor
5. How many children does Mr. Rahman have?
   a. Two
   b. Three
   c. Four
   d. Five
   e. Six

Read the text and choose the correct answer for every question below.

Polar Bear

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APPENDIX V

Key Answer

1. A
2. B
3. A
4. B
5. B
6. A
7. B
8. D
9. D
10. D

Essay

1. Niagara Falls are located in 2 countries, between the Canadian province of Ontario and the USA's state of New York.
2. Canada and United State .
3. The horseshoe falls are in Canada, and the American falls are in United State
4. Canyon is a steep gorge
5. Horseshoe falls are 2,600 feet (792 meters) wide about 0,5 mile (0,8 kilometers)

APPENDIX VI

Students Initial name of X IPA 1 and IPA 2

Name	Initial Name
Ade Zahra Ramadhani Saragih	AZRS
Ahmad Munawwir Saragih	AMS
Ahmad Ridho Pasaribu	ARP
Aisah Aulia	AA
Aliyani Fildzah Nasution	AFN
Anas Dhiratdra Alam	ADA
Anugrah Nadya Hadisty Zuhri	ANHZ
Chairunisa Dyah Pratiwi	CDP
Dede Arison Januari Sihotang	DAJS
Dwi Auliya	DA
Dwi Renanda Sinta sinaga	DRSS
Elga chalcha billa simanjuntak	ECBS
Firranisya ardhita	FA
Gracellia uli hosyani sihombing	GUHS
Josua uanas samosir	JUS
Laudya natasya	LN
Leonardo sinaga	LS
Luhut siringo ringo	LSR
Marsha clara aprina sihombing	MCAS
Marsya aulia sari	MAS
Muhammad rido	MR
Muhammad aditya pratama	MAP
Muhammad bayu saputra	MBS
Muhammad hafidz ichsan	MHI
Muhammad nabil hasibuan	MNH
Mutia dwi khadijah	MDK
Muzakki faiz zaidan	MFZ
Mandito raihan saragih	NRS
Nu'matu suhaila	NS
Putri magdalena hasibuan	PMH
Rian wibisono	RW
Razky anggraeni br harahap	RABH
Sandi widana	SW
Syauqi iqbal raafif purba	SIRP
Tri putra ayu leatari sianipar	TPALS

Viviani sipayung	VS
Yustin Purba	YP
Abdul Ghani	AG
Ahmad Farabi Hasibuan	AFH
Ahmad Ridho Pasaribu	ARP
Aisyah Layyina Rahma	ALR
Ajeng Tri Hafsari	ATH
Anggi Mutiara Siregar	AMS
Audi Yasmin Adhani	AYA
Brian Gading Nathanael Br	BGNB
Chyntia Murni	CM
Dika Herwanda Simbolon	DHS
Dinda Aurelia	DA
Eva Syafriana	ES
Haidar Aji	HA
Jelita Amanda Tobing	JAT
Joice Cristy Natasya Simanjuntak	JCNS
Lady Dei Gracia Silalahi	LDGS
Maulana Ahmad Khadafi	MAK
Melati Indah Malau	MIM
Mhd Irwansyah Putra	MIP
Mhd Trianda Lesmana	MTS
Mhd Azizi Nur Lubis	MANL
Mhd Fahrizal Fikri	MFP
Nabila Anastasya Simanjuntak	NAS
Najwa Salsabila Matondang	NSM
Nayla Tri Al-Zahwa	NTA
Nazwa Syabila	NS
Nur Nailah Sari	NNS
Panji Hatta Mulia	PAM
Pasha Abdillah Hasibuan	PAH

Rangga Wijaya	RW
Siti Nur Aisyah	SNA
Syakila Ananta Lubis	SAL
Vitta Aulia Zahra	VAZ
Waluyo Wibowo	WB
Yoga Sanjaya	YS
Yiku Saragih	Y

APPENDIX VII

Student's Pre-Test score in Control and Experiment Group

No	Students' Name (Control Group)	Pre-Test	Students's Name (Experimental Group)	Pre-Test
38.	AG	50	AZRS	50
39.	AFH	55	AMS	55
40.	ARP	50	ARP	50
41.	ALR	55	AA	55
42.	ATH	60	AFN	60
43.	AMS	45	ADA	45
44.	AYA	40	ANHZ	40
45.	BGNB	50	CDP	50
46.	CM	55	DAJS	55
47.	DHS	45	DA	45
48.	DA	45	DRSS	45
49.	ES	40	ECBS	40
50.	HA	50	FA	45
51.	JAT	50	GUHS	50
52.	JCNS	50	JUS	50
53.	LDGS	60	LN	55
54.	MAK	55	LS	60
55.	MIM	45	LSR	45
56.	MIP	35	MCAS	45
57.	MTS	45	MAS	35
58.	MANL	55	MR	55
59.	MFP	45	MAP	45
60.	NAS	40	MBS	40
61.	NSM	65	MHI	65
62.	NTA	45	MNH	45
63.	NS	40	MDK	60
64.	NNS	60	MFZ	40
65.	PAM	45	NRS	-
66.	PAH	55	NS	50
67.	RW	50	PMH	55
68.	SNA	50	RW	50
69.	SPU	40	RABH	40
70.	SAL	55	SW	55
71.	VAZ	50	SIRP	55

72.	WB	55	TPALS	50
73.	YS	-	VS	-
74.	Y	60	YP	45
	Total score	1790	Total score	1725
K	Mean	49,72	Mean	49,29
	Max	65	Max	65
	Min	35	Min	35
	Me	50	Me	50
	Mo	50	Mo	45
	SD	7,06	SD	6,98

APPENDIX VIII

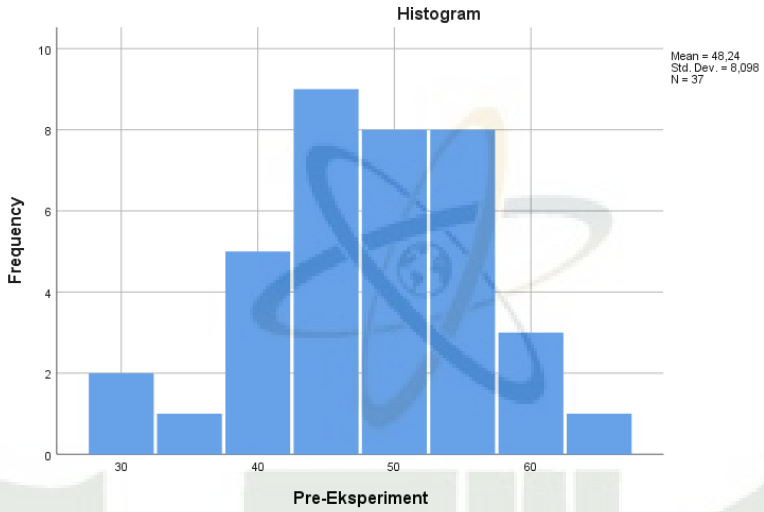
The Normality Test of Pretest in Experimental Class

No	Eksperiment	Z	FZ	SZ	FZ-SZ	|FZ-SZ|	Column1	Column2	Column3
1	30	-2,2528	0,012136	0,054054054	-0,04192	0,0419182			
2	30	-2,2528	0,012136	0,054054054	-0,04192	0,0419182			
3	35	-1,63537	0,050986	0,081081081	-0,03009	0,0300949	rat-rata	48,2432432	
4	40	-1,01793	0,154355	0,216216216	-0,06186	0,0618611	standard deviasi	8,09802927	
5	40	-1,01793	0,154355	0,216216216	-0,06186	0,0618611	L hitung	0,11506452	
6	40	-1,01793	0,154355	0,216216216	-0,06186	0,0618611	L table	0,14236952	
7	40	-1,01793	0,154355	0,216216216	-0,06186	0,0618611	max		65
8	40	-1,01793	0,154355	0,216216216	-0,06186	0,0618611	min		30
9	45	-0,4005	0,344395	0,459459459	-0,11506	0,1150645	median		50
10	45	-0,4005	0,344395	0,459459459	-0,11506	0,1150645	modus		45
11	45	-0,4005	0,344395	0,459459459	-0,11506	0,1150645	SD		8,09802927
12	45	-0,4005	0,344395	0,459459459	-0,11506	0,1150645			
13	45	-0,4005	0,344395	0,459459459	-0,11506	0,1150645			
14	45	-0,4005	0,344395	0,459459459	-0,11506	0,1150645			
15	45	-0,4005	0,344395	0,459459459	-0,11506	0,1150645			
16	45	-0,4005	0,344395	0,459459459	-0,11506	0,1150645			
17	45	-0,4005	0,344395	0,459459459	-0,11506	0,1150645			
18	50	0,216936	0,585871	0,675675676	-0,0898	0,0898047			
19	50	0,216936	0,585871	0,675675676	-0,0898	0,0898047			
20	50	0,216936	0,585871	0,675675676	-0,0898	0,0898047			
21	50	0,216936	0,585871	0,675675676	-0,0898	0,0898047			
22	50	0,216936	0,585871	0,675675676	-0,0898	0,0898047			
23	50	0,216936	0,585871	0,675675676	-0,0898	0,0898047			
24	50	0,216936	0,585871	0,675675676	-0,0898	0,0898047			
25	50	0,216936	0,585871	0,675675676	-0,0898	0,0898047			
26	55	0,834371	0,797964	0,891891892	-0,09393	0,093928			
27	55	0,834371	0,797964	0,891891892	-0,09393	0,093928			
28	55	0,834371	0,797964	0,891891892	-0,09393	0,093928			
29	55	0,834371	0,797964	0,891891892	-0,09393	0,093928			
30	55	0,834371	0,797964	0,891891892	-0,09393	0,093928			
31	55	0,834371	0,797964	0,891891892	-0,09393	0,093928			
32	55	0,834371	0,797964	0,891891892	-0,09393	0,093928			
33	55	0,834371	0,797964	0,891891892	-0,09393	0,093928			
34	60	1,451805	0,926722	0,972972973	-0,04625	0,0462509			
35	60	1,451805	0,926722	0,972972973	-0,04625	0,0462509			
36	60	1,451805	0,926722	0,972972973	-0,04625	0,0462509			
37	65	2,069239	0,980738	1	-0,01926	0,0192618			

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Pre-Eksperiment	,128	37	,130	,957	37	,165

a. Lilliefors Significance Correction



Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Pre-Eksperiment	37	100,0%	0	0,0%	37	100,0%

Descriptives

			Statistic	Std. Error
Pre-Eksperiment	Mean		48,24	1,331
	95% Confidence Interval for Mean	Lower Bound	45,54	
		Upper Bound	50,94	
	5% Trimmed Mean		48,45	
	Median		50,00	
	Variance		65,578	
	Std. Deviation		8,098	
	Minimum		30	
	Maximum		65	
	Range		35	
	Interquartile Range		10	
	Skewness		-,303	,388
	Kurtosis		,009	,759

APPENDIX IX

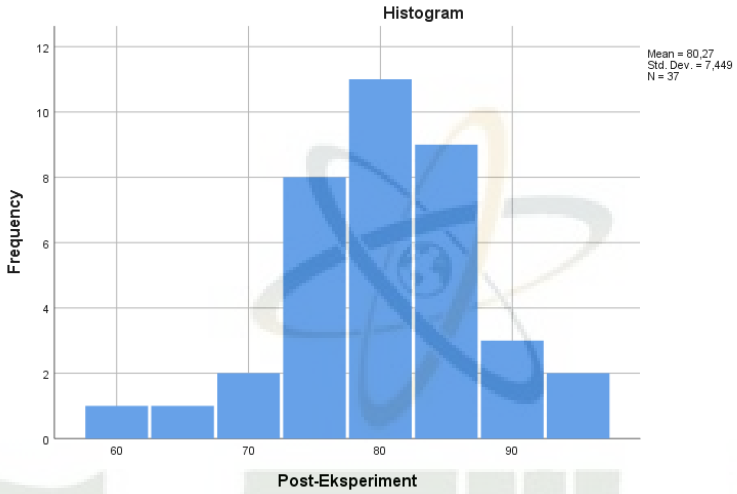
The Normality Test of Postest in Experimental Class

No	EXPERIMENT	Z	FZ	SZ	FZ-SZ	|FZ-SZ)		
1	60	-2,7213815	0,00325048	0,02702703	-0,0237765	0,02377654	RATA-RATA	80,2702703
2	65	-2,0501074	0,02017697	0,05405405	-0,0338771	0,03387708	STANDAR DEVIASI	7,44852203
3	70	-1,3788333	0,08397308	0,10810811	-0,024135	0,02413503	L HITUNG	0,1360941
4	70	-1,3788333	0,08397308	0,10810811	-0,024135	0,02413503	L TABEL	0,1456575
5	75	-0,7075592	0,23960952	0,32432432	-0,0847148	0,0847148	Max	95
6	75	-0,7075592	0,23960952	0,32432432	-0,0847148	0,0847148	Min	60
7	75	-0,7075592	0,23960952	0,32432432	-0,0847148	0,0847148	Median	80
8	75	-0,7075592	0,23960952	0,32432432	-0,0847148	0,0847148	Modus	80
9	75	-0,7075592	0,23960952	0,32432432	-0,0847148	0,0847148	STANDAR DEVIASI	7,44852203
10	75	-0,7075592	0,23960952	0,32432432	-0,0847148	0,0847148	Total score	2970
11	75	-0,7075592	0,23960952	0,32432432	-0,0847148	0,0847148		
12	75	-0,7075592	0,23960952	0,32432432	-0,0847148	0,0847148		
13	80	-0,0362851	0,48552752	0,62162162	-0,1360941	0,1360941		
14	80	-0,0362851	0,48552752	0,62162162	-0,1360941	0,1360941		
15	80	-0,0362851	0,48552752	0,62162162	-0,1360941	0,1360941		
16	80	-0,0362851	0,48552752	0,62162162	-0,1360941	0,1360941		
17	80	-0,0362851	0,48552752	0,62162162	-0,1360941	0,1360941		
18	80	-0,0362851	0,48552752	0,62162162	-0,1360941	0,1360941		
19	80	-0,0362851	0,48552752	0,62162162	-0,1360941	0,1360941		
20	80	-0,0362851	0,48552752	0,62162162	-0,1360941	0,1360941		
21	80	-0,0362851	0,48552752	0,62162162	-0,1360941	0,1360941		
22	80	-0,0362851	0,48552752	0,62162162	-0,1360941	0,1360941		
23	80	-0,0362851	0,48552752	0,62162162	-0,1360941	0,1360941		
24	85	0,63498902	0,73728221	0,86486486	-0,1275827	0,12758265		
25	85	0,63498902	0,73728221	0,86486486	-0,1275827	0,12758265		
26	85	0,63498902	0,73728221	0,86486486	-0,1275827	0,12758265		
27	85	0,63498902	0,73728221	0,86486486	-0,1275827	0,12758265		
28	85	0,63498902	0,73728221	0,86486486	-0,1275827	0,12758265		
29	85	0,63498902	0,73728221	0,86486486	-0,1275827	0,12758265		
30	85	0,63498902	0,73728221	0,86486486	-0,1275827	0,12758265		
31	85	0,63498902	0,73728221	0,86486486	-0,1275827	0,12758265		
32	85	0,63498902	0,73728221	0,86486486	-0,1275827	0,12758265		
33	90	1,30626313	0,90426846	0,94594595	-0,0416775	0,04167749		
34	90	1,30626313	0,90426846	0,94594595	-0,0416775	0,04167749		
35	90	1,30626313	0,90426846	0,94594595	-0,0416775	0,04167749		
36	95	1,97753724	0,97600953	1	-0,0239905	0,02399047		
37	95	1,97753724	0,97600953	1	-0,0239905	0,02399047		

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Post-Eksperiment	,161	37	,016	,948	37	,083

a. Lilliefors Significance Correction



Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Post-Eksperiment	37	100,0%	0	0,0%	37	100,0%

Descriptives

			Statistic	Std. Error
Post-Eksperiment	Mean		80,27	1,225
	95% Confidence Interval for Mean	Lower Bound	77,79	
		Upper Bound	82,75	
	5% Trimmed Mean		80,45	
	Median		80,00	
	Variance		55,480	
	Std. Deviation		7,449	
	Minimum		60	
	Maximum		95	
	Range		35	
	Interquartile Range		10	
	Skewness		-,364	,388
	Kurtosis		,754	,759

APPENDIX X

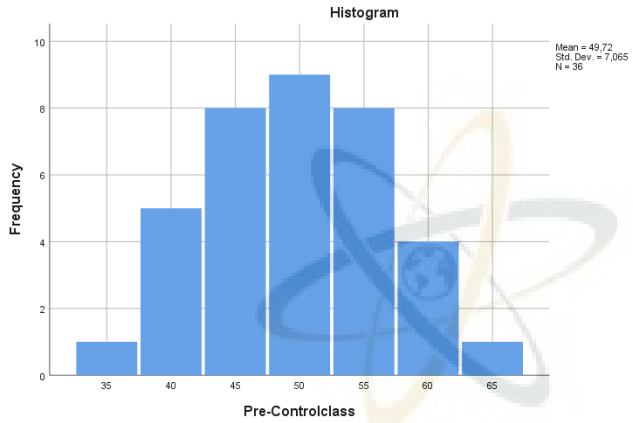
The Normality Test of Pretest in Control Class

No	Control	Z	FZ	SZ	FZ-SZ	?FZ-SZ?	Column1	Column2
1	35	-2,08369	0,018594	0,027778	-0,00918	0,0091836	Rata-rata	**49,7222222**
2	40	-1,37602	0,084407	0,166667	-0,08226	0,0822593	STD	**7,06545362**
3	40	-1,37602	0,084407	0,166667	-0,08226	0,0822593	L hitung	**0,13693497**
4	40	-1,37602	0,084407	0,166667	-0,08226	0,0822593	L tabel	**0,14766667**
5	40	-1,37602	0,084407	0,166667	-0,08226	0,0822593		
6	40	-1,37602	0,084407	0,166667	-0,08226	0,0822593		
7	45	-0,66835	0,251954	0,388889	-0,13693	0,136935		
8	45	-0,66835	0,251954	0,388889	-0,13693	0,136935		
9	45	-0,66835	0,251954	0,388889	-0,13693	0,136935		
10	45	-0,66835	0,251954	0,388889	-0,13693	0,136935		
11	45	-0,66835	0,251954	0,388889	-0,13693	0,136935		
12	45	-0,66835	0,251954	0,388889	-0,13693	0,136935		
13	45	-0,66835	0,251954	0,388889	-0,13693	0,136935		
14	45	-0,66835	0,251954	0,388889	-0,13693	0,136935		
15	50	0,039315	0,51568	0,638889	-0,12321	0,1232085		
16	50	0,039315	0,51568	0,638889	-0,12321	0,1232085		
17	50	0,039315	0,51568	0,638889	-0,12321	0,1232085		
18	50	0,039315	0,51568	0,638889	-0,12321	0,1232085		
19	50	0,039315	0,51568	0,638889	-0,12321	0,1232085		
20	50	0,039315	0,51568	0,638889	-0,12321	0,1232085		
21	50	0,039315	0,51568	0,638889	-0,12321	0,1232085		
22	50	0,039315	0,51568	0,638889	-0,12321	0,1232085		
23	50	0,039315	0,51568	0,638889	-0,12321	0,1232085		
24	55	0,746984	0,772463	0,861111	-0,08865	0,0886479		
25	55	0,746984	0,772463	0,861111	-0,08865	0,0886479		
26	55	0,746984	0,772463	0,861111	-0,08865	0,0886479		
27	55	0,746984	0,772463	0,861111	-0,08865	0,0886479		
28	55	0,746984	0,772463	0,861111	-0,08865	0,0886479		
29	55	0,746984	0,772463	0,861111	-0,08865	0,0886479		
30	55	0,746984	0,772463	0,861111	-0,08865	0,0886479		
31	55	0,746984	0,772463	0,861111	-0,08865	0,0886479		
32	60	1,454652	0,927117	0,972222	-0,04511	0,045105		
33	60	1,454652	0,927117	0,972222	-0,04511	0,045105		
34	60	1,454652	0,927117	0,972222	-0,04511	0,045105		
35	60	1,454652	0,927117	0,972222	-0,04511	0,045105		
36	65	2,162321	0,984703	1	-0,0153	0,0152967		

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Pre-Controlclass	,137	36	,086	,955	36	,149

a. Lilliefors Significance Correction



Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Pre-Controlclass	36	97,3%	1	2,7%	37	100,0%

Descriptives

			Statistic	Std. Error
Pre-Controlclass	Mean		49,72	1,178
	95% Confidence Interval for Mean	Lower Bound	47,33	
		Upper Bound	52,11	
	5% Trimmed Mean		49,69	
	Median		50,00	
	Variance		49,921	
	Std. Deviation		7,065	
	Minimum		35	
	Maximum		65	
	Range		30	
	Interquartile Range		10	
	Skewness		,039	,393
	Kurtosis		-,540	,768

APPENDIX XI

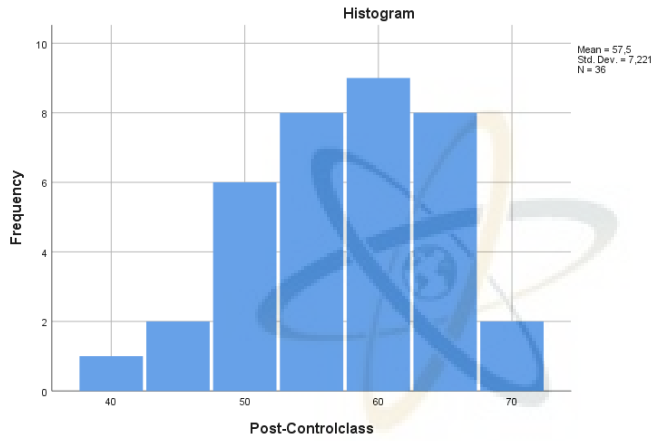
The Normality Test of Posttest in Control Class

No	Control	z	fz	sz	fz-sz	?fz-sz?	Column1	Column2
1	40	-2,42349	0,007686	0,027778	-0,02009	0,020092	Rata-rata	57,5
2	45	-1,73106	0,04172	0,083333	-0,04161	0,041613	stdev	7,22100112
3	45	-1,73106	0,04172	0,083333	-0,04161	0,041613	L hitung	0,10763067
4	50	-1,03864	0,149487	0,25	-0,10051	0,100513	L tabel	0,14766667
5	50	-1,03864	0,149487	0,25	-0,10051	0,100513	Max	70
6	50	-1,03864	0,149487	0,25	-0,10051	0,100513	Min	40
7	50	-1,03864	0,149487	0,25	-0,10051	0,100513	Median	60
8	50	-1,03864	0,149487	0,25	-0,10051	0,100513	Modus	60
9	50	-1,03864	0,149487	0,25	-0,10051	0,100513	Sd	7,22100112
10	55	-0,34621	0,364592	0,472222	-0,10763	0,107631	Total score	2070
11	55	-0,34621	0,364592	0,472222	-0,10763	0,107631		
12	55	-0,34621	0,364592	0,472222	-0,10763	0,107631		
13	55	-0,34621	0,364592	0,472222	-0,10763	0,107631		
14	55	-0,34621	0,364592	0,472222	-0,10763	0,107631		
15	55	-0,34621	0,364592	0,472222	-0,10763	0,107631		
16	55	-0,34621	0,364592	0,472222	-0,10763	0,107631		
17	55	-0,34621	0,364592	0,472222	-0,10763	0,107631		
18	60	0,346212	0,635408	0,722222	-0,08681	0,086814		
19	60	0,346212	0,635408	0,722222	-0,08681	0,086814		
20	60	0,346212	0,635408	0,722222	-0,08681	0,086814		
21	60	0,346212	0,635408	0,722222	-0,08681	0,086814		
22	60	0,346212	0,635408	0,722222	-0,08681	0,086814		
23	60	0,346212	0,635408	0,722222	-0,08681	0,086814		
24	60	0,346212	0,635408	0,722222	-0,08681	0,086814		
25	60	0,346212	0,635408	0,722222	-0,08681	0,086814		
26	60	0,346212	0,635408	0,722222	-0,08681	0,086814		
27	65	1,038637	0,850513	0,944444	-0,09393	0,093931		
28	65	1,038637	0,850513	0,944444	-0,09393	0,093931		
29	65	1,038637	0,850513	0,944444	-0,09393	0,093931		
30	65	1,038637	0,850513	0,944444	-0,09393	0,093931		
31	65	1,038637	0,850513	0,944444	-0,09393	0,093931		
32	65	1,038637	0,850513	0,944444	-0,09393	0,093931		
33	65	1,038637	0,850513	0,944444	-0,09393	0,093931		
34	65	1,038637	0,850513	0,944444	-0,09393	0,093931		
35	70	1,731062	0,95828	1	-0,04172	0,04172		
36	70	1,731062	0,95828	1	-0,04172	0,04172		

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Post-Controlclass	,163	36	,016	,946	36	,080

a. Lilliefors Significance Correction



Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Post-Controlclass	36	97,3%	1	2,7%	37	100,0%

Descriptives

			Statistic	Std. Error
Post-Controlclass	Mean		57,50	1,204
	95% Confidence Interval for Mean	Lower Bound	55,06	
		Upper Bound	59,94	
	5% Trimmed Mean		57,65	
	Median		60,00	
	Variance		52,143	
	Std. Deviation		7,221	
	Minimum		40	
	Maximum		70	
	Range		30	
	Interquartile Range		14	
	Skewness		-,362	,393
	Kurtosis		-,326	,768

APPENDIX XII

The Homogenity of Pretest of Experiment and Control Class

No	Eksperimen	Kontrol
1	30	35
2	30	40
3	35	40
4	40	40
5	40	40
6	40	40
7	40	45
8	40	45
9	45	45
10	45	45
11	45	45
12	45	45
13	45	45
14	45	45
15	45	50
16	45	50
17	45	50
18	50	50
19	50	50
20	50	50
21	50	50
22	50	50
23	50	50
24	50	55
25	50	55
26	55	55
27	55	55
28	55	55
29	55	55
30	55	55
31	55	55
32	55	60
33	55	60
34	60	60
35	60	60
36	60	65
37	65	
Varian	65,57807808	49,92063
f hitung	1,313646715	
f tabel	1,752298976	
Kesimpulan		homogen

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Eksperimental	Based on Mean	,824	1	72	,367
	Based on Median	,627	1	72	,431
	Based on Median and with adjusted df	,627	1	71,920	,431
	Based on trimmed mean	,732	1	72	,395

ANOVA

Eksperimental

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	18976,014	1	18976,014	313,501	,000
Within Groups	4358,108	72	60,529		
Total	23334,122	73			

APPENDIX XIII

The Homogenity of Posttest of Experiment and Control Class

No	Experiment	Control
1	60	40
2	65	45
3	70	45
4	70	50
5	75	50
6	75	50
7	75	50
8	75	50
9	75	50
10	75	55
11	75	55
12	75	55
13	80	55
14	80	55
15	80	55
16	80	55
17	80	55
18	80	60
19	80	60
20	80	60
21	80	60
22	80	60
23	80	60
24	85	60
25	85	60
26	85	60
27	85	65
28	85	65
29	85	65
30	85	65
31	85	65
32	85	65
33	90	65
34	90	65
35	90	70
36	95	70
37	95	
Varian	55,48048048	52,142857
f hitung	1,064009215	
f tabel	1,752298976	
Kesimpulan		Homogen

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Controlclass	Based on Mean	,039	1	70	,844
	Based on Median	,060	1	70	,807
	Based on Median and with adjusted df	,060	1	70,000	,807
	Based on trimmed mean	,047	1	70	,829

ANOVA

Controlclass

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1311,922	1	1311,922	27,420	,000
Within Groups	3349,189	70	47,846		
Total	4661,111	71			

APPENDIX XIV

Hypothesis Test

$$t\frac{\bar{x}1 - \bar{x}2}{\sqrt{\left(\frac{S^2 1}{N1} + \frac{S^2 2}{N2}\right)}}$$

$$t = \frac{80{,}27 - 57{,}5}{\sqrt{\left(\frac{55{,}48}{37} + \frac{52{,}14}{36}\right)}}$$

$$t = \frac{22{,}77}{\sqrt{\left(\frac{19963{,}23}{606}\right)}}$$

$$t = \frac{22{,}77}{\sqrt{2{,}9477}}$$

$$t = \frac{22{,}77}{1{,}71}$$

$$t = 13{,}31$$

APPENDIX XV

Table of Lilliefors

N	$\alpha = .20$	$\alpha = .15$	$\alpha = .10$	$\alpha = .05$	$\alpha = .01$
4	.3027	.3216	.3456	.3754	.4129
5	.2893	.3027	.3188	.3427	.3959
6	.2694	.2816	.2982	.3245	.3728
7	.2521	.2641	.2802	.3041	.3504
8	.2387	.2502	.2649	.2875	.3331
9	.2273	.2382	.2522	.2744	.3162
10	.2171	.2273	.2410	.2616	.3037
11	.2080	.2179	.2306	.2506	.2905
12	.2004	.2101	.2228	.2426	.2812
13	.1932	.2025	.2147	.2337	.2714
14	.1869	.1959	.2077	.2257	.2627
15	.1811	.1899	.2016	.2196	.2545
16	.1758	.1843	.1956	.2128	.2477
17	.1711	.1794	.1902	.2071	.2408
18	.1666	.1747	.1852	.2018	.2345
19	.1624	.1700	.1803	.1965	.2285
20	.1589	.1666	.1764	.1920	.2226
21	.1553	.1629	.1726	.1881	.2190
22	.1517	.1592	.1690	.1840	.2141
23	.1484	.1555	.1650	.1798	.2090
24	.1458	.1527	.1619	.1766	.2053
25	.1429	.1498	.1589	.1726	.2010
26	.1406	.1472	.1562	.1699	.1985
27	.1381	.1448	.1533	.1665	.1941
28	.1358	.1423	.1509	.1641	.1911

APPENDIX XVI

Table T-table

Titik Persentase Distribusi t (df = 41 – 80)

Pr / df	0.25 0.50	0.10 0.20	0.05 0.10	0.025 0.050	0.01 0.02	0.005 0.010	0.001 0.002
41	0.68052	1.30254	1.68288	2.01954	2.42080	2.70118	3.30127
42	0.68038	1.30204	1.68195	2.01808	2.41847	2.69807	3.29595
43	0.68024	1.30155	1.68107	2.01669	2.41625	2.69510	3.29089
44	0.68011	1.30109	1.68023	2.01537	2.41413	2.69228	3.28607
45	0.67998	1.30065	1.67943	2.01410	2.41212	2.68959	3.28148
46	0.67986	1.30023	1.67866	2.01290	2.41019	2.68701	3.27710
47	0.67975	1.29982	1.67793	2.01174	2.40835	2.68456	3.27291
48	0.67964	1.29944	1.67722	2.01063	2.40658	2.68220	3.26891
49	0.67953	1.29907	1.67655	2.00958	2.40489	2.67995	3.26508
50	0.67943	1.29871	1.67591	2.00856	2.40327	2.67779	3.26141
51	0.67933	1.29837	1.67528	2.00758	2.40172	2.67572	3.25789
52	0.67924	1.29805	1.67469	2.00665	2.40022	2.67373	3.25451
53	0.67915	1.29773	1.67412	2.00575	2.39879	2.67182	3.25127
54	0.67906	1.29743	1.67356	2.00488	2.39741	2.66998	3.24815
55	0.67898	1.29713	1.67303	2.00404	2.39608	2.66822	3.24515
56	0.67890	1.29685	1.67252	2.00324	2.39480	2.66651	3.24226
57	0.67882	1.29658	1.67203	2.00247	2.39357	2.66487	3.23948
58	0.67874	1.29632	1.67155	2.00172	2.39238	2.66329	3.23680
59	0.67867	1.29607	1.67109	2.00100	2.39123	2.66176	3.23421
60	0.67860	1.29582	1.67065	2.00030	2.39012	2.66028	3.23171
61	0.67853	1.29558	1.67022	1.99962	2.38905	2.65886	3.22930
62	0.67847	1.29536	1.66980	1.99897	2.38801	2.65748	3.22696
63	0.67840	1.29513	1.66940	1.99834	2.38701	2.65615	3.22471
64	0.67834	1.29492	1.66901	1.99773	2.38604	2.65485	3.22253
65	0.67828	1.29471	1.66864	1.99714	2.38510	2.65360	3.22041
66	0.67823	1.29451	1.66827	1.99656	2.38419	2.65239	3.21837
67	0.67817	1.29432	1.66792	1.99601	2.38330	2.65122	3.21639
68	0.67811	1.29413	1.66757	1.99547	2.38245	2.65008	3.21446
69	0.67806	1.29394	1.66724	1.99495	2.38161	2.64898	3.21260
70	0.67801	1.29376	1.66691	1.99444	2.38081	2.64790	3.21079
71	0.67796	1.29359	1.66660	1.99394	2.38002	2.64686	3.20903
72	0.67791	1.29342	1.66629	1.99346	2.37926	2.64585	3.20733
73	0.67787	1.29326	1.66600	1.99300	2.37852	2.64487	3.20567
74	0.67782	1.29310	1.66571	1.99254	2.37780	2.64391	3.20406
75	0.67778	1.29294	1.66543	1.99210	2.37710	2.64298	3.20249
76	0.67773	1.29279	1.66515	1.99167	2.37642	2.64208	3.20096
77	0.67769	1.29264	1.66488	1.99125	2.37576	2.64120	3.19948
78	0.67765	1.29250	1.66462	1.99085	2.37511	2.64034	3.19804
79	0.67761	1.29236	1.66437	1.99045	2.37448	2.63950	3.19663
80	0.67757	1.29222	1.66412	1.99006	2.37387	2.63869	3.19526

BIODATA

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Nomor : **B-6206/ITK. IV.5/ITK.V.3/PP.00.9/04/2022** **25 April 2022**
Lampiran : -
Hal : **Izin Riset**

Yth. Bapak/Ibu Kepala SMA NEGERI 4 TEBING TINGGI

Assalamulaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama	: Eka Purnama Indah
NIM	: 0304182151
Tempat/Tanggal Lahir	: Tebing Tinggi, 06 November 2000 Program
Studi	: Tadris Bahasa Inggris
Semester	: VIII (Delapan)
Alamat	: Jl. DANAU SEMAYANG LK. 6 Kelurahan LUBUK RAYA Kecamatan PADANG HULU

Untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di JALAN GATOT SUBROTO KM.5, PABATU, Kec. Padang Hulu, Kota Tebing Tinggi, Sumatera Utara., guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi (Karya Ilmiah) yang berjudul : The Effect of Discovery Learning Method on Students' Reading Comprehension

Demikian kami sampaikan, atas bantuan dan kerjasamannya diucapkan terima kasih.

Medan, 25 April 2022
a.n. DEKAN
Ketua Program Studi Pendidikan Bahasa Inggris

Yani Lubis, M.Hum
NIP. 197006062000031006

Tembusan:

- Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

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TERAKREDITASI –A

SURAT KETERANGAN

Nomor : 800/ 166 /SMAN.4/ V /2022

Yang bertanda tangan di bawah ini Kepala SMA Negeri 4 Tebing Tinggi menerangkan bahwa Mahasiswa Universitas Islam Negeri Sumatera Utara :

No	Nama	NIM	Program Studi
1.	Eka Purnama Indah	0304182151	Tadris Bahasa Inggris

Benar telah melakukan Riset di SMA Negeri 4 Kota Tebing Tinggi pada tanggal 17 s.d 31 Mei 2022 untuk penyusunan Skripsi (karya ilmiah) dengan judul :

" The Effect of Discovery Learning Method on Students' Reading Comprehension".

Demikian Surat Keterangan ini diberikan agar dapat dipergunakan seperlunya.

Tebing Tinggi, 31 Mei 2022
Kepala Sekolah,

GUNDUR PULUNGAN, M.Si
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