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UNIVERSITAS ISLAM NEGERI  
SIMPATERA IITARA MEDANI

## APPENDIX I

### LESSON PLAN EXPERIMENTAL CLASS

#### *First Meeting*

School : MTs. Cerdas Murni  
Class/Semester : VII – Experimental class  
Subject : English  
Skill : Reading comprehension  
Topic : Descriptive Text; Jember Regency  
Time Application : 2 x 40 minutes

#### **I. Core Competence**

- KI 1 : Respect and appreciate the teachings of the religion they hold
- KI 2 : Respect and appreciate honest behavior, discipline, responsibility, care (tolerance, mutual cooperation), polite, confident, in interacting effectively with the social and natural environment within the reach of relationships and existence.
- KI 3 : Understanding knowledge (factual, conceptual, and procedural) based on curiosity about science, technology, art, culture related to phenomena and events seen in the eye.
- KI 4 : Trying, processing, and presenting in the realm of concrete (using, decomposing, assembling, modifying, and making) and abstract domains (writing, reading, calculating, drawing and composing) in accordance with what is learned in school and other sources in the same perspective /theory.

#### **II. Basic Competence and Indicators**

3. 10. Understand the social function, structure of texts, and linguistic elements	1. Mention social functions and descriptive text structure.
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of descriptive texts by stating and asking about descriptions of people, animals, and objects, very short and simple, according to the context of their use.	
4. 12. Capture meaning in descriptive oral and written texts, very short and simple.	2. Identify detailed information in descriptive oral text.
2. 2. Demonstrate honest, disciplined, confident, and responsible behavior in carrying out transactional communication with teachers and friends.	3. Mention the characteristics and characteristics of someone with confidence using acceptable English.

### III. Learning Objectives

1. Presented descriptive written text about a person, object, or animal students can verbally or in writing the social function and text structure of descriptive text.
2. Presented descriptive written text about a person, students can identify the detailed information contained in the text in writing by completing the Rumpang text.
3. Students read texts written about a person, object or animal with confidence and responsibility.

### IV. Learning Materials

1. Descriptive text serves to describe people, animals or objects.
2. Descriptive text structure:

<i>Identification</i>	Introducing the person, animal or object to be described.
<i>Description</i>	Descriptions of people, animals or objects that are

	described by mentioning certain special characteristics or traits.
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3. Adjectives that can characterize a person: *smart, beautiful, handsome, tall, short, fat, slim, patient, nice, kind, wise, friendly.*
4. Deepening of the material:

### Jember Regency

Jember is a regency in East Java. It is located in between Bondowoso and Banyuwangi. Banyuwangi is regency that is located at the easternmost end of Java Island, before Bali Strait, so that we can know that Jember is near enough from Bali Island.

Jember is a beautiful place. In Jember, there are a lot of interesting places to visit, such as Papuma Beach, Watu Ulo Beach, Watu Ondo, Pancer Beach, Rembangan, and so on. Jember also has a famous carnival, named Jember Fashion Carnival. It is an international annual fashion carnival which usually held in August. Beside some beautiful places and a famous carnival, Jember also has a unique culture. People usually called it as Pendhalungan. Pendhalungan is an acculturation culture between Javanese and Maduranese. Jember has a total area of 3,293.34 km<sup>2</sup>. Because of that, it creates a different culture between North Jember and South Jember. In North Jember, there are a lot of Maduranese people and they usually speak Maduranese. On the other hand, In South Jember, not many Maduranese people live there. It is dominated with Javanese people. Because of that, it creates a new unique language which other regency do not have. The example is word “Cek” which means “very”.

### V. Learning Methods

Jigsaw Technique

## **VI. Media, Tools and Learning Resources**

1. Media : Text written about the description of someone objects or animals.
2. Tool : *Image and text script.*
3. Learning resources: English book, When English Rings a Bell, Revised Edition. Jakarta: Ministry of Education and Culture Republic of Indonesia, 2014.

## **VII. Teaching Learning Process**

### **1. Opening Activities**

- a. Greeting (teacher greets students and checks students' attendance).
- b. The teacher give the students a brainstorming game.
- c. Giving motivation.
- d. Teacher explains the objectives, advantages, and learning procedure.

### **2. Main Activities**

- a. The learning process is started by introducing topic. At this point, the teacher determined the topic will be given.
- b. Students are divided into several discussion groups.
- c. Every person in the group gets a different reading section (this group is called home based).
- d. Then everyone who gets the same part gathers into one group (this group is called the Expert group).
- e. After each student reads and understands the text that is part of it, they discuss in the expert group about their part.
- f. After completing the discussion each student in the expert group returns to home based.

- g. On home based, they explain to their friends about the parts they already understand.
- h. After finishing the discussion about the text given by the teacher, the teacher will give a question sheet related to the reading that they have read and understood.

### 3. Closing Activities

- a. Teacher reviews the material.
- b. Teacher gives suggestion to students to study hard and also memorize new material.
- c. Teacher closes the learning.

### VIII. Assessment

- Assessment Technique : Individual task
- Assessment Instrument : Multiple Choice

Multiple choice.

For correct answers have score five (5)  $20 \times 5 = 100$  Maximum score = 100

The value of students =  $\frac{\text{correct answer}}{\text{All of questions}} \times 100$

Deli Serdang, April 2021  
The Researcher

SIMATERA UTARA MEDAN

Approve by:

Headmaster of MTs. Cerdas Murni



English Teacher

Nurul Huda, S.Pd.



## LESSON PLAN EXPERIMENTAL CLASS

### *Second Meeting*

School : MTs. Cerdas Murni  
Class/Semester : VII – Experimental class  
Subject : English  
Skill : Reading comprehension  
Topic : Descriptive Text; Singapore  
Time Application : 2 x 40 minutes

### **I. Core Competence**

- KI 1 : Respect and appreciate the teachings of the religion they hold
- KI 2 : Respect and appreciate honest behavior, discipline, responsibility, care (tolerance, mutual cooperation), polite, confident, in interacting effectively with the social and natural environment within the reach of relationships and existence.
- KI 3 : Understanding knowledge (factual, conceptual, and procedural) based on curiosity about science, technology, art, culture related to phenomena and events seen in the eye.
- KI 4 : Trying, processing, and presenting in the realm of concrete (using, decomposing, assembling, modifying, and making) and abstract domains (writing, reading, calculating, drawing and composing) in accordance with what is learned in school and other sources in the same perspective /theory.

### **II. Basic Competence and Indicators**

3. 10. Understand the social function, structure of texts, and linguistic elements of descriptive texts by stating	1. Mention social functions and descriptive text structure.
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and asking about descriptions of people, animals, and objects, very short and simple, according to the context of their use.	
4. 12. Capture meaning in descriptive oral and written texts, very short and simple.	2. Identify detailed information in descriptive oral text.
2. 2. Demonstrate honest, disciplined, confident, and responsible behavior in carrying out transactional communication with teachers and friends.	3. Mention the characteristics and characteristics of someone with confidence using acceptable English.

### III. Learning Objectives

1. Presented descriptive written text about a person, object, or animal students can verbally or in writing the social function and text structure of descriptive text.
2. Presented descriptive written text about a person, students can identify the detailed information contained in the text in writing by completing the Rumpang text.
3. Students read texts written about a person, object or animal with confidence and responsibility.

### IV. Learning Materials

1. Descriptive text serves to describe people, animals or objects.
2. Descriptive text structure:

<i>Identification</i>	Introducing the person, animal or object to be described.
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<i>Description</i>	Descriptions of people, animals or objects that are described by mentioning certain special characteristics or traits.
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3. Adjectives that can characterize a person: *smart, beautiful, handsome, tall, short, fat, slim, patient, nice, kind, wise, friendly.*
4. Deepening of the material:

### Singapore

Singapore is a South-east Asian country located between Malaysia and Indonesia. Despite its small size, Singapore is known for its transition as a third-world country to the first-world country. Singapore also was known as the Asian Tiger economy, based on external trade and its workforce.

Singapore size is not as big as Indonesia, but the city ranks highly in numerous international rankings for its education, entertainment, finance, healthcare, human capital, innovation, logistics, manufacturing, technology, tourism, trade, and transport. Singapore is home to 5.6 million people with a diverse culture. Majority ethnic groups in Singapore are Chinese, Malay, and Indian. Singapore Independence Day was on the 9th of August 1965. Merlion Statue is the official mascot of Singapore. Singapore is famous for its Garden by the Bay, Marina Bay Sands, dan Orchard Road (description).

#### **V. Learning Methods**

Jigsaw Technique

#### **VI. Media, Tools and Learning Resources**

1. Media : Text written about the description of someone objects or animals.
2. Tool : *Image and text script.*

3. Learning resources: English book, *When English Rings a Bell*, Revised Edition. Jakarta: Ministry of Education and Culture Republic of Indonesia, 2014.

## **VII. Teaching Learning Process**

### **1. Opening Activities**

- a. Greeting (teacher greets students and checks students' attendance).
- b. The teacher give the students a brainstorming game.
- c. Giving motivation.
- d. Teacher explains the objectives, advantages, and learning procedure.

### **2. Main Activities**

- a. The learning process is started by introducing topic. At this point, the teacher determined the topic will be given.
- b. Students are divided into several discussion groups.
- c. Every person in the group gets a different reading section (this group is called home based).
- d. Then everyone who gets the same part gathers into one group (this group is called the Expert group).
- e. After each student reads and understands the text that is part of it, they discuss in the expert group about their part.
- f. After completing the discussion each student in the expert group returns to home based.
- g. On home based, they explain to their friends about the parts they already understand.
- h. After finishing the discussion about the text given by the teacher, the teacher will give a question sheet related to the reading that they have read and understood.

### 3. Closing Activities

- a. Teacher reviews the material.
- b. Teacher gives suggestion to students to study hard and also memorize new material.
- c. Teacher closes the learning.

### VIII. Assessment

- Assessment Technique : Individual task
- Assessment Instrument : Multiple Choice

Multiple choice.

For correct answers have score five (5)  $20 \times 5 = 100$  Maximum score = 100

The value of students =  $\frac{\text{correct answer}}{\text{All of questions}} \times 100$

Deli Serdang, April 2021  
The Researcher

Approve by:

Headmaster of MTs. Cerdas Murni

English Teacher



A handwritten signature in black ink on a grey rectangular background.

Nurul Huda, S.Pd.

## LESSON PLAN EXPERIMENTAL CLASS

### *Third Meeting*

School : MTs. Cerdas Murni  
Class/Semester : VII – Experimental class  
Subject : English  
Skill : Reading comprehension  
Topic : Descriptive Text; University of Indonesia Urban Forest  
Time Application : 2 x 40 minutes

### **I. Core Competence**

- KI 1 : Respect and appreciate the teachings of the religion they hold
- KI 2 : Respect and appreciate honest behavior, discipline, responsibility, care (tolerance, mutual cooperation), polite, confident, in interacting effectively with the social and natural environment within the reach of relationships and existence.
- KI 3 : Understanding knowledge (factual, conceptual, and procedural) based on curiosity about science, technology, art, culture related to phenomena and events seen in the eye.
- KI 4 : Trying, processing, and presenting in the realm of concrete (using, decomposing, assembling, modifying, and making) and abstract domains (writing, reading, calculating, drawing and composing) in accordance with what is learned in school and other sources in the same perspective /theory.

### **II. Basic Competence and Indicators**

3. 10. Understand the social function, structure of texts, and linguistic elements of descriptive texts by stating	1. Mention social functions and descriptive text structure.
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and asking about descriptions of people, animals, and objects, very short and simple, according to the context of their use.	
4. 12. Capture meaning in descriptive oral and written texts, very short and simple.	2. Identify detailed information in descriptive oral text.
2. 2. Demonstrate honest, disciplined, confident, and responsible behavior in carrying out transactional communication with teachers and friends.	3. Mention the characteristics and characteristics of someone with confidence using acceptable English.

### III. Learning Objectives

1. Presented descriptive written text about a person, object, or animal students can verbally or in writing the social function and text structure of descriptive text.
2. Presented descriptive written text about a person, students can identify the detailed information contained in the text in writing by completing the blank text.
3. Students read texts written about a person, object or animal with confidence and responsibility.

### IV. Learning Materials

1. Descriptive text serves to describe people, animals or objects.
2. Descriptive text structure:

<i>Identification</i>	Introducing the person, animal or object to be described.
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<i>Description</i>	Descriptions of people, animals or objects that are described by mentioning certain special characteristics or traits.
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3. Adjectives that can characterize a person: *smart, beautiful, handsome, tall, short, fat, slim, patient, nice, kind, wise, friendly.*
4. Deepening of the material:

#### University of Indonesia Urban Forest

Located in South Jakarta and Depok which are densely populated cities, University of Indonesia area is a source of clean air. As much as 75% of the University of Indonesia area is a green area in the form of urban forest that has six large lakes whose acronyms form each word KAMPUS, which are K(enanga), A(ghatis), M(ahoni), P(uspa), U(Lin), and S(alam).

We can find this green area around Jalan Cinta, a road that stretches from University of Indonesia Student Dormitory to the Faculty of Engineering University of Indonesia. On Sunday, various groups of people come to this area to carry out sports activities, such as jogging or just walking to enjoy the fresh air around. There are also some bicycle communities that use this forest as their bicycle tracks. Two commonly used tracks are known as Mangkuk track and Nyamuk track. All recreational activities in this urban forest are free of charge, but visitors still have to maintain cleanliness and orderliness from the campus environment. Besides it functions as absorption area, this forest is also used as germplasm conservation and biodiversity research land in one of the best public universities in Indonesia. There are a number of tree



species found in this urban forest, such as Jati, Meranti, Kopi, Karet, and Matoa.

## **V. Learning Methods**

Jigsaw Technique

## **VI. Media, Tools and Learning Resources**

1. Media : Text written about the description of someone objects or animals.
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## **VII. Teaching Learning Process**

### **1. Opening Activities**

- a. Greeting (teacher greets students and checks students' attendance).
- b. The teacher give the students a brainstorming game.
- c. Giving motivation.
- d. Teacher explains the objectives, advantages, and learning procedure.

### **2. Main Activities**

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- b. Students are divided into several discussion groups.
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- g. On home based, they explain to their friends about the parts they already understand.
- h. After finishing the discussion about the text given by the teacher, the teacher will give a question sheet related to the reading that they have read and understood.

### 3. Closing Activities

- a. Teacher reviews the material.
- b. Teacher gives suggestion to students to study hard and also memorize new material.
- c. Teacher closes the learning.

### VIII. Assessment

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  - Assessment Instrument : Multiple Choice
- Multiple choice.

For correct answers have score five (5)  $20 \times 5 = 100$  Maximum score = 100

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Deli Serdang, April 2021  
The Researcher

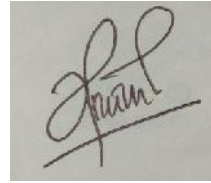
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Approve by:

Headmaster of MTs Cerdas Murni



English Teacher



Nurul Huda, S.Pd.



UNIVERSITAS ISLAM NEGERI  
SUMATERA UTARA MEDAN

## APPENDIX II

### LESSON PLAN CONTROL CLASS

#### *First Meeting*

School : MTs. Cerdas Murni  
Class/Semester : VII – Controlled class  
Subject : English  
Skill : Reading comprehension  
Topic : Descriptive Text; Jember Regency  
Time Application : 2 x 40 minutes

#### **I. Core Competence**

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#### **II. Basic Competence and Indicators**

3. 10. Understand the social function,	1. Mention social functions and
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structure of texts, and linguistic elements of descriptive texts by stating and asking about descriptions of people, animals, and objects, very short and simple, according to the context of their use.	descriptive text structure.
4. 12. Capture meaning in descriptive oral and written texts, very short and simple.	2. Identify detailed information in descriptive oral text.
2. 2. Demonstrate honest, disciplined, confident, and responsible behavior in carrying out transactional communication with teachers and friends.	3. Mention the characteristics and characteristics of someone with confidence using acceptable English.

### III. Learning Objectives

1. Presented descriptive written text about a person, object, or animal students can verbally or in writing the social function and text structure of descriptive text.
2. Presented descriptive written text about a person, students can identify the detailed information contained in the text in writing by completing the Rumpang text.
3. Students read texts written about a person, object or animal with confidence and responsibility.

### IV. Learning Materials

1. Descriptive text serves to describe people, animals or objects.
2. Descriptive text structure:

<i>Identification</i>	Introducing the person, animal or object to be described.
<i>Description</i>	Descriptions of people, animals or objects that are described by mentioning certain special characteristics or traits.

3. Adjectives that can characterize a person: *smart, beautiful, handsome, tall, short, fat, slim, patient, nice, kind, wise, friendly.*
4. Deepening of the material:

#### Jember Regency

Jember is a regency in East Java. It is located in between Bondowoso and Banyuwangi. Banyuwangi is regency that is located at the easternmost end of Java Island, before Bali Strait, so that we can know that Jember is near enough from Bali Island.

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Because of that, it creates a new unique language which other regency do not have. The example is word “Cek” which means “very”.

## **V. Learning Methods**

Lecturing Method

## **VI. Media, Tools and Learning Resources**

1. Media : Text written about the description of someone objects or animals.
2. Tool : *Image and text script.*
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## **VII. Teaching Learning Process**

### **1. Opening Activities**

- a. Greeting (teacher greets students and checks students' attendance).
- b. The teacher give the students a brainstorming game.
- c. Giving motivation.
- d. Teacher explains the objectives, advantages, and learning procedure.

### **2. Main Activities**

- a. The learning process is started by introducing topic. At this point, the teacher determined the topic will be given.
- b. The teacher explains the topic: definition of descriptive text, the organization of the text, and the example of the text.
- c. After the students learn about descriptive text, the teacher shares the example of descriptive text to all the students.
- d. The teacher asks the student to read the text carefully by themselves.
- e. The teacher guides the students to look for the difficult and unfamiliar words.

- f. The teacher asks the students to translate the text using dictionary.
- g. The teacher asks the students about main idea, supporting details, reference and reference meaning.
- h. The teacher asks the students to find the main idea, supporting details, etc from the text given.

### 3. Closing Activities

- a. Teacher reviews the material.
- b. Teacher gives suggestion to students to study hard and also memorize new material.
- c. Teacher closes the learning.

### VIII. Assessment

- Assessment Technique : Individual task
- Assessment Instrument : Multiple Choice

Multiple choice.

For correct answers have score five (5)  $20 \times 5 = 100$  Maximum score = 100

The value of students =  $\frac{\text{correct answer}}{\text{All of questions}} \times 100$

Deli Serdang, April 2021  
The Researcher

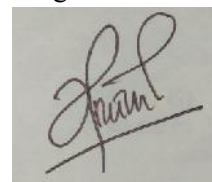
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SIMPATERA UTARA MEDAN

Approve by:

Headmaster of MTs. Cerdas Murni



English Teacher



Nurul Huda, S.Pd.



## LESSON PLAN CONTROL CLASS

### *Second Meeting*

School : MTs. Cerdas Murni  
Class/Semester : VII – Controlled class  
Subject : English  
Skill : Reading comprehension  
Topic : Descriptive Text; Singapore  
Time Application : 2 x 40 minutes

### **I. Core Competence**

- KI 1 : Respect and appreciate the teachings of the religion they hold
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### **II. Basic Competence and Indicators**

3. 10. Understand the social function, structure of texts, and linguistic elements of descriptive texts by stating and asking	1. Mention social functions and descriptive text structure.
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about descriptions of people, animals, and objects, very short and simple, according to the context of their use.	
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### III. Learning Objectives

1. Presented descriptive written text about a person, object, or animal students can verbally or in writing the social function and text structure of descriptive text.
2. Presented descriptive written text about a person, students can identify the detailed information contained in the text in writing by completing the Rumpang text.
3. Students read texts written about a person, object or animal with confidence and responsibility.

### IV. Learning Materials

1. Descriptive text serves to describe people, animals or objects.
2. Descriptive text structure:

<i>Identification</i>	Introducing the person, animal or object to be described.
<i>Description</i>	Descriptions of people, animals or objects that are described by mentioning certain special characteristics or traits.

3. Adjectives that can characterize a person: *smart, beautiful, handsome, tall, short, fat, slim, patient, nice, kind, wise, friendly.*
4. Deepening of the material:

### Singapore

Singapore is a South-east Asian country located between Malaysia and Indonesia. Despite its small size, Singapore is known for its transition as a third-world country to the first-world country. Singapore also was known as the Asian Tiger economy, based on external trade and its workforce.

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#### **V. Learning Methods**

Lecturing Method

#### **VI. Media, Tools and Learning Resources**

1. Media : Text written about the description of someone objects or animals.
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## **VII. Teaching Learning Process**

### **1. Opening Activities**

- a. Greeting (teacher greets students and checks students' attendance).
- b. The teacher give the students a brainstorming game.
- c. Giving motivation.
- d. Teacher explains the objectives, advantages, and learning procedure.

### **2. Main Activities**

- a. The learning process is started by introducing topic. At this point, the teacher determined the topic will be given.
- b. The teacher explains the topic: definition of descriptive text, the organization of the text, and the example of the text.
- c. After the students learn about descriptive text, the teacher shares the example of descriptive text to all the students.
- d. The teacher asks the student to read the text carefully by themselves.
- e. The teacher guides the students to look for the difficult and unfamiliar words.
- f. The teacher asks the students to translate the text using dictionary.
- g. The teacher asks the students about main idea, supporting details, reference and reference meaning.
- h. The teacher asks the students to find the main idea, supporting details, etc from the text given.

### **3. Closing Activities**

- a. Teacher reviews the material.
- b. Teacher gives suggestion to students to study hard and also memorize new material.
- c. Teacher closes the learning.

## **VIII. Assessment**

- Assessment Technique : Individual task

➤ Assessment Instrument : Multiple Choice

Multiple choice.

For correct answers have score five (5)  $20 \times 5 = 100$  Maximum score = 100

The value of students =  $\frac{\text{correct answer}}{\text{All of questions}} \times 100$

Deli Serdang, April 2021  
The Researcher

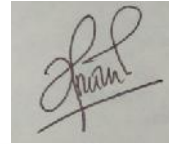
Headmaster of MTs. Cerdas Murni



Approve by:



English Teacher



Nurul Huda, S.Pd.



UNIVERSITAS ISLAM NEGERI  
SUMATERA UTARA MEDAN

## LESSON PLAN CONTROL CLASS

### *Third Meeting*

School : MTs. Cerdas Murni  
Class/Semester : VII – Controlled class  
Subject : English  
Skill : Reading comprehension  
Topic : Descriptive Text; University of Indonesia Urban Forest  
Time Application : 2 x 40 minutes

### **I. Core Competence**

- KI 1 : Respect and appreciate the teachings of the religion they hold
- KI 2 : Respect and appreciate honest behavior, discipline, responsibility, care (tolerance, mutual cooperation), polite, confident, in interacting effectively with the social and natural environment within the reach of relationships and existence.
- KI 3 : Understanding knowledge (factual, conceptual, and procedural) based on curiosity about science, technology, art, culture related to phenomena and events seen in the eye.
- KI 4 : Trying, processing, and presenting in the realm of concrete (using, decomposing, assembling, modifying, and making) and abstract domains (writing, reading, calculating, drawing and composing) in accordance with what is learned in school and other sources in the same perspective /theory.

### **II. Basic Competence and Indicators**

3. 10. Understand the social function, structure of texts, and linguistic elements of descriptive texts by stating and asking	1. Mention social functions and descriptive text structure.
---	---

about descriptions of people, animals, and objects, very short and simple, according to the context of their use.	
4. 12. Capture meaning in descriptive oral and written texts, very short and simple.	2. Identify detailed information in descriptive oral text.
2. 2. Demonstrate honest, disciplined, confident, and responsible behavior in carrying out transactional communication with teachers and friends.	3. Mention the characteristics and characteristics of someone with confidence using acceptable English.

### III. Learning Objectives

1. Presented descriptive written text about a person, object, or animal students can verbally or in writing the social function and text structure of descriptive text.
2. Presented descriptive written text about a person, students can identify the detailed information contained in the text in writing by completing the blank text.
3. Students read texts written about a person, object or animal with confidence and responsibility.

### IV. Learning Materials

1. Descriptive text serves to describe people, animals or objects.
2. Descriptive text structure:

<i>Identification</i>	Introducing the person, animal or object to be described.
<i>Description</i>	Descriptions of people, animals or objects that are described by mentioning certain special characteristics

or traits.

3. Adjectives that can characterize a person: *smart, beautiful, handsome, tall, short, fat, slim, patient, nice, kind, wise, friendly.*
4. Deepening of the material:

#### University of Indonesia Urban Forest

Located in South Jakarta and Depok which are densely populated cities, University of Indonesia area is a source of clean air. As much as 75% of the University of Indonesia area is a green area in the form of urban forest that has six large lakes whose acronyms form each word KAMPUS, which are K(enanga), A(ghatis), M(ahoni), P(uspa), U(Lin), and S(alam).

We can find this green area around Jalan Cinta, a road that stretches from University of Indonesia Student Dormitory to the Faculty of Engineering University of Indonesia. On Sunday, various groups of people come to this area to carry out sports activities, such as jogging or just walking to enjoy the fresh air around. There are also some bicycle communities that use this forest as their bicycle tracks. Two commonly used tracks are known as Mangkuk track and Nyamuk track. All recreational activities in this urban forest are free of charge, but visitors still have to maintain cleanliness and orderliness from the campus environment. Besides it functions as absorption area, this forest is also used as germplasm conservation and biodiversity research land in one of the best public universities in Indonesia. There are a number of tree species found in this urban forest, such as Jati, Meranti, Kopi, Karet, and Matoa.



## V. Learning Methods

Lecturing Method

## VI. Media, Tools and Learning Resources

1. Media : Text written about the description of someone objects or animals.
2. Tool : *Image and text script.*
3. Learning resources: English book, When English Rings a Bell, Revised Edition. Jakarta: Ministry of Education and Culture Republic of Indonesia, 2014.

## VII. Teaching Learning Process

### 1. Opening Activities

- a. Greeting (teacher greets students and checks students' attendance).
- b. The teacher give the students a brainstorming game.
- c. Giving motivation.
- d. Teacher explains the objectives, advantages, and learning procedure.

### 2. Main Activities

- a. The learning process is started by introducing topic. At this point, the teacher determined the topic will be given.
- b. The teacher explains the topic: definition of descriptive text, the organization of the text, and the example of the text.
- c. After the students learn about descriptive text, the teacher shares the example of descriptive text to all the students.
- d. The teacher asks the student to read the text carefully by themselves.
- e. The teacher guides the students to look for the difficult and unfamiliar words.
- f. The teacher asks the students to translate the text using dictionary.
- g. The teacher asks the students about main idea, supporting details, reference and reference meaning.

- h. The teacher asks the students to find the main idea, supporting details, etc from the text given.

### 3. Closing Activities

- a. Teacher reviews the material.
- b. Teacher gives suggestion to students to study hard and also memorize new material.
- c. Teacher closes the learning.

### VIII. Assessment

- Assessment Technique : Individual task
- Assessment Instrument : Multiple Choice

For correct answers have score five (5)  $20 \times 5 = 100$  Maximum score = 100

The value of students =  $\frac{\text{correct answer}}{\text{All of questions}} \times 100$

Deli Serdang, April 2021  
The Researcher

Approve by:

Headmaster of MTs. Cerdas Murni

English Teacher



UNIVERSITAS ISLAM NEGERI  
AL-FALAKAH

Nurul Huda, S.Pd.



UIN

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SIMPATERA UTARA MEDAN

## APPENDIX III

### PRE-TEST

**Instruction: Write the answer on the answer sheet**

Read the following text to answer questions number 1 to 2.

Angkor Wat faces a Hindu temple, a man from a Buddhist temple that was completed in Cambodia. This is the largest religious monument in the world. This temple was built by King Khmer, Suryawarman II in the early 20th century in Yosadapura, the capital of the Khmer Empire as a late Muslim temple. This is dedicated to Vishnu. It was designed to represent the Khmer Meru, the Devis frame in Hindu mythology in the mouth and has an outer wall that is 3 to 7 km long. It has three rectangular galleries that are bolted about the neck. In the center of the temple stands the Queen Cap of Tower.

1. What is the monolog about?
  - A. Gallery complex.
  - B. Buddhist mythology.
  - C. Cambodia.
  - D. Angkor Wat.**
2. In the twelveth century which Empire was strong enough to build the biggest temple of the world?
  - A. Old Empire.
  - B. Yosadapura Empire.
  - C. Meru Empire.
  - D. Khmer Empire.**

Read the following text to answer questions number 3 to 4.

Paris is the capital of France. This is one of the most beautiful cities in the world. It is also one of the most crowded cities in the world. Beautiful parks and parks can be found throughout Paris. At night, many castles and statues light up. For this reason, Paris is often called the city of light. Every year millions of

people visit Paris. The most popular place to visit is the Eiffel Tower. This large structure has become a symbol of Paris. D'Louvre, one of the largest art museums in the world, attracts many visitors. Notre Dame Cathedral, a famous church, is another favorite place to visit.

3. What is the monologue about?

- A. Paris
- B. The Louvre
- C. Notre Dame
- D. The crowded city

4. What has become the symbol of Paris?

- A. The Louvre
- B. The Cathedral
- C. The Eiffel Tower
- D. The lovely garden

Read the following text to answer questions number 5 to 6.

This museum is located in Ambarawa in Central Java. The museum focuses on the collection of steam locomotives. Ambarawa was a military city during the Dutch colonial government. My King Willem ordered the construction of a new train station to enable the government to transport its troops to Semarang. On May 21, 1873, the Ambarawa train station was built on 100,027,500 square meters of land. At that time it was known as Willem I station. The Ambarawa train museum was founded much later on October 16, 1976 at the Ambarawa station to preserve the steam locomotive. They come at the end of their useful life when the 3-foot-6-inch railroad or the Indonesian state railroad or the State Railroad Company are near. The steam locomotive is parked in the open air next to the original station.

5. What was the Ambarawa called during the dutch colonial government?

- A. **A military city**
- B. A railway museum,
- C. A new railway town,
- D. King Willem I station.

6. Why was the Ambarawa railway museum established?

- A. To build new railway museums.
- B. To transport government troops.
- C. **To preserve the steam locomotives**
- D. To build a new government station.

Read the following text to answer questions number 7 to 8.

On the banks of Chao Phraya, Bangkok's "King River", lies a hotel that has set a new standard of hospitality for this celebrated city. Located in a very beautiful tropical garden, Shangri-La Bangkok provides guests with all the charm and warmth of orientation and, at the same time, a variety of facilities and recreational activities that are unmatched. There is a choice of 12 exceptional settings in which to wine and eat, a large free form swimming pool overlooking the river, convention and meeting facilities for 2,000 people, and a 24-hour business center.

And, from each guest room and suite, there is an amazing view of all the exotic hustle and bustle of the fabled "River of Kings". One might expect a hotel that is fully equipped and located in a very close location from the city center but, in Shangri-La Bangkok the business district and the main shopping area are only minutes away.

For more than 200 years, Bangkok granduers have been reflected in the waters of Chao Phraya. Today, Shangri-La Bangkok rises beside this majestic river, offering its guests the promise of gold from the East.

7. For how many people the meeting facilities are up to?

- A. 5000 people.
- B. 4000 people.
- C. 2000 people.**
- D. 1000 people.

8. The text mainly focuses on...

- A. Bangkok's granduer.
- B. Bangkok's "River Kings."
- C. The water of the Chao Praya..
- D. Shangri-La Bangkok.**

Read the following text to answer questions number 9 to 11.

Losari Beach is a beautiful beach and is located on the edge of Makassar. It is located only about 3 km from downtown Makassar (Taman Karebosi). This beach was once the longest café in Asia, because many cafes stand along the beach, but now the cafes are gathered in a special place so it does not spread along the beach. The charm of the beach is especially visible at night when the sun sets prominently. This is the main attraction of people who come to Losari beach.

Every night hundreds of people come to watch the red panorama when the sun will disappear into the sea, so don't miss the sunset on Losari beach. If the sky is clear, the view is really perfect. Because of its location in the bay, Losari water is often quiet like ordinary pond water.

Losari is a beach in Makassar. The beach is about one kilometer long and it is a public space that can be accessed by anyone. On this beach there is a park called Pelataran Bahari (Marine Park), with a half circle area of almost one hectare. This place is a plaza with clean floors for children to play and run around, while parents and teenagers sit on concrete benches to enjoy the ocean view. From this place, you are also free to look into the sea and watch the sunset slowly turn

reddish on the horizon. The reflected light also creates luster on the surface of the sea water.

The maritime grounds also function as an open water stadium to watch the waters of the beach in front of the Losari beach. This beach water is often used as a jet ski horse racing, boat racing and traditional jolloro katinting boat, or a transit point relying on traditional Sandeq sailboats and yachts.

In Losari there are also several hotels. Some of them qualify as tree star hotels. The hotel offers a panoramic beauty of the sea with luxury services. There are Losari Beach Hotel, Losari Beach Inn, Makassar Golden Hotel, and Pantai Gapura Hotel. All hotels are located on Jalan Penghibur.

9. What is the main idea of the text?

- A. Losari beach is a awful place.
- B. Losari beach is a good place to visit.**
- C. No body visit Losari beach.
- D. Many visitor on Pantai Gapura Hotel.

10. How many hotels does the writer mention?

- A. Six hotels.
- B. Five hotels.
- C. Four hotels.**
- D. Three hotels.

11. Where is Losari beach located?

- A. Somewhere at Makassar City.
- B. Locate at Jalan Penghibur.
- C. Near Makassar City.
- E. Located only about 3 km from the center of Makassar (Karebosi Park).**

Read the following text to answer questions number 12 to 15.



The Shard is an 87-story skyscraper, located in the heart of London. That is known as broken glass. Construction began in 2009 and was completed three years later in 2012, making it the tallest building in Western Europe.

Designed by architect Renzo Piano, The Shard is the second tallest free standing structure in Britain. The exterior boasts 11,000 panes of glass - the equivalent of an area of eight football fields or two and a half Trafalgar Squares.

This building was developed to have many uses, which are described on the website as 'vertical cities where people can live, work and relax'. This motto is clearly taken on a board found on the 72nd floor towards the end of construction.

12. What is the text about?

- A. The architect Renzo Piano
- B. The Shard glass panels
- C. The Shard, building in London
- D. The tallest building in London**

13. In Europe, the Shard gains popularity on its ...

- A. Location
- B. Function
- C. Height**
- D. Age

14. What probably makes people interested to stay in the Shard?

- A. It has multiple uses
- B. It is the tallest building in UK
- C. It was built by famous architect
- D. It is located in the heart of London**

15. "..., making it Western European's tallest building." What does the underlined word "it" refer to?

- A. The Shard**
- B. The glass

- C. London
- D. Skyscraper

Read the following text to answer questions number 16 to 18.

Kediri is the name of a city. The city is located in a valley between the mountains of Kelud and Willis and is home to around 1.3 million people. In the center of the city there is a large hill called Mount Dathok. Because of the topography of the area, Kediri is called a cold city by the locals. There is a big river named Brantas which cuts across the city center.

Apart from temples, Kediri is also famous for its products such as cigarettes and tofu or curD beans. This highly nutritious food is typical of Kediri food and has a distinctive taste. The cigarette factory dominates the city's economy and employs a majority of the female workforce. Kediri and the cigarette factory are inseparable and considered the largest cigarette factory in Indonesia. Most local residents work in this factory. Those who do not work here are farmers or traders.

16. What does the above text tell about?

- A. The history of Kediri
- B. The famous products of Kediri
- C. The description of Kediri**
- D. The people

17. Which one has a distinctive taste?

- A. The cigarette
- B. The special food
- C. The bean curd**

D. The highly nutritious food

18. "Those who do not work here ..." (last sentence). The "those" word refers to

....

**A. The local people**

B. The factory workers

C. The farmers

D. The traders

Read the following text to answer questions number 19 to 20.

Sultan Suriansyah Mosque is a historic mosque. Built 300 years ago, this building is the oldest mosque in South Kalimantan. This mosque is located in the village of North Kuin, Banjarmasin. It was built during the reign of Sultan Suriansyah, known as Pangeran Samudera. He was the first King of Banjarnese to convert to Islam. This mosque was found on the banks of the Kuin River, near Kampung Kraton, which was destroyed by the Dutch invaders.

The construction of the Sultan Suriansyah Mosque is unique. The roof layered. It takes the architecture of the Banjar's past before Islam. Unlike the other old mosques in Banjar, mihrab has its own roof, separate from the main building.

19. Masjid Sultan Suriansyah was constructed in the era of ....

A. Banjar people

B. Dutch colonial

C. Kalimantan King

**D. Sultan Suriansyah**

20. What is mainly discussed in the text?

A. A king reign

B. A palace complex

C. An Islamic location

**D. A historical mosque**



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## APPENDIX IV

### POST-TEST

**Instruction: Write the answer on the answer sheet**

Read the following text to answer questions number 1 to 2.

Bale Kambang is a small village on the South coast of East Java, seventy kilometers from the city of Malang and two hours drive from the South. This beach is famous for its beautiful white sandy beaches and also their resemblance to one of the Tanah Lot Temple in Bali.

In Bale Kambang, there are three small rocky islands namely Ismaya Island, Wisanggeni Island, and Anoman Island, the names are taken from the characters of "wayang" (Javanese traditional puppets). These islands are surrounded by the Indonesian Ocean which large waves scare most of the foreign cruisers.

1. What makes Bale Kambang famous?
  - A. Small rocky islands
  - B. Long beautiful beach**
  - C. Huge waves of ocean
  - D. Overseas cruisers
2. What is the main idea of the second paragraph?
  - A. There are three rocky islands in Bale Kambang**
  - B. Huge waves frighten many overseas cruisers
  - C. Names of rocky islands are taken from "wayang" figures
  - D. The rocky islands are in the middle of the sea

Read the following text to answer questions number 3 to 7.

Orchard Road is Boulevard which is the center of business and entertainment in Singapore. Orchard Road is surrounded by beautiful tropical gardens and flowers. At first, Orchard Road was just a suburban street filled with

orchards, nutmeg plantations, and pepper farming. However, in the 1970s, it was transformed into a shopping center in Singapore. In 1960 and 1970 the entertainment industry began to enter this meeting. Shopping centers such as malls and plazas were built in 1974.

Orchard Road stretches for around 2.2 km. This road is a one-way street flanked by various shopping centers, hotels and restaurants. The shopping area which is nearly 800,000 square meters provides a variety of things, food and entertainment. In this area there are many choices that can satisfy visitors from all walks of life ranging from luxury branded things to popular brands, from exclusive restaurants to fast food.

There are many accessible ways to get to Orchard Road: by taxi, bus or driving your own car. Those who drive to Orchard Road can enter from the west via Napier Road. Vehicles from Dunearn Road can turn left at the intersection of the Marriott Hotel. Vehicles coming from Paterson can turn right to Orchard Road. Orchard is always crowded so you have to be careful not to get lost.

3. The text mainly focuses on

- A. Singapore
- B. Orchard Plantation
- C. Plaza and Mall
- D. Orchard road as business and entertainment center**

4. Which statement is TRUE?

- A. At first Orchard Road is a crowded settlement
- B. Orchard road became business and entertainment center since 1974
- C. Vehicles from Dunrean road turn to the left at intersection of the Marriott Hotel
- D. Orchard road is infamous place at Singapore

5. In the third paragraph the writer describes about?
- A. The location of Orchard Road
  - B. The things that we can see at orchard road
  - C. The direction to get to Orchard Road**
  - D. The history of Orchard Road
6. Words “it” in line 4 refers to?
- A. The plantation
  - B. Luxury branded things
  - C. The plaza
  - D. Suburban street**
7. The word “satisfy” in line eighth has the closet meaning with?
- A. Pleased**
  - B. Free
  - C. Frighten
  - D. Threat

Read the following text to answer questions number 8 to 12.

Petruk Cave is one of the leading tourist attractions in Kebumen, Central Java. This cave is located in the hamlet of Mandayana Village Candirenggo, Ayah District, Kebumen Regency. In petruk cave there is no light illuminating the cavE. This cave is still very natural so Petruk cave is very dark to be involved. The name of the cave Petruk is taken from punokawan doll figures namely Petruk. The cave is named Petruk Cave because the length of the cave is along Petruk's nose.

Inside the cave there are 3 floors, the first is the basic cave, the Hindu cave and the Petruk cave. The base cave is a short cave which is only 100 meters away. This cave is used for tourist attractions. The Hindu Cave is a part of the cave that is usually used to place offerings to the ancestors. In the Petruk cave there are many stalactites and stalagmites that are truly amazing. If you want to explore this cave, you must be led by a guide who is ready to take you through the cavE. After

arriving at the end of the cave, you can see the beach or the waterfall located near at the end of the cave.

8. What is the text purpose?

- A. To inform readers about tourism in Kebumen
- B. To entertain reader about Petruk Cave
- C. To explain the reader about floors in Petruk Cave
- D. To describe Petruk Cave**

9. Why did Petruk cave named as one of character in Punokawan puppet?

- A. Because the cave is belong to Petruk
- B. Because Petruk is the first explorer of the cave
- C. Because Petruk is buried at the cave
- D. Because the cave's length is as long as Petruk's nose**

10. Which part of Petruk Cave which used for place to put foods for ancestor?

- A. In the basic cave
- B. In petruk cave
- C. In Hindu cave**
- D. In front of the cave

11. What is stalactites means?

- A. A type of formation that hangs from the ceiling of caves**
- B. Types of formation that lay on the floor of caves
- C. Types of food given to ancestor
- D. Someone who guide the visitor in the cave

12. What is "lead" means in paragraph 2?

- A. Guide**
- B. Take
- C. Bring
- D. Put

Read the following text to answer questions number 13 to 16.

Venice is a city in northern Italy. These have been known as the "Adriatic Queen", "City of Bridges", and "The City of Light". The city stretches across 117



small islands in the Venetian Lagoon that swamp along the Adriatic Sea in northeast Italy.

Venice is famous in the world because of its canals. Built on an archipelago of 117 islands formed by around 150 canals in a shallow lagoon. The islands where the city was built are connected by around 400 bridges. In the old center, the canal serves the function of the road, and every form of transportation is on water or on foot.

You can ride there gondolas. This is a classic Venetian boat which is currently mostly used for tourists, or weddings, funerals, or other ceremonies. Today, most Venetians travel by motorized Waterbus that surrounds the usual route along the main canal and between the city islands. The city has many private boats. The only gondola that is still commonly used by Venetian is Traghetto, pedestrian ferries that cross the Grand Canal at certain points without bridges.

13. What does the text tell you about?
- A. Gondola.
  - B. Traghetto.
  - C. Venice**
  - D. Italy.
14. What transport crosses the Grand Canal for foot passengers at certain points without bridges?
- A. Gondolas.
  - B. Traghetto.**
  - C. Waterbuses.
  - D. Lagoon.
15. From the text we can say that Venice belongs to a city of ....
- A. water**
  - B. ceremonies

- C. buses
- D. funerals

16. What does the second paragraph of the text tell us about?

- A. The forms of transport in the world.
- B. The canals and roads that people like to use.
- C. The archipelago that has a lot of islands.
- D. Venice as the world famous for its canals.**

Read the following text to answer questions number 17 to 20.

Jembatan Alam National Park is a beautiful tropical rain forest. It is located 110 kilometers south of Brisbane and is reached by following the Pacific Highway to Nerang and then by traveling through the Numinbah Valley. This beautiful road is located in the shadow of Lamington National Park.

The phenomenon of rock formed into a natural 'arch' and the cave where the waterfall is a short kilometer walk under the canopy of dense rainforest from the main picnic area are A. Swimming is permitted in coral pools. Night visitors to the cave will find the unique features of light worms. The picnic area offers toilets, barbecue, shelter sheds, water and a fireplace; however, camping overnight is not permitted.

17. What is the function of paragraph 1?

- A. as an identification
- B. as an orientation
- C. as a thesis
- D. as a classification

18. The text above is in form of.....

- A. hortatory exposition
- B. narrative
- C. description
- D. report

19. What is the communicative purpose of the text?

- A. to present two points of views about natural bridge national park
- B. to explain the bridge national park
- C. to describe the bridge national park
- D. to retell the bridge national park

20. Where is the natural bridge national park located?

- A. 110 kilometers from South of Brisbane
- B. 110 kilometers from Pacific Highway
- C. 110 kilometers from Numinbah Valley
- D. 110 kilometers from Lamington National Park



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**Answer sheet**

**Name** :  
**Grade** :  
**Class** :  
**Student Number** :

---

**Cross (x) a, b, c, or d to answer the questions.**

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

APPENDIX V

NORMALITY TEST TABLE

1. Normality test table of Pre-test in Experimental group

No	$X_i$	$Z_i$	$F(Z_i)$	$S(Z_i)$	$F(Z_i)-S(Z_i)$	$[F(Z_i)-S(Z_i)]$
1	25	-1,915084915	0,027740838	0,033333333	-0,005592496	0,005592496
2	30	-1,415584416	0,078448608	0,1	-0,021551392	0,021551392
3	30	-1,415584416	0,078448608	0,1	-0,021551392	0,021551392
4	35	-0,916083916	0,179811442	0,266666667	-0,086855225	0,086855225
5	35	-0,916083916	0,179811442	0,266666667	-0,086855225	0,086855225
6	35	-0,916083916	0,179811442	0,266666667	-0,086855225	0,086855225
7	35	-0,916083916	0,179811442	0,266666667	-0,086855225	0,086855225
8	35	-0,916083916	0,179811442	0,266666667	-0,086855225	0,086855225
9	40	-0,416583417	0,338491571	0,4	-0,061508429	0,061508429
10	40	-0,416583417	0,338491571	0,4	-0,061508429	0,061508429
11	40	-0,416583417	0,338491571	0,4	-0,061508429	0,061508429
12	40	-0,416583417	0,338491571	0,4	-0,061508429	0,061508429
13	45	0,082917083	0,533041265	0,666666667	-0,133625402	0,133625402
14	45	0,082917083	0,533041265	0,666666667	-0,133625402	0,133625402
15	45	0,082917083	0,533041265	0,666666667	-0,133625402	0,133625402
16	45	0,082917083	0,533041265	0,666666667	-0,133625402	0,133625402
17	45	0,082917083	0,533041265	0,666666667	-0,133625402	0,133625402
18	45	0,082917083	0,533041265	0,666666667	-0,133625402	0,133625402
19	45	0,082917083	0,533041265	0,666666667	-0,133625402	0,133625402
20	45	0,082917083	0,533041265	0,666666667	-0,133625402	0,133625402
21	50	0,582417582	0,719857279	0,866666667	-0,146809387	<b>0,146809387</b>
22	50	0,582417582	0,719857279	0,866666667	-0,146809387	<b>0,146809387</b>
23	50	0,582417582	0,719857279	0,866666667	-0,146809387	<b>0,146809387</b>
24	50	0,582417582	0,719857279	0,866666667	-0,146809387	<b>0,146809387</b>
25	50	0,582417582	0,719857279	0,866666667	-0,146809387	<b>0,146809387</b>
26	50	0,582417582	0,719857279	0,866666667	-0,146809387	<b>0,146809387</b>
27	55	1,081918082	0,860355535	0,933333333	-0,072977798	0,072977798
28	55	1,081918082	0,860355535	0,933333333	-0,072977798	0,072977798
29	60	1,581418581	0,943108819	0,966666667	-0,023557847	0,023557847
30	75	3,07992008	0,998964719	1	-0,001035281	0,001035281
Lo = 0,147						
Lo = 0,147						

## 2. Normality test table of Post-test in Experimental group

No	Xi	Zi	F(Zi)	S(Zi)	F(Zi)-S(Zi)	[F(Zi)-S(Zi)]
1	70	-1,773466834	0,038075691	0,066666667	-0,028590975	0,028590975
2	70	-1,773466834	0,038075691	0,066666667	-0,028590975	0,028590975
3	75	-1,147684606	0,125549394	0,2	-0,074450606	0,074450606
4	75	-1,147684606	0,125549394	0,2	-0,074450606	0,074450606
5	75	-1,147684606	0,125549394	0,2	-0,074450606	0,074450606
6	75	-1,147684606	0,125549394	0,2	-0,074450606	0,074450606
7	80	-0,521902378	0,300869151	0,433333333	-0,132464182	0,132464182
8	80	-0,521902378	0,300869151	0,433333333	-0,132464182	0,132464182
9	80	-0,521902378	0,300869151	0,433333333	-0,132464182	0,132464182
10	80	-0,521902378	0,300869151	0,433333333	-0,132464182	0,132464182
11	80	-0,521902378	0,300869151	0,433333333	-0,132464182	0,132464182
12	80	-0,521902378	0,300869151	0,433333333	-0,132464182	0,132464182
13	80	-0,521902378	0,300869151	0,433333333	-0,132464182	0,132464182
14	85	0,10387985	0,541367651	0,7	-0,158632349	<b>0,158632349</b>
15	85	0,10387985	0,541367651	0,7	-0,158632349	<b>0,158632349</b>
16	85	0,10387985	0,541367651	0,7	-0,158632349	<b>0,158632349</b>
17	85	0,10387985	0,541367651	0,7	-0,158632349	<b>0,158632349</b>
18	85	0,10387985	0,541367651	0,7	-0,158632349	<b>0,158632349</b>
19	85	0,10387985	0,541367651	0,7	-0,158632349	<b>0,158632349</b>
20	85	0,10387985	0,541367651	0,7	-0,158632349	<b>0,158632349</b>
21	85	0,10387985	0,541367651	0,7	-0,158632349	<b>0,158632349</b>
22	90	0,729662078	0,767201617	0,833333333	-0,066131717	0,066131717
23	90	0,729662078	0,767201617	0,833333333	-0,066131717	0,066131717
24	90	0,729662078	0,767201617	0,833333333	-0,066131717	0,066131717
25	90	0,729662078	0,767201617	0,833333333	-0,066131717	0,066131717
26	95	1,355444305	0,912361979	0,933333333	-0,020971354	0,020971354
27	95	1,355444305	0,912361979	0,933333333	-0,020971354	0,020971354
28	95	1,355444305	0,912361979	0,933333333	-0,020971354	0,020971354
29	100	1,981226533	0,976217063	1	-0,023782937	0,023782937
30	100	1,981226533	0,976217063	1	-0,023782937	0,023782937
Lo = 0,159						
Lt = 0,161						

### 3. Normality test table of Pre-test in controlled group

NO	$X_i$	$Z_i$	$F(Z_i)$	$S(Z_i)$	$F(Z_i)-S(Z_i)$	$[F(Z_i)-S(Z_i)]$
1	15	-2,368787276	0,008923257	0,033333333	-0,024410076	0,024410076
2	25	-1,374751491	0,084604251	0,1	-0,015395749	0,015395749
3	25	-1,374751491	0,084604251	0,1	-0,015395749	0,015395749
4	30	-0,877733598	0,190044153	0,266666667	-0,076622513	0,076622513
5	30	-0,877733598	0,190044153	0,266666667	-0,076622513	0,076622513
6	30	-0,877733598	0,190044153	0,266666667	-0,076622513	0,076622513
7	30	-0,877733598	0,190044153	0,266666667	-0,076622513	0,076622513
8	30	-0,877733598	0,190044153	0,266666667	-0,076622513	0,076622513
9	35	-0,380715706	0,351707107	0,466666667	-0,11495956	0,11495956
10	35	-0,380715706	0,351707107	0,466666667	-0,11495956	0,11495956
11	35	-0,380715706	0,351707107	0,466666667	-0,11495956	0,11495956
12	35	-0,380715706	0,351707107	0,466666667	-0,11495956	0,11495956
13	35	-0,380715706	0,351707107	0,466666667	-0,11495956	0,11495956
14	35	-0,380715706	0,351707107	0,466666667	-0,11495956	0,11495956
15	40	0,116302187	0,546293474	0,666666667	-0,120373193	<b>0,120373193</b>
16	40	0,116302187	0,546293474	0,666666667	-0,120373193	<b>0,120373193</b>
17	40	0,116302187	0,546293474	0,666666667	-0,120373193	<b>0,120373193</b>
18	40	0,116302187	0,546293474	0,666666667	-0,120373193	<b>0,120373193</b>
19	40	0,116302187	0,546293474	0,666666667	-0,120373193	<b>0,120373193</b>
20	40	0,116302187	0,546293474	0,666666667	-0,120373193	<b>0,120373193</b>
21	45	0,61332008	0,73016764	0,8	-0,06983236	0,06983236
22	45	0,61332008	0,73016764	0,8	-0,06983236	0,06983236
23	45	0,61332008	0,73016764	0,8	-0,06983236	0,06983236
24	45	0,61332008	0,73016764	0,8	-0,06983236	0,06983236
25	50	1,110337972	0,866573292	0,9	-0,033426708	0,033426708
26	50	1,110337972	0,866573292	0,9	-0,033426708	0,033426708
27	50	1,110337972	0,866573292	0,9	-0,033426708	0,033426708
28	55	1,607355865	0,946011837	0,966666667	-0,02065483	0,02065483
29	55	1,607355865	0,946011837	0,966666667	-0,02065483	0,02065483
30	60	2,104373757	0,982327072	1	-0,017672928	0,017672928
Lo = 0,120						
Lt = 0,161						

#### 4. Normality test table of Post-test in controlled group

NO	$X_i$	$Z_i$	$F(Z_i)$	$S(Z_i)$	$F(Z_i)-S(Z_i)$	$[F(Z_i)-S(Z_i)]$
1	60	-1,894932015	0,029050705	0,066666667	-0,037615962	0,037615962
2	60	-1,894932015	0,029050705	0,066666667	-0,037615962	0,037615962
3	65	-1,276885043	0,100821418	0,166666667	-0,065845249	0,065845249
4	65	-1,276885043	0,100821418	0,166666667	-0,065845249	0,065845249
5	65	-1,276885043	0,100821418	0,166666667	-0,065845249	0,065845249
6	70	-0,658838072	0,254999878	0,366666667	-0,111666788	0,111666788
7	70	-0,658838072	0,254999878	0,366666667	-0,111666788	0,111666788
8	70	-0,658838072	0,254999878	0,366666667	-0,111666788	0,111666788
9	70	-0,658838072	0,254999878	0,366666667	-0,111666788	0,111666788
10	70	-0,658838072	0,254999878	0,366666667	-0,111666788	0,111666788
11	70	-0,658838072	0,254999878	0,366666667	-0,111666788	0,111666788
12	75	-0,0407911	0,483731217	0,6	-0,116268783	<b>0,116268783</b>
13	75	-0,0407911	0,483731217	0,6	-0,116268783	<b>0,116268783</b>
14	75	-0,0407911	0,483731217	0,6	-0,116268783	<b>0,116268783</b>
15	75	-0,0407911	0,483731217	0,6	-0,116268783	<b>0,116268783</b>
16	75	-0,0407911	0,483731217	0,6	-0,116268783	<b>0,116268783</b>
17	75	-0,0407911	0,483731217	0,6	-0,116268783	<b>0,116268783</b>
18	75	-0,0407911	0,483731217	0,6	-0,116268783	<b>0,116268783</b>
19	80	0,577255871	0,71811669	0,8	-0,08188331	0,08188331
20	80	0,577255871	0,71811669	0,8	-0,08188331	0,08188331
21	80	0,577255871	0,71811669	0,8	-0,08188331	0,08188331
22	80	0,577255871	0,71811669	0,8	-0,08188331	0,08188331
23	80	0,577255871	0,71811669	0,8	-0,08188331	0,08188331
24	80	0,577255871	0,71811669	0,8	-0,08188331	0,08188331
25	85	1,195302843	0,884015635	0,933333333	-0,049317698	0,049317698
26	85	1,195302843	0,884015635	0,933333333	-0,049317698	0,049317698
27	85	1,195302843	0,884015635	0,933333333	-0,049317698	0,049317698
28	85	1,195302843	0,884015635	0,933333333	-0,049317698	0,049317698
29	90	1,813349815	0,965111058	1	-0,034888942	0,034888942
30	90	1,813349815	0,965111058	1	-0,034888942	0,034888942
Lo = 0,116						
Lt = 0,161						



APPENDIX VI

L-TABLE, F-TABLE AND T-TABLE

A. L-TABLE

**Nilai Kritis L Untuk Uji Lilliefors**

Ukuran Sampel (n)	Taraf Nyata ( $\alpha$ )				
	0,01	0,05	0,10	0,15	0,20
4	0,417	0,381	0,352	0,319	0,300
5	0,405	0,337	0,315	0,299	0,285
6	0,364	0,319	0,294	0,277	0,265
7	0,348	0,300	0,276	0,258	0,247
8	0,331	0,285	0,261	0,244	0,233
9	0,311	0,271	0,249	0,233	0,223
10	0,294	0,258	0,239	0,224	0,215
11	0,284	0,249	0,230	0,217	0,206
12	0,275	0,242	0,223	0,212	0,199
13	0,268	0,234	0,214	0,202	0,190
14	0,261	0,227	0,207	0,194	0,183
15	0,257	0,220	0,201	0,187	0,177
16	0,250	0,213	0,195	0,182	0,173
17	0,245	0,206	0,189	0,177	0,169
18	0,239	0,200	0,184	0,173	0,166
19	0,235	0,195	0,179	0,169	0,163
20	0,231	0,190	0,174	0,166	0,160
25	0,200	0,173	0,158	0,147	0,142
30	0,187	0,161	0,144	0,136	0,131
> 30	$\frac{1,031}{\sqrt{n}}$	$\frac{0,886}{\sqrt{n}}$	$\frac{0,805}{\sqrt{n}}$	$\frac{0,768}{\sqrt{n}}$	$\frac{0,736}{\sqrt{n}}$

Sumber: Sudjana, *Metoda Statistika*, Bandung, Tarsito, 1989.

B. F-TABLE

## Tabel Distribusi F

		TABEL DISTRIBUSI F DENGAN Alpha = 5%																			
F	Derajat Bebas Pembilang, df 2																				
	1	2	3	4	5	6	7	8	9	10	12	15	20	24	30	40	60	120	∞		
Derajat Bebas Penyebut, df 1	1	151	200	216	225	230	234	237	239	241	242	244	246	248	249	250	251	252	253	254	
	2	18,50	19,00	19,20	19,20	19,30	19,30	19,40	19,40	19,40	19,40	19,40	19,4	19,4	19,5	19,5	19,5	19,5	19,5	19,5	19,5
	3	10,10	9,55	9,28	9,12	9,01	8,94	8,89	8,85	8,81	8,79	8,74	8,7	8,66	8,64	8,62	8,59	8,57	8,55	8,53	8,53
	4	7,71	6,94	6,59	6,39	6,26	6,16	6,09	6,04	6,00	5,96	5,91	5,86	5,80	5,77	5,75	5,72	5,69	5,66	5,63	5,63
	5	6,51	5,79	5,41	5,19	5,05	4,95	4,88	4,82	4,77	4,74	4,68	4,62	4,56	4,53	4,50	4,45	4,43	4,40	4,37	4,37
	6	5,99	5,14	4,76	4,53	4,39	4,28	4,21	4,15	4,10	4,06	4,00	3,94	3,87	3,84	3,81	3,77	3,74	3,70	3,67	3,67
	7	5,59	4,74	4,35	4,12	3,97	3,87	3,79	3,73	3,68	3,64	3,57	3,51	3,44	3,41	3,38	3,34	3,30	3,27	3,23	3,23
	8	5,32	4,46	4,07	3,84	3,69	3,58	3,50	3,44	3,39	3,35	3,28	3,22	3,15	3,12	3,08	3,04	3,01	2,97	2,93	2,93
	9	5,12	4,26	3,86	3,63	3,48	3,37	3,29	3,23	3,18	3,14	3,07	3,01	2,94	2,90	2,86	2,83	2,79	2,75	2,71	2,71
	10	4,96	4,10	3,71	3,48	3,33	3,22	3,14	3,07	3,02	2,98	2,91	2,85	2,77	2,74	2,70	2,66	2,62	2,58	2,54	2,54
	11	4,84	3,98	3,59	3,36	3,20	3,09	3,01	2,95	2,90	2,85	2,79	2,72	2,65	2,61	2,57	2,53	2,49	2,45	2,40	2,40
	12	4,75	3,89	3,49	3,26	3,11	3,00	2,91	2,85	2,80	2,75	2,69	2,62	2,54	2,51	2,47	2,43	2,38	2,34	2,30	2,30
	13	4,67	3,81	3,41	3,18	3,03	2,92	2,83	2,77	2,71	2,67	2,60	2,53	2,46	2,42	2,38	2,34	2,30	2,25	2,21	2,21
	14	4,60	3,74	3,34	3,11	2,96	2,85	2,76	2,70	2,65	2,60	2,53	2,46	2,39	2,35	2,31	2,27	2,22	2,18	2,13	2,13
	15	4,54	3,68	3,29	3,06	2,90	2,79	2,71	2,64	2,59	2,54	2,48	2,40	2,33	2,29	2,25	2,20	2,16	2,11	2,07	2,07
	16	4,49	3,63	3,24	3,01	2,85	2,74	2,66	2,59	2,54	2,49	2,42	2,35	2,28	2,24	2,19	2,15	2,11	2,06	2,01	2,01
	17	4,45	3,59	3,20	2,96	2,81	2,70	2,61	2,55	2,49	2,45	2,38	2,31	2,23	2,19	2,15	2,10	2,06	2,01	1,96	1,96
	18	4,41	3,55	3,16	2,93	2,77	2,66	2,58	2,51	2,46	2,41	2,34	2,27	2,19	2,15	2,11	2,06	2,02	1,97	1,92	1,92
	19	4,38	3,52	3,13	2,90	2,74	2,63	2,54	2,48	2,42	2,38	2,31	2,23	2,16	2,11	2,07	2,03	1,98	1,93	1,88	1,88
	20	4,35	3,49	3,10	2,87	2,71	2,60	2,51	2,45	2,39	2,35	2,28	2,20	2,12	2,08	2,04	1,99	1,95	1,90	1,84	1,84
	21	4,32	3,47	3,07	2,84	2,68	2,57	2,49	2,42	2,37	2,32	2,25	2,18	2,10	2,05	2,01	1,96	1,92	1,87	1,81	1,81
	22	4,30	3,44	3,05	2,82	2,66	2,55	2,46	2,40	2,34	2,30	2,23	2,15	2,07	2,03	1,98	1,94	1,89	1,84	1,78	1,78
	23	4,28	3,42	3,03	2,80	2,64	2,53	2,44	2,37	2,32	2,27	2,20	2,13	2,05	2,01	1,96	1,91	1,86	1,81	1,76	1,76
	24	4,26	3,40	3,01	2,78	2,62	2,51	2,42	2,36	2,30	2,25	2,18	2,11	2,03	1,98	1,94	1,89	1,84	1,79	1,73	1,73
	25	4,24	3,39	2,99	2,76	2,60	2,49	2,40	2,34	2,28	2,24	2,16	2,09	2,01	1,96	1,92	1,87	1,82	1,77	1,71	1,71
30	4,17	3,32	2,92	2,69	2,53	2,42	2,33	2,27	2,21	2,16	2,09	2,01	1,93	1,89	1,84	1,79	1,74	1,68	1,62	1,62	
40	4,08	3,23	2,84	2,61	2,45	2,34	2,25	2,18	2,12	2,08	2,00	1,92	1,84	1,79	1,74	1,69	1,64	1,58	1,51	1,51	
60	4,00	3,15	2,76	2,53	2,37	2,25	2,17	2,10	2,04	1,99	1,92	1,84	1,75	1,70	1,65	1,59	1,53	1,47	1,39	1,39	
120	3,92	3,07	2,68	2,45	2,29	2,18	2,09	2,02	1,95	1,91	1,83	1,75	1,61	1,61	1,55	1,50	1,43	1,35	1,25	1,25	
∞	3,84	3,00	2,60	2,37	2,21	2,10	2,01	1,94	1,88	1,83	1,75	1,67	1,52	1,52	1,46	1,39	1,32	1,22	1,00	1,00	



### C. T-TABLE

Titik Persentase Distribusi t (df = 41 – 80)

df \ Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
	0.50	0.20	0.10	0.050	0.02	0.010	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

Catatan: Probabilita yang lebih kecil yang ditunjukkan pada judul tiap kolom adalah luas daerah dalam satu ujung, sedangkan probabilitas yang lebih besar adalah luas daerah dalam kedua ujung

## APPENDIX VII

### Documentation



UNIVERSITAS ISLAM NEGERI  
SIMPATERA UTARA MEDAN

## APPENDIX VIII



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN  
FAKULTAS ILMU TARBİYAH DAN KEGURUAN  
Jl. William Iskandar Pasar V Medan Estate 20371  
Telp. (061) 6615683-6622925 Fax. 6615683

Nomor : B-6856/ITK/ITK.V.3/PP.00.9/04/2021

13 April 2021

Lampiran : -

Hal : Izin Riset

Yth. Bapak/Ibu Kepala MTs. Cerdas Murni

Assalamualaikum 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 : Indah Azhari  
NIM : 0304162145  
Tempat/Tanggal Lahir : Medan, 04 Februari 1999  
Program Studi : Tadris Bahasa Inggris  
Semester : IX (Sembilan)  
Alamat : Jl. A.R. Hakim Gg. Aman no. 68D Kelurahan tegal sari mandala I  
Kecamatan medan denai

untuk hal dimaksud kami mohon memberikan izin dan bantuannya terhadap pelaksanaan Riset di Jl. Beringin Pasar 7 No. 33 Tembung, Percut Sei Tuan, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi (Karya Ilmiah) yang berjudul:

***The Effect of Jigsaw Technique on Students' Reading Comprehension at MTs. Cerdas Murni***

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

Medan, 13 April 2021  
a.n. DEKAN  
Ketua Jurusan Tadris Bahasa Inggris



*Digitally Signed*

**Yani Lubis S.Ag., M.Hum**  
NIP. 197006062000031006

## APPENDIX IX



# YAYASAN ADLIN MURNI MADRASAH TSANAWIYAH CERDAS MURNI

Sekretariat : Jl. Beringin No. 33 Telp. (061) 7384039 Pasar VII Tembung Kec. Percut Sei Tuan Kab. Deli Serdang

## SURAT KETERANGAN

Nomor : MTs.371/P.2-CM.08/IV/1299/2021

Berdasarkan surat dari pimpinan Fakultas Ilmu Tarbiyah dan Keguruan UINSU Nomor : B-6856/ITK/ITK.V.3/PP.00.9/04/2021 Tertanggal 06 April 2021 tentang Permohonan Izin Riset, maka dengan ini kepala MTs Cerdas Murni Tembung menerangkan bahwa saudara :

Nama : Indah Azhari  
NIM : 0304162145  
Program Studi : Tadris Bahasa Inggris  
Judul Penelitian : "The Effect of Jigsaw Technique on Students' Reading Comprehension at MTs. Cerdas Murni".

Benar telah melakukan Riset di MTs Cerdas Murni Tembung.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan dengan sebaik-baiknya.

