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APPENDIXES

APPENDIX 1

RENCANA PELAKSANAAN PEMBELAJARAN
(LESSON PLAN)
(CONTROL GROUP)

Satuan Pendidikan : MTs Al-Ikhwan Serapuh ABC
Mata Pelajaran : BAHASA INGGRIS
Kelas / Semester : VII / GANJIL
Materi Pokok : Descriptive Text
Alokasi Waktu : 2 x45 menit (1xPertemuan)

A. KOMPETENSI INTI

- KI1 : Menghayati dan mengamalkan ajaran agama yang dianutnya.
- KI2 : Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- KI3 :Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- KI4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. KOMPETENSI DASAR

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi internasional yang diwujudkan dalam semangat belajar.
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.
- 2.2 Menunjukkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.
- 2.3 Menunjukkan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional.
- 3.7 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.
- 4.8 Menangkap makna dalam teks deskriptif, lisan dan tulis, sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal.
- 4.9 Menyunting teks deskriptif tulis sederhana, sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.
- 4.10 Menyusun teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.

C. INDIKATOR

Indikator KD 1

- a. Melaksanakan shalat berjama'ah.
- b. Berdo'a sebelum memulai pelajaran.
- c. Gemar memberi salam.

Indikator KD 2

- a. Menunjukkan perilaku jujur.
- b. Menunjukkan perilaku disiplin.
- c. Menunjukkan perilaku bertanggung jawab.

Indikator KD 3

- a. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif sederhana tentang orang.
- b. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif sederhana tentang tempat wisata.

- c. Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptive sederhana bangunan bersejarah.

Indikator KD 4

- a. Merespon makna dalam teks deskriptive, lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah.
b. Menyunting teks deskriptive tulis tentang tempat wisata dan bangunan bersejarah.
c. Menyusun teks deskriptive lisan dan tulis sederhana tentang orang dan tempat wisata.

D. MATERI PEMBELAJARAN

FAKTA

Definition of Reading

Reading is what happens when people look at a text and assign meaning to the written symbols in that text. Although reading has been defined as the process whereby one looks at and understands what has been written, the reader does not need to look at everything in given pieces of writing. Describes that reading as the transmission features, recitation, reading memory and familiarity with the author content reflect of dominant cultures.

The Purpose of Reading

The purpose of reading is to understand and interpret what we read. In order to follow a story, the reader must comprehend what is happening as the story progresses. If the reader cannot comprehend written information, we are not able to learn from it and use it effectively.

Definition of Text

Text is the main printed part of a book or magazine, not the notes, picture, etc. Then, a text is any stretch of language which is held together cohesively through meaning.

Kinds of Text

- a. Recount
Recount is genre which has social function to retell event for the purpose of informing or entertaining.
- b. Report
Report is a genre which has social function to describe the way things are, with reference to a range of natural, man-made, and social phenomenon in our environment.
- c. Narrative
Narrative is a genre which has social function to amuse, entertain and to deal with actual or vicarious experience in different ways: narrative deal with

problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution.

d. Procedure

Procedure is a genre which has social function to describe how something is accomplished through a sequence of actions or steps.

e. Descriptive

Descriptive is a genre which has social function to describe a particular person, place or thing.

Based on the explanation above, the writer concludes that genre is type or kind of text. By using genre, we can construct appropriate texts that can be understood clearly by others.

E. KEGIATAN PEMBELAJARAN

1. Pertemuan pertama : 2JP

a. Kegiatan Pendahuluan (10 menit)

- 1) Guru membuka pembelajaran dengan salam dan berdo'a bersama dipimpin oleh seorang peserta didik dengan penuh khidmat.
- 2) Guru memperlihatkan kesiapan diri dengan mengisi lembar kehadiran
- 3) Guru memberikan motivasi dan mengajukan pertanyaan secara komunikatif yang berkaitan dengan materi pelajaran
- 4) Guru menyampaikan kompetensi dasar dan tujuan yang akan dicapai
- 5) Guru memberikan informasi manfaat mempelajari materi pelajaran
- 6) Guru membagi peserta didik dalam beberapa kelompok

b. Kegiatan Inti : (60 menit)

- a. Siswa bekerja sama dalam kelompok, tiap kelompok terdiri dari empat siswa
- b. Guru memberikan tugas berupa teks deskripsi tentang orang kepada tiap kelompok
- c. Kemudian, dua siswa dari masing-masing kelompok akan meninggalkan kelompoknya dan masing-masing bertamu kekelompok yang lain
- d. Dua siswa yang tinggal dalam kelompok bertugas membagikan hasil kerja dan informasi mereka ke tamu mereka.
- e. Tamu mohon diri dan kembali kekelompok mereka sendiri dan melaporkan temuan mereka dari kelompok lain
- f. Setiap kelompok menanyakan perbedaan antar berbagai teks deskripsi yang ada dalam Bahasa Inggris, dan perbedaan

ungkapan dalam Bahasa Inggris dengan ang ada dalam bahasa indonesia

- g. Kelompok mencocokkan dan membahas hasil-hasil kerja mereka
- h. Siswa menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi social dari teks deskripsi yang dibaca menggunakan two stay two stray strategy.
- i. Siswa menyunting teks deskripsi yang diberikan guru terkait struktur dan kebahasaan.
- j. Siswa secara berkelompok menggambarkan seseorang yang lain dalam konteks penyampaian informasi yang wajar terkait tujuan yang akan dicapai menggunakan two stay two stray strategy.
- k. Siswa memperoleh balikan(feedback) dari guru dan teman.
- l. Secara berkelompok, siswa menyusun teks deskripsi tentang orang sesuai dengan fungsi social, tujuan, struktur dan unsur kebahasaannya menggunakan two stay two stray strategy.
- m. Siswa menyampaikan teks deskripsi yang dibuatnya didepan kelas

c. Penutup : (12 menit)

Merumuskan kesimpulan

- 1) Dibawah bimbingan guru, peserta didik menyimpulkan materi pembelajaran secara demokratis
- 2) Bersama-sama melakukan refleksi terhadap pembelajaran yang telah dilaksanakan
- 3) Bersama-sama menutup pelajaran dengan membaca hamdalah.

Serapuh, 02 November 2020

Mengetahui :
Guru Mata Pelajaran

Mahasiswa

Effa Utari, S.Pd

Emawan

APPENDIX 2

RENCANA PELAKSANAAN PEMBELAJARAN

(LESSON PLAN)

(EXPERIMENTAL GROUP)

Satuan Pendidikan : MTs Al-Ikhwan Serapuh ABC

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Mengidentifikasi fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptive sederhana bangunan bersejarah.

Indikator KD 4

Merespon makna dalam teks deskriptive, lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah.

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Menyusun teks deskriptive lisan dan tulis sederhana tentang orang dan tempat wisata.

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Narrative

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Menyusun teks deskriptif lisan dan tulis sederhana tentang orang dan tempat wisata.

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Example of Descriptive text

Describing People

TEXT 1

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN
MY BEST FRIEND

I have a lot of friends in my school, but Dinda has been my best friend since junior high school. We don't study in the same class, but we meet at school everyday during recess and after school. I first met her at junior high school orientation and we've been friends ever since.

Dinda is good-looking. She's not too tall, with fair skin and wavy black hair that she often puts in a ponytail. At school, she wears the uniform. Other than that, she likes to wear jeans, casual t-shirts and sneakers. Her favourite t-shirts are those in bright colors like pink, light green and orange.

She is always cheerful. She is also very friendly and likes to make friends with anyone. Like many other girls, she is also talkative. She likes to share her

thoughts and feelings to her friends. I think that's why many friends enjoy her company. However, she can be a bit childish sometimes. For example, when she doesn't get what she wants, she acts like a child and stamps her feet.

Dinda loves drawing, especially the manga characters. She always has a sketchbook with her everywhere she goes. She would spend some time to draw the manga characters from her imagination. Her sketches are amazingly great. I'm really glad to have a best friend like Dinda.

TEXT 2

Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do. Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

KONSEP

Fungsi sosial : menggambarkan fakta tentang seseorang pada guru, teman dan orang lain.

PROSEDUR

Unsur kebahasaan

- a. focus on specific person.
- b. Use of attributive and identifying processes.
- c. Frequent use classifiers in nominal groups.
- d. Use of simple present tense.

B. KEGIATAN PEMBELAJARAN

1. Pertemuan pertama : 2JP

a. Kegiatan Pendahuluan (10 menit)

- 1) Guru membuka pembelajaran dengan salam dan berdo'a bersama dipimpin oleh seorang peserta didik dengan penuh khidmat.
- 2) Guru memperlihatkan kesiapan diri dengan mengisi lembar kehadiran
- 3) Guru memberikan motivasi dan mengajukan pertanyaan secara komunikatif yang berkaitan dengan materi pelajaran
- 4) Guru menyampaikan kompetensi dasar dan tujuan yang akan dicapai
- 5) Guru memberikan informasi manfaat mempelajari materi pelajaran
- 6) Guru membagi peserta didik dalam beberapa kelompok

b. Kegiatan Inti : (60 menit)

- 1) Siswa bekerja sama dalam kelompok, tiap kelompok terdiri dari empat siswa
- 2) Guru memberikan tugas berupa teks deskripsi tentang orang kepada tiap kelompok

- 3) Kemudian, dua siswa dari masing-masing kelompok akan meninggalkan kelompoknya dan masing-masing bertamu kekelompok yang lain
- 4) Dua siswa yang tinggal dalam kelompok bertugas membagikan hasil kerja dan informasi mereka ke tamu mereka.
- 5) Tamu mohon diri dan kembali kekelompok mereka sendiri dan melaporkan temuan mereka dari kelompok lain
- 6) Setiap kelompok menanyakan perbedaan antar berbagai teks deskripsi yang ada dalam Bahasa Inggris, dan perbedaan ungkapan dalam Bahasa Inggris dengan yang ada dalam bahasa Indonesia
- 7) Kelompok mencocokkan dan membahas hasil-hasil kerja mereka
- 8) Siswa menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi social dari teks deskripsi yang dibaca menggunakan two stay two stray strategy.
- 9) Siswa menyunting teks deskripsi yang diberikan guru terkait struktur dan kebahasaan.
- 10) Siswa secara berkelompok menggambarkan seseorang yang lain dalam konteks penyampaian informasi yang wajar terkait tujuan yang akan dicapai menggunakan two stay two stray strategy.
- 11) Siswa memperoleh balikan(feedback) dari guru dan teman.
- 12) Secara berkelompok, siswa menyusun teks deskripsi tentang orang sesuai dengan fungsi social, tujuan, struktur dan unsur kebahasaannya menggunakan two stay two stray strategy.
- 13) Siswa menyampaikan teks deskripsi yang dibuatnya didepan kelas

c. Penutup : (12 menit)

Merumuskan kesimpulan

- 1) Dibawah bimbingan guru, peserta didik menyimpulkan materi pembelajaran secara demokratis
- 2) Bersama-sama melakukan refleksi terhadap pembelajaran yang telah dilaksanakan
- 3) Bersama-sama menutup pelajaran dengan membaca hamdalah.

C. METODE PEMBELAJARAN

- Two Stay Two Stray Strategy

D. PENILAIAN

1. Teknik Penilaian

- Tes

2. Bentuk Instrumen dan Instrumen

a. Sikap Spiritual

- Observasi

b. Sikap Sosial

- Penilaian diri
 - Peer evaluation
- c. Pengetahuan
- Multiple choice
- d. Keterampilan
- Praktik

PEDOMAN PENILAIAN

I. PENILAIAN SIKAP SPIRITUAL

a. Teknik : Non tes

Kompetensi Dasar	<p>: 3.7 Menganalisis fungsi social, struktur teks, dan unsur kebahasaan dari teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.</p> <p>4.8 Menangkap makna dalam teks descriptive, lisan dan tulis, sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal.</p> <p>4.9 Menyunting teks descriptive tulis sederhana, sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.</p> <p>4.10 Menyusun teks descriptive lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan fungsi social, struktur teks, dan unsur kebahasaan, yang benar dan sesuai konteks.</p>
Topik/Materi	: Descriptive teks
Indikator Pencapaian Kompetensi	<p>: a. Mengidentifikasi fungsi social, struktur teks dan unsur kebahasaan teks descriptive sederhana tentang orang</p> <p>b. Mengidentifikasi fungsi social, struktur teks dan unsur kebahasaan teks descriptive sederhana tentang tempat wisata</p> <p>c. Mengidentifikasi fungsi social, struktur teks dan unsur kebahasaan teks descriptive sederhana tentang bangunan bersejarah</p> <p>d. Merespon makna dalam teks descriptive, lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan</p>

		bersejarah
	e.	Menyunting makna dalam teks descriptive, lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah
	f.	Menyusun makna dalam teks descriptive, lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah

a. Bentuk : Pengamatan sikap (observasi)

INSTRUMEN

RUBRIK

Aspek yang dinilai	Skor 4	Skor 3	Skor 2	Skor 1
Berdo'a	Selalu berdo'a sebelum dan sesudah melakukan sesuatu	Sering berdo'a sebelum dan sesudah melakukan sesuatu	Kadang-kadang berdo'a sebelum dan sesudah melakukan sesuatu	Tidak pernah berdo'a sebelum dan sesudah melakukan sesuatu
Memberi salam	Selalu memberi dan menjawab salam "Assalamu'alai-kum..."	Sering memberi dan menjawab salam "Assalamu'alai-kum..."	Kadang-kadang memberi dan menjawab salam "Assalamu'alai-kum..."	Tidak pernah memberi dan menjawab salam "Assalamu'alai-kum..."
Shalat dzuhur berjamaah	Selalu melaksanakan shalat dzuhur berjamaah	Sering melaksanakan shalat dzuhur berjamaah	Kadang-kadang melaksanakan shalat dzuhur berjamaah	Tidak pernah melaksanakan shalat dzuhur berjamaah
Bersyukur	Selalu menunjukkan rasa syukur dengan sungguh-sungguh mengikuti pelajaran	Sering menunjukkan rasa syukur dengan sungguh-sungguh mengikuti pelajaran	Kadang-kadang menunjukkan rasa syukur dengan sungguh-sungguh mengikuti pelajaran	Tidak pernah menunjukkan rasa syukur dengan sungguh-sungguh mengikuti pelajaran

Petunjuk Penskoran :

Skor akhir menggunakan skala 1 sampai 4.

Perhitungan skor akhir menggunakan rumus :

$$\underline{\text{Skor perolehan}} \times 4 = \text{Skor Akhir}$$

Skor maksimal

Keterangan :

Peserta didik memperoleh nilai:

Sangat baik : apabila memperoleh nilai 3,20-4,00

Baik : apabila memperoleh nilai 2,20-3,20

Sedang : apabila memperoleh nilai 1,20-2,20

Kurang : apabila memperoleh nilai 0-1,20

Assesment :

$$\text{Students' Score} = \frac{\text{CorrectAnswer}}{\text{TotalNumberofTestItems}} \times 100$$

E. MEDIA, ALAT DAN SUMBER BELAJAR

1. Media/Alat
 - a. Laptop
 - b. Infocus
2. Bahan
 - a. Buku siswa kurikulum 2013
3. Sumber Belajar
 - a. Buku Bahasa Inggris Kelas VII
 - b. LKS
 - c. Internet

Tjg.Pura, 02 November 2020

Mengetahui,

GuruMata Pelajaran

Praktikan/Researcher

Effa Utari, S.Pd

Emawan



UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

APPENDIX 3

PRE-TEST

TEXT 1

MY BEST FRIEND

I have a lot of friends in my school, but Dinda has been my best friend since junior high school. We don't study in the same class, but we meet at school everyday during recess and after school. I first met her at junior high school orientation and we've been friends ever since.

Dinda is good-looking. She's not too tall, with fair skin and wavy black hair that she often puts in a ponytail. At school, she wears the uniform. Other than that, she likes to wear jeans, casual t-shirts and sneakers. Her favourite t-shirts are those in bright colors like pink, light green and orange. She is always cheerful. She is also very friendly and likes to make friends with anyone. Like many other girls, she is also talkative. She likes to share her thoughts and feelings to her friends. I think that's why many friends enjoy her company. However, she can be a bit childish sometimes. For example, when she doesn't get what she wants, she acts like a child and stamps her feet.

Dinda loves drawing, especially the manga characters. She always has a sketchbook with her everywhere she goes. She would spend some time to draw the manga characters from her imagination. Her sketches are amazingly great. I'm really glad to have a best friend like Dinda.

COMPREHENSION QUESTIONS (Multiple Choice)

Choose the correct answer by crossing (X) a, b, c, or d based on the text!

Read the text below to answer number 1 until 10

1. Who is being described in the text?
 - a. Deni
 - b. Desi
 - c. Dinda
 - d. Dina
2. How long have the writer and Dinda been friends?
 - a. Since senior high school school
 - b. Since junior high school
 - c. Since primary one
 - d. Since graduated
3. When did the writer first meet with Dinda?

- a. When breaktime
b. When orientation
- c. When after school
d. When senior high school
4. What are her favourite clothes?
- a. Jeans, casual t-shirts, and sneakers
jeans, and high heels
b. Jeans, long dress, and high heels
and sneakers
c. Casual t-shirt,
d. Jeans, long dress
5. What kind of t-shirts does she like?
- a. Like red, light green and orange
orange.
b. Like yellow, green and red
c. Like pink, light green and
orange
d. Like pink, green and
yellow
6. What kind of characters drawn by Dinda?
- a. Manga character
b. Spongebob
c. Barbie
d. Tom and Jerry
7. Why do many friend's enjoy Dinda's company?
- a. Because she's arrogant and cheerful
beautiful
b. Because she's arrogant
c. Because she's
beautiful
d. Because she's
cheerful and friendly
8. What does Dinda always bring wherever she go?
- a. Boardmarker
b. Sketchbook
c. Sketchboard
d. Whiteboard
9. What is Dinda's hobby?
- a. Singing
b. Painting
c. Dancing
d. Drawing
10. How is Dinda's hair?
- a. Her hair is wavy black
b. Her hair is straight brown
c. Her hair is curly
d. Her hair is wavy brown

APPENDIX 4

POST-TEST

TEXT 1

My classroom is very big. There are twenty classroom and forty chairs for students. The teacher's table is in front of the classroom. The teacher sit behind the table. Behind her is the whiteboard. Beside the whiteboard is a map of Indonesian archipelago. Under the map, there is a bookshelf. There are two windows in the room. Between the windows is a picture of Prambanan temple. I like my classroom very much.

Choose the correct answer by crossing (X) a, b, c, or d base on the text!

Read the text below to answer number 1 until 4.

1. "My classroom is very big". The underlined word ..

- a. Large
- b. Great
- c. Fat
- d. Clean

2. Where does the teacher sit ?

- a. In front of the classroom
- b. Behind the whiteboard
- c. Behind the table
- d. Under the map

3. Where is the whiteboard ?

- a. Behind the table
- b. Beside the teacher
- c. Behind the wall
- d. Behind the teacher

4. Does the writer like his class very much?

- a. No, it is not
- b. Yes, it is
- c. Yes, I am
- d. Yes, he is

Read the following text and answer question 5-10

I love cats very much. I keep some cats in my house. They are Casper, Midas, Brownie and Dottie. Casper is a dachshund. He is short with long body and four strong legs. Brownie is collie. She has long and thick fur. What color is her fur? Brown, of course that's why I call her Brownie. Dottie is Dalmatian. She has a slim body and four long legs. She has thin fur and dots all over her body. The last is Midas. He is so cute. He has a large head, a short neck and thick short legs. He's very strong. I always take care of my cats every day.

5. What kind of text is the text above?
 - a. Recount text
 - b. Descriptive text
 - c. Narrative text
 - d. Report text
6. The generic structure of the text is....
 - a. Description-Identification
 - b. Identification-Description
 - c. Orientation-Events-Reorientations
 - d. Reorientations-Events-Orientation
7. "She has long and thick fur". The antonym of the underlined word is....
 - a. Heavy
 - b. Length
 - c. Short
 - d. Fragnant
8. How many cats does the writer have?
 - a. One
 - b. Two
 - c. Three
 - d. Four
9. What does Casper look like?
 - a. Short with long body and strong legs
 - b. Brown, with long and thick fur
 - c. Slim body, long legs
 - d. Thin fur and dots
10. Why does the writer call collie, Brownie? The writer calls the collie, Brownie, because?
 - a. She like brownies
 - b. She has brown ear
 - c. She has brown fur
 - d. She has black fur

TAXT 2

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

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

Choose the correct answer by crossing (X) a, b, c, or d base on the text

Read the text below to answer number 11 until 20

11. How old is Peter? He is....years old.

- | | |
|-------------|----------|
| a. Four | c. Forty |
| b. Fourteen | d. Ten |

12. The writer is....years old.

- a. Fourteen
- b. Sixteen
- c. Eighteen
- d. Nineteen

Choose the correct answer by crossing (X) a, b, c, or d base on the text

Read the text below to answer number 11 until 20

11. How old is Peter? He is....years old.

- a. Four
- b. Fourteen
- c. Forty
- d. Ten

12. The writer is....years old.

- a. Fourteen
- b. Sixteen
- c. Eighteen
- d. Nineteen

13. Which of the following statement is not true about Peter?

- a. He has long and straight hair
- b. He has bright eyes
- c. He is interested in sports
- d. He plays football and tennis

14. According to the passage, we know that Peter is...

- a. The writer's youngest brother
- b. The writer's elder brother
- c. A naughty boy
- d. A friendly boy

15. It is implied in the passage that...

- a. Peter is naughty
- b. Peter is lazy
- c. Peter is unfriendly
- d. Peter is diligent

16. From the text, we may conclude that...

- a. Many people do not like Peter
- b. People is older that the writer
- c. Peter is a welcoming person
- d. Peter is not diligent at all

17. What is the text mostly about?

- a. Peter
- b. Peter's hobby
- c. Peter's family
- d. peters' elder brother

18. "He is fourteen years old...Than me."

The underlined word refers to...

- a. Peter
- b. The writer
- c. The writer's brother
- d. the writer's family

19. "Peter is interested in sports very much, and at school he plays football and tennis." The underlined phrase can be replaced by

- a. Dislike sport
- b. Really likes sport
- c. Hates sport very much
- d. Finds sport not really entertaining

20. "But he usually does what he is asked to do"

The underlined phrase means...

a. He does anything he wants

b. He always asks

c. He is lazy

d. He is diligent



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APPENDIX 5

KEY-ANSWER

A. PRE-TEST

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

B. POST-TEST

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

SUMATERA UTARA MEDAN

APPENDIX 6

TABLE OF LILIEFORS (L)

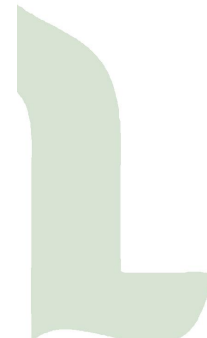
Ukuran Sampel	Tarf Nyata (α)				
	0,01	0,05	0,10	0,15	0,20
n = 4	0,417	0,381	0,352	0,319	0,300
5	0,405	0,337	0,315	0,299	0,285
6	0,364	0,319	0,294	0,277	0,265
7	0,348	0,300	0,276	0,258	0,247
8	0,331	0,285	0,261	0,244	0,233
9	0,311	0,271	0,249	0,233	0,223
10	0,294	0,258	0,239	0,222	0,215
11	0,284	0,249	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
n > 30	$\frac{1,031}{\sqrt{n}}$	$\frac{0,886}{\sqrt{n}}$	$\frac{0,805}{\sqrt{n}}$	$\frac{0,768}{\sqrt{n}}$	$\frac{0,736}{\sqrt{n}}$

APPENDIX 7

F Distribution Table (Critical Values of F at 5% Significance Level)

F Distribution: Critical Values of F (5% significance level)

v_2	1	2	3	4	5	6	7	8	9	10	12	14	16	18	20
1	161.45	199.50	215.71	224.58	230.16	233.99	236.77	238.88	240.54	241.88	243.91	245.36	246.46	247.32	248.01
2	18.51	19.00	19.16	19.25	19.30	19.33	19.35	19.37	19.38	19.40	19.41	19.42	19.43	19.44	19.45
3	10.13	9.55	9.28	9.12	9.01	8.94	8.89	8.85	8.81	8.79	8.74	8.71	8.69	8.67	8.66
4	7.71	6.94	6.59	6.39	6.26	6.16	6.09	6.04	6.00	5.96	5.91	5.87	5.84	5.82	5.80
5	6.61	5.79	5.41	5.19	5.05	4.95	4.88	4.82	4.77	4.74	4.68	4.64	4.60	4.58	4.56
6	5.99	5.14	4.76	4.53	4.39	4.28	4.21	4.15	4.10	4.06	4.00	3.96	3.92	3.90	3.87
7	5.59	4.74	4.35	4.12	3.97	3.87	3.79	3.73	3.68	3.64	3.57	3.53	3.49	3.47	3.44
8	5.32	4.46	4.07	3.84	3.69	3.58	3.50	3.44	3.39	3.35	3.28	3.24	3.20	3.17	3.15
9	5.12	4.26	3.86	3.63	3.48	3.37	3.29	3.23	3.18	3.14	3.07	3.03	2.99	2.96	2.94
10	4.96	4.10	3.71	3.48	3.33	3.22	3.14	3.07	3.02	2.98	2.91	2.86	2.83	2.80	2.77
11	4.84	3.98	3.59	3.36	3.20	3.09	3.01	2.95	2.90	2.85	2.79	2.74	2.70	2.67	2.65
12	4.75	3.89	3.49	3.26	3.11	3.00	2.91	2.85	2.80	2.75	2.69	2.64	2.60	2.57	2.54
13	4.67	3.81	3.41	3.18	3.03	2.92	2.83	2.77	2.71	2.67	2.60	2.55	2.51	2.48	2.46
14	4.60	3.74	3.34	3.11	2.96	2.85	2.76	2.70	2.65	2.60	2.53	2.48	2.44	2.41	2.39
15	4.54	3.68	3.29	3.06	2.90	2.79	2.71	2.64	2.59	2.54	2.48	2.42	2.38	2.35	2.33
16	4.49	3.63	3.24	3.01	2.85	2.74	2.66	2.59	2.54	2.49	2.42	2.37	2.33	2.30	2.28
17	4.45	3.59	3.20	2.96	2.81	2.70	2.61	2.55	2.49	2.45	2.38	2.33	2.29	2.26	2.23
18	4.41	3.55	3.16	2.93	2.77	2.66	2.58	2.51	2.46	2.41	2.34	2.29	2.25	2.22	2.19
19	4.38	3.52	3.13	2.90	2.74	2.63	2.54	2.48	2.42	2.38	2.31	2.26	2.21	2.18	2.16
20	4.35	3.49	3.10	2.87	2.71	2.60	2.51	2.45	2.39	2.35	2.28	2.22	2.18	2.15	2.12
21	4.32	3.47	3.07	2.84	2.68	2.57	2.49	2.42	2.37	2.32	2.25	2.20	2.16	2.12	2.10
22	4.30	3.44	3.05	2.82	2.66	2.55	2.46	2.40	2.34	2.30	2.23	2.17	2.13	2.10	2.07
23	4.28	3.42	3.03	2.80	2.64	2.53	2.44	2.37	2.32	2.27	2.20	2.15	2.11	2.08	2.05
24	4.26	3.40	3.01	2.78	2.62	2.51	2.42	2.36	2.30	2.25	2.18	2.13	2.09	2.05	2.03
25	4.24	3.39	2.99	2.76	2.60	2.49	2.40	2.34	2.28	2.24	2.16	2.11	2.07	2.04	2.01
26	4.22	3.37	2.98	2.74	2.59	2.47	2.39	2.32	2.27	2.22	2.15	2.09	2.05	2.02	1.99
27	4.21	3.35	2.96	2.73	2.57	2.46	2.37	2.31	2.25	2.20	2.13	2.08	2.04	2.00	1.97
28	4.20	3.34	2.95	2.71	2.56	2.45	2.36	2.29	2.24	2.19	2.12	2.06	2.02	1.99	1.96
29	4.18	3.33	2.93	2.70	2.55	2.43	2.35	2.28	2.22	2.18	2.10	2.05	2.01	1.97	1.94
30	4.17	3.32	2.92	2.69	2.53	2.42	2.33	2.27	2.21	2.16	2.09	2.04	1.99	1.96	1.93
35	4.12	3.27	2.87	2.64	2.49	2.37	2.29	2.22	2.16	2.11	2.04	1.99	1.94	1.91	1.88
40	4.08	3.23	2.84	2.61	2.45	2.34	2.25	2.18	2.12	2.08	2.00	1.95	1.90	1.87	1.84
50	4.03	3.18	2.79	2.56	2.40	2.29	2.20	2.13	2.07	2.03	1.95	1.89	1.85	1.81	1.78
60	4.00	3.15	2.76	2.53	2.37	2.25	2.17	2.10	2.04	1.99	1.92	1.86	1.82	1.78	1.75
70	3.98	3.13	2.74	2.50	2.35	2.23	2.14	2.07	2.02	1.97	1.89	1.84	1.79	1.75	1.72
80	3.96	3.11	2.72	2.49	2.33	2.21	2.13	2.06	2.00	1.95	1.88	1.82	1.77	1.73	1.70
90	3.95	3.10	2.71	2.47	2.32	2.20	2.11	2.04	1.99	1.94	1.86	1.80	1.76	1.72	1.69
100	3.94	3.09	2.70	2.46	2.31	2.19	2.10	2.03	1.97	1.93	1.85	1.79	1.75	1.71	1.68
120	3.92	3.07	2.68	2.45	2.29	2.18	2.09	2.02	1.96	1.91	1.83	1.78	1.73	1.69	1.66
150	3.90	3.06	2.66	2.43	2.27	2.16	2.07	2.00	1.94	1.89	1.82	1.76	1.71	1.67	1.64
200	3.89	3.04	2.65	2.42	2.26	2.14	2.06	1.98	1.93	1.88	1.80	1.74	1.69	1.66	1.62
250	3.88	3.03	2.64	2.41	2.25	2.13	2.05	1.98	1.92	1.87	1.79	1.73	1.68	1.65	1.61
300	3.87	3.03	2.63	2.40	2.24	2.13	2.04	1.97	1.91	1.86	1.78	1.72	1.68	1.64	1.61
400	3.86	3.02	2.63	2.39	2.24	2.12	2.03	1.96	1.90	1.85	1.78	1.72	1.67	1.63	1.60
500	3.86	3.01	2.62	2.39	2.23	2.12	2.03	1.96	1.90	1.85	1.77	1.71	1.66	1.62	1.59
600	3.86	3.01	2.62	2.39	2.23	2.11	2.02	1.95	1.90	1.85	1.77	1.71	1.66	1.62	1.59
750	3.85	3.01	2.62	2.38	2.23	2.11	2.02	1.95	1.89	1.84	1.77	1.70	1.66	1.62	1.58
1000	3.85	3.00	2.61	2.38	2.22	2.11	2.02	1.95	1.89	1.84	1.76	1.70	1.65	1.61	1.58



DAN



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APPENDIX 8

TABLE OF THE STANDARD NORMAL (Z) DISTRIBUTION

z	0	0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09
0.0	0.5000	0.5040	0.5080	0.5120	0.5160	0.5199	0.5239	0.5279	0.5319	0.5359
0.1	0.5398	0.5438	0.5478	0.5517	0.5557	0.5596	0.5636	0.5675	0.5714	0.5753
0.2	0.5793	0.5832	0.5871	0.5910	0.5948	0.5987	0.6026	0.6064	0.6103	0.6141
0.3	0.6179	0.6217	0.6255	0.6293	0.6331	0.6368	0.6406	0.6443	0.6480	0.6517
0.4	0.6554	0.6591	0.6628	0.6664	0.6700	0.6736	0.6772	0.6808	0.6844	0.6879
0.5	0.6915	0.6950	0.6985	0.7019	0.7054	0.7088	0.7123	0.7157	0.7190	0.7224
0.6	0.7257	0.7291	0.7324	0.7357	0.7389	0.7422	0.7454	0.7486	0.7517	0.7549
0.7	0.7580	0.7611	0.7642	0.7673	0.7704	0.7734	0.7764	0.7794	0.7823	0.7852
0.8	0.7881	0.7910	0.7939	0.7967	0.7995	0.8023	0.8051	0.8078	0.8106	0.8133
0.9	0.8159	0.8186	0.8212	0.8238	0.8264	0.8289	0.8315	0.8340	0.8365	0.8389
1.0	0.8413	0.8438	0.8461	0.8485	0.8508	0.8531	0.8554	0.8577	0.8599	0.8621
1.1	0.8643	0.8665	0.8686	0.8708	0.8729	0.8749	0.8770	0.8790	0.8810	0.8830
1.2	0.8849	0.8869	0.8888	0.8907	0.8925	0.8944	0.8962	0.8980	0.8997	0.9015
1.3	0.9032	0.9049	0.9066	0.9082	0.9099	0.9115	0.9131	0.9147	0.9162	0.9177
1.4	0.9192	0.9207	0.9222	0.9236	0.9251	0.9265	0.9279	0.9292	0.9306	0.9319
1.5	0.9332	0.9345	0.9357	0.9370	0.9382	0.9394	0.9406	0.9418	0.9429	0.9441
1.6	0.9452	0.9463	0.9474	0.9484	0.9495	0.9505	0.9515	0.9525	0.9535	0.9545
1.7	0.9554	0.9564	0.9573	0.9582	0.9591	0.9599	0.9608	0.9616	0.9625	0.9633
1.8	0.9641	0.9649	0.9656	0.9664	0.9671	0.9678	0.9686	0.9693	0.9699	0.9706
1.9	0.9713	0.9719	0.9726	0.9732	0.9738	0.9744	0.9750	0.9756	0.9761	0.9767
2.0	0.9772	0.9778	0.9783	0.9788	0.9793	0.9798	0.9803	0.9808	0.9812	0.9817
2.1	0.9821	0.9826	0.9830	0.9834	0.9838	0.9842	0.9846	0.9850	0.9854	0.9857
2.2	0.9861	0.9864	0.9868	0.9871	0.9875	0.9878	0.9881	0.9884	0.9887	0.9890
2.3	0.9893	0.9896	0.9898	0.9901	0.9904	0.9906	0.9909	0.9911	0.9913	0.9916
2.4	0.9918	0.9920	0.9922	0.9925	0.9927	0.9929	0.9931	0.9932	0.9934	0.9936
2.5	0.9938	0.9940	0.9941	0.9943	0.9945	0.9946	0.9948	0.9949	0.9951	0.9952

z	.09	.08	.07	.06	.05	.04	.03	.02	.01	.00
-3.4	.0002	.0003	.0003	.0003	.0003	.0003	.0003	.0003	.0003	.0003
-3.3	.0003	.0004	.0004	.0004	.0004	.0004	.0004	.0005	.0005	.0005
-3.2	.0005	.0005	.0005	.0006	.0006	.0006	.0006	.0006	.0007	.0007
-3.1	.0007	.0007	.0008	.0008	.0008	.0008	.0009	.0009	.0009	.0010
-3.0	.0010	.0010	.0011	.0011	.0011	.0012	.0012	.0013	.0013	.0013
-2.9	.0014	.0014	.0015	.0015	.0016	.0016	.0017	.0018	.0018	.0019
-2.8	.0019	.0020	.0021	.0021	.0022	.0022	.0023	.0024	.0025	.0026
-2.7	.0026	.0027	.0028	.0029	.0030	.0031	.0032	.0033	.0034	.0035
-2.6	.0036	.0037	.0038	.0039	.0040	.0041	.0043	.0044	.0045	.0047
-2.5	.0048	.0049	.0051	.0052	.0054	.0055	.0057	.0059	.0060	.0062
-2.4	.0064	.0066	.0068	.0069	.0071	.0073	.0075	.0078	.0080	.0082
-2.3	.0084	.0087	.0089	.0091	.0094	.0096	.0099	.0102	.0104	.0107
-2.2	.0110	.0113	.0116	.0119	.0122	.0125	.0129	.0132	.0136	.0139
-2.1	.0143	.0146	.0150	.0154	.0158	.0162	.0166	.0170	.0174	.0179
-2.0	.0183	.0188	.0192	.0197	.0202	.0207	.0212	.0217	.0222	.0228
-1.9	.0233	.0239	.0244	.0250	.0256	.0262	.0268	.0274	.0281	.0287
-1.8	.0294	.0301	.0307	.0314	.0322	.0329	.0336	.0344	.0351	.0359
-1.7	.0367	.0375	.0384	.0392	.0401	.0409	.0418	.0427	.0436	.0446
-1.6	.0455	.0465	.0475	.0485	.0495	.0505	.0516	.0526	.0537	.0548
-1.5	.0559	.0571	.0582	.0594	.0606	.0618	.0630	.0643	.0655	.0668
-1.4	.0681	.0694	.0708	.0721	.0735	.0749	.0764	.0778	.0793	.0808
-1.3	.0823	.0838	.0853	.0869	.0885	.0901	.0918	.0934	.0951	.0968
-1.2	.0985	.1003	.1020	.1038	.1056	.1075	.1093	.1112	.1131	.1151
-1.1	.1170	.1190	.1210	.1230	.1251	.1271	.1292	.1314	.1335	.1357
-1.0	.1379	.1401	.1423	.1446	.1469	.1492	.1515	.1539	.1562	.1587
-0.9	.1611	.1635	.1660	.1685	.1711	.1736	.1762	.1788	.1814	.1841
-0.8	.1867	.1894	.1922	.1949	.1977	.2005	.2033	.2061	.2090	.2119
-0.7	.2148	.2177	.2206	.2236	.2266	.2296	.2327	.2358	.2389	.2420
-0.6	.2451	.2483	.2514	.2546	.2578	.2611	.2643	.2676	.2709	.2743
-0.5	.2776	.2810	.2843	.2877	.2912	.2946	.2981	.3015	.3050	.3085
-0.4	.3121	.3156	.3192	.3228	.3264	.3300	.3336	.3372	.3409	.3446
-0.3	.3483	.3520	.3557	.3594	.3632	.3669	.3707	.3745	.3783	.3821
-0.2	.3859	.3897	.3936	.3974	.4013	.4052	.4090	.4129	.4168	.4207
-0.1	.4247	.4286	.4325	.4364	.4404	.4443	.4483	.4522	.4562	.4602
-0.0	.4641	.4681	.4721	.4761	.4801	.4840	.4880	.4920	.4960	.5000

APPENDIX 9

Nilai Kritis Distribusi t

v	α					
	0.10	0.05	0.025	0.01	0.005	0.0005
1	3.078	6.314	12.706	31.821	63.657	636.619
2	1.886	2.920	4.303	6.965	9.925	31.598
3	1.638	2.353	3.182	4.541	5.841	12.941
4	1.533	2.132	2.776	3.747	4.604	8.610
5	1.476	2.015	2.571	3.365	4.032	6.859
6	1.440	1.943	2.447	3.143	3.707	5.959
7	1.415	1.895	2.365	2.998	3.499	5.405
8	1.397	1.860	2.306	2.896	3.355	5.041
9	1.383	1.833	2.262	2.821	3.250	4.781
10	1.372	1.812	2.228	2.764	3.169	4.587
11	1.363	1.796	2.201	2.718	3.106	4.437
12	1.356	1.782	2.179	2.681	3.055	4.318
13	1.350	1.771	2.160	2.650	3.012	4.221
14	1.345	1.761	2.145	2.624	2.977	4.140
15	1.341	1.753	2.131	2.602	2.947	4.073
16	1.337	1.746	2.120	2.583	2.921	4.015
17	1.333	1.740	2.110	2.567	2.898	3.965
18	1.330	1.734	2.101	2.552	2.878	3.922
19	1.328	1.729	2.093	2.539	2.861	3.883
20	1.325	1.725	2.086	2.528	2.845	3.850



UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN

APPENDIX 10

DOCUMENTATION

B: B

PRE-TEST

NAME : ATN

CLASS : VII - 1

(40)

TEXT 1

MY BEST FRIEND

I have a lot of friends in my school, but Dinda has been my best friend since junior high school. We don't study in the same class, but we meet at school everyday during recess and after school. I first met her at junior high school orientation and we've been friends ever since.

Dinda is good-looking. She's not too tall, with fair skin and wavy black hair that she often puts in a ponytail. At school, she wears the uniform. Other than that, she likes to wear jeans, casual t-shirts and sneakers. Her favourite t-shirts are those in bright colors like pink, light green and orange. She is always cheerful. She is also very friendly and likes to make friends with anyone. Like many other girls, she is also talkative. She likes to share her thoughts and feelings to her friends. I think that's why many friends enjoy her company. However, she can be a bit childish sometimes. For example, when she doesn't get what she wants, she acts like a child and stamps her feet.

Dinda loves drawing, especially the manga characters. She always has a sketchbook with her everywhere she goes. She would spend some time

PRE-TEST

NAME : AU

CLASS : VII - 1

B: 9

45

TEXT 1

MY BEST FRIEND

I have a lot of friends in my school, but Dinda has been my best friend since junior high school. We don't study in the same class, but we meet at school everyday during recess and after school. I first met her at junior high school orientation and we've been friends ever since.

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PRE-TEST

NAME : NNC

CLASS : VII - 1

B: 9

45

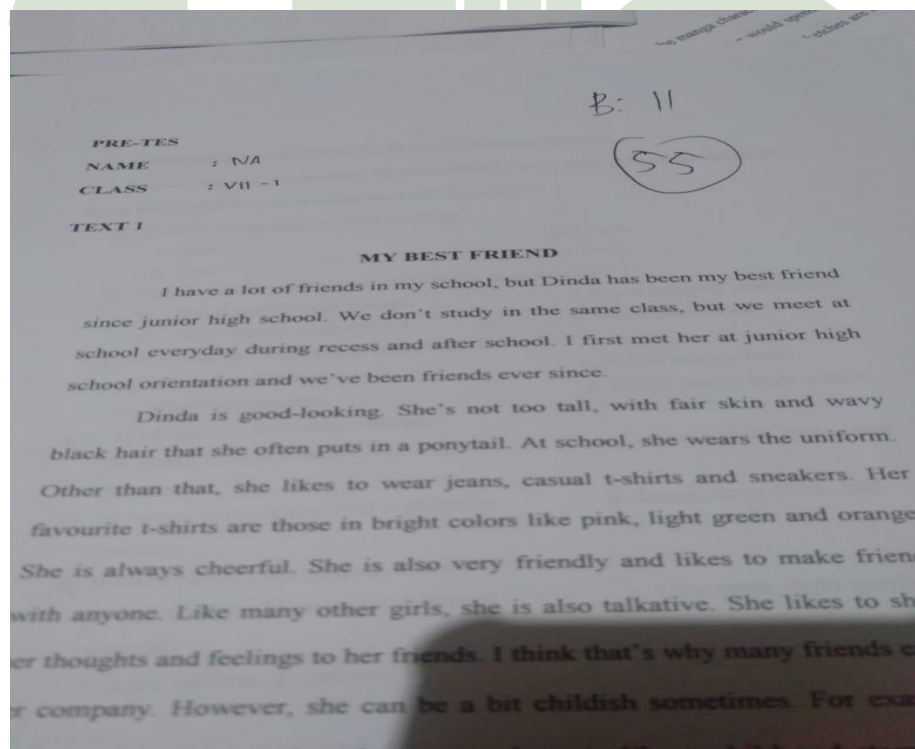
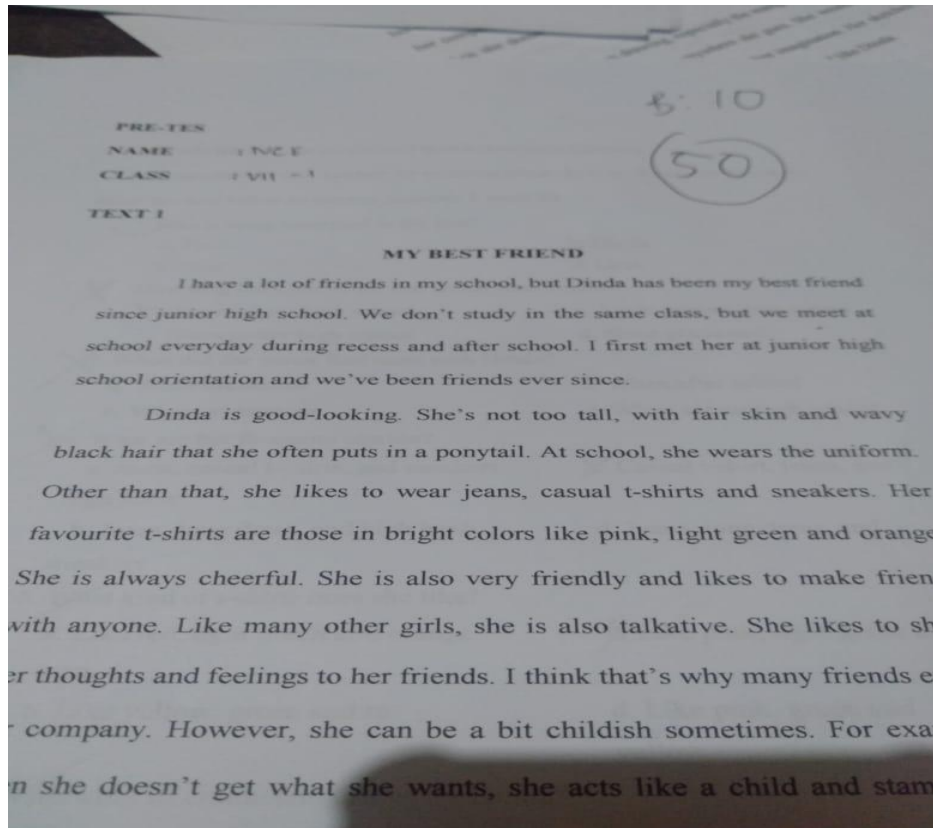
TEXT 1

MY BEST FRIEND

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Dinda loves drawing, especially the manga characters.



Gambar 1 : Lower Score in Experimental Group.

B: 14

(70)

POST-TEST

NAME : C. M. A
CLASS : VII - 1

TEXT 1

My classroom is very big. There are twenty classroom and forty chairs for students. The teacher's table is in front of the classroom. The teacher sit behind the table. Behind her is the whiteboard. Beside the whiteboard is a map of Indonesian archipelago. Under the map, there is a bookshelf. There are two windows in the room. Between the windows is a picture of Prambanan temple. I like my classroom very much.

Choose the correct answer by crossing (X) a, b, c, or d base on the text!

Read the text below to answer number 1 until 4.

1. "My classroom is very big". The underlined word ..

a. Large
 b. Great
 c. Fat
 d. Clean

2. Where does the teacher sit ?

a. In front of the classroom
 b. Behind the whiteboard.
 c. Behind the table
 d. Under the map

3. Where is the whiteboard ?

a. Behind the table
 b. Beside the teacher
 c. Behind the wall
 d. Behind the teacher

4. Does the writer like his class very much?

a. No, it is not
 b. Yes, it is
 c. Yes, I am
 d. Yes, he is

Read the following text and answer question 5-10

I love cats very much. I keep some cats in my house. They are Casper, Midas, Brownie and Dottie. Casper is a dachshund. He is short with long body and four strong legs. Brownie is collie. She has long and thick fur. What color is her fur?

B: 15

(75)

POST-TEST

NAME : R. D. S
CLASS : VII - 1

TEXT 1

My classroom is very big. There are twenty classroom and forty chairs for students. The teacher's table is in front of the classroom. The teacher sit behind the table. Behind her is the whiteboard. Beside the whiteboard is a map of Indonesian archipelago. Under the map, there is a bookshelf. There are two windows in the room. Between the windows is a picture of Prambanan temple. I like my classroom very much.

Choose the correct answer by crossing (X) a, b, c, or d base on the text!

Read the text below to answer number 1 until 4.

1. "My classroom is very big". The underlined word ..

a. Large
 b. Great
 c. Fat
 d. Clean

2. Where does the teacher sit ?

a. In front of the classroom
 b. Behind the whiteboard.
 c. Behind the table
 d. Under the map

3. Where is the whiteboard ?

a. Behind the table
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 c. Behind the wall
 d. Behind the teacher

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B: 16
80

POST-TEST

NAME : P.U.L
CLASS : VII - 1

TAXT I

My classroom is very big. There are twenty classroom and forty chairs for students. The teacher's table is in front of the classroom. The teacher sit behind the table. Behind her is the whiteboard. Beside the whiteboard is a map of Indonesian archipelago. Under the map, there is a bookshelf. There are two windows in the room. Between the windows is a picture of Prambanan temple. I like my classroom very much.

Choose the correct answer by crossing (X) a, b, c, or d base on the text!

Read the text below to answer number 1 until 4.

1. "My classroom is very big". The underlined word ..

a. Large
 b. Great
 c. Fat
 d. Clean

2. Where does the teacher sit ?

a. In front of the classroom
 b. Behind the whiteboard.
 c. Behind the table
 d. Under the map

3. Where is the whiteboard ?

a. Behind the table
 b. Beside the teacher
 c. Behind the wall
 d. Behind the teacher

4. Does the writer like his class very much?

a. No, it is not
 b. Yes, it is
 c. Yes, I am
 d. Yes, he is

Read the following text and answer question 5-10

I love cats very much. I keep some cats in my house. They are Casper, M Brownie and Dottie. Casper is a dachshund. He is short with long body and strong legs. Brownie is collie. She has long and thick fur. What color is he Brown, of course that's why I call her Brownie. Dottie is Dalmatian. she has

B: 17
85

POST-TEST

NAME : N.H
CLASS : VII - 1

TAXT I

My classroom is very big. There are twenty classroom and forty chairs for students. The teacher's table is in front of the classroom. The teacher sit behind the table. Behind her is the whiteboard. Beside the whiteboard is a map of Indonesian archipelago. Under the map, there is a bookshelf. There are two windows in the room. Between the windows is a picture of Prambanan temple. I like my classroom very much.

Choose the correct answer by crossing (X) a, b, c, or d base on the text!

Read the text below to answer number 1 until 4.

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 c. Fat
 d. Clean

2. Where does the teacher sit ?

a. In front of the classroom
 b. Behind the whiteboard.
 c. Behind the table
 d. Under the map

3. Where is the whiteboard ?

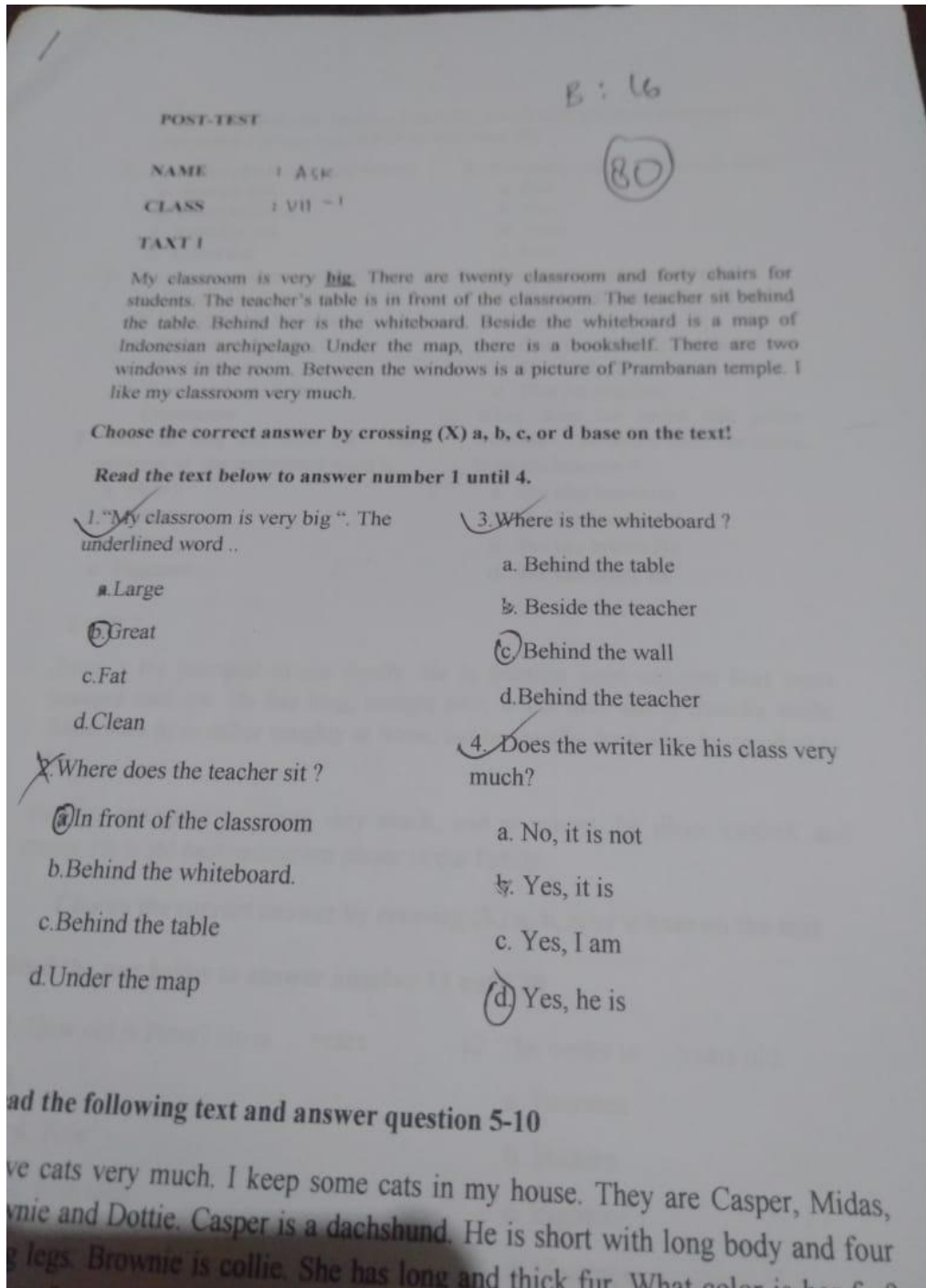
a. Behind the table
 b. Beside the teacher
 c. Behind the wall
 d. Behind the teacher

4. Does the writer like his class very much?

a. No, it is not
 b. Yes, it is
 c. Yes, I am
 d. Yes, he is

Read the following text and answer question 5-10

I love cats very much. I keep some cats in my house. They are Casper, Midas, Brownie and Dottie. Casper is a dachshund. He is short with long body and four long legs. Brownie is collie. She has long and thick fur. What color is her fur? Brown, of course that's why I call her Brownie. Dottie is Dalmatian. she has a slim and four long legs. She has thin fur and dots all over her body. The



Gambar 2 : Higher Score in Experimental Group.

PRE-TEST
NAME : MD
CLASS : VII - 3

B: 6

30

TEXT 1

MY BEST FRIEND

I have a lot of friends in my school, but Dinda has been my best friend since junior high school. We don't study in the same class, but we meet at school everyday during recess and after school. I first met her at junior high school orientation and we've been friends ever since.

Dinda is good-looking. She's not too tall, with fair skin and wavy black hair that she often puts in a ponytail. At school, she wears the uniform. Other than that, she likes to wear jeans, casual t-shirts and sneakers. Her favourite t-shirts are those in bright colors like pink, light green and orange. She is always cheerful. She is also very friendly and likes to make friends with anyone. Like many other girls, she is also talkative. She likes to share her thoughts and feelings to her friends. I think that's why many friends enjoy her company. However, she can be a bit childish sometimes. For example, when she doesn't get what she wants, she acts like a child and stamps her feet.

Dinda loves drawing, especially the manga characters. She always has a sketchbook with her everywhere she goes. She would spend some time to draw the manga characters from her imagination. Her sketches are amazingly great. I'm really glad to have a best friend like Dinda.

PRE-TEST
NAME : MTA
CLASS : VII - 3

B: 7

35

TEXT 1

MY BEST FRIEND

I have a lot of friends in my school, but Dinda has been my best friend since junior high school. We don't study in the same class, but we meet at school everyday during recess and after school. I first met her at junior high school orientation and we've been friends ever since.

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Dinda loves drawing, especially the manga characters. She always has a sketchbook with her everywhere she goes. She would spend some time to draw the manga characters from her imagination. Her sketches are ama

PRE-TEST
NAME : GP
CLASS : VII - 3

B: 9

(45)

TEXT 1

MY BEST FRIEND

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Dinda loves drawing, especially the manga characters. She always has a sketchbook with her everywhere she goes. She would spend some time to

PRE-TEST
NAME : AAG
CLASS : VII - 3

B: 8

(40)

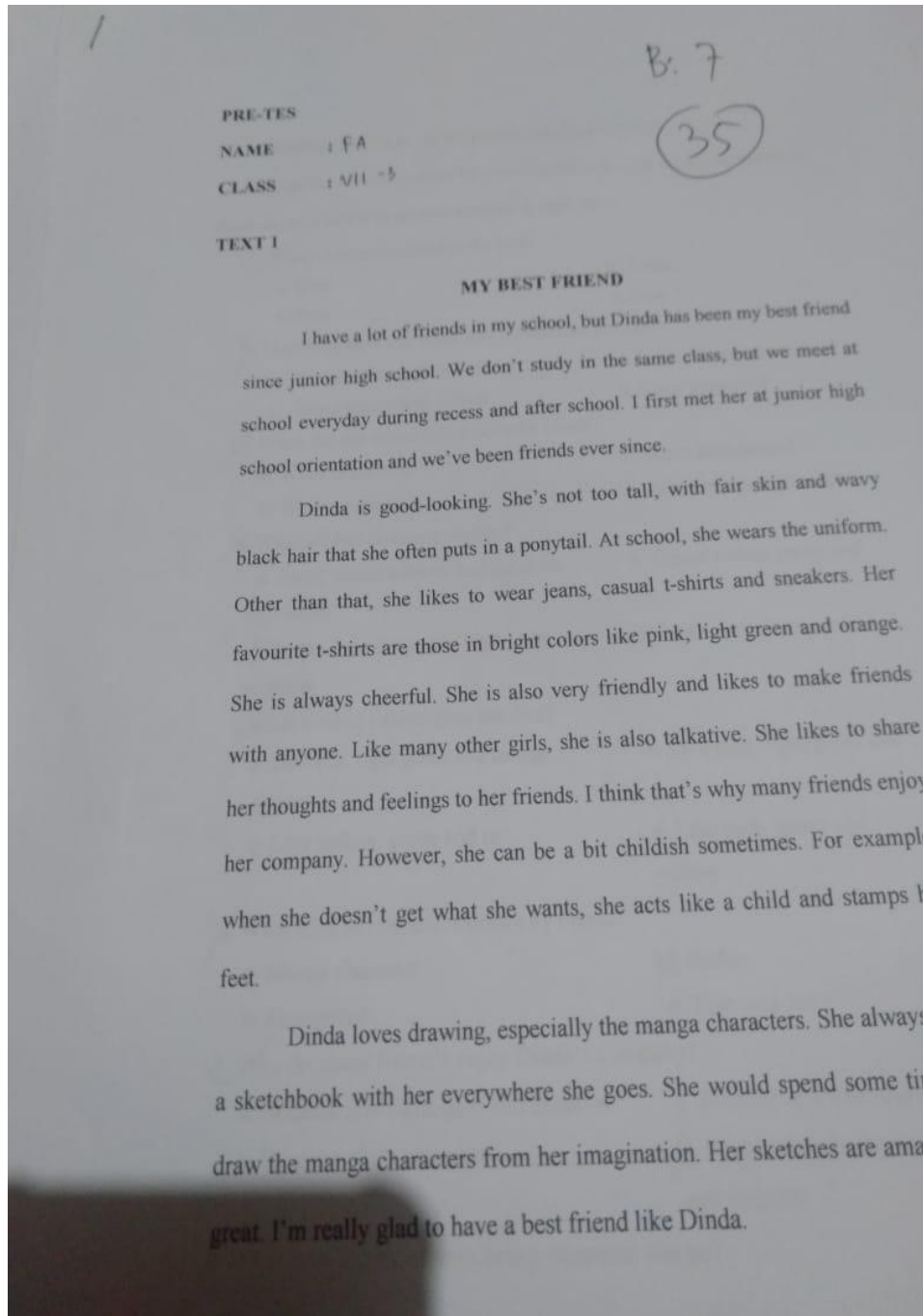
TEXT 1

MY BEST FRIEND

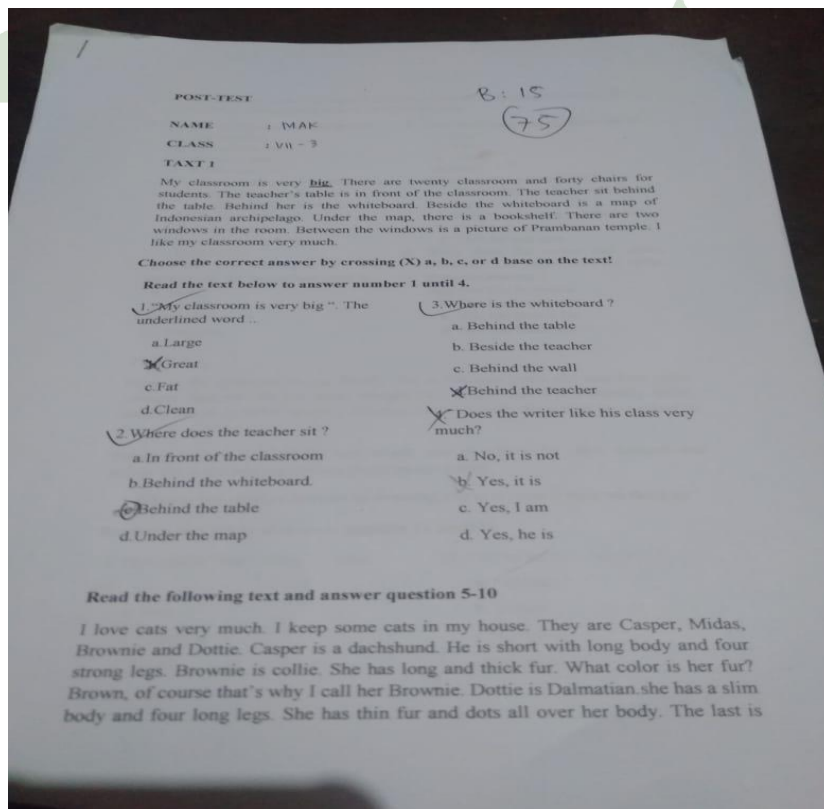
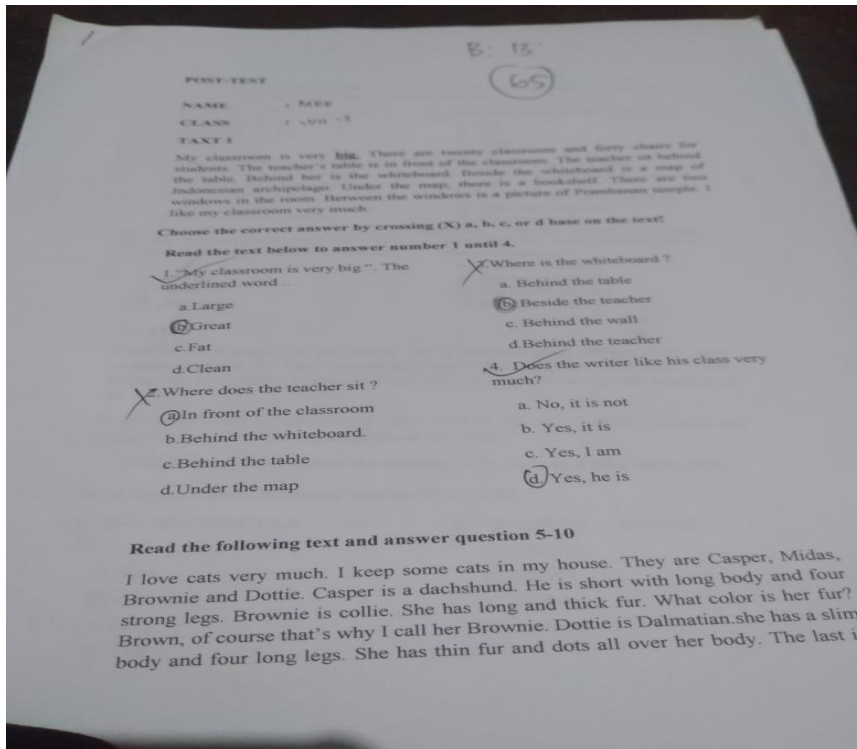
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Dinda loves drawing, especially the manga characters. She always has a sketchbook with her everywhere she goes. She would spend some time to draw the manga characters from her imagination. Her sketches are amazingly great. I'm really glad to have a best friend like Dinda.



Gambar 3 : Lower Score in Control Group.



B: 14
70

POST-TEST

NAME : CMA
CLASS : VII - 1

TEXT 1

My classroom is very big. There are twenty classroom and forty chairs for students. The teacher's table is in front of the classroom. The teacher sit behind the table. Behind her is the whiteboard. Beside the whiteboard is a map of Indonesian archipelago. Under the map, there is a bookshelf. There are two windows in the room. Between the windows is a picture of Prambanan temple. I like my classroom very much.

Choose the correct answer by crossing (X) a, b, c, or d base on the text!

Read the text below to answer number 1 until 4.

1. My classroom is very big ". The underlined word ..

a. Large
b. Great
c. Fat
d. Clean

2. Where does the teacher sit ?

a. In front of the classroom
b. Behind the whiteboard.
c. Behind the table
d. Under the map

3. Where is the whiteboard ?

a. Behind the table
b. Beside the teacher
c. Behind the wall
d. Behind the teacher

4. Does the writer like his class very much?

a. No, it is not
b. Yes, it is
c. Yes, I am
d. Yes, he is

Read the following text and answer question 5-10

I love cats very much. I keep some cats in my house. They are Casper, Midas, Brownie and Dottie. Casper is a dachshund. He is short with long body and four strong legs. Brownie is collie. She has long and thick fur. What color is her fur

B: 12
60

POST-TEST

NAME : MFP
CLASS : VII - 5

TEXT 1

My classroom is very big. There are twenty classroom and forty chairs for students. The teacher's table is in front of the classroom. The teacher sit behind the table. Behind her is the whiteboard. Beside the whiteboard is a map of Indonesian archipelago. Under the map, there is a bookshelf. There are two windows in the room. Between the windows is a picture of Prambanan temple. I like my classroom very much.

Choose the correct answer by crossing (X) a, b, c, or d base on the text!

Read the text below to answer number 1 until 4.

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c. Behind the table
d. Under the map

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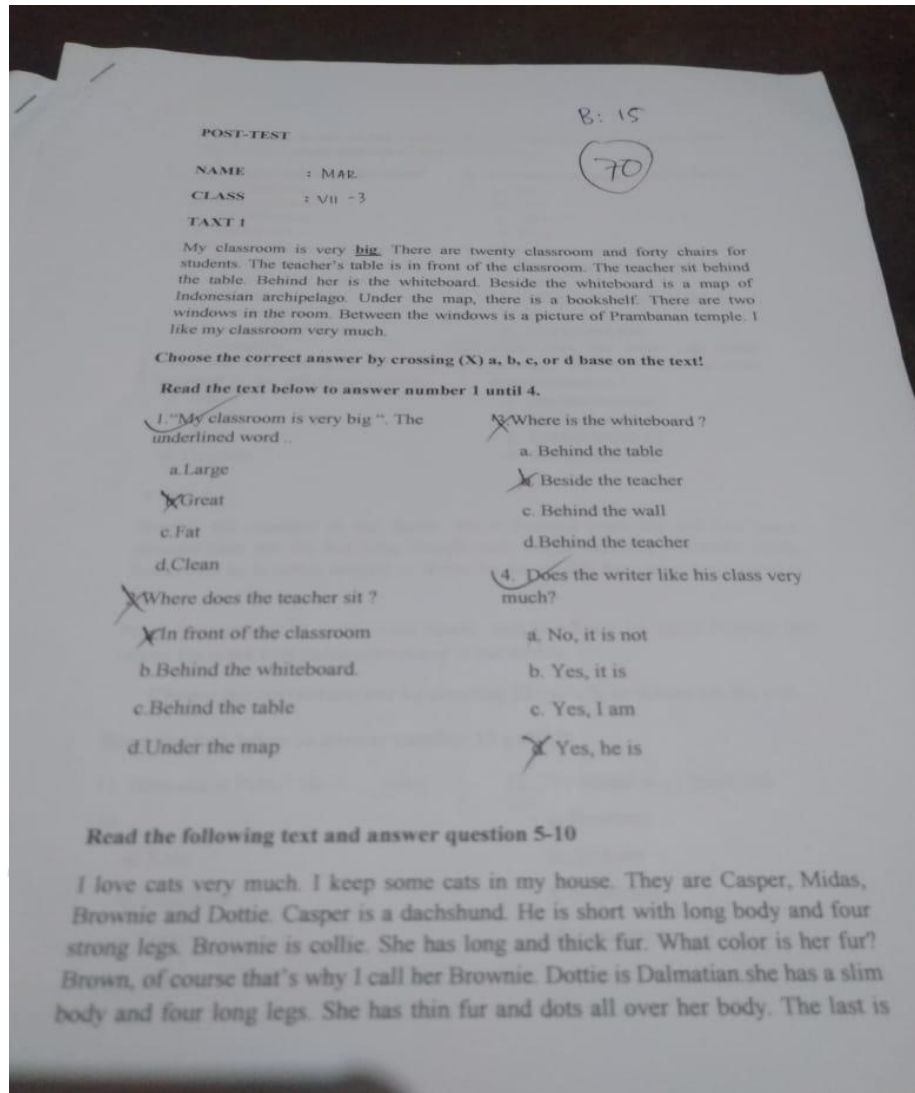
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Gambar 4 : Higher Score in Control Group.

UNIVERSITAS ISLAM NEGERI
SUMATERA UTARA MEDAN



Yth. Bapak/Ibu Kepala MTs AL-Ikhwan Serapuh Abc

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 : Emawan
NIM : 0304161023
Tempat/Tanggal Lahir : Desa Paya Bengkuang Kec. Gebang, 07 November 1997
Program Studi : Pendidikan Bahasa Inggris
Semester : IX (Sembilan)
Alamat : DUSUN 1 DESA PAYA BENGKUANG KEC. GEBANG KAB. LANGKAT Kelurahan DESA PAYA BENGKUANG Kecamatan GEBANG

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di Desa Serapuh Abc Kecamatan Padang Tualang, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

The Effect Of Using Two Stay Two Stray Strategy On The Students' Reading Comprehension At Mts Al-Ikhwan Serapuh Abc

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

Medan, 15 Desember 2020
a.n. DEKAN
Ketua Program Studi Pendidikan Guru
Madrasah Ibtidaiyah



Dr. Salminawati, SS, MA
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Gambar 5 : Surat Izin Penelitian.



Gambar 6 : Surat Balasan Izin Penelitian.

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Gambar 7 : Kegiatan belajar mengajar selama penelitian.

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