THE USE OF COURSE REVIEW HORAY ON STUDENTS' READING COMPREHENSION OF DESCRIPTIVE TEXT

(A study conducted to the first grade of one junior high school in Sukabumi)

A PAPER

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DECLARATION

I hereby declare that the paper entitled "THE USE OF COURSE REVIEW HORAY ON STUDENTS' READING COMPREHENSION OF DESCRIPTIVE TEXT" is completely my own work. I am fully aware that I have quoted some statements and ideas from any resources. All quotations are properly acknowledged in the texts. Should there be a claim on the originality of this paper. I would be prepared to take any legal responsibility.

Bogor, Mei 2019

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PREFACE

Alhamdulillahirabbil'alamin, all praises should be dedicated to Allah SWT who always guided and gives the writer mercy, strength, health and patience until she could finish her paper entitled "The Use of Course Review Horay on Students' Reading Comprehension of Descriptive Text."

This paper is written to fulfill one of the requirements of the *Sarjana Pendidikan* Examination at English Language Education Study Program, Faculty of Teacher Training and Educational Sciences Pakuan University.

The writer realizes that the paper is too short and far from being perfect, there are still many mistakes in writing but the writer has tried to do her best in writing it. Therefore, suggestions and critics are needed to make this paper be better. Finally, it is hoped that this paper will be useful for the writer and those who read it.

Bogor, Mei 2019

The Writer

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ABSTRACT

Reading comprehension is process of reading in which the reader understands, extracts, constructs, and respond the meaning of the text. It means the students should understand in comprehending a text well, such as determining main idea, finding specific information, making inference, identifying reference and understanding the meaning of words or detail information. In fact, the students may have some difficulties to comprehend the content of English text. It is because the text is unfamiliar and contains many unfamiliar vocabularies. One of the techniques that can be used in reading lesson is Course Review Horay. The research is aimed at finding out the effect of Course Review Horay on students' reading comprehension of descriptive text. Pre-Experimental method and One Group Pretest-Posttest design is used in this research. The research was conducted to the first grade students of SMP Negeri 7 Sukabumi and 26 students are taken as sample. The data were collected through reading comprehension pretest and posttest scores in the form of multiple choice items emphasizing in skimming and scanning skills, reference and vocabulary. The data were analyzed using t-test formula. The result of analysis showed that the value of t-calculation is 15.04 and the value of t-table at 0.05 level of significance is 2.06 and at 0.01 of significance is 2.79. Therefore, t-calculation was higher than t-table (2.79<15.04>2.06), hence alternative hypothesis is accepted which means that there is an effect of Course Review Horay technique on students' reading comprehension of descriptive text.

Keywords: Reading comprehension, Course Review Horay.

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CHAPTER 1 INTRODUCTION

A. Background of the study

Language is for communication used by people to establish social relation. By using language, they are able to convey their messages, change information and feelings for each other, share and express their ideas. In Indonesia, English is a foreign language and it has been taught as one of the compulsory subjects. There are four language skills that must be mastered by the students. They are listening, speaking, writing, and reading. Reading is one of the language skills which is needed to be learnt by students, because the students must able to read and comprehend an English text for getting meaning from the text. Through reading, the students can enrich vocabularies and knowledge.

However, the students may have some difficulties to comprehend the content of English text. They cannot find the idea and get specific information of the text. It happens because the text is unfamiliar and contains many unfamiliar vocabularies. In other cases, the students are not interested in reading an English text, the teacher usually gives a text then asks students to read and answer the questions based on the text without using a technique to facilitate them in comprehending the text. Therefore, the teacher has to find interesting technique to give stimulus to students to have willingness in reading.

To solve this problem, the writer finds one of the technique namely Course Review Horay. This technique can create a festive and fun class in learning activities because for every student who can answer the questions correctly, the student is required to shout "horay" or other yells to get score. It will make the students more enthusiasm to read English texts so that this technique can develop the students' reading comprehension.

The superiority of Course Review Horay technique can be effective for the students to make them enjoyable while getting involved in learning process, then to make students active in the class. The teacher hopes that this technique will be easier the students to understand the reading comprehension.

B. Reason for Choosing the Topic

Reading is one of language skills needed to be learnt by students. However, many students still have some difficulties to comprehend an English text and they are not interested to read the text. There are two reasons for choosing the topic. First, the students have difficulties in understanding the words, finding the idea and getting specific information of the text because many unfamiliar vocabularies so they are not easy to comprehend the text.

Second, Course Review Horay is a technique of cooperative learning. It is an activity by review to test the students' understanding of learning by using a worksheet which contains ten boxes. This technique will make the class active and more fun for the students, so they will be interested in reading and easy to comprehend the text. In this technique, the students should write the answer in the box whose number is mentioned by the teacher.

Course Review Horay is really useful and enjoyable to make the students active to find the information about the text. They may train cooperation in resolving problems with the formation of the group. Therefore, this technique is one of the appropriate techniques that will help the students' problem in understanding words and comprehending the text.

C. Statement of the Problem

Based on the background of the study, the writer wants to investigate the use of Course Review Horay on students' reading comprehension at the first grade students of junior high school. The general question of this research is "Is there any effect of Course Review Horay technique on students' reading comprehension of descriptive text?"

D. Aim of the Reasearch

The writer has one aim in conducting the research by using Course Review Horay technique. The aim is to investigate whether there is an effect of using Course Review Horay on students' reading comprehension of descriptive text.

E. Hypothesis

The hypothesis for the research is the alternative hypothesis (Ha). There is an effect of using Course Review Horay on students' reading comprehension of descriptive text.

F. Limitation of the Problem

To limit the problem, the writer only focuses on the use of Course Review Horay on students' reading comprehension. The students have to comprehend English texts. The text is limited only on Descriptive text.

G. Operational Definition

The research uses two variables: Course Review Horay and students' reading comprehension. Based on the writer's understanding here are the operational definiton of each variable.

1. Course Review Horay

Course Review Horay is a technique with review comprehension testing using box filled with numbers to write down the answer, and for students who answer correctly they will get checklist ($\sqrt{}$) and for students who get checklist vertically they should be shouted "horay" or another yell. This technique can create comfort atmosphere in purpose to provide students' comprehension.

2. Reading Comprehension

Reading Comprehension is process of reading in which the reader understands, extracts, constructs, and respond the meaning of the text which consists of four levels: the literal, eliciting, evaluative and creative.

H. Research Significance

For the students, the researcher hopes that the use of Course Review Horay can motivate the students to learn English by reading because with a lot reading it would enrich their knowledge and vocabularies.

For the teachers, the result of this research is expected to inspire the teachers to make students interested in reading by using Course Review Horay. This research will help the teachers to find why many students get difficulties in reading comprehension although the teachers have taught the material.

For further researchers who want to conduct teaching learning technique will probably need to read this research as one of their references.

CHAPTER II

THEORETICAL FOUNDATION

A. Reading Comprehension

1. Definition of Reading

Reading is a process of transferring information from the author to the reader. According to Tarigan (2008: 7) citied in Lustyantie (2015: 225) Reading is a process is done and used by a reader for getting message which is delivered by the author through written language. It indicates that reading is a thinking activity to comprehend meaning as well as a process is done and used by the reader to get message in written language.

The readers do not only look at written text. Pang S. Elizabeth et al (2003: 6) mention that reading is about understanding written texts. It is a complex activity which involves both thought and perception. It means that reading process does not simply involve finding specific information on the text. Rather, the readers complement the text to comprehend a content of the author purposes using perception and assumption.

Reading facilitates a writer to share ideas, knowledge, and feelings with the readers. Grabe & Stoller (2002: 3) say the idea of reading is also to do with purposes experiences, strategies, skills, and even attitude towards reading. Reading is not only for getting message of the text, but also using the reading purposes and technique to do with. Activity of reading is closely related with learning process. Reading is an information searching activity in written text and to understand the ideas both explicit and implicit in a text that involves cooperation among some components, it proposed to definition from Tarigan (2009: 2) citied in Lustyantie (2015: 226). It states that the reader needs several components to understand the ideas of the text, such as vocabulary, fluency, and comprehension.

From those statements, the writer can be concluded that the reader can interpret and analyze the text to get information from the text. In addition, the readers should be able to interact with a text and to produce the meaning, so a reader can get the message on the text that the author put into it. In order to understand the content of the text the reader applies the reading purposes and technique while reading process occurs.

2. Types of Reading

There are four types of reading. According to Urquhart & Weir (1998) citied in Alshammari (2015: 2). The types of reading as follows:

a. Scanning

Scanning is a process of going quickly through a text to find specific information, such as specific figures, names and phrases.

b. Skimming

Skimming is a process to a quick reading through a text to get the gist or to establish an overall impression about the topic and the conclusion. c. Intensive Reading

Intensive reading refers to read in detail. In this reading, the reader may read shorter text to extract specific information or may try to analyze or recognize the content and the organization of text being read.

d. Extensive Reading

Extensive reading refers to read an entire text. It is usually for enjoyment, such as, short novels, stories or plays. This is a fluency reading, which usually ends in constructing a general information.

From those statements, the writer concludes that the types of reading are skimming, scanning, intensive reading and extensive reading. It indicates that types of reading can be used by the students to comprehend the descriptive text.

3. The Purpose of Reading

There are at least five main purposes for comprehensive reading. According to Mahmoed (1992:103), the purpose of reading as follows:

a. Reading for pleasure

The reader read for many pleasurable reasons. It includes reading novels, newspapers and magazine. This purpose is a slower form of reading, which allows the reader to imagine the scenery and to ponder the background and characters with appreciation and enjoyment. b. Reading for Specific Information

Reading for specific information is a general form of reading used to find specific or limited information. This purpose involves looking for specific information and discovering it quickly. Such as look up a number in the telephone book and a word in the dictionary.

c. Reading for Application

Reading for application is used to complete a special task. This type of reading may consist of following instruction to make or fix something in reading a cake recipe.

d. Reading for Understanding

Reading for understanding needs comprehension of the relationship between the information introduced and overall knowledge of the subject. It needs understanding the relationship of topics to sentences, the main ideas and paragraphs.

e. Reading for Ideas

This type of reading needs paying special attention to main ideas, concepts and the nature of the presented information. The reader skims the major topics, headings, conclusions, and illustrations to get a general idea of the content.

Based on definition above, reading is very important for students, they get information not only from the school but students can get information or knowledge from memos, letters, bulletins and magazine.

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4. Reading Comprehension

Reading comprehension is the ability to read the text in understanding the meaning from written text and interpret the information appropriately. Grabe & Stoller (2002: 17) define reading comprehension as the ability to understand a written text by extracting required information and interpreting the information properly.

Reading comprehension is to get ideas of the written text and use the strategies that helps the readers to understand the text (Sheng, 2000). It means that the readers should use appropriate strategies to comprehend written text in getting message of the text.

In addition, Snow (2002: 11) says that reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language.

From those statements, it can be concluded that reading comprehension is a process of reading in which the reader to extract the required information from written text as efficiently as possible, finding the information quickly and ignoring irrelevant information. In order to comprehend written text the readers use a variety of strategies while reading process occurs.

B. Descriptive Text

1. Definition of Descriptive Text

In English, there are thirteen texts. One of them is descriptive text. Descriptive text is one of the text genres that should be learnt by the students. The students learn how to comprehend a descriptive text which contains information. This text is aimed to give description of things, animal or human, place or certain place.

Descriptive text is kind of the text to describe a particular person, place or things (Mukarto, 2007:140). Morover, Pardiyono (2007:34) mentions that description is a type written text which has specific function to describe about an object.

From those statements, it can be concluded descriptive text is one of genres which provides a specific subject description about what a person or a thing is like. Its purpose is to describe someone, something or place.

2. Generic Structure of Descriptive Text

In learning descriptive text, the students should master the generic structure of descriptive text before they write a descriptive text. The generic structure follows some particular stages, they are identification, description, and conclusion (optional). Each text has its own generic structure.

Generic structure of descriptive text has two main parts. They are identification and description. According to Mukarto (2007: 140), generic structure of descriptive text as follows: 1. Identification

Introduction of place, person or things to be described in general.

2. Description

This part is to describe qualities, parts and characteristics of the person, place or thing.

Based on statement above, the writer concludes that generic structure of descriptive text consists of two main points, they are identification and description. Identification introduces who, where, or what to be described in general. Description describes the object more specific about physically, personality, circumstances, taste and feeling related to object.

3. Grammatical Feature of Descriptive Text

There are several grammatical features in descriptive text. According to Hammond (1992) as follows:

- Focus on specific participants (my English teacher, Andini's cat, my favorite place).
- 2. Use of simple present tense.
- Use of verbs being and having (My mom is really cool, She has long black hair).
- 4. Use of adjectives (strong legs, white fangs.)
- 5. Use of detailed Noun Phrase to give information about the subject (a very beautiful scenery, a sweet young lady, very thick fur).
- 6. Use of action verbs (it eats grass, it runs fast).

- 7. Use of adverbials to give additional information about behavior (fast, at tree house).
- 8. Use of figurative language (John is as white as chalk).

The grammatical features have been mentioned above are used as one of characteristics of the differences between descriptive text and other texts. The grammatical features can help students as a guidance in comprehending the text.

C. Course Review Horay

1. Definition of Course Review Horay

A teacher should have various techniques in delivering the material in order to make the students enjoy the lesson. According to Kurniasih and Sani (2015: 80) *Course Review Horay* is one of innovative method of cooperative learning model. It is expected to make condition of class become fun and the students can active in accomplishing their works. This technique also examines the students' understanding in the learning process.

Course Review Horay have several excesses. According to Huda (2013: 231), they are:

- Course Review Horay makes students more enthusiasm, It caused the atmosphere of classroom does not monotonous when learning process occurs.
- 2. This technique has interest structure in the learning process.

3. The technique can improve students' skill in learning process with the others.

From those statements, the writer can be concluded that the students can learn actively and expected that they can get a high score by using Course Review Horay. This technique can also effective for the students to make them feel enjoyable while getting involved in learning process.

2. Procedure of Course Review Horay

There are several steps of course review horay. According to Shoimin (2014: 55) explains that steps in course review horay as follows:

- 1. The teacher delivers the competency to be achieved.
- 2. The teacher demonstrates or presents appropriate material topic that is being taught.
- 3. The students are given the opportunity to ask about material topic which is presented by the teacher.
- 4. To test comprehension, students were told to make box answer which contains nine or ten boxes. Each box is filled with a number that corresponds' tastes of each students.
- 5. The teacher reads the questions randomly and the students write the answer in the box whose number is mentioned the teacher. A question which has been read out directly is discussed, if properly filled correctly mark ($\sqrt{}$) and one filled with a cross (x). Here takes

the honesty of the students who had answered incorrectly or correctly.

- The students who have got marks (√) vertically or horizontally or diagonally must immediately shout "horay" or other yell.
- 7. Values calculated from the students' correct answer and the number of obtained horay.
- 8. Concluding the discussion.

The implementation of Course Review Horay are:

- a) The students is divided into 5 groups, every groups consist of 5-6 students.
- b) The researcher gives a time for students to read, understand and discussion about the text.
- c) After they have read, the researcher reads the questions randomly. In one group will be read twice of questions, then continued by another group, and so on.
- d) If the students write answer correctly, they will get a checklist and for the students who get checklist ($\sqrt{}$) vertically they should be shouted "horay" or other yell.

From the explanation, the writer concludes that procedures of Course Review Horay technique is used to help the teacher in conducting the technique. Using this technique, the students may train cooperation in resolving problems with the formation of the group.

D. Related Research

There are three research related to this research, the first is written by Sinta Purwatiningsih (2016)entitled "Improving Students' Reading Comprehension Through Course Review Horay (CRH) Method." This research focuses on improving students' reading comprehension through Course Review Horay method of recount text. The method of this research was classroom action research which consist of two cycles. The research conducted at Eighth Grade Students of Mts Matholi'ul Ulum Pucakwangi -Pati in the Academic Year of 2015/2016. Based on the observation of the researcher during learning and teaching process, the students were difficult to understand the text and reading fluency. However, the result showed that the implementation of course review horay improved students' reading comprehension. The mean score of teaching without course review horay was 76.58, it improved to 87.5% by using course review horay.

The second research is written by Geeny Tias (2014) entitled "The Effect of Course Review Horay (CRH) in Teaching Reading Comprehension." The research conducted at 7th grade students SMP Muhammadiyah 4 Giri. This research aimed to know how the significant effect in Descriptive text by using course review horay. The result showed that the implementation of course review horay improved students' reading comprehension. The mean score of pre-test was 54.39 and it improved to 59.85 in post-test after using course review horay. The last research is written by Reny Listiyaningrum (2013) entitled "Improving Reading Skill Using Course Review Horay Method in English Teaching." The research conducted at tenth grade in SMA Muhammadiyah 1 Ponorogo in academic year 2013/2014. The method of this research was a classroom action using CRH method. The result of the study indicated that Course Review Horay improves the reading skill in English teaching. The improvement can be identified from students' reading achievement. The percentage from the total of observation check list was 43.48% in cycle I up to 91.30% in cycle II after using course review horay.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method and Design

Based on the investigation, Pre-Experimental method and One Group Pretest-Posttest design was used by the writer in this research. The method and design were adapted from Sugiyono (2015: 75) as follow:

$$O_1 \ X \ O_2$$

Notes:

O₁: Pretest on reading comprehension before the treatment.

O₂: Posttest on reading comprehension after the treatment.

X : The treatment (using Course Review Horay)

In this research, the writer used one class as a sample. At the beginning of the research, the sample was given pretest to identify background knowledge of the students about their reading comprehension. O_1 was used as a symbol of result of the pretest. Next, the students as the sample were given a Descriptive text by using Course Review Horay technique as the treatment (X) in teaching learning process. The treatments were conducted three times to the class. At the end of teaching learning process, a posttest was given to find out the effect of Course Review Horay technique in enhancing students' reading comprehension. The symbol of O_2 was used as the posttest result.

B. Population and Sample

The population of the research was the seventh grade students of SMP Negeri 7 Sukabumi. It is located at Jl. Caringin Ngumbang No. 6 Kecamatan Warudoyong Kota Sukabumi. There were six classes of the seventh grade namely 7A-7F. Each class consists of 26-28 students, so there were 162 students of total number on seventh grade. In conducting the research, the purposive sampling was used to get the sample. As a result, there was one group of 7D class chosen as a sample consists of 26 students.

C. Research Instrument

The instrument was used in this research is descriptive text in the form of multiple choice. Descriptive text was used as the instrument in this research to measure about students' reading comprehension. The students were asked to answer all of questions given based on the Descriptive texts. The reading test focuses on skimming and scanning skills, vocabulary and reference. The reading texts were selected from students' book in the first grade of Junior High School and students worksheet books. There were 15 descriptive texts for the test. The texts were as follows.

- Pre-test : My Math Teacher, Jellyfish, My New Backpack, The Houses of the Toraja, Wingo Island, My Hotel, and Singapore.
- Post-test : Sampras and Friends, My House, My Pet, Mr. Solihin, Doraemon, The Bag, My Brother's favorite "slingshot" and New Bag Organizer.

In measuring students' reading test score, the writer used number right scoring in conventional scoring method. Multiple choice tests have been scored using a conventional number right (NR) scoring method (Bereby-Meyer et al., 2002; Kurz, 1999). Correct answers were scored with a positive value, incorrect answers and absent or omitted answers with a value of zero. Final score established time by hundred and divided by total of scoring. A number of total score was one hundred. So, the maximum score for each student was one hundred.

D. Technique for Collecting Data

There were some steps in collecting data. First, the pretest was given to the group to know students' reading comprehension of descriptive text. The students have to answer 20 items about the descriptive text. Second, the writer gave treatment three times by the writer using Course Review Horay technique. During the treatments, the students were given exercise of descriptive text which consist of skimming, scanning, vocabulary and reference. Last, after the treatments were done, there were 20 multiple choice items were given to the students in the posttest to find out the effect of Course Review Horay on students' reading comprehension.

E. Data Analysis

To observe the result after giving treatment on students' reading comprehension, t-test was used to calculate it. The t-test was used to analyze data of pre-test and post-test result. The following formulas were taken from Supardi (2013: 325). The processes were shown below.

1. Calculating Gain (d)

$$d = [y - x]$$

- Y = the post-test result of one student
- X = the pre-test result of one student

The formula is calculated to find out gap between the post-test result and the pre-test result of one student's reading comprehension.

2. Calculating Mean of gain (M_d)

$$M_d = \frac{\sum d}{n}$$

$$M_d$$
 = Mean of gain

- $\sum_d =$ Sum of gain
- n = total of sample

Calculating Mean of gain is to determine the average of gain the result Y (posttest) minus X (pretest).

3. Calculating t-test

$$t = \frac{M_d}{\sqrt{\frac{\sum x_d^2}{n(n-1)}}}$$

t = t-test

 M_d = Mean of gain

 $\Sigma \boldsymbol{\chi}_d = \text{Deviation of gain score} (\boldsymbol{\chi}_d = d_1 - M_d)$

 $\Sigma \chi_d^2$ = Quadrate deviation of gain score

n = total of sample

Calculating the t-test was used to find out t-test value. After finding the mean and deviation.

4. Testing the Hypothesis

The formula degree of freedom is taken from Arikunto (2014: 350):

$$df = N - 1$$

df : degree of freedom

N : Total number of sample

The degree of freedom was calculated after the t-test value is find out. It was intended to find out the t-table value. The formula was used to compare and test the hypothesis by knowing the result of t_{cal} and t_{tab} .

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

The research was conducted to the first grade students of *SMP Negeri 7 Sukabumi*. It was started from 18th March to 5th April 2019. 7D class chosen as a sample to conduct this research consist of 26 students. In collecting the data, reading comprehension test was given before the treatments to the students. The data were analyzed to find out the result of pre-test and post-test. T-test formula is used for analyzing the data.

1. The Result of Pretest and Posttest Scores

In this research, the data are collected by giving two tests. The pretest was given before the treatments. Meanwhile, the posttest is the test that given after the treatments. The pretest and posttest consist of 20 multiple choice items of descriptive text. The following table shows the pretest and posttest scores of students' reading comprehension test.

	Respondents	Pretest	Posttest	d (Y-X)	Xd	Xd ²
No.		X	Y			
1.	AMPF	55	80	25	4.4	19.36
2.	ADK	55	70	15	-5.6	31.36
3.	ASN	60	85	25	4.4	19.36
4.	EDL	55	80	25	4.4	19.36
5.	EG	70	70	0	-20.6	424.36
6.	FFG	45	65	20	-0.6	0.36
7.	FFD	65	85	20	-0.6	0.36

Table 4.1The Pretest and Posttest Scores

8.	FR	40	70	30	9.4	88.36
9.	IM	50	70	20	-0.6	0.36
10.	JSS	50	75	25	4.4	19.36
11.	KAS	55	70	15	-5.6	31.36
12.	MSR	35	65	30	9.4	88.36
13.	MN	50	70	20	-0.6	0.36
14.	MAN	35	60	25	4.4	19.36
15.	NNY	60	70	10	-10.6	112.36
16.	OFH	65	85	20	-0.6	0.36
17.	PAS	55	70	15	-5.6	31.36
18.	RR	45	65	20	-0.6	0.36
19.	RDS	55	80	25	4.4	19.36
20.	RA	70	85	15	-5.6	31.36
21.	RSI	50	80	30	9.4	88.36
22.	SAS	65	90	25	4.4	19.36
23.	SN	35	55	20	-0.6	0.36
24.	UR	50	75	25	4.4	19.36
25.	YIM	65	75	10	-10.6	112.36
26.	MT	60	85	25	4.4	19.36
		1395	1930	535		1216.36
	N=26			20.6		

Table 4.1 shows the result of pretest and posttest's score. The total value of pretest is 1395 and the total value of posttest is 1930. Moreover, the total value of calculating gain (d) between pretest and posttest is 535 with the mean of gain is 20.6. The calculating of gain is used for finding the value of Xd.

2. Calculating Frequency Distribution of Pretest

The writer gave reading comprehension test to the students. The test is multiple choice, with 20 items. From the result of pretest, the
highest score is 70 and the lowest score is 35. The scores of pretest are shown in the table of frequency distribution as follows:

Class Interval	Class Boundary	Midpoint	f-absolute	f-relative
35 - 40	34.5 - 40.5	37.5	4	15%
41 - 46	40.5 - 46.5	43.5	2	8%
47 - 52	46.5 - 52.5	49.5	5	19%
53 - 58	52.5 - 58.5	55.5	6	23%
59 - 64	58.5 - 64.5	61.5	3	12%
65 - 70	64.5 - 70.5	67.5	6	23%
	Total		N = 26	100%

Table 4.2Frequency Distribution of Pretest Scores (X)

The table 4.2 shows that the calculation of frequency distribution of pretest. Interval class is the students' score of reading test, boundary class is the limitation of students' reading pretest score, midpoint is the middle point of the range scores, f absolute is frequency of variable X, f relative is number percentage, and N is the total of respondents.

Based on the frequency distribution in Table 4.2, students' pretest score in range 35-40 is in the mount of 15% with the total of students are four students. At range 41-46 is in the mount of 8%, there are two students. Then, at range 47-52 is in the mount of 19% with the total of students are five students. Next, at range 53-58 is in the mount of 23%, there are six students. After that, at range 59-64 is in the mount of 12% with the total of students are three students. Last, at range 65-70 is in the mount of 23%, there are six students. Here is the histogram and polygon graph of pretest score can be seen at the figure below.



Figure 4.1. Histogram and Polygon Graph of Pretest

From the histogram and polygon graph above, the highest bar shows most of students get the score at range 52.5 and 64.5, there are six students. In the lowest bar shows least of students get score at range 40.5 with the total of students are two students.

3. Calculating Frequency Distribution of Posttest

In the pretest, the highest score is 70 and the lowest score of pretest is 35. After giving three treatments, the highest score of posttest is 90 and the lowest score is 55. It shows that the result of posttest score is higher than pretest score. Based on data, the scores of posttest are presented in the table of frequency distribution. The scores are shown in the following table.

Class Interval	Class Boundary	Midpoint	f-absolute	f-relative
55 - 60	54.5 - 60.5	57.5	2	8%
61 - 66	60.5 - 66.5	63.5	3	12%
67 - 72	66.5 - 72.5	69.5	8	31%
73 - 78	72.5 - 78.5	75.5	3	12%
79 - 84	78.5 - 84.5	81.5	4	15%
85 - 90	84.5 - 90.5	87.5	6	23%
	Total		N = 26	100%

Table 4.3Frequency Distributions of Posttest Scores (X)

From Table 4.3, it shows the table frequency distribution of posttest score. The score of students' reading posttest at range 55-60 is in the mount of 8% with the total of students are two students. At range 61-66 is in the mount of 12% with the total of students are three students. Then, at range 67-72 is in the mount of 31%, there are eight students. Next, at range 73-78 is in the mount of 12%, there are three students. After that, at range 79-84 is in the mount of 15% with the total of students are four students. Last, at range 85-90 is in the mount of 23%, with the total of students are six students. Based on data above, the histogram and polygon of posttest score can be seen at the figure below.



Figure 4.2. Histogram and Polygon Graph of Posttest

Graph 4.2 is the histogram and polygon of posttest's result in students' reading comprehension test. It is described the score by interpreting the score including the lower and the higher score.

Based on the graph above, it can be seen the different heights of each bar in the graph while each bar presents frequency of the data. The highest bar shows most of students' score at range 66.5 with the total of students are eight students. The lowest bar shows least of students at range 54.5, there are two students.

4. Calculating the Mean of Gain

Calculating mean of gain is to find out the average of Gain's (the result of posttest minus pretest), total score of gain (d) divided by the total of sample (n). It is calculated as follows.

$$M_d = \frac{\Sigma_d}{n}$$
$$M_d = \frac{535}{26}$$
$$= 20.6$$

The value of 20.6 is the average of gain in reading pretest and posttest scores. It is used to calculate the deviation of gain and the t-test.

5. Calculating Deviation of Gain

Calculating deviation of Gain (Xd) is to intend every gap score between Gain and mean of Gain. The score of deviation of Gain should be counted one by one based on the total number of sample, which is calculated of the one sample as follows.

$$d = \text{Posttest} - \text{Pretest}$$

= 80 - 55= 25Xd = d - Xd= 25 - 20.6= 4.4

The value of 4.4 is the gap score between gain and mean of gain in reading pretest and posttest scores.

6. Calculating the t-test

After finding the mean and deviation, the writer needed to calculate the t-test to find out t-test value. The calculation is as follows.

$$t = \frac{M_d}{\sqrt{\frac{\Sigma x_d^2}{n(n-1)}}}$$
$$= \frac{20.6}{\sqrt{\frac{1216.36}{26(26-1)}}}$$
$$= \frac{20.6}{\sqrt{\frac{1216.36}{650}}}$$
$$= \frac{20.6}{\sqrt{1.87}}$$
$$= \frac{20.6}{1.37}$$
$$= 15.04$$

From the above calculation, the value of 15.04 is the result of t test in reading pretest and posttest scores. After that, the result then compared with the result of the degree of freedom. It is used to determine whether the alternative hypothesis rejected or accepted.

7. Finding Degree of Freedom and Testing Hypothesis

The degree of freedom was calculated after t-test value was found out. It was completed to investigate whether Course Review Horay affects students' reading comprehension or not. The calculation is as follows.

$$df = n - 1$$
$$= 26 - 1$$

= 25

The result shows that the degree of freedom is 25. Based on t-table, the degree of freedom 25 at significant level 0.05 is 2.06 while at the level significant of 0.01 is 2.79.

Based on the calculation, it was found out that calculated was 15.04. The value of degree of freedom (*df*) value was 25, and the list of t-table value at significant level 0.05 was 2.06 and at significant level 0.01 is 2.79. The result of the test can be shown as 2.79 < 15.04 > 2.06. It means that the value of t-table is lower than the value of t-calculated. It can be concluded that the alternative hypothesis (*Ha*) is accepted and the null hypothesis (*Ho*) is rejected.

B. Discussion

In conducting this research, some tests and treatments in reading comprehension were conducted by the writer. First, the students were given pretest, and the students were asked to answer 20 multiple choice items that consist of skimming and scanning skills, reference and vocabulary. Second, Course Review Horay was applied as the treatment for three times. The last, the students were given 20 multiple choice items of descriptive text as posttest.

In applying Course Review Horay technique, there are several steps that were used by teacher. First, teaching material about descriptive text were explained by teacher to students. Second, students were divided into 5 groups. Third, they were given a descriptive text. Then, the students were given a time to read, understand and discussion about the text. After they have read, teacher read the questions randomly to measure students' understanding about the material. Last, the students who answer correctly and get a checklist in a paper, they have to shout "horay" or other yells. In the first meeting, the students comprehend a descriptive text about things, the title is my favorite shoes. The text has two paragraphs. Then, in second meeting, they comprehend text about people, the title is my mother. The last topic, the students comprehend descriptive text about animal, the title is my favorite pet.

From the calculation, it was found that mean of difference was 20.6 with the total of degree of deviation difference is 1216.36. The t-test value that writer got is 15.04 with the degree of freedom is 25. The value of t-table on df25 with the level of significance 0.05 is 2.06 while the level of significance 0.01 is 2.79. The result of the test can be described as 2.79 < 15.04 > 2.06. The value of t-calculated is higher than t-table. So, the alternative hypothesis (*Ha*) is accepted and null hypothesis (*Ho*) is rejected. It means the use of Course Review Horay technique is effective to help the students in reading comprehension.

The writer took the data from the pretest and posttest scores. Before the instruments were given to the students, she tried to test the validity and reliability of the instruments used SPSS Statistic application. After the data were collected, the results were calculated by using t-test formula. Firstly, the writer calculated the difference of pretest and posttest scores. Then, she counted the mean and deviation of difference. After finding the mean and deviation of difference, she calculated t-test to find out t-test value. In addition, the writer also calculated the degree of freedom to find t-table value and stated the hypothesis. The research finding showed that there were different results of the students' scores between the pretest and the posttest. The posttest scores were higher than the pretest and the comparison was so far.

The research finding also showed significant differences of the students' scores between the pretest and the posttest. The result is relevant to Kurniasih and Sani (2015: 80) who defines that *Course Review Horay* is one of innovative method of cooperative learning model that make condition of class become fun and the students active in the class. It also examines the students understanding the text easier.

In this technique, the students used skimming and scanning skills to get some information and understand the text. It can be proved when Course Review Horay technique is applied at *SMP Negeri 7 Sukabumi*. The students that are taught by Course Review Horay technique were easy to understand the text and make the learning process more interesting. It can be seen from the result that post-test score is higher than pre-test score. It means that Course Review Horay technique affects students' reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research finding and discussion of the chapter IV, the researcher found that the implementation of *Course Review Horay* technique for the first grade of 7D *SMP Negeri 7 Sukabumi* have increased students' understanding about the text in English. It can be showed by differences between reading pretest and posttest score. In reading pretest to know students' reading comprehension, the test consist 20 items. After data calculated, it was found that the lowest score is 35 and highest score is 70. In reading posttest to measure students' reading comprehension, the test consist of 20 items. After data gained, it was found that the lowest score is 55 and highest score is 90.

The result of the research showed that the t-test value is higher than ttable which was proved by the t-test value was 15.04 with the degree of freedom was 25. The t-table value at significant level 0.05 was 2.06. It indicates, the alternative hypothesis (*Ha*) was accepted because value of tcalculated (15.04) was higher than t-table value (2.06). In conclusion, by applying *Course Review Horay* technique, it can be used as the technique to make students comprehend the English text easier and it is effective to teach students in reading comprehension.

B. Suggestion

Based on the result of study and conclusion above, the use *Course Review Horay* technique enhances students' reading comprehension. Nevertheless, the writer finds some hurdles in applying the technique. First, the technique needs long time to be applied, because the teacher should explain about the material in the previous meeting. So, the teacher should continue using *Course Review Horay* to get the best result.

Second few students are not enthusiasm. So that the teacher should use media in applying *Course Review Horay* to deliver material. Using media can help the students in learning, comprehending, and memorizing the material.

For the next researchers, they should well prepare and control the students before applying *Course Review Horay*. The writer also suggests them to investigate the other skill such as speaking with different framework and design. It is because the technique can improve the skill as well.

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APPENDICES



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14 Maret 2019

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Atas perhatian dan bantum Bapak/Ibu, kami urapkan terirmi kasih.





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-		N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13	N14	N15	N16	N17	N18	N19	N20	N21	N22
N1	Pearson Correlation	1	.145	.168	.418	.915	.336	.915	.840**	.418	.449 [*]	046	.315	.274	.081	.016	129	.636**	.632**	.718**	046	.632**	.265
	Sig. (2-tailed)		.489	.421	.038	.000	.100	.000	.000	.038	.025	.828	.125	.184	.701	.939	.540	.001	.001	.000	.828	.001	.201
	Ν	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
N2	Pearson Correlation	.145	1	.214	.693**	.089	.603**	.089	.036	.693	.145	.008	.582**	.318	237	.067	312	029	.145	.206	190	.145	046
	Sig. (2-tailed)	.489		.305	.000	.672	.001	.672	.863	.000	.489	.970	.002	.121	.254	.751	.129	.890	.489	.322	.362	.489	.828
	Ν	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
N3	Pearson Correlation	.168	.214	1	.266	.127	.214	.127	.089	.266	.402	029	.089	.175	065	.010	218	.405 [*]	.168	.214	.457 [*]	.168	299
	Sig. (2-tailed)	.421	.305		.199	.544	.305	.544	.672	.199	.046	.890	.672	.404	.756	.961	.295	.045	.421	.305	.022	.421	.146
	Ν	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
N4	Pearson Correlation	.418	.693	.266	1	.359	.901	.359	.306	1.000_	.217	142	.497	.369	.016	096	281	.010	.418 [*]	.484 [*]	142	.418 [*]	.217
	Sig. (2-tailed)	.038	.000	.199		.078	.000	.078	.137	.000	.298	.499	.011	.070	.939	.646	.174	.961	.038	.014	.499	.038	.298
	Ν	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
N5	Pearson Correlation	.915	.089	.127	.359	1	.275	.826	.748	.359	.379	097	.238	.236	.021	031	167	.582**	.557**	.646**	.089	.557**	.379
	Sig. (2-tailed)	.000	.672	.544	.078		.184	.000	.000	.078	.062	.646	.252	.256	.919	.882	.426	.002	.004	.000	.672	.004	.062
	Ν	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
N6	Pearson Correlation	.336	.603	.214	.901	.275	1	.275	.218	.901	.145	.008	.400 [°]	.318	046	142	312	029	.336	.405	190	.336	.145
	Sig. (2-tailed)	.100	.001	.305	.000	.184		.184	.295	.000	.489	.970	.048	.121	.828	.499	.129	.890	.100	.045	.362	.100	.489
	Ν	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
N7	Pearson Correlation	.915	.089	.127	.359	.826	.275	1	.919	.359	.379	097	.238	.236	.021	031	167	.582	.736	.646	097	.557**	.200
	Sig. (2-tailed)	.000	.672	.544	.078	.000	.184		.000	.078	.062	.646	.252	.256	.919	.882	.426	.002	.000	.000	.646	.004	.338
	Ν	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
N8	Pearson Correlation	.840**	.036	.089	.306	.748	.218	.919	1	.306	.315	145	.167	.201	.140	.115	.000	.535**	.840**	.582**	145	.490 [*]	.140
	Sig. (2-tailed)	.000	.863	.672	.137	.000	.295	.000		.137	.125	.488	.426	.335	.504	.585	1.000	.006	.000	.002	.488	.013	.504

VALIDASI INSTRUMEN PRETEST

Correlations

	Ν	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
N9	Pearson Correlation	.418 [*]	.693**	.266	1.000 *	.359	.901**	.359	.306	1	.217	142	.497 [*]	.369	.016	096	281	.010	.418 [*]	.484 [*]	142	.418 [*]	.217
	Sig. (2-tailed)	.038	.000	.199	.000	.078	.000	.078	.137		.298	.499	.011	.070	.939	.646	.174	.961	.038	.014	.499	.038	.298
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
N10	Pearson Correlation	.449	.145	.402	.217	.379	.145	.379	.315	.217	1	.145	.665	.538	103	.016	343	.402 [*]	.265	.336	.145	.449 [*]	.081
	Sig. (2-tailed)	.025	.489	.046	.298	.062	.489	.062	.125	.298		.489	.000	.006	.624	.939	.093	.046	.201	.100	.489	.025	.701
	Ν	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
N11	Pearson Correlation	046	.008	029	142	097	.008	097	145	142	.145	1	.218	.044	- .428 [*]	142	089	029	428 [*]	389	190	428 [*]	237
	Sig. (2-tailed)	.828	.970	.890	.499	.646	.970	.646	.488	.499	.489		.295	.835	.033	.499	.672	.890	.033	.055	.362	.033	.254
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
N12	Pearson Correlation	.315	.582**	.089	.497 [*]	.238	.400 [*]	.238	.167	.497 [*]	.665*	.218	1	.452 [*]	210	076	408 [*]	.089	.140	.218	145	.315	.140
	Sig. (2-tailed)	.125	.002	.672	.011	.252	.048	.252	.426	.011	.000	.295		.023	.314	.716	.043	.672	.504	.295	.488	.125	.504
	Ν	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
N13	Pearson Correlation	.274	.318	.175	.369	.236	.318	.236	.201	.369	.538 *	.044	.452 [*]	1	.274	.369	185	.175	.274	.318	.044	.274	.011
	Sig. (2-tailed)	.184	.121	.404	.070	.256	.121	.256	.335	.070	.006	.835	.023	ı	.184	.070	.377	.404	.184	.121	.835	.184	.960
	Ν	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
N14	Pearson Correlation	.081	237	065	.016	.021	046	.021	.140	.016	103	428 [*]	210	.274	1	.418 [*]	.300	.168	.265	.145	.336	.081	.265
	Sig. (2-tailed)	.701	.254	.756	.939	.919	.828	.919	.504	.939	.624	.033	.314	.184		.038	.145	.421	.201	.489	.100	.701	.201
	Ν	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
N15	Pearson Correlation	.016	.067	.010	096	031	142	031	.115	096	.016	142	076	.369	.418 [*]	1	.421 ้	.266	.217	.067	142	.016	385
	Sig. (2-tailed)	.939	.751	.961	.646	.882	.499	.882	.585	.646	.939	.499	.716	.070	.038		.036	.199	.298	.751	.499	.939	.057
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
N16	Pearson Correlation	129	312	218	281	167	312	167	.000	281	343	089	408 [*]	185	.300	.421	1	.055	.086	089	089	129	129
	Sig. (2-tailed)	.540	.129	.295	.174	.426	.129	.426	1.000	.174	.093	.672	.043	.377	.145	.036		.796	.684	.672	.672	.540	.540
	Ν	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25

N17	Pearson Correlation	.636**	029	.405 [*]	.010	.582**	029	.582**	.535**	.010	.402 [*]	029	.089	.175	.168	.266	.055	1	.402	.457 [*]	.214	.402*	065
	Sig. (2-tailed)	.001	.890	.045	.961	.002	.890	.002	.006	.961	.046	.890	.672	.404	.421	.199	.796		.046	.022	.305	.046	.756
	Ν	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
N18	Pearson Correlation	.632	.145	.168	.418	.557	.336	.736	.840	.418	.265	428	.140	.274	.265	.217	.086	.402 [*]	1	.718 ^{**}	046	.632**	.081
	Sig. (2-tailed)	.001	.489	.421	.038	.004	.100	.000	.000	.038	.201	.033	.504	.184	.201	.298	.684	.046		.000	.828	.001	.701
	Ν	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
N19	Pearson Correlation	.718	.206	.214	.484	.646	.405	.646	.582	.484	.336	389	.218	.318	.145	.067	089	.457	.718 ^{**}	1	.008	.909**	.145
	Sig. (2-tailed)	.000	.322	.305	.014	.000	.045	.000	.002	.014	.100	.055	.295	.121	.489	.751	.672	.022	.000		.970	.000	.489
	Ν	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
N20	Pearson Correlation	046	190	.457	142	.089	190	097	145	142	.145	190	145	.044	.336	142	089	.214	046	.008	1	046	.336
	Sig. (2-tailed)	.828	.362	.022	.499	.672	.362	.646	.488	.499	.489	.362	.488	.835	.100	.499	.672	.305	.828	.970		.828	.100
	Ν	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
N21	Pearson Correlation	.632**	.145	.168	.418	.557**	.336	.557**	.490	.418	.449 [*]	428 [*]	.315	.274	.081	.016	129	.402 [*]	.632**	.909**	046	1	.081
	Sig. (2-tailed)	.001	.489	.421	.038	.004	.100	.004	.013	.038	.025	.033	.125	.184	.701	.939	.540	.046	.001	.000	.828		.701
	Ν	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
N22	Pearson Correlation	.265	046	299	.217	.379	.145	.200	.140	.217	.081	237	.140	.011	.265	385	129	065	.081	.145	.336	.081	1
	Sig. (2-tailed)	.201	.828	.146	.298	.062	.489	.338	.504	.298	.701	.254	.504	.960	.201	.057	.540	.756	.701	.489	.100	.701	
	Ν	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
N23	Pearson Correlation	1.000**	.145	.168	.418	.915	.336	.915**	.840	.418	.449 [*]	046	.315	.274	.081	.016	129	.636**	.632**	.718 ^{**}	046	.632**	.265
	Sig. (2-tailed)	.000	.489	.421	.038	.000	.100	.000	.000	.038	.025	.828	.125	.184	.701	.939	.540	.001	.001	.000	.828	.001	.201
	Ν	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
N24	Pearson Correlation	046	389	029	350	.089	389	.089	.036	350	046	.008	327	230	237	142	.356	.214	046	190	.206	237	.145
	Sig. (2-tailed)	.828	.055	.890	.086	.672	.055	.672	.863	.086	.828	.970	.110	.268	.254	.499	.080	.305	.828	.362	.322	.254	.489
	Ν	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
N25	Pearson Correlation	.774**	.165	.053	.257	.846	.165	.678**	.592	.257	.428 [*]	014	.263	.417	.083	.257	242	.492 [*]	.428 [*]	.524**	014	.428 [*]	.256
	Sig. (2-tailed)	.000	.430	.802	.216	.000	.430	.000	.002	.216	.033	.946	.204	.038	.694	.216	.244	.012	.033	.007	.946	.033	.217
	Ν	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
N26	Pearson Correlation	.557	.275	.127	.359	.653**	.275	.479 [*]	.408	.359	.379	282	.238	.492	.200	.359	167	.355	.557**	.646**	.089	.557**	.200
	Sig. (2-tailed)	.004	.184	.544	.078	.000	.184	.015	.043	.078	.062	.172	.252	.012	.338	.078	.426	.082	.004	.000	.672	.004	.338

	Ν	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
N27	Pearson Correlation	.632**	.527**	.168	.618 **	.557**	.527**	.557**	.490 [*]	.618**	.265	237	.490 [*]	.274	.081	.016	129	.402*	.632**	.718 ^{**}	046	.632**	.081
	Sig. (2-tailed)	.001	.007	.421	.001	.004	.007	.004	.013	.001	.201	.254	.013	.184	.701	.939	.540	.046	.001	.000	.828	.001	.701
	Ν	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
N28	Pearson Correlation	.217	.901**	.266	.781 **	.164	.693	.164	.115	.781 **	.016	142	.497 [*]	.081	185	096	281	.010	.217	.275	142	.217	.016
	Sig. (2-tailed)	.298	.000	.199	.000	.434	.000	.434	.585	.000	.939	.499	.011	.701	.377	.646	.174	.961	.298	.183	.499	.298	.939
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
N29	Pearson Correlation	.145	1.000 *	.214	.693	.089	.603**	.089	.036	.693	.145	.008	.582	.318	237	.067	312	029	.145	.206	190	.145	046
																							1
	Sig. (2-tailed)	.489	.000	.305	.000	.672	.001	.672	.863	.000	.489	.970	.002	.121	.254	.751	.129	.890	.489	.322	.362	.489	.828
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
N30	Pearson Correlation	.915**	.089	.127	.359	.826	.460 [*]	.826	.748	.359	.379	.089	.238	.236	.021	031	167	.582**	.557**	.646**	097	.557**	.200
	Sig. (2-tailed)	.000	.672	.544	.078	.000	.021	.000	.000	.078	.062	.672	.252	.256	.919	.882	.426	.002	.004	.000	.646	.004	.338
	Ν	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Т	Pearson Correlation	.875	.456	.312	.680	.817**	.572**	.793	.732	.680**	.541	149	.508	.509	.144	.138	173	.581**	.726 ^{**}	.778 ^{**}	.044	.677**	.255
0											_			-									1
t al	Sig. (2-tailed)	.000	.022	.128	.000	.000	.003	.000	.000	.000	.005	.476	.010	.009	.493	.510	.407	.002	.000	.000	.835	.000	.218
ai	Ν	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25

				Corre	elations					
		N23	N24	N25	N26	N27	N28	N29	N30	Total
N1	Pearson Correlation	1.000**	046	.774**	.557**	.632**	.217	.145	.915	.875
	Sig. (2-tailed)	.000	.828	.000	.004	.001	.298	.489	.000	.000
	Ν	25	25	25	25	25	25	25	25	25
N2	Pearson Correlation	.145	389	.165	.275	.527	.901**	1.000**	.089	.456 [*]
	Sig. (2-tailed)	.489	.055	.430	.184	.007	.000	.000	.672	.022

	N	25	25	25	25	25	25	25	25	25
N3	Pearson Correlation	.168	029	.053	.127	.168	.266	.214	.127	.312
	Sig. (2-tailed)	.421	.890	.802	.544	.421	.199	.305	.544	.128
	Ν	25	25	25	25	25	25	25	25	25
N4	Pearson Correlation	.418 [*]	350	.257	.359	.618**	.781**	.693**	.359	.680**
	Sig. (2-tailed)	.038	.086	.216	.078	.001	.000	.000	.078	.000
	Ν	25	25	25	25	25	25	25	25	25
N5	Pearson Correlation	.915**	.089	.846**	.653	.557**	.164	.089	.826**	.817**
	Sig. (2-tailed)	.000	.672	.000	.000	.004	.434	.672	.000	.000
	Ν	25	25	25	25	25	25	25	25	25
N6	Pearson Correlation	.336	389	.165	.275	.527**	.693	.603	.460 [*]	.572**
	Sig. (2-tailed)	.100	.055	.430	.184	.007	.000	.001	.021	.003
	Ν	25	25	25	25	25	25	25	25	25
N7	Pearson Correlation	.915	.089	.678	.479	.557	.164	.089	.826	.793
	Sig. (2-tailed)	.000	.672	.000	.015	.004	.434	.672	.000	.000
	Ν	25	25	25	25	25	25	25	25	25
N8	Pearson Correlation	.840 ^{**}	.036	.592**	.408 [*]	.490 [*]	.115	.036	.748 ^{**}	.732
	Sig. (2-tailed)	.000	.863	.002	.043	.013	.585	.863	.000	.000
	Ν	25	25	25	25	25	25	25	25	25
N9	Pearson Correlation	.418	350	.257	.359	.618	.781	.693	.359	.680
	Sig. (2-tailed)	.038	.086	.216	.078	.001	.000	.000	.078	.000
	Ν	25	25	25	25	25	25	25	25	25

N10	Pearson Correlation	.449	046	.428	.379	.265	.016	.145	.379	.541	
	Sig. (2-tailed)	.025	.828	.033	.062	.201	.939	.489	.062	.005	
	Ν	25	25	25	25	25	25	25	25	25	
N11	Pearson Correlation	046	.008	014	282	237	142	.008	.089	149	
	Sig. (2-tailed)	.828	.970	.946	.172	.254	.499	.970	.672	.476	
	Ν	25	25	25	25	25	25	25	25	25	
N12	Pearson Correlation	.315	327	.263	.238	.490	.497	.582	.238	.508	
	Sig. (2-tailed)	.125	.110	.204	.252	.013	.011	.002	.252	.010	
	Ν	25	25	25	25	25	25	25	25	25	
N13	Pearson Correlation	.274	230	.417 [*]	.492 [*]	.274	.081	.318	.236	.509**	
	Sig. (2-tailed)	.184	.268	.038	.012	.184	.701	.121	.256	.009	
	Ν	25	25	25	25	25	25	25	25	25	
N14	Pearson Correlation	.081	237	.083	.200	.081	185	237	.021	.144	
	Sig. (2-tailed)	.701	.254	.694	.338	.701	.377	.254	.919	.493	
	Ν	25	25	25	25	25	25	25	25	25	
N15	Pearson Correlation	.016	142	.257	.359	.016	096	.067	031	.138	
	Sig. (2-tailed)	.939	.499	.216	.078	.939	.646	.751	.882	.510	
	Ν	25	25	25	25	25	25	25	25	25	
N16	Pearson Correlation	129	.356	242	167	129	281	312	167	173	
	Sig. (2-tailed)	.540	.080	.244	.426	.540	.174	.129	.426	.407	
	Ν	25	25	25	25	25	25	25	25	25	

N17	Pearson Correlation	.636	.214	.492	.355	.402	.010	029	.582	.581	
	Sig. (2-tailed)	.001	.305	.012	.082	.046	.961	.890	.002	.002	
	Ν	25	25	25	25	25	25	25	25	25	
N18	Pearson Correlation	.632**	046	.428 [*]	.557**	.632**	.217	.145	.557**	.726	
	Sig. (2-tailed)	.001	.828	.033	.004	.001	.298	.489	.004	.000	
	Ν	25	25	25	25	25	25	25	25	25	
N19	Pearson Correlation	.718	190	.524	.646	.718	.275	.206	.646	.778	
	Sig. (2-tailed)	.000	.362	.007	.000	.000	.183	.322	.000	.000	
	Ν	25	25	25	25	25	25	25	25	25	
N20	Pearson Correlation	046	.206	014	.089	046	142	190	097	.044	
	Sig. (2-tailed)	.828	.322	.946	.672	.828	.499	.362	.646	.835	
	Ν	25	25	25	25	25	25	25	25	25	
N21	Pearson Correlation	.632**	237	.428 [*]	.557	.632	.217	.145	.557	.677	
	Sig. (2-tailed)	.001	.254	.033	.004	.001	.298	.489	.004	.000	
	Ν	25	25	25	25	25	25	25	25	25	
N22	Pearson Correlation	.265	.145	.256	.200	.081	.016	046	.200	.255	
	Sig. (2-tailed)	.201	.489	.217	.338	.701	.939	.828	.338	.218	
	Ν	25	25	25	25	25	25	25	25	25	
N23	Pearson Correlation	1	046	.774	.557	.632	.217	.145	.915	.875	
	Sig. (2-tailed)		.828	.000	.004	.001	.298	.489	.000	.000	
	Ν	25	25	25	25	25	25	25	25	25	

N24	Pearson Correlation	046	1	014	097	237	350	389	097	137	
	Sig. (2-tailed)	.828		.946	.646	.254	.086	.055	.646	.515	
	Ν	25	25	25	25	25	25	25	25	25	
N25	Pearson Correlation	.774 ^{**}	014	1	.846**	.428 [*]	.068	.165	.678**	.736	
	Sig. (2-tailed)	.000	.946		.000	.033	.747	.430	.000	.000	
	Ν	25	25	25	25	25	25	25	25	25	
N26	Pearson Correlation	.557	097	.846	1	.557	.164	.275	.479	.720	
	Sig. (2-tailed)	.004	.646	.000		.004	.434	.184	.015	.000	
	Ν	25	25	25	25	25	25	25	25	25	
N27	Pearson Correlation	.632**	237	.428 [*]	.557**	1	.618**	.527**	.557**	.788	
	Sig. (2-tailed)	.001	.254	.033	.004		.001	.007	.004	.000	
	Ν	25	25	25	25	25	25	25	25	25	
N28	Pearson Correlation	.217	350	.068	.164	.618	1	.901**	.164	.477 [*]	
	Sig. (2-tailed)	.298	.086	.747	.434	.001		.000	.434	.016	
	Ν	25	25	25	25	25	25	25	25	25	
N29	Pearson Correlation	.145	389	.165	.275	.527**	.901**	1	.089	.456	
	Sig. (2-tailed)	.489	.055	.430	.184	.007	.000		.672	.022	
	Ν	25	25	25	25	25	25	25	25	25	
N30	Pearson Correlation	.915	097	.678	.479 [*]	.557**	.164	.089	1	.781	
	Sig. (2-tailed)	.000	.646	.000	.015	.004	.434	.672		.000	
	N	25	25	25	25	25	25	25	25	25	

Total Pearson Correlation	.875	137	.736	.720	.788	.477	.456	.781	1
Sig. (2-tailed)	.000	.515	.000	.000	.000	.016	.022	.000	
N	25	25	25	25	25	25	25	25	25

*. Correlation is significant at the 0.05 level (2-tailed). **. Correlation is significant at the 0.01 level (2-tailed).

RELIABILITAS INSTRUMEN PRETEST

Scale: ALL VARIABLES

Case Processing Summary

	-	Ν	%
Cases	Valid	25	100.0
	Excluded ^a	0	.0
	Total	25	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.903	30

N = 25 (Total of respondents)

r table = .396 (The value of product moment)

Cronbach's Alpha = .903

The value of Alpha > r table = .903 > .396

It can be concluded that the instrument is reliable.

VALIDASI INSTRUMEN POSTTEST

Correlations

-	-	N1	N2	N3	N4	N5	N6	N7	N8	N9	N10	N11	N12	N13	N14	N15	N16	N17	N18	N19	N20	N21	N22
N1	Pearson Correlation	1	230	417 [*]	.510	.428 [*]	.600**	.345	.263	053	417 [*]	.564**	007	.329	.194	.529	.510 *	.428 [*]	.513**	.435 [*]	.838**	.513**	.428 [*]
	Sig. (2- tailed)		.268	.038	.009	.033	.002	.092	.205	.802	.038	.003	.975	.108	.353	.007	.009	.033	.009	.030	.000	.009	.033
	Ν	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
N2	Pearson Correlation	230	1	075	272	250	212	327	140	089	075	408	153	153	127	196	272	298	230	140	230	.181	.140
	Sig. (2- tailed)	.268		.720	.188	.228	.308	.110	.504	.672	.720	.043	.465	.465	.544	.347	.188	.149	.268	.504	.268	.387	.504
	Ν	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
N3	Pearson Correlation	417 [^]	075	1	236	201	.108	.230	.011	.175	136	123	.236	021	.044	108	.021	011	.079	.011	169	169	011
	Sig. (2- tailed)	.038	.720		.256	.335	.606	.268	.960	.404	.516	.558	.256	.922	.835	.606	.922	.960	.706	.960	.420	.420	.960
	Ν	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
N4	Pearson Correlation	.510	272	236	1	.919**	.614**	.646**	.336	- .582 ^{**}	492 [*]	.667**	.042	.215	.097	.220	.653 ָ	.379	.678**	.336	.678**	.678**	.557**
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	Sig. (2- tailed)	.009	.188	.256		.000	.001	.000	.101	.002	.012	.000	.843	.301	.646	.290	.000	.062	.000	.101	.000	.000	.004
	Ν	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
N5	Pearson Correlation	.428	250	201	.919	1	.686	.582	.385	- .535 ^{**}	452 [°]	.612	.102	.102	.145	.131	.578 _	.490	.757	.385	.592**	.757**	.665**
	Sig. (2- tailed)	.033	.228	.335	.000		.000	.002	.057	.006	.023	.001	.627	.627	.488	.533	.002	.013	.000	.057	.002	.000	.000
	Ν	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
N6	Pearson Correlation	.600	212	.108	.614	.686	1	.649	.487	236	384	.320	.220	.220	.421	.282	.614 _.	.542	.923	.487 [*]	.761**	.761**	.542**
	Sig. (2- tailed)	.002	.308	.606	.001	.000		.000	.013	.256	.058	.119	.290	.290	.036	.172	.001	.005	.000	.013	.000	.000	.005
	Ν	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
N7	Pearson Correlation	.345	327	.230	.646	.582	.649	1	.237	457 [°]	318	.579	.282	.097	.190	.064	.460	.145	.704	.237	.524	.345	.527**
	Sig. (2- tailed)	.092	.110	.268	.000	.002	.000		.254	.022	.121	.002	.172	.646	.362	.760	.021	.489	.000	.254	.007	.092	.007
	Ν	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
N8	Pearson Correlation	.263	140	.011	.336	.385	.487 [*]	.237	1	299	.011	.129	336	336	.527**	.542	.514 [*]	.287	.435 [*]	103	.435 [*]	.435 [*]	.287

	Sig. (2- tailed)	.205	.504	.960	.101	.057	.013	.254		.146	.960	.540	.101	.101	.007	.005	.009	.165	.030	.624	.030	.030	.165
	Ν	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
N9	Pearson Correlation	053	089	.175	۔ **.582	- .535 ^{**}	236	457*	299	1	161	327	100	100	029	.017	- .582 [*]	168	273	065	273	492 [*]	402*
	Sig. (2- tailed)	.802	.672	.404	.002	.006	.256	.022	.146		.442	.110	.634	.634	.890	.934	.002	.421	.187	.756	.187	.012	.046
	Ν	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
N10	Pearson Correlation	417 [^]	075	136	492	452	384	318	.011	161	1	431	021	021	.044	108	236	274	417 [*]	253	417 [*]	417 [*]	538**
	Sig. (2- tailed)	.038	.720	.516	.012	.023	.058	.121	.960	.442		.032	.922	.922	.835	.606	.256	.184	.038	.222	.038	.038	.006
	Ν	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
N11	Pearson Correlation	.564	408	123	.667	.612	.320	.579	.129	327	431	1	.167	.167	134	.280	.458	.300	.363	.343	.564**	.363	.514
	Sig. (2- tailed)	.003	.043	.558	.000	.001	.119	.002	.540	.110	.032		.426	.426	.524	.175	.021	.145	.075	.093	.003	.075	.009
	Ν	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
N12	Pearson Correlation	007	153	.236	.042	.102	.220	.282	336	100	021	.167	1	.479 [*]	468 [*]	387	.215	.336	.161	.557**	.161	.161	.157

	Sig. (2- tailed)	.975	.465	.256	.843	.627	.290	.172	.101	.634	.922	.426		.015	.018	.056	.301	.101	.442	.004	.442	.442	.453
	Ν	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
N13	Pearson Correlation	.329	153	021	.215	.102	.220	.097	336	100	021	.167	.479 [*]	1	282	.113	.215	.336	.161	.557**	.497 [*]	.161	021
	Sig. (2- tailed)	.108	.465	.922	.301	.627	.290	.646	.101	.634	.922	.426	.015		.172	.589	.301	.101	.442	.004	.012	.442	.919
	Ν	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
N14	Pearson Correlation	.194	127	.044	.097	.145	.421	.190	.527	029	.044	134	- .468 [*]	282	1	.471	.097	.237	.373	237	.194	.194	.046
	Sig. (2- tailed)	.353	.544	.835	.646	.488	.036	.362	.007	.890	.835	.524	.018	.172		.018	.646	.254	.066	.254	.353	.353	.828
	Ν	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
N15	Pearson Correlation	.529**	196	108	.220	.131	.282	.064	.542**	.017	108	.280	387	.113	.471 [*]	1	.220	.316	.206	.027	.529**	.206	.144
	Sig. (2- tailed)	.007	.347	.606	.290	.533	.172	.760	.005	.934	.606	.175	.056	.589	.018		.290	.124	.322	.896	.007	.322	.492
	Ν	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
N16	Pearson Correlation	.510**	272	.021	.653	.578	.614	.460 [*]	.514**	- .582 ^{**}	236	.458 [*]	.215	.215	.097	.220	1	.557	.510	.336	.678	.678**	.379
	Sig. (2- tailed)	.009	.188	.922	.000	.002	.001	.021	.009	.002	.256	.021	.301	.301	.646	.290		.004	.009	.101	.000	.000	.062

	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
N17	Pearson Correlation	.428	298	011	.379	.490	.542	.145	.287	168	274	.300	.336	.336	.237	.316	.557_*	1	.428 [*]	.287	.601**	.601**	.265
	Sig. (2- tailed)	.033	.149	.960	.062	.013	.005	.489	.165	.421	.184	.145	.101	.101	.254	.124	.004		.033	.165	.001	.001	.201
	Ν	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
N18	Pearson Correlation	.513	230	.079	.678	.757	.923	.704	.435	273	417	.363	.161	.161	.373	.206	.510 *	.428	1	.435	.675	.675	.601**
	Sig. (2- tailed)	.009	.268	.706	.000	.000	.000	.000	.030	.187	.038	.075	.442	.442	.066	.322	.009	.033		.030	.000	.000	.001
	Ν	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
N19	Pearson Correlation	.435	140	.011	.336	.385	.487	.237	103	065	253	.343	.557*	.557	237	.027	.336	.287	.435 [*]	1	.435 [*]	.435	.471 [*]
	Sig. (2- tailed)	.030	.504	.960	.101	.057	.013	.254	.624	.756	.222	.093	.004	.004	.254	.896	.101	.165	.030		.030	.030	.018
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
N20	Pearson Correlation	.838**	230	169	.678	.592**	.761	.524	.435	273	417 [*]	.564**	.161	.497 [*]	.194	.529	.678 *	.601**	.675	.435 [*]	1	.675	.428 [*]
	Sig. (2- tailed)	.000	.268	.420	.000	.002	.000	.007	.030	.187	.038	.003	.442	.012	.353	.007	.000	.001	.000	.030		.000	.033
	N	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25

N21	Pearson Correlation	.513	.181	169	.678**	.757**	.761**	.345	.435	492 [*]	417 [*]	.363	.161	.161	.194	.206	.678 ้	.601**	.675**	.435 [*]	.675**	1	.601**
	Sig. (2- tailed)	.009	.387	.420	.000	.000	.000	.092	.030	.012	.038	.075	.442	.442	.353	.322	.000	.001	.000	.030	.000		.001
	Ν	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
N22	Pearson Correlation	.428	.140	011	.557	.665	.542	.527	.287	402 [°]	- .538 ^{**}	.514	.157	021	.046	.144	.379	.265	.601**	.471 [*]	.428 [*]	.601**	1
	Sig. (2- tailed)	.033	.504	.960	.004	.000	.005	.007	.165	.046	.006	.009	.453	.919	.828	.492	.062	.201	.001	.018	.033	.001	
	Ν	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
N23	Pearson Correlation	.601**	298	011	.736**	.665**	.714**	.718	.287	168	- .538 ^{**}	.514	021	.336	.237	.316	.379	.265	.774**	.287	.774**	.428 [*]	.449 [*]
	Sig. (2- tailed)	.001	.149	.960	.000	.000	.000	.000	.165	.421	.006	.009	.919	.101	.254	.124	.062	.201	.000	.165	.000	.033	.025
	Ν	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
N24	Pearson Correlation	.675	230	169	.678**	.592**	.761 ^{**}	.524	.608**	492 [*]	169	.363	.161	.329	.194	.368	.846 *	.428 [*]	.675**	.435 [*]	.838**	.675**	.428 [*]
	Sig. (2- tailed)	.000	.268	.420	.000	.002	.000	.007	.001	.012	.420	.075	.442	.108	.353	.071	.000	.033	.000	.030	.000	.000	.033
	Ν	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
N25	Pearson Correlation	.256	298	.253	.379	.490	.714	.527	.287	168	274	.300	.514 [*]	021	.237	027	.557 [*]	.632	.601**	.287	.428 [*]	.601**	.265

	Sig. (2- tailed)	.217	.149	.222	.062	.013	.000	.007	.165	.421	.184	.145	.009	.919	.254	.896	.004	.001	.001	.165	.033	.001	.201
	Ν	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
N26	Pearson Correlation	.600**	.196	138	.614**	.686**	.840**	.471 [*]	.487 [*]	454 [*]	384	.320	.220	.220	.243	.282	.614 ้	.542**	.761**	.487 [*]	.761**	.923**	.714**
	Sig. (2- tailed)	.002	.347	.511	.001	.000	.000	.018	.013	.023	.058	.119	.290	.290	.243	.172	.001	.005	.000	.013	.000	.000	.000
	Ν	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
N27	Pearson Correlation	.592	250	201	.748	.667	.686	.400	.385	- .535 ^{**}	201	.408	.102	.442	.327	.458	.748 ้	.665	.592	.385	.757	.757**	.315
	Sig. (2- tailed)	.002	.228	.335	.000	.000	.000	.048	.057	.006	.335	.043	.627	.027	.110	.021	.000	.000	.002	.057	.000	.000	.125
	Ν	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
N28	Pearson Correlation	.600**	212	138	.614**	.686**	.679**	.292	.487 [*]	236	384	.520**	.053	.053	.243	.282	.614 ้	.542**	.600**	.487 [*]	.600**	.761**	.542**
	Sig. (2- tailed)	.002	.308	.511	.001	.000	.000	.156	.013	.256	.058	.008	.800	.800	.243	.172	.001	.005	.002	.013	.002	.000	.005
	Ν	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
N29	Pearson Correlation	.439 [*]	212	138	.614**	.686**	.679**	.292	.659**	454 [*]	138	.320	.053	.053	.243	.122	.781 ้	.542**	.600**	.316	.600**	.761	.371
	Sig. (2- tailed)	.028	.308	.511	.001	.000	.000	.156	.000	.023	.511	.119	.800	.800	.243	.562	.000	.005	.002	.124	.002	.000	.068

	Ν	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
N30	Pearson Correlation	.675	230	.079	.678	.592	.761	.704	.435	492 [°]	417	.564	.329	.329	.194	.368	.846 ^	.601	.675**	.435 [*]	.838**	.675**	.601**
	Sig. (2- tailed)	.000	.268	.706	.000	.002	.000	.000	.030	.012	.038	.003	.108	.108	.353	.071	.000	.001	.000	.030	.000	.000	.001
	Ν	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25
Tot al	Pearson Correlation	.715	266	032	.775	.787	.912	.640	.524	423	422	.567	.249	.330	.292	.403	.786 ้	.665	.842**	.545**	.891**	.833**	.623
	Sig. (2- tailed)	.000	.198	.878	.000	.000	.000	.001	.007	.035	.036	.003	.231	.108	.156	.046	.000	.000	.000	.005	.000	.000	.001
	Ν	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25	25

Correlations

	-	N23	N24	N25	N26	N27	N28	N29	N30	Total
N1	Pearson Correlation	.601	.675	.256	.600	.592	.600	.439	.675	.715
	Sig. (2-tailed)	.001	.000	.217	.002	.002	.002	.028	.000	.000
	Ν	25	25	25	25	25	25	25	25	25

N2	Pearson Correlation	298	230	298	.196	250	212	212	230	266
	Sig. (2-tailed)	.149	.268	.149	.347	.228	.308	.308	.268	.198
	Ν	25	25	25	25	25	25	25	25	25
N3	Pearson Correlation	011	169	.253	138	201	138	138	.079	032
	Sig. (2-tailed)	.960	.420	.222	.511	.335	.511	.511	.706	.878
	Ν	25	25	25	25	25	25	25	25	25
N4	Pearson Correlation	.736	.678	.379	.614	.748	.614	.614	.678	.775
	Sig. (2-tailed)	.000	.000	.062	.001	.000	.001	.001	.000	.000
	N	25	25	25	25	25	25	25	25	25
N5	Pearson Correlation	.665**	.592	.490 [*]	.686**	.667**	.686**	.686**	.592**	.787**
	Sig. (2-tailed)	.000	.002	.013	.000	.000	.000	.000	.002	.000
	Ν	25	25	25	25	25	25	25	25	25
N6	Pearson Correlation	.714	.761	.714	.840	.686	.679	.679	.761	.912
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000

	N	25	25	25	25	25	25	25	25	25
N7	Pearson Correlation	.718	.524**	.527**	.471 [*]	.400 [*]	.292	.292	.704**	.640**
	Sig. (2-tailed)	.000	.007	.007	.018	.048	.156	.156	.000	.001
	Ν	25	25	25	25	25	25	25	25	25
N8	Pearson Correlation	.287	.608	.287	.487	.385	.487	.659	.435	.524
	Sig. (2-tailed)	.165	.001	.165	.013	.057	.013	.000	.030	.007
	Ν	25	25	25	25	25	25	25	25	25
N9	Pearson Correlation	168	492	168	454	535	236	454	492	423
	Sig. (2-tailed)	.421	.012	.421	.023	.006	.256	.023	.012	.035
	Ν	25	25	25	25	25	25	25	25	25
N10	Pearson Correlation	538**	169	274	384	201	384	138	417 [*]	422 [*]
	Sig. (2-tailed)	.006	.420	.184	.058	.335	.058	.511	.038	.036
	Ν	25	25	25	25	25	25	25	25	25
N11	Pearson Correlation	.514**	.363	.300	.320	.408 [*]	.520**	.320	.564**	.567

	Sig. (2-tailed)	.009	.075	.145	.119	.043	.008	.119	.003	.003
	Ν	25	25	25	25	25	25	25	25	25
N12	Pearson Correlation	021	.161	.514	.220	.102	.053	.053	.329	.249
	Sig. (2-tailed)	.919	.442	.009	.290	.627	.800	.800	.108	.231
	Ν	25	25	25	25	25	25	25	25	25
N13	Pearson Correlation	.336	.329	021	.220	.442 [*]	.053	.053	.329	.330
	Sig. (2-tailed)	.101	.108	.919	.290	.027	.800	.800	.108	.108
	Ν	25	25	25	25	25	25	25	25	25
N14	Pearson Correlation	.237	.194	.237	.243	.327	.243	.243	.194	.292
	Sig. (2-tailed)	.254	.353	.254	.243	.110	.243	.243	.353	.156
	Ν	25	25	25	25	25	25	25	25	25
N15	Pearson Correlation	.316	.368	027	.282	.458	.282	.122	.368	.403
	Sig. (2-tailed)	.124	.071	.896	.172	.021	.172	.562	.071	.046
	Ν	25	25	25	25	25	25	25	25	25

N16	Pearson Correlation	.379	.846	.557	.614	.748	.614	.781	.846	.786
	Sig. (2-tailed)	.062	.000	.004	.001	.000	.001	.000	.000	.000
	Ν	25	25	25	25	25	25	25	25	25
N17	Pearson Correlation	.265	.428	.632	.542	.665	.542	.542	.601	.665
	Sig. (2-tailed)	.201	.033	.001	.005	.000	.005	.005	.001	.000
	Ν	25	25	25	25	25	25	25	25	25
N18	Pearson Correlation	.774	.675	.601	.761	.592	.600	.600	.675	.842
	Sig. (2-tailed)	.000	.000	.001	.000	.002	.002	.002	.000	.000
	Ν	25	25	25	25	25	25	25	25	25
N19	Pearson Correlation	.287	.435 [*]	.287	.487 [*]	.385	.487 [*]	.316	.435*	.545**
	Sig. (2-tailed)	.165	.030	.165	.013	.057	.013	.124	.030	.005
	N	25	25	25	25	25	25	25	25	25
N20	Pearson Correlation	.774	.838	.428	.761	.757	.600	.600	.838	.891
	Sig. (2-tailed)	.000	.000	.033	.000	.000	.002	.002	.000	.000

	Ν	25	25	25	25	25	25	25	25	25
N21	Pearson Correlation	.428	.675	.601**	.923	.757**	.761	.761	.675	.833 [™]
	Sig. (2-tailed)	.033	.000	.001	.000	.000	.000	.000	.000	.000
	Ν	25	25	25	25	25	25	25	25	25
N22	Pearson Correlation	.449	.428	.265	.714	.315	.542	.371	.601	.623
	Sig. (2-tailed)	.025	.033	.201	.000	.125	.005	.068	.001	.001
	Ν	25	25	25	25	25	25	25	25	25
N23	Pearson Correlation	1	.601	.265	.542	.490	.371	.371	.601	.707
	Sig. (2-tailed)		.001	.201	.005	.013	.068	.068	.001	.000
	Ν	25	25	25	25	25	25	25	25	25
N24	Pearson Correlation	.601**	1	.428 [*]	.761**	.757**	.600**	.761**	.838**	.862**
	Sig. (2-tailed)	.001		.033	.000	.000	.002	.000	.000	.000
	Ν	25	25	25	25	25	25	25	25	25
N25	Pearson Correlation	.265	.428 [*]	1	.542**	.490 [*]	.542**	.542**	.601**	.655

	Sig. (2-tailed)	.201	.033		.005	.013	.005	.005	.001	.000
	Ν	25	25	25	25	25	25	25	25	25
N26	Pearson Correlation	.542**	.761**	.542**	1	.686**	.679**	.679**	.761**	.873**
	Sig. (2-tailed)	.005	.000	.005	I	.000	.000	.000	.000	.000
	Ν	25	25	25	25	25	25	25	25	25
N27	Pearson Correlation	.490 [*]	.757**	.490 [*]	.686**	1	.686**	.686**	.757**	.836**
	Sig. (2-tailed)	.013	.000	.013	.000	l.	.000	.000	.000	.000
	Ν	25	25	25	25	25	25	25	25	25
N28	Pearson Correlation	.371	.600	.542	.679	.686	1	.840	.600	.785
	Sig. (2-tailed)	.068	.002	.005	.000	.000	I	.000	.002	.000
	Ν	25	25	25	25	25	25	25	25	25
N29	Pearson Correlation	.371	.761	.542	.679	.686	.840	1	.600	.766
	Sig. (2-tailed)	.068	.000	.005	.000	.000	.000		.002	.000
	Ν	25	25	25	25	25	25	25	25	25

N30	Pearson Correlation	.601	.838	.601	.761	.757	.600	.600	1	.901
	Sig. (2-tailed)	.001	.000	.001	.000	.000	.002	.002	I	.000
	Ν	25	25	25	25	25	25	25	25	25
Total	Pearson Correlation	.707	.862	.655	.873	.836	.785	.766	.901	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	
	Ν	25	25	25	25	25	25	25	25	25

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

RELIABILITAS INSTRUMEN POSTTEST

Scale: ALL VARIABLES

Case Processing Summary

	-	Ν	%
Cases	Valid	25	100.0
	Excluded ^a	0	.0
	Total	25	100.0

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

Reliability Statistics

Cronbach's Alpha	N of Items
.937	30

N = 25 (Total of respondents)

r table = .396 (The value of product moment)

Cronbach's Alpha = .937

The value of Alpha > r table = .937 > .396

It can be concluded that the instrument is reliable.

VALIDITASI ISI INSTRUMEN

Nama	: Eka Widia Astuti				
NPM	: 031114090				
Judul Skripsi	: The Use of Course Review Horay on Students' Readi				
	Comprehension				
Mata Pelajaran	: Reading (Descriptive Text)				
Tujuan	: Siswa dapat menjawab pertanyaan tentang informasi				
	dalam <i>descriptive text</i> .				
Sasaran Penelitian	: Siswa/siswi kelas VII SMP Negeri 7 Sukabumi.				

A. Pengantar

Saya Eka Widia Astuti mahasiswi Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Pakuan akan melaksanakan penelitian mengenai "*The Use of Course Review Horay on Students' Reading Comprehension of Descriptive Text.*" Untuk mendukung data penelitian yang akan saya lakukan, saya memohon kesediaan anda untuk mengisi pernyataan dibawah ini.

B. Petunjuk Pengisian

Pilih salah satu jawaban dari pernyataan-pernyataan dibawah ini dengan cara mencontreng pilihan yang sesuai dengan pemahaman anda. Arti angka-angka:

4 berarti sangat setuju	= baik sekali
3 berarti setuju	= cukup baik
2 berarti tidak setuju	= tidak baik
1 berarti sangat tidak setuju	= sangat tidak baik

No.	Pernyataan	Tingkat Persetujuan				
		4	3	2	1	
<u>.</u>	Isi soal pada reading comprehension test	V				
	sesuai dengan tujuan pembuatan soal.	-				
2.	Terdapat petunjuk cara menjawab soal.	٧				
3.	Pertanyaan dan jawaban sesuai dengan	V				
	materi yang disajikan.	_				
4.	Isi materi yang ditanyakan sesuai dengan	V				
	jenjang sekolah dan tingkat kelas.	-				

5.	Menggunakan tanda tanya atau perintah yang tepat.	V		
6.	Pedoman penskoran disajikan dengan jelas dan tepat.		٧	
7.	Butir soal menggunakan bahasa Inggris yang baik dan benar.		٧	
8.	Butir soal dirumuskan dengan singkat padat dan jelas.	V		
9.	Butir soal tidak memiliki jawaban ganda.	V		
10.	Butir soal tidak bergantung dengan jawaban soal sebelumnya.		V	

Note:

Sukabumi, 27 Maret 2019

Ari Bagja Permana, S.Pd.

RENCANA PELAKSANAAN PEMBELAJARAN 1

Satuan Pendidikan	: SMP NEGERI 7 SUKABUMI
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII/2
Materi Pembelajan	: Describing Things (I'm proud of Indonesia)
Alokasi Waktu	: 2 X 40 menit

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.10 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif lisan dan tulis	3.10.1 Menanyakan dan memberi informasi tentang teks

menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaanya.	dengan	menyatakan	dan	deskriptif tentang benda.
diberikan dengan menyatakan dan menanyakan tentang benda.	menanyaka orang, bina pendek d dengan kon	n tentang tang, dan bend an sederhana, teks penggunaa	deskripsi a, sangat , sesuai nya.	3.10.2 Mengidentifikasi jawaban yang tepat sesuai dengan teks deskriptif sederhana yang diberikan dengan menyatakan dan menanyakan tentang benda.

C. Tujuan Pembelajaran

Peserta didik dapat :

- 1. Mengidentifikasi struktur dan unsur kebahasaan dari teks deskriptif.
- 2. Menemukan informasi rinci yang terdapat dalam teks.
- 3. Memahami keseluruhan isi teks deskriptif yang diberikan.

D. Materi Pembelajaran

• Pengertian Teks Deskriptif

Descriptive text is a text describing a particular person, place, animal or things.

• Tujuan Teks Deskriptif

To describe and to entertain audience about person, place, animal or things.

• Fungsi Sosial

To retell the descriptive text for the purpose informing and entertaining.

• Struktur Teks

•	Identification	:	Introduce	а	particular
	person, place, d	anin	nal or things		

- **Description** : Describing part, qualities or characters.
- Conclusion : Optional

• Unsur Kebahasaan

- ➤ Using simple present
- ➤ Using adjective
- > The use of singular and plural
- Teks Deskriptif Benda

My Favorite Shoes

I always fall in love with basketball shoes. It is not because I like to play basketball, I just fee; comfort and confidence with it. I finally got one from my father when we were in Solo three years ago. At that moment, when I came to the store with my father, I try a couple of shoes, and when I put this one on me, I knew it right away that this is my favorite shoes.

The color of my favorite shoes is black. There are two gray stripes on the outer side of the shoes. The colour of the sole is white with some circular pattern painted in black on the bottom of it. The surface of the sole is flat, which means this shoes has no heel. The shoes has white shoelace and two straps binding the **eyestay** of the shoes. It makes the tongue of the shoes always in steady position. The **insole** is made of foam rubber and the colour is red. It is very soft and comfortable.

E. Pendekatan/Metode/Teknik

Cooperative Learning/Course Review Horay

F. Media dan Alat Pembelajaran

Media : Gambar dan Handout.

Alat : Spidol dan papan tulis.

G. Sumber Belajar

Siti Wachidah, dkk. 2016. *Bahasa Inggris When English Rings a Bell*. Jakarta: Kementrian Pendidikan dan Kebudayaan.

H. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
	1 Guru masuk ke kelas dan menyana neserta	
	didik	
	2. Guru memeriksa kehadiran peserta didik	
	3. Guru memberikan <i>ice breaking</i> berupa	
Pendahuluan	<i>game</i> kepada peserta didik.	10 menit
	4. Guru mengapersepsi peserta didik dengan	
	menanyakan barang yang dibawa oleh	
	peserta didik.	
	5. Guru menyampaikan tujuan pembelajaran.	
	6. Guru menampilkan beberapa gambar benda	
	kepada peserta didik lalu peserta didik	
	diarahkan untuk membuat satu kalimat	
	tentang gambar benda yang diberikan.	
	7. Peserta didik diarahkan untuk	
	mengidentifikasi teks deskriptif, kalimat	
	yang telah dibuat peserta didik.	
	8. Guru memberikan materi mengenai teks	
	deskriptif tentang benda kepada peserta	
	didik. (Course)	
	9. Peserta didik dibagi menjadi / kelompok	
	yang terdiri dari 4 orang dalam setiap	
	mengenei Course Parian Hours malianti	
	nengenal Course Kevlew Horay, meliputi	
	pengertian dan maniaat untuk	

	mrningkatkan motivasi dalam pemahaman	
	membaca peserta didik. Lalu dijelaskan	
	langkah-langkah dalam Course Review	
	Horay yang harus dilakukan selama	
Inti	proses pembelajaran.	60 menit
	10. Peserta didik diminta mendiskusikan yel-	
	yel dengan kelompoknya jika menjawab	
	pertanyaan dengan benar dan akan	
	mendapatkan poin.	
	11. Peserta didik diberikan lembar jawaban	
	yang telah disediakan untuk menjawab	
	pertanyaan yang akan dibacakan oleh	
	guru. Sebelum mengaplikasikan <i>Course</i>	
	Review Horay peserta didik bersama	
	kelompoknya diminta untuk membaca	
	teks deskripsi benda kembali yang telah	
	diberikan pada materi pembelajaran.	
	12. Guru membacakan pertanyaan yang	
	berkaitan dengan teks deskriptif benda	
	secara acak. (Review)	
	13. Setelah guru selesai membacakan	
	pertanyaan. Peserta didik diminta untuk	
	berdiskusi dalam menjawab pertanyaan	
	dilembar jawaban yang telah disediakan	
	sesuai dengan nomor yang disebutkan.	
	14. Guru dan peserta didik membahas	
	jawaban satu persatu. Jika jawaban peserta	
	didik dan kelompoknya benar, peserta	
	didik harus berteriak "horay/yel-yel" agar	
	mendapatkan poin terbesar. (Horay)	

	15. Guru dan peserta didik merangkum materi				
	pembelajaran.				
	16. Guru dan peserta didik melakukan refleksi				
	terhdap kegiatan pembelajaran.				
	17. Guru menanyakan kepada peserta didik				
Penutun	mengenai perasaan dan kesulitan peserta 10 menit				
renutup	didik ketika mempelajari materi tersebut.				
	18. Guru memberi tahu peserta didik				
	mengenai rencana pembelajaran				
	dipertemuan berikutnya.				
	19. Guru menutup kegiatan pembelajaran				
	bersama peserta didik.				
	-				

I. Penilaian

- 1. Teknik Penilaian:
 - a). Sikap : Observasi
 - **b). Pengetahuan** : Tes tulis

J. Instrumen Penilaian dan Pedoman Penskoran:

Penilaian Sikap

a) Lembar Pengamatan Sikap

NO	Nama	Tanggung jawab Keaktifan			SKOR			
	Siswa							

Keterangan :

BT: Belum Terlihat(skor: 1)

Apabila peserta didik belum memperlihatkan tanda-tanda awal perilaku yang dinyatakan dalam indikator

MT: Mulai Terlihat(skor 2)

Apabila peserta didik sudah mulai memperlihatkan adanya tanda-tanda awal prilaku yang dinyatakan dalam indikator tetapi belum konsisten

MB: Mulai Berkembang(skor 3)

Apabila peserta didik sudah memperlihatkan berbagai tanda prilaku yang dinyatakan dalam indikator dan mulai konsisten

➤ MK: Membudaya(skor 4)

Apabila peserta didikterus menerus memperlihatkan prilaku yang dinyatakan dalam indikator dan secara konsisten

Nilai = $\frac{\text{Skor yang diperoleh x 100}}{10}$

Penilaian Pengetahuan

Benar = 1Salah = 0Jumlah = 10Skor maksimal = 10

> Nilai = Skor yang diperoleh x 100 Skor maksimal

K. Lampiran

Mengetahui,

Guru Mata Pelajaran,

Ari Bagja Permana, S.Pd.

Sukabumi, 19 Maret 2019

Mahasiswa Praktikan,

Eka Widia Astuti ↓ NPM 031114090

Read the following text!

Text 1

I got my laptop in the first year of college. It was a gift from my father to me. But, since my father live far away from my campus, so my father sent the money to my cousin and ask him to get it for me. I was very happy because it was my first laptop. I do a lot of things with it such as watch movie, play games, listen to my favorite songs and I also use it to complete my college assignment. It was very reliable, it is like every time I need it, it will always be there for me.

The color of my laptop is black. Just like any other laptop with an old style, the screen of my laptop is joined to the body by using hinges, so it cannot be separated. The border of the screen is made of black plastic. There is a web cam planted in the screen framework, it is located at the top-middle side of the screen. The screen is 14 inch wide. The screen and its skeleton thickness is about 0.8 centimeters. The thickness of the body is about 2.2 centimeters, so when we combine the thickness of the screen and the body, the overall thickness of my laptop is about 3 centimeters. So you can imagine now that my laptop is thick and heavy.

The body of my laptop contains the CPU. On the top side of the body, there is a power button located on the top-left side. In line with the power button is the speaker of my laptop. After that, we will also see the keyboard of the laptop occupying the top side of the body. The color of the keyboard is also black. There is also a touchpad located right under the keyboard. Some important parts were attached into the side framework of the body, such as DVD room, USB port, power jack, projector port, ventilation system, land line port, and also HDMI port just in case I want to connect my laptop to TV.

Text 2

My favorite toy is a doll. I named my doll Becky. I got in in my 12th birthday. My dad bought it for me when he was in England. Becky is 16 cm tall doll with plastic head, arms, and legs and a white cloth stuffed body. Her body is covered with yellow, orange, and green flower bud prints. She has a long auburn-red brush-able hair, green eyes. There are freckles on her cheek. There are also two dimples near her mouth on the left and on the right. They make her more beautiful. I put her at my side when I sleep at night. I like my doll very much. I sometimes ask my friends to come to my house and play with Becky. They like Becky too.

Questions for Implementation of Course Review Horay

Text 1

- 1. What is descriptive text? **Descriptive text is a text describing a** particular person, place, animal or things.
- 2. What is the purpose of the text? To describe the writer's laptop.
- 3. What is the color of the writer's laptop? The color is black.
- 4. Why the writer is very happy? Because the laptop is the writer's first laptop.
- 5. What does the writer's laptop look like?
- 6. When the writer got a laptop? In the first year of college.

Text 2

- 7. What does the text 2 tell us about? A doll.
- 8. What are on Becky's face? Freckles and dimples.
- "<u>They</u> make her more beautiful." The underlined word refers to ... The dimples.
- 10. When the writer got a doll? In her 12th birthday.

WORKSHEET

Member of group:

- 1.
- 2.
- 3.
- 4.

Write the correct answer in the column below!



RENCANA PELAKSANAAN PEMBELAJARAN 2

Satuan Pendidikan	: SMP NEGERI 7 SUKABUMI
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII/2
Materi Pembelajan	: Describing People (I'm proud of Indonesia)
Alokasi Waktu	: 2 X 40 menit

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.10 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif lisan dan tulis	3.10.1 Menanyakan dan memberi informasi tentang teks

dengan n	nenyatakan	dan	de	skriptif tentang ora	ng.
menanyakan orang, binatan pendek dan dengan konteks	tentang g, dan benda sederhana, s penggunaar	deskripsi a, sangat sesuai nya.	3.10.2 ya de di da or	Mengidentifikasi ang tepat sesuai den eskriptif sederhan berikan dengan me an menanyakan ang.	jawaban ngan teks a yang enyatakan tentang

C. Tujuan Pembelajaran

Peserta didik dapat :

- 4. Mengidentifikasi struktur dan unsur kebahasaan dari teks deskriptif.
- 5. Menemukan informasi rinci yang terdapat dalam teks.
- 6. Memahami keseluruhan isi teks deskriptif yang diberikan.

D. Materi Pembelajaran

• Pengertian Teks Deskriptif

Descriptive text is a text describing a particular person, place, animal or things.

• Tujuan Teks Deskriptif

To describe and to entertain audience about person, place, animal or things.

• Fungsi Sosial

To retell the descriptive text for the purpose informing and entertaining.

• Struktur Teks

•	Identification	:	Introduce	a	particular
	person, place,	ani	mal or thing	<i>s</i> .	

- **Description** : Describing part, qualities or characters.
- Conclusion : Optional

• Unsur Kebahasaan

- Using simple present
- ➤ Using adjective
- > The use of singular and plural

• Teks Deskriptif Orang

My Mother

My mother is a beautiful person. She is not tall but not short. She has brown curly hair. Her eyes color are like honey and her skin color is light brown, and she has a beautiful smile.

She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. I love my mom, because she is a good example to me. She loves sing and dance too. She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep or when I wake up or when I am going to go to some places, she always gives me a kiss, and when the family has a problem she always be with us to help and give us all her love.

E. Pendekatan/Metode/Teknik

Cooperative Learning/Course Review Horay

F. Media dan Alat Pembelajaran

Media : Power point, Gambar dan Handout.

Alat : speaker, papan tulis dan spidol.

G. Sumber Belajar

Siti Wachidah, dkk. 2016. *Bahasa Inggris When English Rings a Bell.* Jakarta: Kementrian Pendidikan dan Kebudayaan.

H. Kegiatan Pembelajaran

TT I I		Alokasi			
Kegiatan	Deskripsi Kegiatan	Waktu			
	20. Guru masuk ke kelas dan menyapa peserta				
	didik				
	21. Guru memeriksa kehadiran peserta didik				
	22. Guru menanyakan pembelajaran	10			
Pendahuluan	dipertemuan sebelumnya	10 menit			
	23. Guru mengapersepsi peserta didik dengan				
	menanyakan idol peserta didik dengan				
	memberikan talking stick game.				
	24. Guru menyampaikan tujuan pembelajaran.				
	25. Guru menampilkan beberapa gambar artis				
	kepada peserta didik lalu peserta didik				
	diarahkan untuk membuat satu kalimat				
	tentang gambar yang diberikan.				
	26. Peserta didik diarahkan untuk				
	mengidentifikasi teks deskriptif orang,				
	kalimat yang telah dibuat peserta didik.				
	27. Guru memberikan materi mengenai teks				
	deskriptif tentang orang kepada peserta				
	didik. (Course)				
	28. Peserta didik dibagi menjadi 6 kelompok				
	yang terdiri dari 4-5 orang dalam setiap				
	kelompok untuk mengaplikasikan Course				
	29. Peserta didik harus mendiskusikan yel-yel				
	dengan kelompoknya jika menjawab				
	pertanyaan dengan benar dan akan				
	mendapatkan poin.				

	30. Peserta didik diberikan lembar jawaban	
Inti	yang telah disediakan untuk menjawab	60 menit
Inti	pertanyaan yang akan dibacakan oleh	00 menit
	guru. Sebelum mengaplikasikan Course	
	Review Horay peserta didik bersama	
	kelompoknya diminta untuk membaca	
	teks deskripsi orang kembali yang telah	
	diberikan pada materi pembelajaran.	
	31. Guru membacakan pertanyaan yang	
	berkaitan dengan teks deskriptif orang	
	secara acak. (Review)	
	32. Setelah guru selesai membacakan	
	pertanyaan. Peserta didik diminta untuk	
	berdiskusi dalam menjawab pertanyaan	
	dilembar jawaban yang telah disediakan	
	sesuai dengan nomor yang disebutkan.	
	33. Guru dan peserta didik membahas	
	jawaban satu persatu. Jika jawaban peserta	
	didik dan kelompoknya benar dan	
	mendapatkan <i>checklist</i> ($$), peserta didik	
	harus berteriak "horay/yel-yel" untuk	
	mendapatkan poin. (Horay)	
	34. Guru dan peserta didik merangkum materi	
	pembelajaran.	
	35. Guru dan peserta didik melakukan refleksi	
Penutup	terhdap kegiatan pembelajaran.	10 menit
	36. Guru menanyakan kepada peserta didik	
	mengenai perasaan dan kesulitan peserta	
	didik ketika mempelajari materi tersebut.	
	37. Guru memberi tahu peserta didik	

menge	enai re	encana	pembelajaran
diperte	emuan beri	kutnya.	
38. Guru	menutup	kegiatan	pembelajaran
bersan	na peserta d	didik.	

I. Penilaian

- 1. Teknik Penilaian:
 - a). Sikap : Observasi
 - **b). Pengetahuan** : Tes tulis

J. Instrumen Penilaian dan Pedoman Penskoran:

Penilaian Sikap

b) Lembar Pengamatan Sikap

NO	Nama	Tanggung jawab			Keaktifan				SKOR	
	Siswa									

Keterangan :

BT: Belum Terlihat(skor: 1)

Apabila peserta didik belum memperlihatkan tanda-tanda awal perilaku yang dinyatakan dalam indikator

MT: Mulai Terlihat(skor 2)

Apabila peserta didik sudah mulai memperlihatkan adanya tanda-tanda awal prilaku yang dinyatakan dalam indikator tetapi belum konsisten

MB: Mulai Berkembang(skor 3)

Apabila peserta didik sudah memperlihatkan berbagai tanda prilaku yang dinyatakan dalam indikator dan mulai konsisten

➢ MK: Membudaya(skor 4)

Apabila peserta didikterus menerus memperlihatkan prilaku yang dinyatakan dalam indikator dan secara konsisten

Nilai = Skor yang diperoleh x 100

10

Penilaian Pengetahuan

Benar = 1Salah = 0Jumlah = 10Skor maksimal = 10

> Nilai = Skor yang diperoleh x 100 Skor maksimal

K. Lampiran

Sukabumi, 26 Maret 2019

Mengetahui,

Guru Mata Pelajaran,

Ari Bagja Permana S.Pd.

Mahasiswa Praktikan,

Eka Widia Astuti NPM 031114090

Read the following text!

Text 1

I have an uncle; his name is Mr. Muslimin. He is my mother's eldest brother. He has an interesting character, so I like him very much.

Uncle Muslimin is about 50 with grey hair. He is tall, muscular, and good looking. He wears glasses because he is short-sighted.

Uncle Muslimin is a lawyer. He works in a big firm in Jakarta. He has many customers that have the problems with the law. Sometimes, he has to go to the other cities in Indonesia to meet his customers there.

My uncle is interested in sports. Since he was young, he has done many kinds of sports, like Martial Art (bela diri), swimming, and playing Tennis. Now, uncle Muslimin only swims in Ancol every month with his family, and if he has leisure time, he plays Tennis in Senayan with his colleagues.

Text 2

My name is John. I am twelve years old. I am a big boy. I am not very tall, but fat and strong. My hair is fair and short. I have brown eyes and a long nose.

I have a sister. Her name is Alice. She is quite young and tall. She is very beautiful. She has long curly hair. She is not fat. She has brown eyes and sharp nose. She is very good at mathematics. People say she is intelligent.

My father is Robert. He is forty-five years old. He is not very old. He is tall and good-looking. He has short curly hair.

My mother is Anne. She is forty years old. She is very tall, but pretty. She is slim. Her eyes are blue.
Questions for Implementation of Course Review Horay

Text 1

- 1. Which paragraph talks about Mr. Muslimin's hobby? Paragraph 4
- 2. The second paragraph is about Mr. Muslimin's physical description.
- 3. "If he has leisure time." (paragraph 4). Leisure means free.
- 4. The first paragraph is called **identification.**
- 5. The purpose of the text is to **describe someone.**

Text 2

- 6. The writer is **John**.
- What is his mother Anne like? She is very tall, but pretty. She is slim. Her eyes are blue.
- 8. How old is John? He is twelve years old.
- 9. Which paragraph tells us about Alice's physical description? Paragraph2.
- 10. "He is tall and good-looking." (paragraph 3). Good-looking means handsome.

WORKSHEET

Member of group:

- 5.
- 6.
- 7.
- 8.

Write the correct answer in the column below!



RENCANA PELAKSANAAN PEMBELAJARAN 3

Satuan Pendidikan	: SMP NEGERI 7 SUKABUMI
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: VII/2
Materi Pembelajan	: Describing Animals (I'm proud of Indonesia)
Alokasi Waktu	: 2 X 40 menit

A. Kompetensi Inti

- KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya
- KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
- KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.10 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks deskriptif lisan dan tulis	3.10.1 Menanyakan dan memberi informasi tentang teks

menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengen kerteka nengerungenua.	dengan	menyatakan	dan	des	kriptif tentang hev	van.
diberikan dengan menyatakan dan menanyakan tentang hewan.	menanyakan orang, binat pendek da dengan konte	tentang ang, dan bend n sederhana eks penggunaa	deskripsi la, sangat , sesuai inya.	3.10.2 yan des dib dan hev	Mengidentifikasi ng tepat sesuai den kriptif sederhan erikan dengan me n menanyakan van.	jawaban ngan teks a yang enyatakan tentang

C. Tujuan Pembelajaran

Peserta didik dapat :

- 7. Mengidentifikasi struktur dan unsur kebahasaan dari teks deskriptif.
- 8. Menemukan informasi rinci yang terdapat dalam teks.
- 9. Memahami keseluruhan isi teks deskriptif yang diberikan.

D. Materi Pembelajaran

• Pengertian Teks Deskriptif

Descriptive text is a text describing a particular person, place, animal or things.

• Tujuan Teks Deskriptif

To describe and to entertain audience about person, place, animal or things.

• Fungsi Sosial

To retell the descriptive text for the purpose informing and entertaining.

• Struktur Teks

•	Identification	:	Introduce	а	particular
	person, place,	an	imal or thing	zs.	

- **Description** : Describing part, qualities or characters.
- Conclusion : Optional

• Unsur Kebahasaan

- ➢ Using simple present
- ➤ Using adjective
- > The use of singular and plural

• Teks Deskriptif Hewan

My Favorite Pet

My favorite pet is my dog. Her name is Liza. Liza lives in my house.

My dog is small and her color is white. Liza eats meat, bones, milk, bread, and yoghurt. Liza runs and wiggles her tail.

E. Pendekatan/Metode/Teknik

Cooperative Learning/Course Review Horay

F. Media dan Alat Pembelajaran

Media : Gambar dan Handout.

Alat : Spidol dan papan tulis.

G. Sumber Belajar

Siti Wachidah, dkk. 2016. *Bahasa Inggris When English Rings a Bell*. Jakarta: Kementrian Pendidikan dan Kebudayaan.

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	39. Guru masuk ke kelas dan menyapa peserta didik.	10 menit

H. Kegiatan Pembelajaran

	40. Guru memeriksa kehadiran peserta didik.	
	41. Guru menanyakan pembelajaran	
	dipertemuan sebelumnya.	
	42. Guru mengapersepsi peserta didik dengan	
	menanyakan hewan peliharaan peserta	
	didik.	
	43. Guru menyampaikan tujuan pembelajaran.	
	44. Guru menampilkan beberapa gambar	
	hewan kepada peserta didik lalu peserta	
	didik diarahkan untuk membuat satu	
	kalimat tentang gambar yang diberikan.	
	45. Peserta didik diarahkan untuk	
	mengidentifikasi teks deskriptif hewan,	
	kalimat yang telah dibuat peserta didik.	
	46. Guru memberikan materi mengenai teks	
	deskriptif tentang hewan kepada peserta	
	didik. (Course)	
	47. Peserta didik dibagi menjadi 5 kelompok	
	yang terdiri dari 5-6 orang dalam setiap	
	kelompok untuk mengaplikasikan Course	
	Review Horay	
	48. Peserta didik harus mendiskusikan yel-yel	
	dengan kelompoknya jika menjawab	
	pertanyaan dengan benar dan akan	
	mendapatkan poin.	
	49. Peserta didik diberikan lembar jawaban	
	yang telah disediakan untuk menjawab	
Inti	pertanyaan yang akan dibacakan oleh	60 menit
111(1	guru. Sebelum mengaplikasikan Course	oo monit
	Review Horay peserta didik bersama	

	kelompoknya diminta untuk membaca	
	teks deskripsi hewan kembali yang telah	
	diberikan pada materi pembelajaran.	
	50. Guru membacakan pertanyaan yang	
	berkaitan dengan teks deskriptif hewan	
	secara acak. (Review)	
	51. Setelah guru selesai membacakan	
	pertanyaan. Peserta didik diminta untuk	
	berdiskusi dalam menjawab pertanyaan	
	dilembar jawaban yang telah disediakan	
	sesuai dengan nomor yang disebutkan.	
	52. Guru dan peserta didik membahas	
	jawaban satu persatu. Jika jawaban peserta	
	didik dan kelompoknya benar, peserta	
	didik harus berteriak "horay/yel-yel" agar	
	mendapatkan poin terbesar. (Horay)	
	53. Guru dan peserta didik merangkum materi	
	pembelajaran.	
	54. Guru dan peserta didik melakukan refleksi	
	terhdap kegiatan pembelajaran.	
Penutup	55. Guru menanyakan kepada peserta didik	10 menit
1	mengenai perasaan dan kesulitan peserta	
	didik ketika mempelajari materi tersebut.	
	56. Guru memberikan post-test.	
	57. Guru menutup kegiatan pembelajaran	
	bersama peserta didik.	

I. Penilaian

1. Teknik Penilaian:

a). Sikap

: Observasi

b). Pengetahuan : Tes tulis

J. Instrumen Penilaian dan Pedoman Penskoran:

Penilaian Sikap

c) Lembar Pengamatan Sikap

NO	Nama	Tanggung jawab		Keak	SKOR		
	Siswa						

Keterangan :

BT: Belum Terlihat(skor: 1)

Apabila peserta didik belum memperlihatkan tanda-tanda awal perilaku yang dinyatakan dalam indikator

MT: Mulai Terlihat(skor 2)

Apabila peserta didik sudah mulai memperlihatkan adanya tanda-tanda awal prilaku yang dinyatakan dalam indikator tetapi belum konsisten

MB: Mulai Berkembang(skor 3)

Apabila peserta didik sudah memperlihatkan berbagai tanda prilaku yang dinyatakan dalam indikator dan mulai konsisten

➤ MK: Membudaya(skor 4)

Apabila peserta didikterus menerus memperlihatkan prilaku yang dinyatakan dalam indikator dan secara konsisten

Nilai = <u>Skor yang diperoleh x 100</u>

10

Penilaian Pengetahuan
Benar = 1

Salah = 0Jumlah = 10Skor maksimal = 10

> Nilai = Skor yang diperoleh x 100 Skor maksimal

K. Lampiran

Sukabumi, 28 Maret 2019

Mengetahui,

Guru Mata Pelajaran, Ari Bagja Permana, S.Pd.

Mahasiswa Praktikan,

Eka Widia Astuti NPM 031114090

Read the following text!

Owls are unique and amazing birds. They are heavy birds and have large heads and round or oval face. Owls have round eyes. Their eyes are large and are locked in the skull. It means the eyes cannot rotate independently.

They are typically solitary. Though owls are typically solitary, they also live in group of owls; that is a parliament. They can be found in all regions of the Earth except Antarctica and some remote islands.

Most owls are nocturnal. They hunt their prey only in darkness especially in the night. While all birds have good senses, owls have especially hearing that can help them locate the prey in poor light or complete dark. Owls hunt mostly small mammals, insects and other birds.

Questions for Implementation of Course Review Horay

- 1. What is owl's food? Insect.
- 2. The owls usually search their prey ... In the night.
- 'They' are heavy birds and have large heads. (paragraph 1 line 1). The word 'they' refers to ... Owls.
- 4. Why do the eyes of owl cannot rotate independently? Their eyes are locked in the skull.
- 5. They are typically 'solitary'. 'Solitary' means ... Alone.
- 6. How does the owl find the prey? By their hearing.
- 7. Where can we find the owls? Asia and Australia.
- 8. What is the text about? **Owls.**
- 9. According to the text, a group of owls is called ... Parliament
- 10. What is the purpose of the text? It is to ... Describe owls.

WORKSHEET

Member of group:

- 9.
- 10.
- 11.
- 12.

Write the correct answer in the column below!

1.	2.	3.	4.	5.	
6.	7.	8.	9.	10.	

Pre-test

Name :..... Class :....

Guidance to do the test:

- 1. Read the texts very carefully before answering the questions below!
- 2. Write your identity including your full name and class on the paper!
- 3. Put the alphabet only as your answer on the paper!

The following text is for question 1-3.

Mr. Jon is my math teacher at school. He teaches us at class VII. He is smart teacher. He can teach us very well. He is a strict teacher. He does not like his students came late at class. He will be very angry. Besides that he does not like us cheating in the test. He always tells us to be honest. His students must pay attention to his explanation.

Besides that Mr. Jon always does the same things everyday. Entering the classroom, he will wash his hands in the basin in the corner the class. After that he will walk over to his desk. Sitting in his desk, he will look at and greet us formally. Then he will put on his glasses, open his textbook and ask us what lesson we discussed the previous meeting. And then he starts teaching. I was really amazed by his habit.

- 1. The writer describes Mr. Jon as a ...
 - a. Serious man.
 - b. Humorous man.
 - c. Easy going man.
 - d. Friendly man.
- 2. The writer can tell Mr. Jon habit precisely because ...
 - a. He always come to school early.
 - b. He admires Mr. Jon character.
 - c. He sees Mr. Jon does the same thing everyday.
 - d. He pays attention to Mr. Jon's explanation.
- 3. "I was really **<u>amazed</u>** by his habit." The underlined word is closest in meaning to ...
 - a. Scared.
 - b. Surprised.
 - c. Ashamed.
 - d. Nervous.

For questions 4 to 7, read the text and answer the questions!

Jellyfish are not really fish. They are invertebrate animals. This means that unlike fish or people, they have no backbones. In fact, they have no bones at all.

Jellyfish have stomachs and mouths, but no heads. They have nervous systems for sensing the world around them, but no brains. They are made almost entirely of water, which is why you can look through them.

Some jellyfish can glow in darkness by making their own light. The light is made by a chemical reaction inside the jellyfish. Scientists believe jellyfish glow for several reasons. For example, they may glow to scare away predators or to attract animals they like to eat.

Most jellyfish live in salt water, apart from a few types that live in freshwater. Jellyfish are found in oceans and seas all over the world. They live in warm, tropical seas and in icy waters near the North and South poles.

- 4. Which one creates Jellyfish's light?
 - a. White blood.
 - b. Nervous system.
 - c. Chemical reaction.
 - d. Salt water.
- 5. Which one is TRUE about the jellyfish based on the text?
 - a. They belong to invertebrate animals.
 - b. They have heads like other animals.
 - c. Their brain helps them find the food.
 - d. They cannot live in freshwater.
- 6. What is the text about?
 - a. Kinds of all fish.
 - b. Jellyfish.
 - c. All invertebrate animal.
 - d. Some kinds of sea animals.
- 7. "Some jellyfish can glow in darkness by making their own light." (paragraph 3) The word "glow" in the sentence means ...
 - a. Appear. c. Move.
 - b. Produce. d. Shine.

Read the following text and answer the question 8!

I have new backpack that I like very much. I received it from my uncle who had just returned from Singapore. He intentionally bought it for my birthday as he knew that I love travelling and a backpack would be a perfect gift. He was right. My backpack is very special because it can be used as a cross-body bag, backpack and clutch as well. It is made of brown leather and quite big. There are a big pocket at the front and small one on its side. There is also a small pocket inside for cellphones. I keep my backpack well and use it only for travelling.

- 8. How did the writer get the backpack?
 - a. The writer bought it for herself.
 - b. The writer's mother bought it for her.
 - c. The writer's uncle gave it to her as a gift.
 - d. The writer's father bought it when he was in Singapore.

The following text is for questions 9-11.

The Houses of the Toraja

The ethnic groups in the mountain regions of southwest and central Sulawesi (Celebes) are known by the name of Toraja, which has come to mean "those who live upstream" or "those who live in the mountains". Their name is in fact derived from the word Raja, which in Sanskrit means "king". The society is hierarchically structured: the noblemen are called rengnge, the ordinary people to makaka, and the slaves to kaunan; birth determines which rank a person will occupy.

The distinctive features of the traditional houses (tongkonan) of the Toraja are the "buffalo horns", the roof design and the rich decoration on the walls. The buffalo is a symbol of status, courage, strength and fighting spirit.

Designed as a representation on the universe, the tongkonan is constructed in three parts: the upper world (the roof), the world of humans (the middle of the building), and the underworld (the space under the floor). The highly distinctive roors constructed by the Toraja given rise to various ingenious interpretations. Certainly the roof is something of deep significance for the Toraja, and even today they build "modern" (in other words houses built with cement) houses with such roofs.

- 9. What is the text about?
 - a. The culture of Toraja.
 - b. The society of Toraja.
 - c. The description of a traditional houses of Toraja.
 - d. The ethnic groups of southwest and central Sulawesi.
- 10. "... and even today <u>they</u> build modern..." (paragraph 3) The underlined word refers to ...
 - a. Toraja people.
 - b. Rengnge.

- c. Society
- d. Raja

11. Which of the following does not symbolize a buffalo?

- a. Cowardice.
- b. Courage.
- c. Strength.
- d. Status.

The following text is for questions 12-15.

Wingo Island

The Island of Wingo is by the island of Singa. In the water around Wingo Island, there are hundreds of sharks. They are so many that the water bubbles like a whirlpool. People can only get to Wingo Island by boat. The boat has a rocket on it. The rocket takes people over the sharks and onto the island.

Wingo Island has no sand but it has green moss. At night the moss sparkles like stars. Tall stars called Fruji grow everywhere The Fruji tress have purple leaves at the top and yellow fruit all over them. When a fruit falls off, another tree grows in a minute.

The Weather on Wingo Island is very hot but at twelve o'clock, everyday, it rains. Sometimes, there are windstorms. They happen when too many animals fly around at the same time.

People who stay on Wingo Island sleep in a big-gloo. It is like an igloo but it is on long poles. It has a ladder to get up and a slide to come down. The biggloo has a moss bed, chairs, and tables that are made of Fruji tress.

There is no television on Wingo Island. So is the telephone and computer. It is place to listen to the leaves whispering. It is a place to lie on soft green moss and look at the clouds. It is really a place to dream.

- 12. What are the chairs and tables in that island made of?
 - a. Fruji Tress. c. Trees.
 - b. Moss. d. Iron.
- 13. "People can only get to Wingo Island by boat." (paragraph 1) What does the word "boat" mean...
 - a. A rocket.
 - b. An island.
 - c. A small ship.
 - d. A helicopter.

14. Where do the people of the island live in?

a. In the houses.

- b. In the forest.
- c. In the tree holes.
- d. In the big-gloos.
- 15. "It is place to listen to the leaves **<u>whispering</u>**." (last paragraph)
 - The closest meaning of the underlined word is ...
 - a. Talking in a soft way.
 - b. Makes a soft sound.
 - c. Laughing.
 - d. Singing.

For question 16, read the text and answer the questions!

Mr. Ahmad is a postman. Everyday he delivers many letters to many people. His wife, Mrs. Ahmad, is a Biology teacher. She teaches in SMP 1 Boyoagung. Mr. and Mrs. Ahmad have one son named Budi, and two twin daughters named Lila and Leli. Budi is in grade twelve, while Lila and Leli are still in grade ten. They study in the same school, in SMU Darmawangsa. Every holiday, Mr. Ahmad's family always goes picnicking. Sometimes they go to a beach, a lake, or a garden. People love this family because Mr. Ahmad and his family are friendly people.

16. What is being described on the text above?

- a. A family.
- b. Mr. Ahmad.
- c. Mr. Ahmad's family.
- d. Mr. Ahmad's holiday.

For questions 17-19, read the text and answer the questions!

My hotel is located in Banyan Hill Area. There are others hotels in the area which are all beautiful.

My hotel has fifty rooms. Ten rooms are luxurious. The rooms are air conditioned, and there is a colour TV in each room. The other forty rooms are business rooms. It means the rooms are simple, with fans and black-and-white TVs. In the luxurious rooms, there are always double beds, but the simple rooms only have single bed. Our guests come and check-in or check-out at the receptionist's desk. These people also help the guests with their needs. They can order foods, and the receptionists ask our restaurant to serve them. Guests can have breakfast, lunch, or dinner in the room or in the restaurant. Room service is ready with orders. The receptionist can also help guests with their laundry. The laundry woman will wash and iron the clothes. The room-keepers clean all the rooms everyday. When some guests come, the bellboys will help them with their bags. The guests sometimes have a seminar in the convention hall. In another place, the guests can sit in the <u>lounge</u>.

- 17. My hotel is located in the Banyan Hill Area. This sentence is called...
 - a. Description.
 - b. Identification.
 - c. General classification.
 - d. Orientation.
- 18. Some guests sit in the lounge. The lounge is the room where the guests...
 - a. Have a seminar.
 - b. Have the meal.
 - c. Play tennis.
 - d. Sit and relax.
- 19. help guests with their bags.
 - a. The laundry women.
 - b. The bellboys.
 - c. The receptionists.
 - d. The managers.

Read the following text and answer the question 20!

Singapore is a city state; it is a city but it is also a state. It is a republic. Along with Indonesia, Malaysia, Thailand, the Philippines and Brunei, it belongs to ASEAN, the Association of South East Asian nations.

Like Indonesia, Singapore is a country of "Bhinneka Tunggal Ika." Chinese, Malay Indians and Eurasians make up its citizens. Other Asians, including Indonesians, Japanese, Philippines, Korea, Thailand's, and Arabs also live on that tiny island. Singapore is sometimes called "Instant Asia" because you can see varieties of customs, cultures and foods of nearly all Asia in Singapore.

20. Singapore's citizens consist of ...

- a. Brunei, Indians.
- b. Chinese, Thais and Arab.
- c. Chinese, Malays, Indians, and Eurasians.
- d. Eurasians and Philippines.

The questions are taken from:

Bima M., Bachtiar. 2005. *Detik-detik Ujian Nasional Bahasa Inggris*. Klaten: Intan Pariwara.

Sofyan, Fahmi. 2009. *Kunci Berhasil Lulus Ujian Bahasa Inggris SMP/MTs*. Jakarta: Pustaka Tarbiyah Baru.

Tapuih, Paja. 2017. Soal Ujian Nasional Bahasa Inggris SMP 2016/2017. Distributed by <u>www.iTapuih.com</u>

Lembar Kerja Siswa Bahasa Inggris, untuk SMP/MTs Semester I dan II

Post-test

Name :..... Class :....

Guidance to do the test:

- 4. Read the texts very carefully before answering the questions below!
- 5. Write your identity including your full name and class on the paper!
- 6. Put the alphabet only as your answer on the paper!

Read the following text and answer the questions 1-3!

Pete Sampras has got an oval face and thick eyebrows. He's dark. His hair is curly. He likes tennis. It's challenging.

Leonardo DiCapriano's got an oval face. He's got quite small eyes and a small nose. He's got thick hair, and it's short. Tennis helps him get money.

Venus Williams has got a round face. He's got curly hair in which he wears tied back.

- 1. Which is **TRUE** according to the text?
 - a. William's face is oval.
 - b. Leonardo has a big nose.
 - c. Sampras has thick eyebrows.
 - d. William's hair is wavy.
- 2. "He's got thick hair, and it is short." (Paragraph 2). The word <u>it</u> refers to Leonardo's.....
 - a. Skin. c. Hair.
 - b. Eyes. d. Nose.
- 3. Why does Sampras play Tennis?
 - a. People give him a lot of money.
 - b. Tennis helps him to get money.
 - c. Tennis is challenging.
 - d. Tennis is good for him.

The following text is for the question 4.

Let me tell you about my house. My house is not so big, about 200 square meters. It is located in Tebet, South Jakarta. It is cozy enough because there are some trees in front of my house. There is a pond in the back garden.

- 4. The synonym of <u>cozy</u> is...
 - a. Comfortable.
 - b. Huge.
 - c. Tiny.
 - d. Warm

For questions 5 to 7, read the text and answer the questions!

My Pet

I have a pet. It is a cat, and I call it Kittie.

Kittie is Persian breed. It is small, cute and fluffy. It has black and white fur. Kittie is very spoiled. It always sleeps on my lap when I cuddle it. Kittie really likes fish, steamed rice, bread and milk. Kittie can also get along well with others animals around the house, like Brownie-the dog-and Sandy-my beloved monkey. Kittie is really a sweet cat I have ever had.

- 5. What animal that is <u>not</u> a pet?
 - a. Rabbit. c. Whale.
 - b. Cat. d. Dog.
- 6. Kittie is not...
 - a. Small. c. Spoiled.
 - b. Cute. d. Wild.
- 7. The communicative purpose is to...
 - a. Share experience.
 - b. Describe a specific animal.
 - c. Entertain the readers.
 - d. Retell past events.

The following text is for questions 8-9.

Mr. Solihin is a famous tailor. He always does his works on time and he is very friendly. He has many customers so he can't do his work by himself anymore. Now he has some workers. They are Dodi, Santi, and Yuni, Dodi is responsible for the measurement and make the pattern. Santi and Yuni are sewers. They like working there because they get good salary. When they work overtime, Mr. Solihin pays them more.

- 8. Which statement is not correct based on the text above?
 - a. Mr. Solihin does all his works by himself.

- b. Mr. Solihin pays his workers well.
- c. Mr. Solihin needs some workers to help him.
- d. Santi and Yuni are responsible for the sewing.
- 9. Mr. Solihin is a famous tailor. The word famous has the same meaning as
 - a. Great. c. Popular.
 - b. Unknown d. Busy.

Read the following text and answer the questions 10 and 11!

Doraemon is one of the characters in a Japanese manga series created by Fujiko Fujio. Doraemon is a robotic cat. He has small body and white hands and feet. Although he can hear perfectly well, Doraemon has no ears.

Doraemon possesses a large pocket that can produce many gadgets from the future. The pocket is called yojigen-pocket, or fourth- dimensional pocket. Doraemon's favorite food is dorayaki, a Japanese treat filled with red bean paste.

This robotic cat has the tendency to panic during emergencies. In an emergency situation, he will frantically pull out every unnecessary gadget from his pocket. Nevertheless, Doraemon is a good cat. He always helps Nobita.

- 10. What does the text mainly talk about?
 - a. Doraemon.
 - b. Fujiko Fujio.
 - c. Robotic cats.
 - d. Nobita.
- 11. "… he will **<u>frantically</u>** pull out every unnecessary … " (paragraph 3). The underline word can be best replaced by …
 - a. Happily.
 - b. Calmly.
 - c. Worriedly.
 - d. Diligently.

For questions 12 to 14, read the text and answer the questions!

When I just hang out in a mall one day, I saw a very beautiful bag. I love this bag at the first sight. This was the first time I've spent much money on a bag and I don't regret it.

The bag is wonderful. It is made of thin but strong leather. The weight is light and the size keeps it from getting stuffed with junk. It has a long shoulder strap that I like because it keeps the bag hands-free. Its neutral color is fun and sporty. The design is simple and well-made.

The bag is very functional. It is the perfect size to carry a cell phone, a pocket sized wallet, a small book, a pack of gum, and pens. It also fits well into my laptop backpack for bike commuting to school. This bag also has more pockets inside so my small items don't all fall to the bottom. In overall I really satisfy with bag.

12. "I've spent much money on a bag and I don't regret it".

The underlined word refers to ... the bag.

- a. Having. c. Buying.
- b. Seeing. d. Loving.

13. What is the main idea of the last paragraph?

- a. The writer has a new bag.
- b. The bag is very functional.
- c. The bag has many pockets.
- d. The writer is satisfied with the bag.

14. What is the purpose of the text?

- a. To retell the past event.
- b. To entertain the readers.
- c. To describe the writer's new bag.
- d. To give instruction how to buy a bag.

The following text is for questions 15-18.

My Brother's favorite "slingshot"

My brother has a lot of toys, but there is a kind of traditional toy that he likes most. It is a "slingshot." Some people call it a "catapult" or katty.

"Slingshot" is a fork wooden stick "Y", very strong and durable like a dogwood which easily shoots in two. On each end of the fork is fastened a thick elastic, and on the other edge of the elastic it is fastened an oval cut of rubber. It is used to shoot something using little stone as the bullet.

My brother usually uses his slingshot to hit birds' nests. But sometimes he misses it, even the windows of unfortunate person are broken.

15. Some people call it. The synonym of "call" in the sentence is ...

- a. Name. c. Look.
- b. Entitle. d. Have.

16. What does the second paragraph talk about?

- a. My brother's toys.
- b. My brother's slingshot.
- c. Catapult is a sling shot.
- d. Description of slingshot.
- 17. What is the slingshot made of?
 - a. Glass, stone, elastic.

- b. Wood, rubber, elastic.
- c. Stone, wood, rubber.
- d. Iron, wood, rubber.

18. But sometimes he misses it. (Paragraph 3). The underlined word means ...

- a. Love. c. Look at.
- b. Have. d. Let pass.

For questions 19 and 20, read the text and answer the questions!

I bought new hanging bag organizer at a car free day event last week. I bought the organizer to keep my bags organized and protect the bags from dirt or dust when I'm not using them.

The bag organizer has a simple design with five compartments to store bags. Each compartment is about 45cm long, 35cm tall and 15cm wide. It is made from thick clear vinyl. It is transparent so I can easily see what I store at a glance. It also has hooks, so I can hang it on the wall, in my bedroom.

19. What does the bag organizer look like?

- a. It is opaque.
- b. It is unclear.
- c. It is blurred.
- d. It is transparent.

20. "... so I can hang it on the wall." (Paragraph 2)

What does "it" refer to ...

- a. The bag organizer.
- b. The compartment.
- c. The hook.
- d. The bag.

The questions are taken from:

Bima M., Bachtiar. 2005. *Detik-detik Ujian Nasional Bahasa Inggris*. Klaten: Intan Pariwara.

Sofyan, Fahmi. 2009. *Kunci Berhasil Lulus Ujian Bahasa Inggris SMP/MTs*. Jakarta: Pustaka Tarbiyah Baru.

Tapuih, Paja. 2017. Soal Ujian Nasional Bahasa Inggris SMP 2016/2017. Distributed by www.iTapuih.com

Lembar Kerja Siswa Bahasa Inggris, untuk SMP/MTs Semester I dan II

Calculation of Frequency Distribution

Class Interval	Class Boundary	Midpoint	f-absolute	f- relative
35 - 40	34.5 - 40.5	37.5	4	15%
41 - 46	40.5 - 46.5	43.5	2	8%
47 - 52	46.5 - 52.5	49.5	5	19%
53 - 58	52.5 - 58.5	55.5	6	23%
59 - 64	58.5 - 64.5	61.5	3	12%
65 - 70	64.5 - 70.5	67.5	6	23%
	Total		N = 26	100%

A. Calculation of Pretest

Highest score	: 80

Lowest score	: 3	5
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a. Range

- R = 70 35
 - = 35

b. Interval Class

$$K = 1 + (3.3) \log N$$

= 1 + (3.3) log 26
= 1 + (3.3) 1.41
= 1 + 4.67
= 6

c. Length of Interval

$$P = \frac{R}{\kappa}$$
$$= \frac{35}{6}$$
$$= 6$$

B. Calculation of Posttest

Class Interval	Class Boundary	Midpoint	f-absolute	f-relative
55 - 60	54.5 - 60.5	57.5	2	8%
61 - 66	60.5 - 66.5	63.5	3	12%
67 - 72	66.5 - 72.5	69.5	8	31%
73 - 78	72.5 - 78.5	75.5	3	12%
79 - 84	78.5 - 84.5	81.5	4	15%
85 - 90	84.5 - 90.5	87.5	6	23%
	N = 26	100%		

Highest score : 90

Lowest score : 55

d. Range

R = 90 - 55

= 35

e. Interval Class

$$K = 1 + (3.3) \log N$$

= 1 + (3.3) log 24
= 1 + (3.3) 1.41
= 1 + 4.67
= 6

f. Length of Interval

$$P = \frac{R}{K}$$
$$= \frac{35}{6}$$
$$= 6$$

404 Pengantar Statistik Pendidikan

Lampiran VII.1.

Nukilan Tabel Nilai "t" Untuk Berbagai df.*

		Harga Kritik "t" Pada Taraf Signifikansi:			
	df atau db	5%	1%		
	1	12,71	63,66		
n-17	2	4,30	9,92		
-	3	3,18	5,84		
	4	2,78	4,60		
	5	2,57	4,03		
	6	2.45	3,71		
	7	2,36	3,50		
	8	2,31	3,36		
	9	2.26	3,25		
20	10	2,23	3,17		
200	11	2,20	3,11		
1	12	2,18	3,06		
	13	2,16	3,01		
	14	2,14	2,98		
	15	2,13	2,95		
200	16	2,12	2,92		
	17	2,11	2,90		
11.3	18	2,10	2,88		
2-	19	2,09	2,86		
	20	2,09	2,84		
	* 21	2,08	2,83		
	22	2,07	2,82		
22	23	2,07	2,81		
	24	2,06	2,80		
	25	2,06	2,79		

'Dinukil dari: Henry E. Garrett, Op. dt., hlm. 427, dengan catatan bahwa yang dinukil di sini hanya Harga Kritik "t" pada taraf signifikansi 5% dan 1%.

LAMPIRAN: II

N (1)	Interval 95% (2)	Kepercayaan 99% (3)	N (1)	Interval 95% (2)	Kepercayaan 99% (3)		Interval	Kepercayaan
						N (1)	95% (2)	99% (3)
3	0,997	0,999	26	0,388	0,4906	55	0,266	0,345
4	0,950	0,990	27	0,381	0,487	60	0,254	0,330
5	0,878	0,959	28	0,374	0,478	65	0,244	0,317
6	0,811	0,917	29	0,367	0,470	70	0,235	0,306
7	0,754	0,874	30	0,361	0,463	75	0,227	0,296
8	0,707	0,874	31	0,355	0,456	80	0,220	0,286
9	0,666	0,798	32	0,349	0,449	85	0,213	0,278
10	.0,632	0,765	33	0,344	0,442	90	0,207	0,270
11	0,602	0,735	34	0,339	0,436	. 95	0,202	0,263
12	0,576	0,708	35	0,334	0,430	100	0,195	0,256
13	0,553	0,684	36	0,329	0,424	125	0,176	0,230
14	0,532	0,661	37	0,325	0,418	150	0,159	0,210
15	0,514	0,641	38	0,320	0,413	175	0,148	0,194
16	0,497	0,623	39	0,316	0,408	200	0,138	0,181
17	0,482	0,606	40	0,312	0,403	300	0,113	0,148
18	0,468	0,590	41	0,308	0,396	400	0,098	0,128
19	0,456	0,575	42	0,304	0,393	500	0,088	0,115
20	0,444	0,561	43	0,301	0,389	600	0,080	0,105
21	0,433	0,549	44	0,297	0,384	700	0,074	0,097
22	0,423	0,537	45	0,294	0,380	800	0,070	0,091
23	0,413	0,526	46	0,291	0,276	900	0,065	0,086
24	0,404	0,515	47	0,288	0,372	1000	0,062	0,081
25	0,396	0,505	48	0,284	0,368			
	1		49	0,281	0,364	1		
	1. 1. 1.		50	0,297	0,361			

Tabel Harga Kritik dari r Product-Moment

N - Jumlah pasangan yang digunakan untuk menghitung r.

402

Prosedur Penelitian Suatu Pendekatan Praktik