



APPENDICES

APPENDIX 1. Permission Letter

	<p>YAYASAN BADAN WAKAF SULTAN AGUNG UNIVERSITAS ISLAM SULTAN AGUNG (UNISSULA) Jl. Raya Kaligawe Km.4 Semarang 50112 Telp.(024) 6583584 (8 Sal) Fax.(024) 6582455 email: informasi@unissula.ac.id web : www.unissula.ac.id</p>						
FAKULTAS BAHASA DAN ILMU KOMUNIKASI	Bismillah Membangun Generasi Khaira Ummah						
<p>Nomor : 340/D.1/FBIK/IV/2019 Lamp. : Proposal Skripsi Hal : Permohonan Ijin Mengadakan Penelitian</p> <p>Kepada : Yth. Kepala Sekolah SMA Negeri I Grobogan Jl. Pangeran Puger No 23 Kec Grobogan Kab. Grobogan</p> <p><i>Assalamu'alaikum, Wr. Wb.</i></p> <p>Dengan ini kami menyampaikan bahwa dalam rangka penulisan skripsi/ tugas akhir program S1 di Fakultas Bahasa dan Ilmu Komunikasi UNISSULA, mahasiswa kami</p> <table border="0" style="margin-left: 40px;"> <tr> <td style="padding-right: 20px;">Nama</td> <td>: Gannes Agustinhira</td> </tr> <tr> <td>NIM</td> <td>: 31801500582</td> </tr> <tr> <td>Program Studi</td> <td>: Pendidikan Bahasa Inggris</td> </tr> </table> <p>bermaksud mengadakan penelitian dengan judul :</p> <p style="text-align: center;">“The Effectiveness of Drill Technique to Improve Student’s Reading Comrehension”</p> <p>dengan Dosen Pembimbing : Kurniawan Yudhi Nugroho, S.Pd., M.Pd... (NIK. 210813021)</p> <p>Untuk itu dengan segala hormat dan kerendahan hati kami bermaksud memohon kepada Bapak/ Ibu Kepala Sekolah untuk bersedia menerima dan mengijinkan mahasiswa tersebut di atas untuk melakukan penelitian di tempat yang Bapak/ Ibu pimpin.</p> <p>Demikian permohonan kami untuk dapat kiranya dikabulkan. Atas kerjasama dan perkenan yang diberikan, kami mengucapkan terima kasih.</p> <p style="text-align: center;"><i>Assalamu'alaikum, Wr. Wb.</i></p> <div style="text-align: center;">  Hartono, S.S., M. Pd. Dekan </div> <p>Tembusan :</p> <ol style="list-style-type: none"> 1. Yang bersangkutan 2. Arsip 	Nama	: Gannes Agustinhira	NIM	: 31801500582	Program Studi	: Pendidikan Bahasa Inggris	<p style="text-align: right;">Semarang, <u>20 Sya'ban</u> 1440 H 25 April 2019 M</p>
Nama	: Gannes Agustinhira						
NIM	: 31801500582						
Program Studi	: Pendidikan Bahasa Inggris						

APPENDIX 2. Approval Letter

APPROVAL LETTER

All of the question of this research is made by the study with the approval of the English Teacher of SMA N 1 Grobogan.

Submitted by:

Gannes Agustinhira

31801500582

Semarang, 29 April 2019

Approved by

Suprastijono, M.Pd

APPENDIX 3. Validation Rubric

Rubric Validity (content and construct validity)

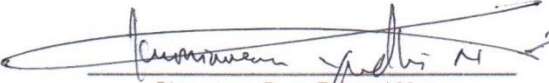
VALIDATION SHEET
(P.M. Veroy RN, MAN)

Name of Validator: KURNIAWAN YUDHI N
 Degree: _____
 Position: _____
 No. of years in teaching: _____

To the evaluator: Please check the appropriate box for your ratings.

Scale: 5 -Excellent	4 -Very Good	3-Good	2-Fair	1-Poor
5	4	3	2	1
1. Clarity and Directions of Items. The vocabulary level, language, structure and conceptual level of participants. The test directions and the items are written in a clear and understandable manner.				
	✓			
2. Presentation and Organization of Items. The items are presented and organized in logical manner.				
	✓			
3. Suitability of Items. The item appropriately presented the substance of the research. The questions are designed to determine the skills that are supposed to be measured.				
✓				
4. Adequateness of the Content. The number of the questions per area is a representative enough of all the questions needed for the research.				
	✓			
5. Attainment of Purpose. The instrument as a whole fulfills the objectives needed for the research.				
	✓			
6. Objective. Each item question requires only one specific answer or measures only one behavior and no aspect of the questionnaires suggests in the past of the researcher.				
✓				
7. Scale and Evaluation Rating. The scale adapted is appropriate for the item.				
	✓			

REMARKS: _____


 Signature Over Printed Name

Rubric Validity (content and construct validity)

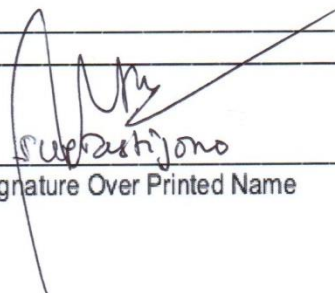
VALIDATION SHEET
(P.M. Veroy RN, MAN)

Name of Validator: SUPRATJONO M, Pd
 Degree: _____
 Position: _____
 No. of years in teaching: _____

To the evaluator: Please check the appropriate box for your ratings.

Scale: 5 –Excellent	4 -Very Good	3-Good	2-Fair	1-Poor	
	5	4	3	2	1
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2. Presentation and Organization of Items. The items are presented and organized in logical manner.		✓			
3. Suitability of Items. The item appropriately presented the substance of the research. The questions are designed to determine the skills that are supposed to be measured.	✓				
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REMARKS: _____



 Signature Over Printed Name

APPENDIX 4. Instrument of Try-Out

Name :

No :

QUESTION SHEET AND ANSWER SHEET**TRY-OUT**

Day/Date :

Class : Time :

Read the instruction carefully

- Pray before doing the test
- Write your name, number, date, time and the classroom on the answer sheet
- Answer this question until correctly
- The allocated time for doing the test is 60 minutes

Read the text carefully to answer questions 1 until 40.

(Line 1) Yogyakarta is one of the foremost cultural centers of Java, the seat of the mighty Javanese empire of Mataram from which present day Yogyakarta has the best inherited of traditions. The city itself has a special charm, which seldom fails to captivate the visitor. Gamelan, classical and contemporary Javanese dances, leather puppet, theater and other expressions of traditional art will keep the visitor spellbound. Local craftsmen excel in arts such batiks, silver and leather works. Next to the traditional, contemporary art has found fertile soil in Yogya's culture oriented society.

(Line 8) Yogyakarta is often called the main gateway to the Central Java as where it is geographically located. It stretches from Mount Merapi to the Indian Ocean. There is daily air service to Yogya from Jakarta, Surabaya and Bali as well as regular train service and easy accessibility by road. Yogyakarta is commonly considered as the modern cultural of Central Java. It is a very lively city and a shopper's delight. The main road, Malioboro Street, is always crowded and famous for its night street food-culture and street vendors. Many tourist shops and cheap hotels are concentrated along this street or in the adjoining tourist area such Sosrowijayan Street.

(Line 16) The key attraction of Yogyakarta is 'Kraton' (the Sultan's Palace), the centre of Yogya's traditional life and despite the advance of modernity; it still emanates the spirit of refinement, which has been the hallmark of Yogya's art for

centuries. This vast complex of decaying buildings was built in the 18th century, and is actually a walled city within the city with luxurious pavilions and in which the current Sultan still resides. Yogyakarta is also the only major city, which still has traditional 'Becak' (rickshaw-style) transport.

<https://www.itapuih.com/2017/07/15-contoh-soal-descriptive-text-dan.html>

1. What is the purpose of the text?
 - A. To amuse the readers with Yogyakarta
 - B. To describe the location of Yogyakarta
 - C. To persuade the readers to go to Yogyakarta
 - D. To promote Yogyakarta as tourist destination
2. We know from the second paragraph that...
 - A. Plane is the most convenient access to reach Yogyakarta
 - B. Many local tourists prefer staying in Sosrowijayan Street
 - C. Sosrowijayan is also known as shopping and culinary delight
 - D. There are many convenient stores in the streets of Yogyakarta
3. "... spirit of refinement, which has been the hallmark of Yogy's art for centuries. (Line 18)

The underlined word is closest in meaning

- A. Settlement
- B. Development
- C. Improvement
- D. Involvement

Read the following text to answer questions number 4 to 5.

Bale Kambang

Bale Kambang is a small village in the Southern coast of East Java, seventy kilometers from Malang town and two hours' drive from South. It is well known for its long beautiful white sandy beach as well as the similarity of its temple to the one of Tanah Lot in Bali.

In Bale Kambang, there are three small rocky islands namely Ismaya Island, Wisanggeni Island, and Anoman Island, those names are taken from "wayang" figures (Java traditional puppets). These islands are surrounded by Indonesian Ocean which huge waves frighten most overseas cruisers.

<https://www.itapuih.com/2017/07/15-contoh-soal-descriptive-text-dan.html>

4. What makes Bale Kambang famous?
 - A. Small rocky islands
 - B. Long beautiful beach
 - C. Huge waves of ocean
 - D. Overseas cruisers
5. What is the main idea of the second paragraph?
 - A. There are three rocky islands in Bale Kambang
 - B. Huge waves frighten many overseas cruisers

- C. Names of rocky islands are taken from "wayang" figures
- D. The rocky islands are in the middle of the sea

Read the following text to answer questions number 6 to 7.

(Line 1) Barack Obama is the president of United States. He is an African-American. He is tall and thin. He is bald. He has dark complexion, pointed nose, and oval face.

(Line 3) He is the first black man who becomes the president of United States. He is known as a smart and wise man. He is a loving husband for his wife and a good father for his two children. People from all over the world adore him because of his spirit and action in creating peace in this world. He also looks friendly because he always smiles a lot.

<https://www.itapuih.com/2017/07/15-contoh-soal-descriptive-text-dan.html>

6. What is the purpose of the text?
 - A. To persuade the readers to choose him in the election
 - B. To entertain the readers about the story of Barack Obama
 - C. To report the life of the president of United States of America
 - D. To describe Barack Obama's physical appearance and personality
7. "... dark complexion, pointed nose, and oval face." (Line 2).

The antonym of the underlined word is

- A. Flat
- B. Short
- C. Straight
- D. Handsome

Read the following text to answer questions number 8 to 17.

(Line 1) Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

(Line 4) Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

(sumber: pegangan guru untuk SMP/MTS oleh Bachtiar Bima Mustriana, 2009, PT Intan Pariwara)

8. How old is Peter? He is ... years old.
 - A. Four
 - B. Fourteen
 - C. Forty
 - D. Ten
9. The writer is ... years old.
 - A. Fourteen
 - B. Sixteen
 - C. Eighteen
 - D. Nineteen

10. Which of the following statement is not true about Peter?
- He has long and straight hair.
 - He has bright eyes.
 - He is not interested in sports.
 - He plays football and tennis.
11. According to the passage, we know that Peter is
- The writer's youngest brother
 - The writer's elder brother
 - A naughty boy
 - A friendly boy
12. It is implied in the passage that
- Peter is naughty.
 - Peter is lazy.
 - Peter is unfriendly.
 - Peter is diligent.
13. From the text, we may conclude that....
- Many people do not like Peter.
 - People is older that the writer.
 - Peter is a welcoming person.
 - Peter is not diligent at all
14. What is the text mostly about?
- Peter
 - Peter's hobby
 - Peter's family
 - Peters' elder brother
15. "He is fourteen years old . . . Than me." (Line 1)
The underlined word refers to
- Peter
 - The writer
 - The writer's brother
 - The writer's family
16. "But he usually does what he is asked to do" (Line 3)
The underlined phrase means ...
- He does anything he wants.
 - He always asks.
 - He is lazy.
 - He is diligent.
17. "Peter is interested in sports very much, and at school he plays football and tennis." (Line 4). The underlined phrase can be replaced by
- Dislike sport
 - Really likes sport
 - Hates sport very much
 - Finds sport not really entertaining

Read the following text to answer questions number 18 to 21

The Houses of the Toraja

(Line 1) 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.

(Line 7) 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.

(Line 10) 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 roofs 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.

<https://englishahkam.blogspot.com/2012/10/teks-report-toraja-soal-kuncijawaban.html>

18. What is the text about?
 - A. The culture of Toraja
 - B. The society of Toraja
 - C. The distinctive features of traditional houses
 - D. The description of a traditional houses of Toraja
19. "... and even today they build modern..." (Line 14)
The underlined word refers to...
 - A. Raja
 - B. Rengnge
 - C. Society
 - D. Toraja people
20. What are the ordinary people commonly called?
 - A. Tongkonan
 - B. Makaka
 - C. Celebes
 - D. Rengnge
21. Which of the following does not symbolize a buffalo?
 - A. Status
 - B. Courage
 - C. Strength
 - D. Cowardice

Read the following text to answer questions number 22 to 22

(Line 1) Rowan Atkinson is an English comedian, actor and writer, famous for his title roles in the British television comedies Blackadder, the Thin Blue Line and Mr. Bean. He has been listed in the Observer as one of the 50 funniest actors in British comedy. Atkinson is mostly well known as Mr. Bean.

(Line 5) Rowan Atkinson is a quite thin man. He has fair complexion and black short hair. Some people considered Atkinson “the man with the rubber face.” In fact, he has really funny face with unique smile. He is in medium height of European people. He has a pointed nose, big black eyes and thick eyebrows. His moustache and sideburns are usually well shaved. He usually wears a man’s suit with shirt, collar, trousers and a pair of shiny shoes.

(Line 10) Rowan Atkinson was born in Consett, County Durham on 6th January 1955. He has two elder brothers. Atkinson studied electrical engineering at Newcastle University and continued with an MSc at the Queen’s College, Oxford. Atkinson married Sunetra Sastry in 1990. The couple has two children, Lily and Benjamin, and lives in England in the Northamptonshire. With an estimated wealth of \$100 million, Atkinson owns many expensive cars.

<https://www.itapuih.com/2017/07/15-contoh-soal-descriptive-text-dan.html>

21. The text mainly describes
- Rowan Atkinson
 - Rowan Atkinson’s school
 - Rowan Atkinson’s movies
 - Comedy festivals in England
22. ”Rowan Atkinson is a quite thin man.” (Line 5)
The word ‘thin’ has the same meaning as....
- Stocky
 - Athletic
 - Skinny
 - Chubby

Read the following text to answer questions number 23 to 24.

Kapoposang is one of the largest of the Spermonde Islands, around 70 km northwest of Makassar, South Sulawesi. Kapoposang covers an area of around 50,000 hectares and is inhabited by around 100 families. Several other islands, both inhabited and uninhabited, lie near Kapoposang. The larger ones include Papandangan, Kondongbali, Suranti and Tambakulu. Kapoposang and the nearby islands were declared a Nature Tourism Park by the Department of Forestry in 1999. Diving has been an important activity at Kapoposang since the mid 1990s. There were so few local divers at the time, and because of the distance from other well-known diving areas in Indonesia, Kapoposang has basically remained a secret.

The best time to visit Kapoposang is between April and November, when the seas are calm, the weather favorable, and the wind less fierce than in the other months. The trip takes two hours by speedboat; the ocean breezes help to cool your skin in the hot morning sun. As you approach Pulau Kapoposang, you see the deep blue water, which suddenly meets an expanse of coral reefs between extensive shallows with white sands in the seabed. Sea grass also grows lushly near the shore. The sea bed at Kapoposang has a unique composition; near the island are some quite shallow contours, and then suddenly steep underwater cliffs

leading to seemingly endless depths. The water is very clear; you can expect underwater visibility of over 15 meters – ideal conditions for divers.

<https://www.itapuih.com/2017/07/15-contoh-soal-descriptive-text-dan.html>

23. The text is about
- Kapoposang and the surrounding islands
 - Kapoposang as a diving spot.
 - Kapoposang as a very popular tourist spot
 - Kapoposang as a secret area
24. Where is Kapoposang located?
- In the Nature Tourism Park of Makassar.
 - Next to Makassar, South Sulawesi
 - In the Spermonde Island.
 - Among the big islands near Makassar.

Read the following text to answer questions number 25 to 27.

Giraffe is the tallest animal, I saw in Ragunan zoo. It is a male. It is about six meter tall. It has big brown eyes. It has brown spots on its skin. It also has two short horns on its head. Its tail is long with thick hair on the top of the tail. It likes eating leaves of tree.

<https://www.itapuih.com/2017/07/15-contoh-soal-descriptive-text-dan.html>

25. The purpose of the text above is....
- To describe about giraffe
 - To tell about tall animal
 - To describe Ragunan zoo
 - To tell about tall animals
26. How the eyes of the giraffe look like?
- They are big and black
 - They are big and brown
 - They are small and brown
 - They are small and black
27. “Its tail is long with thick hair...”
- The antonym of the underlined word is....
- Beauty
 - Strong
 - Short
 - Thin

Read the following text to answer questions number 28 to 31.

The Titanic was the biggest ship in the world at that time. It had good facilities such as: a fully air conditional cabin, restaurant, bar, mini shop, recreation space, ship’s band and singers, medical facilities, telephone, etc. When the Titanic sailed from Southampton to New York in April 1912 with 819 crews

and 1316 passengers, it sank after it sailed for four days. It happened in North Atlantic Ocean. It hit a very big iceberg. Since there were not enough lifeboats and all the passengers or the crews were very afraid, the ship sank rapidly, most of passengers and crews sank and only few people was safe.

<https://www.itapuih.com/2017/07/15-contoh-soal-descriptive-text-dan.html>

28. Where did the tragedy happen?
- In the sea
 - In the high way
 - In the harbor
 - In the air
29. It had good facilities. The underlined word refers to
- The world
 - The ship
 - The time
 - That biggest
30. Which line tells us that most of people died?
- Line 3 & 4
 - Line 1 & 2
 - Line 6 & 7
 - Line 5
31. Where did the Titanic sink exactly?
- Southeast continent
 - In the sea
 - Atlantic ocean
 - North Atlantic Ocean

Read the following text to answer questions number 32 to 34.

The Terrifying Headmaster

(Line 1) Mr. Tucker is the headmaster of my school. He does not wear glasses. His eyes always frighten me even when I refuse to face them. They are sharp, hard, and cold, and he uses them like a whip.

(Line 4) He always washes his hands in an enamel basin in the corner of the room. After he has washed them, he will walk over to his desk and stand behind is looking at the pupils while he dries his hands on a small, white towel. He dries each finger separately, beginning with the first finger. His fingers are long and white. He rubs them briskly without losing the effect of deliberation and as he rubs them, he looks at us with his eyes.

(Line 9) No one moves while he dries his hands, no one speaks. When he finishes, he will fold the towel and put it in the desk drawer. Then, he will awkwardly smile at us. He really terrifies me.

Adapted from: *I Can Jump Puddles* by Alan Marshall)

32. What is the purpose of the text?
- To terrify the readers
 - To describe the writer's headmaster
 - To promote the writer's headmaster career

- D. To inform the readers about a terrifying school
33. Where does Mr. Tucker usually wash his hands?
- Corner of the room
 - In front of the room
 - Beside of the room
 - Behind of the room
34. "He dries each finger separately...." (Line 6)
The underlined word has similar meaning to...
- Wash
 - Fold
 - Divide
 - Corne

Read the following text to answer questions number 35 to 40.

(Line 1) I love dogs very much. I keep some dogs in my house. They are Casper, Midas, Brownie and Dottie. Casper is a dachshund. He's short with long body and four strong legs. Brownie is a collie. She has long and thick fur.

(Line 4) What color is her fur? Brown, of course that's why I call her Brownie. Dottie is a Dalmatian. She has a slim body and four long legs. She has thin fur and dots all over her body. The last is Midas. He is a bulldog. He has a large head, a short neck and thick short legs. He's very strong. I always take care of my dogs every day.

<https://www.sekolahbahasainggris.co.id/10-soal-pilihan-ganda-bahasa-inggris-untuk-smp-kelas-7-part-ii-beserta-jawaban/>

35. What kind of text is the text above?
- Recount
 - Descriptive
 - Narrative
 - Report
36. The generic structure of the text is
- Description – identification
 - Identification – description
 - Orientation – events – Reorientation
 - Reorientation – events – Orientation
37. "She has long and thick fur". (Line 3).
The antonym of the underlined word is...
- Heavy
 - Length
 - Short
 - Fragrant
38. How many dogs does the writer have?
- 2
 - 3
 - 4
 - 5

39. What does Casper look like?
- A. Short with long body and strong legs
 - B. Brown, with long and thick fur
 - C. Slim body, long legs
 - D. Thin fur and dots
40. Why does the writer call the collie, Brownie? The writer calls the collie Brownie because
- A. She likes brownies
 - B. She has brown ear
 - C. She has brown fur
 - D. She has black fur

APPENDIX 5. Instrument of Pre-Test

Name :

No :

QUESTION SHEET AND ANSWER SHEET**PRE-TEST**

Day/Date :

Class : Time :

Read the instruction carefully

- Pray before doing the test
- Write your name, number, date, time and the classroom on the answer sheet
- Answer this question until correctly
- The allocated time for doing the test is 60 minutes

Read the text carefully to answer questions 1 until 40.

(Line 1) Yogyakarta is one of the foremost cultural centers of Java, the seat of the mighty Javanese empire of Mataram from which present day Yogyakarta has the best inherited of traditions. The city itself has a special charm, which seldom fails to captivate the visitor. Gamelan, classical and contemporary Javanese dances, leather puppet, theater and other expressions of traditional art will keep the visitor spellbound. Local craftsmen excel in arts such batiks, silver and leather works. Next to the traditional, contemporary art has found fertile soil in Yogya's culture oriented society.

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(Line 16) The key attraction of Yogyakarta is 'Kraton' (the Sultan's Palace), the centre of Yogya's traditional life and despite the advance of modernity; it still emanates the spirit of refinement, which has been the hallmark of Yogya's art for centuries. This vast complex of decaying buildings was built in the 18th century,

and is actually a walled city within the city with luxurious pavilions and in which the current Sultan still resides. Yogyakarta is also the only major city, which still has traditional 'Becak' (rickshaw-style) transport.

<https://www.itapuih.com/2017/07/15-contoh-soal-descriptive-text-dan.html>

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2. We know from the second paragraph that...
 - A. Plane is the most convenient access to reach Yogyakarta
 - B. Many local tourists prefer staying in Sosrowijayan Street
 - C. Sosrowijayan is also known as shopping and culinary delight
 - D. There are many convenient stores in the streets of Yogyakarta
3. " ... spirit of refinement, which has been the hallmark of Yogya's art for centuries. (Line 18)
The underlined word is closest in meaning
 - A. Settlement
 - B. Development
 - C. Improvement
 - D. Involvement

Read the following text to answer questions number 4 to 6.

Wakatobi is the name of an archipelago and regency in Sulawesi Tenggara, Indonesia. The name Wakatobi is derived from the names of the main island of the archipelago: Wangiwangi, Kaledupa, Tomea, and Binongko. The group is part of a larger group called the Tukangbesi island.

The archipelago, located in the diverse hotspot known as Wallacea. It is part of the Wakatobi National Park. Wakatobi as one of the world's marine tourism object is now preparing it self and ready to welcome you and your family with hospitality and its particular culture. The Wakatobi is also home to Operation Wallacea, a UK based, non profit conservation group looking at sustainable development of fisheries and coral reef research. An independent non commercial website has been set up about a marine park. This website contains tourist and travel information in Wakatobi, including the biodiversity, conservation and local people.

Wakatobi is also situated geographically at the world's coral reef triangle center with its 942 fish species and 750 coral reef species from a total of 850 world's collection comparing to the two world's famous diving center of the Caribbean Sea that owes only 50 species and other 300 species in the red sea.

<https://www.itapuih.com/2017/07/15-contoh-soal-descriptive-text-dan.html>

4. What is the text about?
 - A. Wakatobi as a tourist spot.
 - B. Wakatobi as a research spot.
 - C. Wakatobi as a fishing center.
 - D. Wakatobi as a conservation center
5. Wakatobi is located in a larger group of island called . . .
 - A. Wangiwangi.
 - B. Kaledupa.
 - C. Tomea.
 - D. Tukangbesi.
6. What is the operation of Wallacea?
 - A. Non-profit conservation group looking at sustainable development of fisheries and coral reef research.
 - B. The additional sources about the biodiversity, conservation and local people.
 - C. Tourist and travel information about the wakatobi.
 - D. It is part of the Wakatobi National Park.

Read the following text to answer questions number 7 to 16

(Line 1) Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

(Line 4) Peter is interested in sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

(sumber: pegangan guru untuk SMP/MTS oleh Bachtiar Bima Mustriana, 2009, PT Intan Pariwara)

7. How old is Peter? He is ... years old.
 - A. Four
 - B. Fourteen
 - C. Forty
 - D. Ten
8. The writer is ... years old.
 - A. Fourteen
 - B. Sixteen
 - C. Eighteen
 - D. Nineteen
9. Which of the following statement is not true about Peter?
 - A. He has long and straight hair.
 - B. He has bright eyes.
 - C. He is not interested in sports.
 - D. He plays football and tennis.
10. According to the passage, we know that Peter is
 - A. The writer's youngest brother

- B. The writer's elder brother
 C. A naughty boy
 D. A friendly boy
11. It is implied in the passage that
 A. Peter is naughty.
 B. Peter is lazy.
 C. Peter is unfriendly.
 D. Peter is diligent.
12. From the text, we may conclude that....
 A. Many people do not like Peter
 B. People is older that the writer
 C. Peter is a welcoming person
 D. Peter is not diligent at all
13. What is the text mostly about?
 A. Peter
 B. Peter's hobby
 C. Peter's family
 D. Peters' elder brother
14. "He is fourteen years old . . . Than me." (Line 1)
 The underlined word refers to
 A. Peter
 B. The writer
 C. The writer's brother
 D. The writer's family
15. "But he usually does what he is asked to do" (Line 3)
 The underlined phrase means ...
 A. He does anything he wants.
 B. He always asks.
 C. He is lazy.
 D. He is diligent
16. "Peter is interested in sports very much, and at school he plays football and tennis." (Line 4). The underlined phrase can be replaced by
 A. Dislike sport
 B. Really likes sport
 C. Hates sport very much
 D. Finds sport not really entertaining

Read the following text to answer questions number 17 to 20

The Houses of the Toraja

(Line 1) 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.

(Line 7) 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.

(Line 10) 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 roofs 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.

<https://englishahkam.blogspot.com/2012/10/teks-report-toraja-soal-kuncijawaban.html>

17. What is the text about?
- The culture of Toraja
 - The society of Toraja
 - The distinctive features of traditional houses
 - The description of a traditional houses of Toraja
18. "... and even today they build modern..." (Line 14)
The underlined word refers to...
- Raja
 - Rengnge
 - Society
 - Toraja people
19. What are the ordinary people commonly called?
- Tongkonan
 - Makaka
 - Celebes
 - Rengnge
20. Which of the following does not symbolize a buffalo?
- Status
 - Courage
 - Strength
 - Cowardice

Read the following text to answer questions number 21 to 22

(Line 1) Rowan Atkinson is an English comedian, actor and writer, famous for his title roles in the British television comedies Blackadder, the Thin Blue Line and Mr. Bean. He has been listed in the Observer as one of the 50 funniest actors in British comedy. Atkinson is mostly well known as Mr. Bean.

(Line 5) Rowan Atkinson is a quite thin man. He has fair complexion and black short hair. Some people considered Atkinson "the man with the rubber face." In fact, he has really funny face with unique smile. He is in medium height of European people. He has a pointed nose, big black eyes and thick eyebrows. His moustache and sideburns are usually well shaved. He usually wears a man's suit with shirt, collar, trousers and a pair of shiny shoes.

(Line 10) Rowan Atkinson was born in Consett, County Durham on 6th January 1955. He has two elder brothers. Atkinson studied electrical engineering at Newcastle University and continued with an MSc at the Queen's College, Oxford. Atkinson married Sunetra Sastry in 1990. The couple has two children, Lily and Benjamin, and lives in England in the Northamptonshire. With an estimated wealth of \$100 million, Atkinson owns many expensive cars.

<https://www.itapuih.com/2017/07/15-contoh-soal-descriptive-text-dan.html>

21. The text mainly describes
- Rowan Atkinson
 - Rowan Atkinson's school
 - Rowan Atkinson's movies
 - Comedy festivals in England
22. "Rowan Atkinson is a quite thin man." (Line 5)
The word 'thin' has the same meaning as....
- Stocky
 - Athletic
 - Skinny
 - Chubby

Read the following text to answer questions number 23 to 24.

Kapoposang is one of the largest of the Spermonde Islands, around 70 km northwest of Makassar, South Sulawesi. Kapoposang covers an area of around 50,000 hectares and is inhabited by around 100 families. Several other islands, both inhabited and uninhabited, lie near Kapoposang. The larger ones include Papandangan, Kondongbali, Suranti and Tambakulu. Kapoposang and the nearby islands were declared a Nature Tourism Park by the Department of Forestry in 1999. Diving has been an important activity at Kapoposang since the mid 1990s. There were so few local divers at the time, and because of the distance from other well-known diving areas in Indonesia, Kapoposang has basically remained a secret.

The best time to visit Kapoposang is between April and November, when the seas are calm, the weather favorable, and the wind less fierce than in the other months. The trip takes two hours by speedboat; the ocean breezes help to cool your skin in the hot morning sun. As you approach Pulau Kapoposang, you see the deep blue water, which suddenly meets an expanse of coral reefs between extensive shallows with white sands in the seabed. Sea grass also grows lushly near the shore. The sea bed at Kapoposang has a unique composition; near the island are some quite shallow contours, and then suddenly steep underwater cliffs leading to seemingly endless depths. The water is very clear; you can expect underwater visibility of over 15 meters – ideal conditions for divers.

<https://www.itapuih.com/2017/07/15-contoh-soal-descriptive-text-dan.html>

23. The text is about
- Kapoposang and the surrounding islands
 - Kapoposang as a diving spot.

- C. Kapoposang as a very popular tourist spot
 - D. Kapoposang as a secret area
24. Where is Kapoposang located?
- A. In the Nature Tourism Park of Makassar.
 - B. Next to Makassar, South Sulawesi
 - C. In the Spermonde Island.
 - D. Among the big islands near Makassar.

Read the following text to answer questions number 25 to 27.

Giraffe is the tallest animal, I saw in Ragunan zoo. It is a male. It is about six meter tall. It has big brown eyes. It has brown spots on its skin. It also has two short horns on its head. Its tail is long with thick hair on the top of the tail. It likes eating leaves of tree.

<https://www.itapuih.com/2017/07/15-contoh-soal-descriptive-text-dan.html>

25. The purpose of the text above is....
- A. To describe about giraffe
 - B. To tell about tall animal
 - C. To describe Ragunan zoo
 - D. To tell about tall animals
26. How the eyes of the giraffe look like?
- A. They are big and black
 - B. They are big and brown
 - C. They are small and brown
 - D. They are small and black
27. "Its tail is long with thick hair..." The antonym of the underlined word is....
- A. Beauty
 - B. Strong
 - C. Short
 - D. Thin

Read the following text to answer questions number 28 to 31.

The Titanic was the biggest ship in the world at that time. It had good facilities such as: a fully air conditional cabin, restaurant, bar, mini shop, recreation space, ship's band and singers, medical facilities, telephone, etc. When the Titanic sailed from Southampton to New York in April 1912 with 819 crews and 1316 passengers, it sank after it sailed for four days. It happened in North Atlantic Ocean. It hit a very big iceberg. Since there were not enough lifeboats and all the passengers or the crews were very afraid, the ship sank rapidly, most of passengers and crews sank and only few people was safe.

<https://www.itapuih.com/2017/07/15-contoh-soal-descriptive-text-dan.html>

28. Where did the tragedy happen?
 A. In the sea
 B. In the high way
 C. In the harbor
 D. In the air
29. It had good facilities. The underlined word refers to
 A. The world
 B. The ship
 C. The time
 D. That biggest
30. Which line tells us that most of people died?
 A. Line 3 & 4
 B. Line 1 & 2
 C. Line 6 & 7
 D. Line 5
31. Where did the Titanic sink exactly?
 A. Southeast continent
 B. In the sea
 C. Atlantic ocean
 D. North Atlantic Ocean

Read the following text to answer questions number 32 to 34.

The Terrifying Headmaster

(Line 1) Mr. Tucker is the headmaster of my school. He does not wear glasses. His eyes always frighten me even when I refuse to face them. They are sharp, hard, and cold, and he uses them like a whip.

(Line 4) He always washes his hands in an enamel basin in the corner of the room. After he has washed them, he will walk over to his desk and stand behind is looking at the pupils while he dries his hands on a small, white towel. He dries each finger separately, beginning with the first finger. His fingers are long and white. He rubs them briskly without losing the effect of deliberation and as he rubs them, he looks at us with his eyes.

(Line 9) No one moves while he dries his hands, no one speaks. When he finishes, he will fold the towel and put it in the desk drawer. Then, he will awkwardly smile at us. He really terrifies me.

Adapted from: *I Can Jump Puddles* by Alan Marshall

32. What is the purpose of the text?
 A. To terrify the readers
 B. To describe the writer's headmaster
 C. To promote the writer's headmaster career
 D. To inform the readers about a terrifying school
33. Where does Mr. Tucker usually wash his hands?
 A. Corner of the room
 B. In front of the room
 C. Beside of the room
 D. Behind of the room
34. "He dries each finger separately...." (Line 6)

The underlined word has similar meaning to...

- A. Wash
- B. Fold
- C. Divide
- D. Corner

Read the following text to answer questions number 35 to 40.

(Line 1) I love dogs very much. I keep some dogs in my house. They are Casper, Midas, Brownie and Dottie. Casper is a dachshund. He's short with long body and four strong legs. Brownie is a collie. She has long and thick fur.

(Line 4) What color is her fur? Brown, of course that's why I call her Brownie. Dottie is a Dalmatian. She has a slim body and four long legs. She has thin fur and dots all over her body. The last is Midas. He is a bulldog. He has a large head, a short neck and thick short legs. He's very strong. I always take care of my dogs every day.

<https://www.sekolahbahasainggris.co.id/10-soal-pilihan-ganda-bahasa-inggris-untuk-smp-kelas-7-part-ii-beserta-jawaban/>

35. What kind of text is the text above?
 - A. Recount
 - B. Descriptive
 - C. Narrative
 - D. Report
36. The generic structure of the text is
 - A. Description – identification
 - B. Identification – description
 - C. Orientation – events – Reorientation
 - D. Reorientation – events – Orientation
37. "She has long and thick fur". (Line 3).
The antonym of the underlined word is...
 - A. Heavy
 - B. Length
 - C. Short
 - D. Fragnant
38. How many dogs does the writer have?
 - A. 2
 - B. 3
 - C. 4
 - D. 5
39. What does Casper look like?
 - A. Short with long body and strong legs
 - B. Brown, with long and thick fur
 - C. Slim body, long legs
 - D. Thin fur and dots

40. Why does the writer call the collie, Brownie? The writer calls the collie Brownies because
- A. She likes brownies
 - B. She has brown ear
 - C. She has brown fur
 - D. She has black fur

APPENDIX 6. Instrument of Post Test

Name :

No :

QUESTION SHEET AND ANSWER SHEET**POST-TEST**

Day/Date :

Class : Time :

Read the instruction carefully

- Pray before doing the test
- Write your name, number, date, time and the classroom on the answer sheet
- Answer this question until correctly
- The allocated time for doing the test is 60 minutes

Read the text carefully to answer questions 1 until 40.**Masjid Sultan Suriansyah**

Masjid Sultan Suriansyah is a historical mosque. Built 300 years ago, this building is the oldest mosque in South Kalimantan. The mosque is located in the North Kuin Village of Banjarmasin. It was built in the reign of Sultan Suriansyah known as Pangeran Samudera. He was the first Banjarnese King who converted into Islam. This mosque was found on the bank of the Kuin River, near KampungKraton, which was destroyed by the Dutch colonial.

The construction of Masjid Sultan Suriansyah was unique. The roof is layered. It took the Banjar's past architecture before Islam came. Different from any other old mosques in Banjar, the mihrab has its own roof, separated from the main building.

<https://englishahkam.blogspot.com/2012/12/teks-report-smp-1-masjid-sultan-kunci-jawaban.html>

1. Masjid Sultan Suriansyah was constructed in the era of
 - A. Banjar people
 - B. Dutch colonial
 - C. Kalimantan King
 - D Sultan Suriansyah
2. What is mainly discussed in the text?
 - A. King reign

- B. A palace complex
 - C. An Islamic location
 - D. A historical mosque
3. From the text we know that
- A. Some construction of the mosque takes the local style
 - B. Banjar people burned down the mosque
 - C. There is nothing special from this mosque
 - D. The Dutch colonial built the mosque

Read the following text to answer questions number 4 and 5.

Bale Kambang

Bale Kambang is a small village in the Southern coast of East Java, seventy kilometers from Malang town and two hours' drive from South. It is well known for its long beautiful white sandy beach as well as the similarity of its temple to the one of Tanah Lot in Bali.

In Bale Kambang, there are three small rocky islands namely Ismaya Island, Wisanggeni Island, and Anoman Island, those names are taken from "wayang" figures (Java traditional puppets). These islands are surrounded by Indonesian Ocean which huge waves frighten most overseas cruisers.

<https://www.itapuih.com/2017/07/15-contoh-soal-descriptive-text-dan.html>

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

Read the following text to answer questions number 6 to 7.

(Line 1) Barack Obama is the president of United States. He is an African-American. He is tall and thin. He is bald. He has dark complexion, pointed nose, and oval face.

(Line 3) He is the first black man who becomes the president of United States. He is known as a smart and wise man. He is a loving husband for his wife and a good father for his two children. People from all over the world adore him because of his spirit and action in creating peace in this world. He also looks friendly because he always smiles a lot.

<https://www.itapuih.com/2017/07/15-contoh-soal-descriptive-text-dan.html>

6. What is the purpose of the text?
- A. To persuade the readers to choose him in the election
 - B. To entertain the readers about the story of Barack Obama

- C. To report the life of the president of United States of America
 - D. To describe Barack Obama's physical appearance and personality
7. "... dark complexion, pointed nose, and oval face." (Line 2).

The antonym of the underlined word is

- A. Flat
- B. Short
- C. Straight
- D. Handsome

Read the following text to answer questions number 8 until 10.

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

<https://www.itapuih.com/2017/07/15-contoh-soal-descriptive-text-dan.html>

8. "My classroom is very big ". The underlined word refers to ..

- A. Large
- B. Great
- C. Fat
- D. Clean

9. Where does the teacher sit?

- A. In front of the classroom
- B. Behind the whiteboard.
- C. Behind the table
- D. Under the map

10. Where is the whiteboard located?

- A. Behind the table
- B. Beside the teacher
- C. Behind the wall
- D. Behind the teacher

Read the following text to answer questions number 11 until 20.

Wingo Island

(Line 1) 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.

(Line 5) 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 trees have purple leaves at the top and yellow fruit all over them. When a fruit falls off, another tree grows in a minute.

(Line 8) 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 big-gloo has a moss bed, chairs, and tables that are made of Fruji trees.

(Line 13) There is no television on Wingo Island. So is the telephone and computer. It is a 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.

(sumber: detik-detik UN bahasa Inggris; 2005/2006
Intan Pariwara)

11. Fruji is the ... on Wingo Island.
 - A. Name of a river
 - B. Name of a mountain
 - C. Name of a tree
 - D. Name of someone who lives
12. What are the chairs and tables in that island made of?
 - A. Iron
 - B. Moss
 - C. Trees
 - D. Fruji tree
13. What causes windstorms at Wingo?
 - A. Moss
 - B. The sand
 - C. Animals
 - D. The sea around Wingo
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. According to passage, which of the following is not true?
 - A. Wingo is an island.
 - B. Many sharks are in Wingo island.
 - C. The weather in Wingo Island is tropic all the time.
 - D. Rain always falls in Wingo Island
16. "People can only get to Wingo Island by boat." (Line 3)
The sentence implies that Wingo Island is
 - A. Near to other islands
 - B. Close to another island
 - C. Near to another island
 - D. Far from other islands

17. What is the story about?
 A. A lake
 B. A river
 C. An island
 D. A continent
18. “It is place to listen to the leaves whispering” (Line 13)
 The underlined word refers to
 A. The telephone
 B. An island
 C. The computer
 D. Wingo Island

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

(1) 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.

(4) 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.

(7) 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.

<https://www.itapuih.com/2017/07/15-contoh-soal-descriptive-text-dan.html>

19. What does the text mainly talk about?
 A. Doraemon
 B. Fujiko Fujio
 C. Robotic cats
 D. Nobita
20. “... he will frantically pull out every unnecessary... “ (Line 8).
 The underline word can be best replaced by ...
 A. Happily
 B. Calmly
 C. Worriedly
 D. Diligently

Read the following text to answer questions number 21 to 26.

(Line 1) Have you ever seen how some people run a business office? There are some professions that have very important roles in business activities. These professions are related to each other in an organization. The professions discussed here are banker, accountant, and secretary. A banker is person who conducts banking. He may be the owner of a bank or he can be the member of the board of directors who operated the bank. Bankers give loans to business offices, firms, factories, to operate or expand their business.

(Line 7) An accountant is a person who has charge of the accounts of a company. He is the one who records, keeps financial accounts and makes financial statements. He plays an important role to make the firms remain in good

financial condition. A secretary is someone who keeps records, handles correspondence, or does the administration for an organization or person. The assistant or private secretary of an executive always deals with the business letter writing of that person. The secretary is, therefore, concerned with any business that the firm undertakes. The secretary must be qualified and able to speak English, fluently. There are certain types of duties that a secretary is responsible of such as making appointments, receiving orders, making reservations for the manager, sending letters of congratulations or condolence, sending invitations etc. She also makes an agenda for the manager. An office usually has more than one secretary who are always busy doing their duties.

<https://www.itapuih.com/2017/07/15-contoh-soal-descriptive-text-dan.html>

21. What is the topic of the second paragraph?
 - A. How a banker gives credits
 - B. The financial system of a bank
 - C. The job description of a banker
 - D. A banking business as a company
22. An accountant who works unprofessionally will ...
 - A. Bring big profit for the company
 - B. Improve the book keeping of the business
 - C. Harm the financial management of the firm
 - D. Help the manager plan his expenditure
23. The main idea of the fourth paragraph is ...
 - A. The office can hire two secretaries
 - B. A secretary should prepare the manager's agenda
 - C. The manager should help the secretary complete her job
 - D. English is not so important for a private secretary
24. Which of the following statements is not true?
 - A. A manager should follow whatever his secretary says
 - B. An accountant must deal with the finance of the firm
 - C. Most banks deal with receipt and transmission of money
 - D. professional banker is needed to run money business
25. He plays an important role to make the firms remain in good financial condition,
(Line 9). The underlined word means ...
 - A. Administrative details of a firm
 - B. Any credits taken from banks
 - C. Loan procedures in a bank
 - D. Monetary position
26. The secretary is, therefore, concerned with any business that the firm undertakes. (Line 12). The synonym of the underlined word is ...
 - A. Inspects
 - B. Observes
 - C. Performs
 - D. Holds

Read the following text to answer questions number 27 to 29.

The students of VII C are in the classroom. It is the second period. They are sitting quietly at their desks. The teacher is in front of the class. He is writing some new words on the board. The teacher asks the students to write down the new words and find the meaning in their dictionaries. The students have to translate it.

After that the students answer the questions and write the answers on their exercise books. They do it seriously.

<https://www.itapuih.com/2017/07/15-contoh-soal-descriptive-text-dan.html>

27. What are the students studying? They are studying
- English
 - Biology
 - History
 - Mathematics
28. Where do the students write the answers?
- On the paper
 - On their exercise books
 - On their notebooks.
 - On the board
29. What is the main idea of the paragraph?
- It is the second period
 - They do it seriously.
 - They are writing some new words on the board.
 - The students of VII C are in the classroom.

Read the following text to answer questions number 30 to 34

(Line 1) 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.

(Line 5) 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.

<https://www.itapuih.com/2017/07/15-contoh-soal-descriptive-text-dan.html>

30. What is being described on the text above?
- Family
 - Mr. Ahmad
 - Mr. Ahmad's family
 - Mr. Ahmad's holiday
31. What is Mrs. Ahmad?
- A postman
 - A teacher
 - A student
 - A housewife

32. Where does Mr. Ahmad work?
 A. Post office
 B. Police office
 C. School
 D. Bank
33. "Everyday he delivers many letters to many people". (Line 1)
 The underlined word is synonymous with the words below, **EXCEPT** ...
 A. Sends
 B. Carries
 C. Distributes
 D. Takes
34. "*They* study in the same school, in SMU Darmawangsa". (Line 4)
 What does the italicized word refer to?
 A. Budi
 B. Budi and Lila
 C. Lila and Leli
 D. Budi, Lila, and Leli

Read the following text to answer questions number 35 to 37

(Line 1) Kediri is a name of a town. It is situated in a valley between the Kelud and Willis mountains and inhabited by about 1.3 million people. In the centre of the town there is a large hill which is called the Dathok Mountain. Because of the topography of the region, Kediri is called a chilly town by the locals. There is a big river called Brantas cutting off the centre of the town.

(Line 6) Beside the temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd. This highly nutritious food is delicacy of Kediri and has a distinctive taste. The cigarettes factory dominates the town economy and employs the majority of the women labor force. Kediri and the cigarettes factory are inseparable and it is considered the biggest cigarette factory in Indonesia. Most of the local people work in this factory. Those who do not work here are farmers or traders.

<https://www.itapuih.com/2017/07/15-contoh-soal-descriptive-text-dan.html>

35. What does the above text tell about?
 A. The history of Kediri
 B. The famous products of Kediri
 C. The description of Kediri
 D. The people
36. Which one has a distinctive taste?
 A. The cigarette
 B. The special food
 C. The bean curd
 D. The highly nutritious food
37. "Those who do not work here..." (Line 10).
 The underlined word refers to....
 A. The local people

- B. The factory workers
- C. The farmers
- D. The traders

Read the following text to answer questions number 38 until 40

Hello! My name is Rob Fellow. I come from Dundee. A town on the east coast of Scotland, but I'm a student at Durham University, in the north of England. I'm studying French and German, and I can speak the languages quite well. I also know little Spanish, so I can speak four languages. I'm enjoying the course a lot, but it's very hard work!

I live in Durham Castle, because the Castle is part of the University, with about thirty other students. The course started two years ago, and I'm in my third year. After the course, I'm going to work in France, but I don't know where yet.

<http://englishlollipop.blogspot.com/p/soal-soal-descriptive-text.html?m=1>

38. Rob can speak these languages below except...
- A. German
 - B. English
 - C. Spanish
 - D. Dutch
39. What's Rob going to do after course?
- A. To get a job in France.
 - B. To study in England
 - C. To enjoy in Germany.
 - D. To learn in Spanish.
40. Rob Fellow is ... student at Durham University.
- A. A lazy
 - B. A dull
 - C. A diligent
 - D. A discipline

APPENDIX 7. LESSON PLAN

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP Experimental Class)

Sekolah	: SMA Negeri 1 Grobogan
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X Science 1 and X Science 2/Genap
Keterampilan yang di fokuskan	: Reading
Materi Pokok	: Descriptive text
Alokasi Waktu	: 4 pertemuan (4 x 60 menit)

A. Kompetensi Inti

KI 1 Menghargai dan menghayati ajaran agama yang dianutnya.

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

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

KI 4 Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian

Kompetensi Dasar	Indikator Pencapaian
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait seseorang, tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.	<p>3.4.1 Siswa mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif terkait seseorang, tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p> <p>3.4.2 Siswa mampu melengkapi teks deskriptif yang rumpang tentang seseorang, tempat wisata dan bangunan bersejarah terkenal.</p>
4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>deskriptif</i> , lisan dan tulis, pendek dan sederhana terkait seseorang, tempat wisata dan bangunan bersejarah terkenal.	<p>4.4.1.1 Siswa mampu menjawab pertanyaan berdasarkan teks deskriptif seseorang, tempat wisata dan bangunan bersejarah terkenal.</p> <p>4.4.1.2 Siswa dapat menemukan informasi secara tersurat dan tersirat terkait dengan teks deskriptif tentang seseorang, tempat wisata dan bangunan bersejarah terkenal.</p>

C. Tujuan Pembelajaran

1. Peserta didik dapat mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang tempat wisata dan bangunan bersejarah terkenal.
2. Peserta didik dapat merespon makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang tempat wisata dan bangunan bersejarah terkenal.
3. Peserta didik dapat menyunting teks deskriptif tulis tentang tempat wisata dan bangunan bersejarah dan terkenal.

4. Peserta didik dapat menjawab pertanyaan-pertanyaan mengenai isi teks deskriptif dengan benar.

D. Materi Pembelajaran

Teks deskriptif dan worksheet tentang teks deskriptif. Lampiran

E. Metode Pembelajaran

Drill technique

F. Media Pembelajaran

Papan tulis, spidol, lembar kertas, dan text deskriptif.

G. Kegiatan Pembelajaran

1. Pertemuan 1

a. Kegiatan Pendahuluan (5 menit)

- 1) Guru dan siswa berdoa untuk mengawali pelajaran;
- 2) Guru mengecek kehadiran siswa;
- 3) Guru mempersiapkan peserta didik untuk mengikuti proses pembelajaran;
- 4) Guru memberi motivasi belajar peserta didik secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari;
- 5) Guru memberikan gambaran yang berkaitan dengan teks deskriptif yang akan dipelajari
- 6) Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai
- 7) Guru menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus

b. Kegiatan Inti (50 menit)

Activity	Time
1. Peserta didik menerima text deskriptif yang telah dibagikan guru terkait seseorang, tempat wisata dan bangunan bersejarah	5
2. Guru memulai kegiatan pembelajaran dengan mengajukan pertanyaan tentang <i>teks deskriptif</i>	

3. Guru menjelaskan tentang drill technique 4. Peserta didik merespon pertanyaan terkait gambar secara singkat. 5. Peserta didik memahami tentang drill technique	
6. Guru meminta peserta didik membaca teks tanpa bersuara, secara mandiri. 7. Guru menanyakan tentang kosakata yang baru bagi siswa. 8. Guru meminta peserta didik mencari kata sulit, menerjemahkan menggunakan dictionary. 9. Guru mencoba peserta didik untuk dan mengucapkan kosakata dengan benar.	20
10. Guru menuntun peserta didik memahami teks melalui pertanyaan tentang gagasan utama untuk masing-masing paragraf. 11. Peserta didik diberikan soal terkait descriptive text dan secara individu mencoba menemukan jawaban dari teks descriptive.	15
12. Peserta didik kemudian mengumpulkan hasil kerja kepada guru.	10

c. Kegiatan Penutup (5 menit)

1. Guru menanyakan mengenai kesulitan-kesulitan yang dialami oleh siswa selama proses kegiatan belajar;
2. Guru memberikan ulasan singkat mengenai rangkuman materi yang telah dipelajari;
3. Guru dan siswa berdoa untuk mengakhiri pelajaran;
4. Guru mengucapkan salam.

2. Pertemuan 2

a. Kegiatan Pendahuluan (5 menit)

- 1) Guru dan siswa berdoa untuk mengawali pelajaran;
- 2) Guru mengecek kehadiran siswa;
- 3) Guru mempersiapkan peserta didik untuk mengikuti proses pembelajaran;
- 4) Guru memberi motivasi belajar peserta didik secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari;
- 5) Guru memberikan gambaran yang berkaitan dengan teks deskriptif yang akan dipelajari
- 6) Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan
- 7) Guru menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

b. Kegiatan Inti (50 menit)

Activity	Time
1. Peserta didik menerima text deskriptif yang telah di bagikan guru terkait seseorang, tempat wisata dan bangunan bersejarah.	5
2. Guru memulai kegiatan pembelajaran dengan mengajukan pertanyaan tentang <i>teks deskriptif</i>	
3. Guru menjelaskan tentang drill technique	
4. Peserta didik merespon pertanyaan terkait gambar secara secara singkat.	
5. Peserta didik memahami tentang drill technique	

<p>6. Guru meminta peserta didik membaca teks tanpa bersuara, secara mandiri.</p> <p>7. Guru menanyakan tentang kosakata yang baru bagi siswa.</p> <p>8. Guru meminta peserta didik mencari kata sulit, menerjemahkan menggunakan dictionary.</p> <p>9. Guru mencoba peserta didik untuk dan mengucapkan kosakata dengan benar.</p>	20
<p>10. Guru menuntun peserta didik memahami teks melalui pertanyaan tentang gagasan utama untuk masing-masing paragraf.</p> <p>11. Peserta didik diberikan soal terkait descriptive text dan secara individu mencoba menemukan jawaban dari teks descriptive.</p>	15
<p>12. Peserta didik kemudian mengumpulkan hasil kerja kepada guru.</p>	10

a. Kegiatan Penutup (5 menit)

1. Guru menanyakan mengenai kesulitan-kesulitan yang dialami oleh siswa selama proses kegiatan belajar;
2. Guru memberikan ulasan singkat mengenai rangkuman materi yang telah dipelajari;
3. Guru dan siswa berdoa untuk mengakhiri pelajaran;
4. Guru mengucapkan salam.

3. Pertemuan 3

a. Kegiatan Pendahuluan (5 menit)

- 1) Guru dan siswa berdoa untuk mengawali pelajaran;
- 2) Guru mengecek kehadiran siswa;
- 3) Guru mempersiapkan peserta didik untuk mengikuti proses pembelajaran;

- 4) Guru memberi motivasi belajar peserta didik secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari;
- 5) Guru memberikan gambaran yang berkaitan dengan teks deskriptif yang akan dipelajari
- 6) Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan
- 7) Guru menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

b. Kegiatan Inti (50 menit)

Activity	Time
1. Peserta didik menerima text deskriptif yang telah di bagikan guru terkait seseorang, tempat wisata dan bangunan bersejarah	5
2. Guru memulai kegiatan pembelajaran dengan mengajukan pertanyaan tentang <i>teks deskriptif</i>	
3. Guru menjelaskan tentang drill technique	
4. Peserta didik merespon pertanyaan terkait gambar secara singkat.	
5. Peserta didik memahami tentang drill technique	
6. Guru meminta peserta didik membaca teks tanpa bersuara, secara mandiri.	20
7. Peserta didik mencoba menentukan main idea, generic structure, dan language feature dan juga social function dalam deskriptif text	
8. Guru menuntun peserta didik memahami teks melalui pertanyaan tentang gagasan utama untuk masing-masing paragraf.	15
9. Guru menjelaskan tentang main idea, generic structure, dan language feature dan juga social function dalam deskriptif text.	

10. Peserta didik diberikan soal terkait descriptive text dan secara individu mencoba menemukan jawaban dari teks descriptive.	
11. Peserta didik kemudian mengumpulkan hasil kerja pada pertemuan selanjutnya.	10

c. Kegiatan Penutup (5 menit)

1. Guru menanyakan mengenai kesulitan-kesulitan yang dialami oleh siswa selama proses kegiatan belajar;
2. Guru memberikan ulasan singkat mengenai rangkuman materi yang telah dipelajari;
3. Guru dan siswa berdoa untuk mengakhiri pelajaran;
4. Guru mengucapkan salam.

4. Pertemuan 4

a. Kegiatan Pendahuluan (5 menit)

1. Guru dan siswa berdoa untuk mengawali pelajaran;
2. Guru mengecek kehadiran siswa;
3. Guru mempersiapkan peserta didik untuk mengikuti proses pembelajaran;
4. Guru memberi motivasi belajar peserta didik secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari;
5. Guru memberikan gambaran yang berkaitan dengan teks deskriptif yang akan dipelajari
6. Guru meminta pekerjaan rumah yang telah di kerjakan kemarin.
7. Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan
8. Guru menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

b. Kegiatan Inti (50 menit)

Activity	Time
1. Peserta didik menerima text deskriptif yang telah di bagikan guru terkait seseorang, tempat wisata dan bangunan bersejarah	5
2. Guru memulai kegiatan pembelajaran dengan mengajukan pertanyaan tentang <i>teks deskriptif</i> 3. Peserta didik merespon pertanyaan terkait gambar secara singkat.	
4. Guru meminta peserta didik membaca teks tanpa bersuara, secara mandiri. 5. Guru menanyakan tentang kosakata yang baru bagi siswa. 6. Guru meminta peserta didik mencari kata sulit, menerjemahkan menggunakan dictionary. 7. Guru mencoba peserta didik untuk dan mengucapkan kosakata dengan benar. 8. Guru melakukan tes drill technique terhadap peserta didik	20
9. Guru menuntun peserta didik memahami teks melalui pertanyaan tentang gagasan utama untuk masing-masing paragraf. 10. Peserta didik diberikan soal terkait descriptive text dan secara individu mencoba menemukan jawaban dari teks descriptive.	15
11. Peserta didik kemudian mengumpulkan hasil kerja pada guru.	10

c. Kegiatan Penutup (5 menit)

1. Guru menanyakan mengenai kesulitan-kesulitan yang dialami oleh siswa selama proses kegiatan belajar;
2. Guru memberikan ulasan singkat mengenai rangkuman materi yang telah dipelajari;
3. Guru dan siswa berdoa untuk mengakhiri pelajaran;
4. Guru mengucapkan salam.

H. Sumber

- *(sumber: pegangan guru untuk SMP/MTS oleh Bachtiar Bima Mustriana, 2009, PT Intan Pariwara)*
- *Adapted from: I Can Jump Puddles by Alan Marshall)*
- *(sumber: detik-detik UN bahasa Inggris; 2005/2006 Intan Pariwara)*
- <http://englishlollipop.blogspot.com/p/soal-soal-descriptive-text.html?m=1>
- <https://www.itapuih.com/2017/07/15-contoh-soal-descriptive-text-dan.html>
- <https://englishahkam.blogspot.com/2012/12/teks-report-smp-1-masjid-sultan-kunci-jawaban.html>
- <https://englishahkam.blogspot.com/2012/10/teks-report-toraja-soal-kunci-jawaban.html>

I. Penilaian

1. Penilaian sikap spiritual dan sosial
2. Instrument penilaian sikap spiritual
3. Instrument penilaian sikap sosial
4. Penilaian pengetahuan dengan tes tertulis
5. Penilaian keterampilan dilakukan dengan penilaian rubrik.

Mengetahui

Guru Mata Pelajaran

Mahasiswa Praktikan

Suprastijono M.Pd

Gannes Agustinhira

31801500582

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP Control Class)

Sekolah	: SMA Negeri 1 Grobogan
Mata Pelajaran	: Bahasa Inggris
Kelas/Semester	: X Science 1 and X Science 2/Genap
Keterampilan yang di fokuskan	: Reading
Materi Pokok	: Descriptive text
Alokasi Waktu	: 4 pertemuan (4 x 60 menit)

A. Kompetensi Inti

KI 1 Menghargai dan menghayati ajaran agama yang dianutnya.

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

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

KI 4 Mengolah, menalar, dan menyaji, dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian

Kompetensi Dasar	Indikator Pencapaian
3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks	3.5.1 Siswa mampu mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif

deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait seseorang, tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.	terkait seseorang, tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya. 3.5.2 Siswa mampu melengkapi teks deskriptif yang rumpang tentang seseorang, tempat wisata dan bangunan bersejarah terkenal.
4.4.2 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>deskriptif</i> , lisan dan tulis, pendek dan sederhana terkait seseorang, tempat wisata dan bangunan bersejarah terkenal.	4.4.1.3 Siswa mampu menjawab pertanyaan berdasarkan teks deskriptif seseorang, tempat wisata dan bangunan bersejarah terkenal. 4.4.1.4 Siswa dapat menemukan informasi secara tersurat dan tersirat terkait dengan teks deskriptif tentang seseorang, tempat wisata dan bangunan bersejarah terkenal..

C. Tujuan Pembelajaran

1. Peserta didik dapat mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang tempat wisata dan bangunan bersejarah terkenal.
2. Peserta didik dapat merespon makna dalam teks deskriptif, lisan dan tulis, sederhana, tentang tempat wisata dan bangunan bersejarah terkenal.
3. Peserta didik dapat menyunting teks deskriptif tulis tentang tempat wisata dan bangunan bersejarah dan terkenal.
4. Peserta didik dapat menjawab pertanyaan-pertanyaan mengenai isi teks deskriptif dengan benar.

D. Materi Pembelajaran

Teks deskriptif dan worksheet tentang teks deskriptif. Lampiran

E. Metode Pembelajaran

Scientific Approach

F. Media Pembelajaran

Papan tulis, spidol, lembar kertas, dan text deskriptif.

G. Kegiatan Pembelajaran

1. Pertemuan 1

a. Kegiatan Pendahuluan (5 menit)

1. Guru dan siswa berdoa untuk mengawali pelajaran;
2. Guru mengecek kehadiran siswa;
3. Guru mempersiapkan peserta didik untuk mengikuti proses pembelajaran;
4. Guru memberi motivasi belajar peserta didik secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari;
5. Guru memberikan gambaran yang berkaitan dengan teks deskriptif yang akan dipelajari
6. Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai
7. Guru menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus

b. Kegiatan Inti (50 menit)

The cycles of GBA	Scientific Approach	Activity	Time
(BkoF)	Observing	1. Peserta didik menerima text deskriptif yang telah di bagikan guru terkait seseorang, tempat wisata dan bangunan bersejarah	5
	Questioning	2. Guru memulai kegiatan pembelajaran dengan mengajukan pertanyaan tentang	

		<i>teks deskriptif.</i> 3. Peserta didik merespon pertanyaan terkait gambar secara singkat.	
(MoT)	Experimenting	4. Guru meminta peserta didik membaca teks tanpa bersuara, secara mandiri. 5. Guru menanyakan tentang kosakata yang baru bagi siswa. 6. Guru meminta peserta didik mencari kata sulit, menerjemahkan menggunakan dictionary. 7. Guru mencoba peserta didik untuk dan mengucapkan kosakata dengan benar.	20
(JCoT)	Associating	8. Guru menuntun peserta didik memahami teks melalui pertanyaan tentang gagasan utama untuk masing-masing paragraf. 9. Peserta didik diberikan soal terkait descriptive text dan secara individu mencoba menemukan jawaban dari teks descriptive.	15
(ICoT)	Communicating	10. Peserta didik mengkomunikasikan hasil pekerjaannya ke dalam sebuah jawaban. 11. Peserta didik kemudian mengumpulkan hasil kerja kepada guru.	10

c. Kegiatan Penutup (5 menit)

1. Guru menanyakan mengenai kesulitan-kesulitan yang dialami oleh siswa selama proses kegiatan belajar;
2. Guru memberikan ulasan singkat mengenai rangkuman materi yang telah dipelajari;
3. Guru dan siswa berdoa untuk mengakhiri pelajaran;
4. Guru mengucapkan salam.

2. Pertemuan 2

a. Kegiatan Pendahuluan (5 menit)

1. Guru dan siswa berdoa untuk mengawali pelajaran;
2. Guru mengecek kehadiran siswa;
3. Guru mempersiapkan peserta didik untuk mengikuti proses pembelajaran;
4. Guru memberi motivasi belajar peserta didik secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari;
5. Guru memberikan gambaran yang berkaitan dengan teks deskriptif yang akan dipelajari
6. Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan
7. Guru menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

b. Kegiatan Inti (50 menit)

The cycles of GBA	Scientific Approach	Activity	Time
(BkoF)	Observing	1. Peserta didik menerima text deskriptif yang telah di bagikan guru terkait seseorang, tempat wisata dan bangunan bersejarah	5
	Questioning	2. Guru memulai kegiatan pembelajaran dengan mengajukan pertanyaan tentang <i>teks deskriptif</i> 3. Peserta didik merespon pertanyaan terkait gambar secara secara singkat.	
(MoT)	Experimenting	4. Guru meminta peserta didik membaca teks tanpa bersuara, secara mandiri.	20

		<p>5. Guru menanyakan tentang kosakata yang baru bagi siswa.</p> <p>6. Guru meminta peserta didik mencari kata sulit, menerjemahkan menggunakan dictionary.</p> <p>7. Guru mencoba peserta didik untuk dan mengucapkan kosakata dengan benar.</p>	
(JCoT)	Associating	<p>8. Guru menuntun peserta didik memahami teks melalui pertanyaan tentang gagasan utama untuk masing-masing paragraf.</p> <p>9. Peserta didik diberikan soal terkait descriptive text dan secara individu mencoba menemukan jawaban dari teks descriptive.</p>	15
(ICoT)	Communicating	<p>10. Peserta didik mengkomunikasikan hasil pekerjaannya ke dalam sebuah jawaban.</p> <p>11. Peserta didik kemudian mengumpulkan hasil kerja kepada guru.</p>	10

c. Kegiatan Penutup (5 menit)

1. Guru menanyakan mengenai kesulitan-kesulitan yang dialami oleh siswa selama proses kegiatan belajar;
2. Guru memberikan ulasan singkat mengenai rangkuman materi yang telah dipelajari;
3. Guru dan siswa berdoa untuk mengakhiri pelajaran;
4. Guru mengucapkan salam.

3. Pertemuan 3

a. Kegiatan Pendahuluan (5 menit)

1. Guru dan siswa berdoa untuk mengawali pelajaran;
2. Guru mengecek kehadiran siswa;
3. Guru mempersiapkan peserta didik untuk mengikuti proses

pembelajaran;

4. Guru memberi motivasi belajar peserta didik secara kontekstual sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari;
5. Guru memberikan gambaran yang berkaitan dengan teks deskriptif yang akan dipelajari
6. Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan
7. Guru menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

b. Kegiatan Inti (50 menit)

The cycles of GBA	Scientific Approach	Activity	Time
(BkoF)	Observing	1. Peserta didik menerima text deskriptif yang telah di bagikan guru terkait seseorang, tempat wisata dan bangunan bersejarah	5
	Questioning	2. Guru memulai kegiatan pembelajaran dengan mengajukan pertanyaan tentang <i>teks deskriptif</i> 3. Peserta didik merespon pertanyaan terkait gambar secara secara singkat.	
(MoT)	Experimenting	4. Guru meminta peserta didik membaca teks tanpa bersuara, secara mandiri. 5. Peserta didik memhami teks deskriptif 6. Peserta didik mencoba menentukan main idea, generic structure, dan language feature dan juga social function dalam deskriptif text.	20

(JCoT)	Associating	<p>7. Guru menuntun peserta didik memahami teks melalui masing-masing paragraf.</p> <p>8. Guru menjelaskan tentang main idea, generic structure, dan language feature dan juga social function dalam deskriptif text.</p> <p>9. Peserta didik diberikan soal terkait descriptive text dan secara individu mencoba menemukan jawaban dari teks descriptive.</p>	15
(ICoT)	Communicating	<p>10. Peserta didik mengkomunikasikan hasil pekerjaannya ke dalam sebuah jawaban.</p> <p>11. Peserta didik kemudian mengumpulkan hasil kerja kepada guru.</p> <p>12. Guru memberikan pekerjaan rumah terhadap peserta didik.</p>	10

c. Kegiatan Penutup (5 menit)

1. Guru menanyakan mengenai kesulitan-kesulitan yang dialami oleh siswa selama proses kegiatan belajar;
2. Guru memberikan ulasan singkat mengenai rangkuman materi yang telah dipelajari;
3. Guru dan siswa berdoa untuk mengakhiri pelajaran;
4. Guru mengucapkan salam.

4. Pertemuan 4

a. Kegiatan Pendahuluan (5 menit)

1. Guru dan siswa berdoa untuk mengawali pelajaran;
2. Guru mengecek kehadiran siswa;
3. Guru mempersiapkan peserta didik untuk mengikuti proses pembelajaran;
4. Guru memberi motivasi belajar peserta didik secara kontekstual

sesuai manfaat dan aplikasi materi ajar dalam kehidupan sehari-hari;

5. Guru memberikan gambaran yang berkaitan dengan teks deskriptif yang akan dipelajari
6. Guru meminta pekerjaan rumah yang telah di kerjakan kemarin.
7. Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai; dan
8. Guru menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.

b. Kegiatan Inti (50 menit)

The cycles of GBA	Scientific Approach	Activity	Time
(BkoF)	Observing	1. Peserta didik menerima text deskriptif yang telah di bagikan guru terkait seseorang, tempat wisata dan bangunan bersejarah.	5
	Questioning	2. Guru memulai kegiatan pembelajaran dengan mengajukan pertanyaan tentang <i>teks deskriptif</i> 3. Peserta didik merespon pertanyaan terkait gambar secara secara singkat.	
(MoT)	Experimenting	4. Guru meminta peserta didik membaca teks tanpa secara mandiri di depan guru satu persatu.	20
(JCoT)	Associating	5. Pesera didik diberikan soal terkait descriptive text dan secara individu mencoba menemukan jawaban dari teks	15

		descriptive.	
(ICoT)	Communicating	6. Peserta didik mengkomunikasikan hasil pekerjaannya ke dalam sebuah jawaban. 7. Peserta didik kemudian mengumpulkan hasil kerja kepada guru.	10

c. Kegiatan Penutup (5 menit)

1. Guru menanyakan mengenai kesulitan-kesulitan yang dialami oleh siswa selama proses kegiatan belajar;
2. Guru memberikan ulasan singkat mengenai rangkuman materi yang telah dipelajari;
3. Guru dan siswa berdoa untuk mengakhiri pelajaran;
4. Guru mengucapkan salam.

H. Sumber

- (sumber: detik-detik UN bahasa Inggris; 2005/2006 Intan Pariwara)
- <http://englishlollipop.blogspot.com/p/soal-soal-descriptive-text.html?m=1>
- <https://www.itapuih.com/2017/07/15-contoh-soal-descriptive-text-dan.html>
- <https://englishahkam.blogspot.com/2012/12/teks-report-smp-1-masjid-sultan-kunci-jawaban.html>
- <https://englishahkam.blogspot.com/2012/10/teks-report-toraja-soal-kunci-jawaban.html>

I. Penilaian

1. Penilaian sikap spiritual dan sosial
2. Instrument penilaian sikap spiritual
3. Instrument penilaian sikap sosial
4. Penilaian pengetahuan dengan tes tertulis
5. Penilaian keterampilan dilakukan dengan penilaian rubrik.

Mengetahui

Guru Pamong

Mahasiswa Praktikan

Suprastijono M.Pd

Gannes Agustinhira

31801500582

APPENDIX 8. The Scores of Control Class (X MIPA 1)

No	Student's Name	Score of Pretest	Score of Posttest
1.	Abdullah Zaidan	87	89
2.	Aldino Sindu Ghani	67	72
3.	Ananda Ndharu Sultan	82	86
4.	Annas Satria	65	85
5.	Annisa Dewi Anggraeni	78	83
6.	Aulia Abriel M	56	78
7.	Charisma Nurmita	58	76
8.	Dimas Adi Nugroho	56	78
9.	Dyta Aviani Salvatiera	78	85
10.	Evandy Maulana A	58	78
11.	Faizall Dhiya U	58	76
12.	Fareel Asryofil I	57	78
13.	Faul Adzan Nuarta	78	76
14.	Icha Azzahra Farika	65	87
15.	Ivan Ramadhan	68	76
16.	Mohammad Arif	72	78
17.	Muhammad Hanif A	66	72
18.	Nandika Galih Prasetya	48	72
19.	Noer Nasy M	85	88
20.	Novia Rahma Dina	56	76
21.	Prima Luckita	56	83
22.	Putri Syahrani D	74	85
23.	Putri Yolanda	76	86
24.	Rahmaniar Khairunisa	83	87
25.	Rifqi Rizaldi	78	86
26.	Rizky Amalia Putri	76	90
27.	Rizky Lila Zhalika	48	78
28.	Romero Rilo Paksi	50	76

29.	Sabrina Azalia L	87	90
30.	Sabrina Sari Dewi	76	86
31.	Salma Zain Azizah	78	85
32.	Taffarel Anjani Z	85	88
33.	Tiara Fika Fatimah	77	73
34.	Viona Patricia H	86	89
35.	Widya Azzahra	75	78
36.	Yulianto Hanif W	85	88

APPENDIX 9. Students' Score of Experimental Test (MIPA 2)

No	Student's Name	Score of Pretest	Score of Posttest
1.	Adli Ponco Wicaksono	75	85
2.	Ahmadana eleventio Z	73	83
3.	Adrian Jordy Darma	80	84
4.	Adelia Happy D	80	87
5.	Alya Ardina	78	83
6.	Anisa Kurnia Sani	72	80
7.	Brian Virgananda B	77	80
8.	Dhimaz Afrian Putra	64	80
9.	Doni Handani	56	78
10.	Dyta Anindita	58	76
11.	Erfan Nurhohim	58	76
12.	Fachrell Yasya Anwar	87	90
13.	Fahri Nur Fahrudin	57	76
14.	Hanif Zul Fahmi	68	87
15.	Hani Zulfa Dina	65	76
16.	Haryo Setyobudi	66	85
17.	Irfan Mohammad	72	86
18.	Kevin Novendra	58	84
19.	Muhammad Malik F	48	90
20.	Mona Ratu Sani	74	80
21.	Nida setiani	60	85
22.	Nissa Santi wati	72	88
23.	Nur Rohman	73	87
24.	Rafi Amirul Fikhar	79	90
25.	Rakha Adytama B	78	88
26.	Rara Maulina Yulia	81	90
27.	Rizal dwi Kurniawan	83	89
28.	Sasabila Ayu Dewinta	68	76
29.	Siti Nur Sita	88	86

30.	Siti Fatimah	76	86
31.	Tanti Agustina	78	82
32.	Tri Yana Pratiwi	85	84
33.	Vivi Zahrani Z	86	85
34.	Vicky Fatharani Virto	80	88
35.	Yudi Prawira	80	86
36.	Zalfa Dhiya Syafira	85	86

APPENDIX 10. Students' Score of Try Out (MIPA 3)

No	Student's Name	Score of Try Out
1	Adelia Mumsika Dina	87
2	Ahmad Imron	85
3	Ahmad Yogi Rizki P	82
4	Ameylinda Veronika	80
5	Aminatul Defira T	77
6	Audy Novita Putri R	75
7	Aurisma Rifda Nur A P	75
8	Ayu Dita Hernawati	50
9	Desi Fika Yanti	77
10	Deva Septiawan	56
11	Devi Permata Sari	72
12	Dhuhri Najib	65
13	Fansa Amelia R	87
14	Ilham Ahmad Fauzi	65
15	Imam Tri Mahendra	68
16	Kamila Nur Alisa	72
17	Karina Yogi Noviana	66
18	Miftakhul Huda	46
19	Muhammad Raihan	87
20	Nandhita Berliana	54
21	Nila Dwi Jayanti	56
22	Nissa Ardia A	76
23	Nur Kayati	78
24	Putri Sevita	80
25	Reagita Ayu Puspita	85
26	Riyan Febrianto	88
27	Santika Nur Faidha	80
28	Satria Ardi Dwi N	48

29	Septaningsih	56
30	Tika Dewi Sentiyawati	76
31	Tri Mulyanti	78
32	Yessi Wahyuningsih	85
33	Yhumaroh	90
34	Yunita Meina A	90
35	Zidan Sabili	87
36	Zulfikar Firnanda A	85

APPENDIX 11. Answer Sheet

No.:	Name:	Date:
<input type="checkbox"/>	Name : Romero Nlo Peksi	
<input type="checkbox"/>	Kelas : X MIPA 1	
<input type="checkbox"/>		
<input type="checkbox"/>	1 b 11 d 21 a 31 d	
<input type="checkbox"/>	2 d 12 c 22 b 32 c	A
<input type="checkbox"/>	3 c 13 a 23 b 33 b	C
<input type="checkbox"/>	4 a 14 d 24 d 34 d	C
<input type="checkbox"/>	5 d 15 c 25 a 35 b	A
<input type="checkbox"/>	6 c 16 c 26 c 36 b	D
<input type="checkbox"/>	7 b 17 a 27 c 37 b	C
<input type="checkbox"/>	8 c 18 c 28 c 38 c	D
<input type="checkbox"/>	9 d 19 b 29 a 39 a	A
<input type="checkbox"/>	10 b 20 b 30 d 40 b	C
<input type="checkbox"/>		A
<input type="checkbox"/>	B = 20	A
<input type="checkbox"/>		A
<input type="checkbox"/>		A
<input type="checkbox"/>		D
<input type="checkbox"/>		D
<input type="checkbox"/>		C
<input type="checkbox"/>		C
<input type="checkbox"/>		A
<input type="checkbox"/>		C
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		

No. _____
Date: _____

<input type="checkbox"/>	Noer Nasy M			
<input type="checkbox"/>	X MIPA 1			
<input type="checkbox"/>				
<input type="checkbox"/>	1. B	11. D	21. A	31. D
<input type="checkbox"/>	2. D	12. C	22. C	32. B
<input type="checkbox"/>	3. C	13. A	23. B	33. A
<input type="checkbox"/>	4. A	14. B	24. B	34. C
<input type="checkbox"/>	5. D	15. C	25. A	35. B
<input type="checkbox"/>	6. A	16. A	26. B	36. B
<input type="checkbox"/>	7. B	17. D	27. C	37. C
<input type="checkbox"/>	8. C	18. A	28. A	38. C
<input type="checkbox"/>	9. A	19. B	29. B	39. A
<input type="checkbox"/>	10. B	20. C	30. C	40. C
<input type="checkbox"/>				
<input type="checkbox"/>	B = 3A			
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				

SIDU

No. _____

Date: _____

Nama : Adrian Jordy D

kelas : x Mipa 2

~~1~~ A 11 D ~~15~~ C 21 D

~~2~~ C 12 C ~~18~~ 22 C 32 B

3 C 13 A ~~19~~ A 33 A

4 A 14 B ~~20~~ 24 B 34 C

5 D ~~15~~ C ~~21~~ 25 A 35 B

6 A ~~16~~ E ~~22~~ 26 B 36 B

7 B 17 D ~~23~~ 27 C 37 C

8 C 18 D ~~24~~ 28 A 38 C

~~9~~ D 19 B ~~25~~ 29 B 39 A

~~10~~ C 20 D ~~26~~ 30 C 40 C

B = 32

APPENDIX 12. Documentations

Pre-test



Post-test

