

APPENDICES

Validation Rubric

| Criteria | Operational Definitions | *Score | | | | Statements NOT meeting standard and need to be revised. |
|-------------------------------------|---|--------|---|---|---|---|
| | | 1 | 2 | 3 | 4 | |
| Clarity | <ul style="list-style-type: none"> The questions are direct and specific. Only one question is asked at a time. The participants can understand what is being asked. There are no <i>doublebarreled</i> questions (two questions in one). | | | | ✓ | |
| Wordiness | <ul style="list-style-type: none"> Questions are concise. There are no unnecessary words | | | | ✓ | |
| Negative Wording | <input type="checkbox"/> Questions are asked using the affirmative | | | | ✓ | |
| Overlapping Responses | <ul style="list-style-type: none"> No response covers more than one choice. All possibilities are considered. There are no ambiguous questions. | | | | ✓ | |
| Balance | <input type="checkbox"/> The questions are unbiased and do not lead the participants to a response. The questions are asked using a neutral tone. | | | | ✓ | |
| Use of Jargon | <ul style="list-style-type: none"> The terms used are understandable by the target population. There are no cliches or hyperbole in the wording of the questions. | | | | ✓ | |
| Appropriateness of Responses Listed | <input type="checkbox"/> The choices listed allow participants to respond appropriately. | | | | ✓ | |

| | | | | | |
|----------------------------------|--|--|--|---|--|
| | <input type="checkbox"/> The responses apply to all situations or offer a way for those to respond with unique situations. | | | | |
| Use of Technical Language | <ul style="list-style-type: none"> The use of technical language is minimal and appropriate. All acronyms are defined. | | | ✓ | |
| Application to Praxis | <input type="checkbox"/> The questions asked relate to the daily practices or expertise of the potential participants. | | | ✓ | |
| Relationship to Problem | <ul style="list-style-type: none"> The questions are sufficient to resolve the problem in the study The questions are sufficient to answer the research questions. The questions are sufficient to obtain the purpose of the study. | | | ✓ | |

*Note:

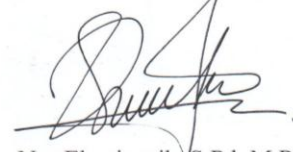
1=Not Acceptable (major modifications needed)

2=Below Expectations (some modifications needed)

3=Meets Expectations (no modifications needed but could be improved with minor changes)

4=Exceeds Expectations (no modifications needed)

Approved by



Nur Ekaningsih, S.Pd, M.Pd

Advisor

Validation Rubric

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| Use of Jargon | <ul style="list-style-type: none"> The terms used are understandable by the target population. There are no cliches or hyperbole in the wording of the questions. | | | | ✓ | |
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| | ☑The responses apply to all situations or offer a way for those to respond with unique situations. | | | | |
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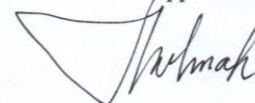
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Approved by



Salimatin Mufidah, M.Pd

English Teacher

SILABUS K13
MATA PELAJARAN BAHASA INGGRIS
SMA ISLAM SULTAN AGUNG 1 SEMARANG
 Kelas X
 Tahun Pelajaran 2018/2019

KOMPETENSI INTI

3. Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, dan prosedural berdasarkan rasa ingintahunya 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.
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.

| Kompetensi Dasar | Materi Pembelajaran | Kegiatan Pembelajaran | Waktu 45 menit |
|--|---|---|-----------------------------|
| 3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah | <ul style="list-style-type: none"> • Fungsi Sosial Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb. • Struktur Teks Dapat mencakup <ul style="list-style-type: none"> - Identifikasi (nama keseluruhan dan bagian) - Sifat (ukuran, warna, jumlah, bentuk, dsb.) - Fungsi, manfaat, tindakan, | <ul style="list-style-type: none"> - Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenal dengan intonasi, ucapan, dan tekanan kata yang benar. - Mencermati dan bertanya jawab tentang contoh menganalisis deskripsi dengan alat seperti tabel, <i>mind map</i>, dan kemudian menerapkannya untuk menganalisis | <p>- 1 x45</p> <p>2 x45</p> |

| Kompetensi Dasar | Materi Pembelajaran | Kegiatan Pembelajaran | Waktu 45 menit |
|---|---|---|-------------------|
| <p>terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya</p> <p>4.4 Teks <i>deskriptif</i></p> <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 tempat wisata dan bangunan bersejarah terkenal</p> <p>4.4.2 Menyusun teks <i>deskriptif</i> lisan dan tulis, pendek dan sederhana, terkait tempat</p> | <p>kebiasaan</p> <ul style="list-style-type: none"> • Unsur kebahasaan <ul style="list-style-type: none"> - Kosakata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal - Adverbia terkait sifat seperti <i>quite, very, extremely, dst.</i> - Kalimat deklaratif dan interogatif dalam tense yang benar - Nomina singular dan plural secara tepat, dengan atau tanpa <i>a, the, this, those, my, their,</i> dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Deskripsi tempat wisata dan bangunan bersejarah yang dapat | <p>beberapa deskripsi tempat wisata dan bangunan lain</p> <ul style="list-style-type: none"> - Mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain - Mengunjungi tempat wisata atau bangunan bersejarah untuk menghasilkan teks deskriptif tentang tempat wisata atau bangunan bersejarah setempat - Menempelkan teks di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajar. | <p>2 x45</p> |

| Kompetensi Dasar | Materi Pembelajaran | Kegiatan Pembelajaran | Waktu 45 menit |
|---|---|-----------------------|-------------------|
| wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks | menumbuhkan perilaku yang termuat di KI | | |

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
(LESSON PLAN OF EXPERIMENTAL CLASS)

| | |
|----------------|-------------------------------------|
| Nama Sekolah | : SMA Islam Sultan Agung 1 Semarang |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas | : X (Sepuluh) |
| Alokasi Waktu | : 2 x 45 menit |
| Jenis Teks | : Descriptive Text |
| Skill | : Reading |

I. Standar Kompetensi

Memahami makna teks tulis fungsional pendek esai sederhana descriptive, report, dan narrative dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

II. Kompetensi Dasar

Merespon makna dan langkah retorika teks tulis esai secara akurat lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam text berbentuk descriptive, report, narrative.

III. Indikator Pencapaian Kompetensi

Siswa diharapkan mampu:

1. Mengidentifikasi makna kata dalam text yang dibaca
2. Mengidentifikasi langkah-langkah retorika dalam teks
3. Mengidentifikasi tujuan komunikasi teks yang dibaca
4. Menghasilkan sebuah teks berbentuk descriptive

IV. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

1. Siswa dapat mengidentifikasi makna kata dalam teks yang dibaca
2. Siswa dapat mengidentifikasi langkah-langkah retorika teks
3. Siswa dapat mengidentifikasi tujuan komunikasi teks yang dibaca
4. Siswa dapat menghasilkan sebuah teks berbentuk descriptive.

V. Nilai Budaya dan Karakter Bangsa

1. Religius
2. Disiplin
3. Kerja Keras
4. Komunikatif
5. Rasa ingin tahu

6. Tanggungjawab

VI. Materi Pelajaran

1. Kuta Beach

Kuta is a very beautiful beach. Kuta beach located in Badung regency. It's close to the Ngurah Rai airport and is about 9 km from Denpasar. Kuta is a beach that is very popular both in Indonesia and international. In Kuta beach, there are a variety of facilities including accommodation, restaurant, bar, as well as a very famous surfing spots in the world.

In Kuta beach, you will see a lot of tourists with a variety of activities in which they live. The usual tourist will take the time for sunbathing, kite flying, playing volleyball, walking around, and playing beach soccer. This is a beach that is very crowded every day.

The activity in Kuta beach is not only takes place during the day, but also in the night. Various types of pubs and restaurants provide night hours for visitors so they can enjoy a meal and entertainment throughout the night. The night life at Kuta beach starts at 23:00.

When you visit Kuta beach, then you do not have to worry with the existing system of accommodation. In the vicinity of Kuta beach, there are many types of hotels and resorts that provide you with an accommodation budget ranging from the lowest to the highest. Kuta Beach is a beach that is highly recommended for you. In addition to offering the natural beauty, the environment around it also gives a classy facility.

2. Singapore

Have you ever visited Singapore? Well, if you haven't, let me tell you about Singapore. Singapore is an island city. Its population is about three millions people. Most Singaporeans live in high-rise apartments. Uhhmm...Singapore is a beautiful city with lots of parks and open spaces. It is also a very clean city. You know, the business district is very modern, with lots of tall and new buildings.

Now, let me tell you about the old section of the city. In Chinatown, there are rows of old shop houses. The government buildings in Singapore are also very unique and antique. They date from the British colonial days. Shopping! Wow, this is the part that I like very much! Singapore is famous for its many good shopping centers. Most of the goods are duty free. It's a heaven for shoppers!

What about food? Uhhh ..yummy..yummy. It's delicious. Singapore's restaurants provide Chinese, Indian, Malay, and European food, and the prices are quite reasonable. I bet you'll like it. Well, since Singapore lies near the equatorial line, of course, it has a tropical climate, with a nice weather in both dry and rainy season.

3. Taj Mahal

Taj Mahal is a Mausoleum that houses the grave of Queen Mumtaz Mahal. The mausoleum is a part of a vast complex comprising of a main gateway, an elaborate garden, a mosque, a guest house, and several other palatial buildings. The Taj is at the farthest end of this complex, with the river Jamuna behind it.

The Taj stands on a raised, square platform (186 x 186 feet) with its four corners truncated, forming an unequal octagon. The architectural design uses the interlocking arabesque concept, in which each element stands on its own and perfectly integrates with the main structure. It uses the principles of geometry and symmetry of architectural elements.

Its central dome is fifty-eight feet in diameter and rises to a height of 213 feet. It is flanked by four subsidiary domed chambers. The four graceful, slender minarets are 162.5 feet each. The central domed chamber and four adjoining chambers include many walls and panels of Islamic decoration. Taj Mahal is built entirely of white marble. Its stunning architectural beauty is beyond adequate description, particularly at dawn and sunset. The Taj seems to glow in the light of the full moon. On a foggy morning, the visitors experience the Taj as if suspended when viewed from across the Jamuna river.

VII. Metode/Teknik Pembelajaran

Jigsaw Technique

VIII. Langkah-langkah Kegiatan

A. Kegiatan Pendahuluan

1. Apersepsi
 - Menyapa siswa dengan mengucapkan selamat pagi
 - Menanyakan kabar siswa
 - Mengajak siswa membaca doa sebelum memulai pembelajaran
2. Motivasi
 - Bertanya jawab tentang pengetahuan/ketrampilan yang terkait dengan KD

- Guru menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

B. Kegiatan Inti

1. Eksplorasi

- Guru memberi penjelasan tentang *Jigsaw Technique*.
- Guru membagi murid kedalam beberapa kelompok 4-5 siswa.
- Guru menjelaskan langkah Jigsaw Technique.

2. Elaborasi

- Guru meminta siswa untuk mengidentifikasi structure of descriptive text secara berkelompok.
- Guru meminta siswa menyimpulkan isi teks descriptive
- Guru memberikan pertanyaan yang bersumber dari teks tersebut
- Guru memberi kesempatan berfikir, menganalisis, dan bertindak tanpa rasa takut.

3. Konfirmasi

- Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik
- Memfasilitasi peserta didik untuk memperoleh pengalaman bermakna dalam mencapai kompetensi dasar
- Guru menjadi fasilitator dalam menghadapi kesulitan yang dihadapi siswa.

C. Penutup

- Bersama-sama dengan peserta didik dan atau sendiri membuat rangkuman/simpulan pembelajaran
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram
- Memberikan umpan balik terhadap proses dan hasil pembelajaran

IX. Alat dan Sumber Belajar

Developing English Competencies Grade X, Kertas hvs, papan tulis, spidol, dan penghapus.

X. Penilaian

$$\text{Nilai Siswa} = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

Disetujui oleh
Guru Mata Pelajaran

Salimatin Mufidah, M.Pd.

Semarang , February 2019

Mahasiswa

Pusparini

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
(LESSON PLAN OF EXPERIMENTAL CLASS)

| | |
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I. Standar Kompetensi

Memahami makna teks tulis fungsional pendek esai sederhana descriptive, report, dan narrative dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

II. Kompetensi Dasar

Merespon makna dan langkah retorika teks tulis esai secara akurat lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam text berbentuk descriptive, report, narrative.

III. Indikator Pencapaian Kompetensi

Siswa diharapkan mampu:

1. Mengidentifikasi makna kata dalam text yang dibaca
2. Mengidentifikasi langkah-langkah retorika dalam teks
3. Mengidentifikasi tujuan komunikasi teks yang dibaca
4. Menghasilkan sebuah teks berbentuk descriptive

IV. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

1. Siswa dapat mengidentifikasi makna kata dalam teks yang dibaca
2. Siswa dapat mengidentifikasi langkah-langkah retorika teks
3. Siswa dapat mengidentifikasi tujuan komunikasi teks yang dibaca
4. Siswa dapat menghasilkan sebuah teks berbentuk descriptive.

V. Nilai Budaya dan Karakter Bangsa

1. Religius
2. Disiplin
3. Kerja Keras
4. Komunikatif
5. Rasa ingin tahu

6. Tanggungjawab

VI. Materi Pemplajaran

1. My House

My house is located in Pattimura Street 09, Kota Baru. My house has a land area of 1500 m² and a building area only 300 m². There are several rooms in my house. They are a living room, a family room, kitchen and bathroom, three bedrooms and a warehouse.

The first room is the living room. Living room is used to approve the guests who come to my house. In which there is some furniture including sofas, desks, and framed photos on the wall and lavender flowers on the pot. My living room is colored green and it looks so calm when you see it for many times. I love this living room because the decoration is chosen by myself.

The second room is a family room. Family room is the most spacious room in my house. We usually use the family room to gather while watching television. In the living room there are television, chairs, tables, and an aquarium. That is a big television, so when we sit together in front of it, we can see the movie clearly. Furthermore, we usually turn the light on when we want to see a horror movie and it is like watching in the real cinema.

Actually, I don't like the chairs and the table in the family room, because it spends the space more and there is a less space for us to sit on the floor. How about my aquarium? This is the thing that I love so much. That aquarium was bought by my own money and I fill it with some fishes like lohan and arwana. Those fishes are so cute when they are grown up. Also, the family room is used for me to do a lot of works. In this room, there is a computer which has been a long time. May be my father will buy a new computer this year, I hope for it.

We have a large kitchen, including a dinning room. There is also a bathroom near the kitchen. I have three bedrooms in my house. The first room is my sister's room. It is close-set to the living room. The second room is my parent's room, and last room is mine. My parent's room is bigger than mine and there is a big bed includes TV and sound system for my father. He usually listens to the music and country is his favorite genre of music. My room is located in the corner of house. My room is completed by some furniture's and there are some big pictures on the wall. Most of the pictures are the football players such as Cristiano Ronaldo and Steven Gerrard.

That's my home, the small and quiet place that I love.

2. My School

My school is a green and beautiful school. There are so many large trees which make the air around my school become very fresh and clean. It is very large with an area around 600 m² and surrounded by high fences. Overall, it has 30 buildings consisting of 21 classrooms, 2 teacher room, a language laboratory, a Science Laboratory, 2 toilets, a Multimedia room and a Hall. Those buildings are arranged to form a rectangle and surrounded field in the middle commonly used as sports place and ceremony.

When enter my school, we are greeted by billboards that written "Let's go forward with us" in front of the gate. Beside the gates, there is a black security post. The security post is guarded by two securities. They are in charge of maintaining security in my school. Beside the security post there is a large fish pond which beautifies my school.

After passing through the security post, we will pass a parking area with its size approximately 12 m². The parking area can accommodate all vehicles belonging to teachers and students.

Every morning the entire vehicles are parked well there. After passing through the parking area, we'll see the main building of my school. The building is quite large. It serves as teacher and employees' room in my school. Every morning the teachers always lined up in front of this building to welcome their students. We always greet them before entering into complex of classroom. It has become a tradition in my school to honor our teachers. We consider our teacher as our parents in school who keep and educate us.

After passing the main building, we will go into a building complex of classrooms. On the right side is complex of classes for 1st and 2nd grade, while on the left side is a complex of classes for 3rd grade and Another buildings such as language laboratories, Science laboratories, an art building, a multimedia room, a library, toilets and a Hall. In front of every classroom there are small flower gardens which add the beauty of my school. The gardens are regularly used by students as a place to play and learn.

My school also has a large canteen. The canteen is located behind the complex class exactly behind the Hall. My School's canteen sells a lot of foods like snacks, cakes, meatballs, fried chicken, rice and noodles. Though they sell a variety of food, my school always maintains the cleanliness.

3. My Cat

I have a cat in my house, the cat is male. I like call him “Papay”. He is an adorable cat, my cat is cute. His body is fat. He has black and white fur.

I really love to cuddle him because his fur feels soft. Every morning my mother gives a fish, sometime he usually scratches out my arm when I play with him. He is an active animal. He likes to run around the house. He likes to chase everyone in my house. When he feels tired or sleepy, he usually sleeps on the sofa in the living room or sometime under the table.

VI. Metode/Teknik Pembelajaran

Jigsaw Technique

VII. Langkah-langkah Kegiatan

A. Kegiatan Pendahuluan

1. Apersepsi

- Menyapa siswa dengan mengucapkan selamat pagi
- Menanyakan kabar siswa
- Mengajak siswa membaca doa sebelum memulai pembelajaran

2. Motivasi

- Bertanya jawab tentang pengetahuan/ketrampilan yang terkait dengan KD
- Guru menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

B. Kegiatan Inti

1. Eksplorasi

- Guru memberi penjelasan tentang *Jigsaw Technique*.
- Guru membagi murid kedalam beberapa kelompok 4-5 siswa.
- Guru menjelaskan langkah *Jigsaw Technique*.

2. Elaborasi

- Guru meminta siswa untuk mengidentifikasi structure of descriptive text secara berkelompok.
- Guru meminta siswa menyimpulkan isi teks descriptive
- Guru memberikan pertanyaan yang bersumber dari teks tersebut
- Guru memberi kesempatan berfikir, menganalisis, dan bertindak tanpa rasa takut.

3. Konfirmasi

- Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik
- Memfasilitasi peserta didik untuk memperoleh pengalaman bermakna dalam mencapai kompetensi dasar
- Guru menjadi fasilitator dalam menghadapi kesulitan yang dihadapi siswa.

C. Penutup

- Bersama-sama dengan peserta didik dan atau sendiri membuat rangkuman/simpulan pembelajaran
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram
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VIII. Alat dan Sumber Belajar

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Semarang , February 2019

Disetujui oleh
Guru Mata Pelajaran

Mahasiswa

Salimatin Mufidah, M.Pd.

Pusparini

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
(LESSON PLAN OF EXPERIMENTAL CLASS)

Nama Sekolah : SMA Islam Sultan Agung 1 Semarang
Mata Pelajaran : Bahasa Inggris
Kelas : X (Sepuluh)
Alokasi Waktu : 2 x 45 menit
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Skill : Reading

I. Standar Kompetensi

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1. Siswa dapat mengidentifikasi makna kata dalam teks yang dibaca
2. Siswa dapat mengidentifikasi langkah-langkah retorika teks
3. Siswa dapat mengidentifikasi tujuan komunikasi teks yang dibaca
4. Siswa dapat menghasilkan sebuah teks berbentuk descriptive.

V. Nilai Budaya dan Karakter Bangsa

1. Religius
2. Disiplin
3. Kerja Keras
4. Komunikatif
5. Rasa ingin tahu

6. Tanggungjawab

VI. Materi Pelajaran

1. Paris

Paris is the capital and largest city of France. It takes a role as the most important place of business and culture of the country. It's located in the France's north-central part that covers a region of 105 square kilometers. This city is divided by Seine River that streams through its center.

Known as City of Light, Paris has a lot of attraction for its magnificence of building and culture. There are many theatres, museums, art galleries, and concert halls. For about centuries, Paris has been considered as a center of culture of western world. Many writers and thinkers of across the world have gone to Paris to get inspiration and knowledge by experiencing its culture and beauty. A lot of great artists, such as Claude Monet and Pablo Picasso, had lived and worked there as well.

As the establishment of Paris, the city provides all of the visitors around the world by its impressive array of monument and historical landmark. Undoubtedly, the most popular landmark in Paris is the Eiffel Tower. It was planned by Gustave Eiffel for an international exposition in 1889. It can be spotted easily from all over the city by having a great height about 300 meters.

Another notable landmark in Paris is The Arc de Triomphe (Arch of Triumph) which took 30 years of construction, started in 1806 and ended in 1836. This monument is intended to honor the French military. At the one end of the Arc, there is a famous street called the Champs-Élysées. At the other end of the street lies the Place de la Concorde (Square of Peace), a large square which contains huge statues and fountains.

Paris also has several bridges that were built in different styles and during different times. The oldest one is Pont Neuf (New Bridge) which was finished in 1604. As a large urban area, Paris has many parks as well. The most famous one is the Tuileries Gardens. Parisians and tourists like to visit this park which lies near the Place de la Concorde to relax and enjoy the view that surrounded flowers and sculptures.

More than two thousand years ago, Paris first existed as a settlement on an island in the Seine River that is now called the Île de la Cité. The site is inhabited by a tribe of Celtic people that is known

as the Parisii. This settlement then was known as Lutetia which was conquered by the Romans in the first century BC. Lutetia grew and finally extend to the Seine River's left bank. Started at the early 300s AD the city was known as Paris.

2. Indonesia

Indonesia is the place where I can stand and live. It is a country in Southeast Asia and Oceania. Indonesia, as I know it well, is an archipelago comprising at around 17,000 islands. It has 33 provinces with over 230 million people, including myself and is the world's fourth most populous country. I stand for years here, wasting my time to work hard for its beauty. This country is too much perfect to live in, especially the nation's capital city, Jakarta, the city in which I fall in love.

The country shares land borders with Papua New Guinea, East Timor, and Malaysia; but no borders of my heart with Indonesia at all. All people know that other neighboring countries of Indonesia are Singapore, Philippines, Australia, and the Indian territory of the Andaman and Nicobar Islands. All of them are only neighbors which do not really love it as well as I do.

With its islands, Indonesia gives me many friends from distinct ethnic, linguistic, and religious groups. The Javanese are the largest—and the politically dominant—ethnic group. Due to Nationalism, I and my friends will always get together for sharing identity defined by a national language, ethnic diversity, religious pluralism, within a majority Muslim population. I will hold this country with the real spirit and power with its national motto, “Bhinneka Tunggal Ika” (“Unity in Diversity” literally, “many, yet one”), articulates the diversity that shapes the country.

Despite its large population and densely populated regions, Indonesia has vast areas of wilderness that support the world's second highest level of biodiversity. The country is richly endowed with natural resources, yet poverty remains widespread.

3. Kangaroos

Kangaroos are the planet's largest marsupials, a variety of mammal in which offspring, called joeys, undergo most of their development inside an exterior pouch on the mother's abdomen. Kangaroos reside exclusively in Australia and nearby islands, including Tasmania. Highly social animals, kangaroos typically live and travel in groups.

Males of the largest kangaroo species, the red kangaroo, can be up to 1,8 meter tall and weigh 90 kilograms. In all species, females are smaller than males. Male red kangaroos have a maroon-colored coat; female red kangaroos are bluish-gray.

All red kangaroos have a white stripe on each side of their faces. The western gray and eastern gray kangaroo both have silver hair, but the latter's coat is longer and lighter in color. All kangaroos have strong hind legs and conspicuously large feet. They cannot move one leg independently of the other and must therefore get around by hopping. A sturdy tail that ranges from 0,7 to 1 meter in length depending on the species helps them maintain their balance while they hop.

VII. Metode/Teknik Pembelajaran

Jigsaw Technique

VIII. Langkah-langkah Kegiatan

A. Kegiatan Pendahuluan

1. Apersepsi

- Menyapa siswa dengan mengucapkan selamat pagi
- Menanyakan kabar siswa
- Mengajak siswa membaca doa sebelum memulai pembelajaran

2. Motivasi

- Bertanya jawab tentang pengetahuan/ketrampilan yang terkait dengan KD
- Guru menjelaskan pentingnya materi yang akan dipelajari berikut kompetensi yang harus dikuasai siswa

B. Kegiatan Inti

1. Eksplorasi

- Guru memberi penjelasan tentang *Jigsaw Technique*.
- Guru membagi murid kedalam beberapa kelompok 4-5 siswa.
- Guru menjelaskan langkah Jigsaw Technique.

2. Elaborasi

- Guru meminta siswa untuk mengidentifikasi structure of descriptive text secara berkelompok.
- Guru meminta siswa menyimpulkan isi teks descriptive

- Guru memberikan pertanyaan yang bersumber dari teks tersebut
- Guru memberi kesempatan berfikir, menganalisis, dan bertindak tanpa rasa takut.

3. Konfirmasi

- Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik
- Memfasilitasi peserta didik untuk memperoleh pengalaman bermakna dalam mencapai kompetensi dasar
- Guru menjadi fasilitator dalam menghadapi kesulitan yang dihadapi siswa.

C. Penutup

- Bersama-sama dengan peserta didik dan atau sendiri membuat rangkuman/simpulan pembelajaran
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram
- Memberikan umpan balik terhadap proses dan hasil pembelajaran
-

IX. Alat dan Sumber Belajar

Developing English Competencies Grade X, Kertas hvs, papan tulis, spidol, dan penghapus.

X. Penilaian

$$\text{Nilai Siswa} = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

Semarang , February 2019

Disetujui oleh
Guru Mata Pelajaran

Mahasiswa

Salimatin Mufidah, M.Pd.

Pusparini

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
(LESSON PLAN OF EXPERIMENTAL CLASS)

Nama Sekolah : SMA Islam Sultan Agung 1 Semarang
 Mata Pelajaran : Bahasa Inggris
 Kelas : X (Sepuluh)
 Alokasi Waktu : 2 x 45 menit
 Jenis Teks : Descriptive Text
 Skill : Reading

I. Standar Kompetensi

Memahami makna teks tulis fungsional pendek esai sederhana descriptive, report, dan narrative dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

II. Kompetensi Dasar

Merespon makna dan langkah retorika teks tulis esai secara akurat lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam text berbentuk descriptive, report, narrative.

III. Indikator Pencapaian Kompetensi

Siswa diharapkan mampu:

1. Mengidentifikasi makna kata dalam text yang dibaca
2. Mengidentifikasi langkah-langkah retorika dalam teks
3. Mengidentifikasi tujuan komunikasi teks yang dibaca
4. Menghasilkan sebuah teks berbentuk descriptive

IV. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

1. Siswa dapat mengidentifikasi makna kata dalam teks yang dibaca
2. Siswa dapat mengidentifikasi langkah-langkah retorika teks
3. Siswa dapat mengidentifikasi tujuan komunikasi teks yang dibaca
4. Siswa dapat menghasilkan sebuah teks berbentuk descriptive.

V. Nilai Budaya dan Karakter Bangsa

1. Religius
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3. Kerja Keras
4. Komunikatif
5. Rasa ingin tahu

6. Tanggungjawab

VI. Materi Pelajaran

1. My mom

I have to tell you about my mother. Her name is Dini Septiyanti. She is uncommonly dazzling anyway she is not tall. She has chestnut and light skin. Her eyes shading is cocoa. Her eyes are shocking and astonishing. I genuinely love her eyes. She is a greatly kind person. She is energetic. She reverts to interest and divert her adolescents when her children were aggravated. She for the most part rouses me to understand various things and research the data with experience. She is patient and great woman I have ever known. She appreciates to help people. She is a better than average individual, as a wife and mother. She for the most part manages her pack. She values her companion and children all that much.

She cherishes her home to be perfect and impeccable. She does most of the errands without home accomplice and she similarly can manage her work. She works as an advisor. She opens an office at home. Her clients genuinely like her work in light of the fact that my mother is astonishing in cerebrum science. She is the best place to grant stories and she for the most part gives remarkable advices in case we have issues.

For my father, my mother is everything. She is his life. He can't live without my mother. Everything gives off an impression of being so untidy if my mother goes to other city for a couple of days. My mother is a sacred detachment without wings. She is a holy person for me. She is some individual who I love the most in my life. I wish she will reliably be sound and perky.

2. Yogyakarta

Yogyakarta also Jogja or Jogjakarta, is a city and the capital of Yogyakarta Special Region in Java, Indonesia. It is renowned as a center of education (Kota Pelajar), classical Javanese fine art and culture such as batik, ballet, drama, music, poetry, and puppet shows. Yogyakarta was the Indonesian capital during the Indonesian National Revolution from 1945 to 1949, with Gedung Agung as the president's office.

One of the districts in Yogyakarta, Kotagede, was the capital of the Mataram Sultanate between 1575 and 1640. The city is named after the Indian city of Ayodhya from the Ramayana epic. Yogya means "suitable, fit, proper", and karta, "prosperous, flourishing" Its

population was 388,627 inhabitants at the 2010 census and its built-up (or metro) area was home to, 4,010,436 inhabitants spread on two cities (Yogyakarta and Magelang) and 65 districts spread on Sleman, Klaten, Bantul, Kulon Progo and Magelang regencies.

While urbanization sprawls, Yogyakarta-Magelang and Surakarta are being agglomerated in a few years. The Dutch name of the city is Jogjakarta. Because of its proximity to the Borobudur and Prambanan temples, and because of the Javanese court Kraton culture of Kraton Yogyakarta, Yogyakarta has become an important tourist destination in Indonesia. Most tourists come to Yogyakarta as an accommodation base to visit Borobudur and Prambanan. At tourist sites, you may meet high school students who look forward to have a conversation in English with you to polish their language skills.

3. Dolphins

Dolphins are marine mammals and are a part of the cetacean species which also includes whales and porpoises. Dolphins can vary greatly in size from the smallest dolphin (Maui's dolphin) measuring in at around 120 cm and weighing around 40 kg to the massive killer whale which can measure in at 900 cm and weigh more than 1000 kg.

Most dolphins have streamlined bodies which are designed for agility and fast swimming. The size and shape of their body can vary from one species to the next. The long-beaked common dolphin for example has a very slim streamlined body with a long beaked compared to the killer whale that has a stockier build and lacks a beak.

The size and shape of a dolphins teeth along with its jaw strength play a major role in determining whether or not these marine mammals swallow their prey whole or break it down for easier consumption and can have some affect on the types of prey they hunt. When it comes to color and skin tone dolphins can vary greatly from one species to the next. Colors may include black, dark grey, light grey, bluish, brown, yellow, pink and white with some species being a solid color while others may have spots or lines across sections of their body.

In order to swim dolphin's use their tail for propulsion while their fins help them stabilize, turn, roll and navigate through the water. Dolphins (along with all toothed whales) are born with a single blowhole used for breathing compared to baleen whales which are born with two blowholes.

Having a blowhole on the top of their head also makes it easier for them breathe during resting periods as they do not have to consistently lift their mouth above the water to take in air.

VII. Metode/Teknik Pembelajaran

Jigsaw Technique

VIII. Langkah-langkah Kegiatan

A. Kegiatan Pendahuluan

1. Apersepsi
 - Menyapa siswa dengan mengucapkan selamat pagi
 - Menanyakan kabar siswa
 - Mengajak siswa membaca doa sebelum memulai pembelajaran
2. Motivasi
 - Bertanya jawab tentang pengetahuan/ketrampilan yang terkait dengan KD
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B. Kegiatan Inti

1. Eksplorasi
 - Guru memberi penjelasan tentang *Jigsaw Technique*.
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 - Guru menjelaskan langkah Jigsaw Technique.
2. Elaborasi
 - Guru meminta siswa untuk mengidentifikasi structure of descriptive text secara berkelompok.
 - Guru meminta siswa menyimpulkan isi teks descriptive
 - Guru memberikan pertanyaan yang bersumber dari teks tersebut
 - Guru memberi kesempatan berfikir, menganalisis, dan bertindak tanpa rasa takut.
3. Konfirmasi
 - Guru memberikan umpan balik positif dan penguatan dalam bentuk lisan, tulisan, isyarat, maupun hadiah terhadap keberhasilan peserta didik
 - Memfasilitasi peserta didik untuk memperoleh pengalaman bermakna dalam mencapai kompetensi dasar

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- Bersama-sama dengan peserta didik dan atau sendiri membuat rangkuman/simpulan pembelajaran
- Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram
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IX. Alat dan Sumber Belajar

Developing English Competencies Grade X, Kertas hvs, papan tulis, spidol, dan penghapus.

X. Penilaian

$$\text{Nilai Siswa} = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

Semarang , February 2019

Disetujui oleh
Guru Mata Pelajaran

Mahasiswa

Salimatin Mufidah, M.Pd.

Pusparini

PRE TEST

Mata Pelajaran : Bahasa Inggris

Kelas : X

Petunjuk

- Berdoa sebelum mengerjakan soal.
- Tulis Nama, Nomor absen, dan Kelas dikolom yang disediakan.
- Jawablah pertanyaan dibawah ini dengan memilih salah satu jawaban yang paling tepat dengan memberi tanda silang (X) pada huruf a,b,c, atau d.

BISMILLAH

Read the texts and answer the question by choosing a, b, c or d on your answer sheet

Read the following text to answer questions number 1 to 3.

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.

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.

Sumber: <https://www.itapuih.com/2017/05/10-contoh-soal-descriptive-text-dan.html>

1. 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
2. Which one has a distinctive taste?
 - A. The cigarette
 - B. The special food
 - C. The bean curd
 - D. The highly nutritious food
3. "Those who do not work here ..." (last sentence). 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 4 to 6.

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.

Sumber: <https://www.itapuih.com/2017/05/10-contoh-soal-descriptive-text-dan.html>

4. Masjid Sultan Suriansyah was constructed in the era of

- A. Banjar people
- B. Dutch colonial
- C. Kalimantan King
- D. Sultan Suriansyah

5. What is mainly discussed in the text?

- A. A king reign
- B. A palace complex
- C. An Islamic location
- D. A historical mosque

6. 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 7 and 8.

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, Wisangganen 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.

Sumber: <https://www.itapuih.com/2017/05/10-contoh-soal-descriptive-text-dan.html>

7. What makes Bale Kambang famous?

- A. Small rocky islands
- B. Long beautiful beach
- C. Huge waves of ocean
- D. Overseas cruisers

8. What is the main idea of the second paragraph?
- There are three rocky islands in Bale Kambang
 - Huge waves frighten many overseas cruisers
 - Names of rocky islands are taken from "wayang" figures
 - The rocky islands are in the middle of the sea

Read the following text to answer questions number 9 to 10.

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.

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.

Sumber: <https://www.itapuih.com/2017/05/10-contoh-soal-descriptive-text-dan.html>

9. What is the purpose of the text?
- To persuade the readers to choose him in the election
 - To entertain the readers about the story of Barack Obama
 - To report the life of the president of United States of America
 - To describe Barack Obama's physical appearance and personality
10. "... dark complexion, pointed nose, and oval face." The antonym of the underlined word is
- Flat
 - Short
 - Straight
 - Handsome

This text is for no. 11-15

Orchard Road

Orchard Road is a Boulevard which becomes business and entertainment center in Singapore. Orchard Road is surrounded by a lush tropical and flower gardens which are beautiful. At first, Orchard Road is just a suburban street lined with orchards, plantations nutmeg, and pepper farming. However, in the 1970s, it turned into a shopping center in Singapore. In 1960 and 1970 entertainment industries began to enter this road. Shopping centers such as mall and Plaza was built in 1974.

Orchard Road runs along about 2.2 km. This road is one-way street flanked by a variety of shopping malls, hotels and restaurants. The shopping area which is nearly 800,000 square meters provides a wide range of Things, food, and entertainment. In this area there are many options that can satisfy visitors from all walks of life starting from the luxury branded things to the Popular branded, from exclusive restaurants to fast food.

There are so many ways that can be accessed to get to Orchard road such as: by taxi, bus or drive your own car. For those who are driving to Orchard Road can be entered from the west through the Napier Road. Vehicles from Dun earn

Road can turn to left at the intersection of the Marriott Hotel junction. Vehicles that come from Paterson can turn right onto Orchard Road. Orchard is always crowded so you have to be careful in order not to get lost.

Sumber: <https://www.belajarbahasainggrisku.id/2015/01/contoh-soal-descriptive-text-untuk-sma- html>

11. The text mainly focuses on
 - a. Singapore
 - b. Orchard Plantation
 - c. Plaza and Mall
 - d. Orchard road as business and entertainment center
12. Which statement is TRUE?
 - a. At first Orchard Road is a crowded settlement
 - b. Orchard road became business and entertainment center since 1974
 - c. Vehicles from Dunrean road turn to the left at intersection of the Marriott Hotel junction
 - d. Orchard road is infamous place at Singapore
13. In the third paragraph the writer describes about?
 - a. The location of Orchard Road
 - b. The things that we can see at orchard road
 - c. The direction to get to Orchard Road
 - d. The history of Orchard Road
14. Words “it” in line 4 refers to?
 - a. The plantation
 - b. Luxury branded things
 - c. The plaza
 - d. Suburban street
15. The word “satisfy” in line eighth has the closet meaning with?
 - a. Pleased
 - b. Free
 - c. Frighten
 - d. Threat

This text is for no. 16–20

Petruk Cave

Petruk cave is one of the leading tourist attractions in Kebumen, Central Java. The cave is located in the dukuh Mandayana Candirenggo Village, Ayah District, Kebumen regency. In the petruk cave there is no lighting that illuminates the cave. It is still very natural cave so that petruk cave is very dark to be entered. Petruk cave’s name is taken from the punokawan of puppet characters that is Petruk. The cave Named Petruk cave because the length of cave is as long as petruk’s nose.

In the cave there are 3 floors that are the first is a basic cave, Hindu caves and Petruk cave. The base cave is a short cave which is just 100 meters away. The cave is used for tourist attractions. Hindu cave is part of the cave that is usually used to put offerings to the ancestor. Inside Petruk cave there are so many stalactites and stalagmites which are really awesome. If you want to explore this

cave, you must be led by guides who are ready to take you through the cave. After arriving at the end of the cave, you can see the beach or waterfall located near at the end of the cave

Sumber: <https://www.belajarbahasainggrisku.id/2015/01/contoh-soal-descriptive-text-untuk-sma- html>

16. What is the text purpose?

- a. To inform readers about tourism in Kebumen
- b. To entertain reader about Petruk Cave
- c. To explain the reader about floors in Petruk Cave
- d. To describe Petruk Cave

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

- a. Because the cave is belong to Petruk
- b. Because Petruk is the first explorer of the cave
- c. Because Petruk is buried at the cave
- d. Because the cave's length is as long as Petruk's nose

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

- a. In the basic cave
- b. In petruk cave
- c. In Hindu cave
- d. In front of the cave

19. What is stalactites means?

- a. A type of formation that hangs from the ceiling of caves
- b. Types of formation that lay on the floor of caves
- c. Types of food given to ancestor
- d. Someone who guide the visitor in the cave

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

- a. Guide
- b. Take
- c. Bring
- d. Put

Read the following text to answer questions number 21 to 23.

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.

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.

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.

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

21. 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
22. 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
23. " ... spirit of refinement, which has been the hallmark of Yogya's art for centuries.(Paragraph 3) The underlined word is closest in meaning
 - A. Settlement
 - B. Development
 - C. Improvement
 - D. Involvement

Read the following text to answer questions number 24 to 26.

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.

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.

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.

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

24. The text mainly describes
- Rowan Atkinson
 - Rowan Atkinson's school
 - Rowan Atkinson's movies
 - Comedy festivals in England
25. "Rowan Atkinson is a quite thin man." (Paragraph 2) The word 'thin' has the same meaning as....
- Stocky
 - Athletic
 - Skinny
 - Chubby
26. "The couple has two children, Lily and Benjamin," (Paragraph 3) The underlined words refer to
- Atkinson and family
 - Lily and Benjamin
 - Atkinson and his children
 - Atkinson and Sunetra Sastry

Read the following text to answer questions number 27 to 30.

The Indonesian Archipelago

The Indonesian Archipelago is the largest group of islands in the world. It extends between two continents, Asia and Australia. It also lies between two oceans the Samudera Indonesia and the Pacific Ocean.

Indonesia's 13,667 islands stretch 5,120 kilometres from east to west and 1,770 kilometres from north to south. The five main islands are Sumatera, Java, Kalimantan, Sulawesi, and Irian Jaya. Indonesia has a land area of 1,904,345 square kilometres. More than half of it is forested land and a part is mountainous, with 15 of the mountains are still volcanically active. One of history's greatest volcanic eruptions, which killed thousands of people, occurred in 1883 on the island of Krakatau, which lies between Java and Sumatera.

Indonesia is one of the most populous countries in the world. Its total population is 160 million. More than 60% of the population live on the island of Java. The Indonesian population consists of more than 300 ethnic groups which speak 500 different languages, but most of them understand the national language, Bahasa Indonesia. The Indonesian government's campaign to popularize Bahasa Indonesia at present can be seen, through signs in public places and various which say 'Use good Bahasa Indonesia correctly. Indonesia's motto *Bhinneka tunggal Ika*, which means Unity in Diversity, symbolizes the unity of the people in spite of their ethnic and cultural origins.

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

27. The first paragraph tells about
- The islands in the world
 - The location of Indonesia
 - The continents of Asia and Australia
 - The Samudera Indonesia and Pacific Ocean
28. Based on the text, The Indonesia Archipelago consists of islands.
- 1.904.345
 - 13.667
 - 5.120
 - 1.770
29. "... occurred in the 1883 on the island of Krakatau ..." (see paragraph 3) The underlined word has similar meaning with
- Erupted
 - Was done
 - Happened
 - Took part
30. "... It extends between two continents, ..." (paragraph 1) The word 'It' refers to
- The largest groups of islands
 - The Indonesian Archipelago
 - The islands in the world
 - The Samudera Indonesia

Read the following text to answer questions number 31 to 35.

Paris

Paris is the capital of a European nation, France. It is also one of the most beautiful and most famous cities in the world.

Paris is called the city of Light. It is also an international fashion center. What stylish women are wearing in Paris will be worn by women all over the world. Paris is also famous for its world center of education. For instance, it is the headquarters of UNESCO, the United Nations Educational, Scientific and Cultural Organization.

The Seine River divides the city into two parts. Thirty-two bridges cross this scenic river. The oldest and perhaps the most well-known is Pon Neuf, which was built in the sixteenth century. Sorbonne, a famous university, is located on the left bank (south side) of the river. The beautiful white church Sacre Coeur lies on the top of hill called Montmartre on the right bank (north side) of the Seine.

There are many other famous places in Paris, such as the famous museum the Louvre as well the cathedral of Notre Dame. However, the most famous landmark in this city must be the Eiffel Tower.

Paris is named after a group of people called the Parisii. They built a small village on an island in the middle of the Seine River about two thousand years ago. This island is called lie de la Cite. It is where Notre Dame located. Today around eight million people live in Paris area.

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

31. The fifth paragraph tells
 - A. The origin of the word Paris
 - B. About the Paris
 - C. The location of Notre Dame
 - D. A village built a thousand years ago
32. What is the oldest and most well known part of the city?
 - A. The Seine River
 - B. The Pont Neuf
 - C. The Sorbonne
 - D. The right bank
33. From the text we know that Notre Dame is located
 - A. Near left Louvre
 - B. On the left bank
 - C. On the right bank
 - D. Outside the city of Paris
34. What is the oldest and most well known part of the city?
 - A. The Seine River
 - B. The Sorbonne
 - C. The Pont Neuf
 - D. The right bank
35. What is generic structure of the text above?
 - A. Orientation-Complication-Resolution
 - B. Classification-Description
 - C. Identification-Description
 - D. Orientation-Description

The following text is for questions 36 to 40.

If you get up early in the morning you will see an unusual sight. In city parks and in city streets, lot of boys and girls, or men and women are already up and busy. But they are not working or going anywhere. They are exercising. Some are playing football or badminton and some others are jogging. What is jogging?

Jogging is a gentle running. Why is jogging so popular today? Why do people jog? People jog to relax themselves, to keep themselves fit, or simply to enjoy themselves. Our world today is a world where life is comfortable and easy for many city people. Fast buses, cars, or motorcycles take us to work or to school. Lifts carry us quickly from one floor to another in large buildings. So many people get very little exercise.

What do you need to start jogging? You only need a pair of running shoes, an old pair of jeans or shorts, a sweater, and a little courage. Don't be embarrassed if you meet your neighbour as you return home, hot and tired. When you begin jogging, start by running some of the way and then walking. Don't jog too far to begin with and jog slowly. Once you develop a regular jogging programme, you

will feel fit and well, and you will be ready to start a busy day feeling fresh and awake.

Next time you are at the swimmingpool, look at the people around you, especially those who are over thirty. How many of them have a fat stomach? Now you understand why more people today go jogging or do some other sort of exercises.

Sumber: <https://www.itapuih.com/2018/02/kumpulan-soal-descriptive-text-sma-dan-pembahasan.html>

36. Which of the following titles is suitable for the text above?
- An Easy and Cheap Sports
 - How to Lose Stomach Fat
 - Having Comfortable Life
 - Jogging, a Gentle Running
37. What will a jogger feel after having a regular jogging programme?
- Well and fit
 - Strong and fat
 - Fat and clumsy
 - Weak and stressed
38. From the text, we know that
- Jogging programme means extra exercise for city people
 - Jogging will need extra sport equipment to use
 - People get many exercises in easy and comfortable life
 - Jogging can make people relax
39. The communicative purpose of the text is
- To show the steps of jogging
 - To analyze what jogging is
 - To discuss about jogging
 - To tell what jogging is
40. "... you will see an unusual sight." (Paragraph 1)
What is the synonym of the underlined word?
- Strange
 - Popular
 - Regular
 - Common

POST TEST

Mata Pelajaran : Bahasa Inggris

Kelas : X

Petunjuk

- Berdoa sebelum mengerjakan soal.
- Tulis Nama, Nomor absen, dan Kelas dikolom yang disediakan.
- Jawablah pertanyaan dibawah ini dengan memilih salah satu jawaban yang paling tepat dengan memberi tanda silang (X) pada huruf a,b,c, atau d.

BISMILLAH

Read the texts and answer the question by choosing a, b, c or d on your answer sheet

The following text is for questions 1 to 3.

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 Departement of Forestry in 1999. Diving has been an important activity at Kapoposang. There were so few local divers at the time, and because of the distance from other wellknown 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 fi erce 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 condition for divers.

Sumber: <https://www.itapuih.com/2018/02/kumpulan-soal-descriptive-text-sma-dan-pembahasan.html>

1. The text is about

- A. Kapoposang and the surrounding islands
- B. Kapoposang as a diving spot

- C. Kapoposang as a very popular tourist spot
 - D. Kapoposang as a secret area
2. Where is Kapoposang located?
- A. In the Nature Tourism Park of Makassar
 - B. Next to Makassar, South Sulawesi
 - C. In the Spermonde Islands
 - D. Among the big islands near Makassar
3. We know from the text that
- A. There are very few divers in the island
 - B. Hundreds of families live in the island
 - C. Kapoposang has a large area of coral reefs
 - D. Kapoposang always has good weather

The following text is for questions 4 to 6.

Kaka was born in Brazilia. From age 4 to 7, his family lived in Cuiaba, following his father, a civil engineer. At age 7, the family moved to the city of Sao Paulo, in the neighborhood of Morumbi, near the stadium of Sao Paulo FC. As FIFA says, "Kaka fails to fit the Brazilia stereo type of the kid from the Favela who first played the game in the street with a ball made from rags. Coming from comfortable and cultured family, Kaka kept up his studies as long as they were compatible with his profession."

His talent was soon recognized. A professor called the family and suggested enrolling him in a football school. At age 8, Kaka was playing with Sao Paulo FC, where he succeeded in all categories. At age 14, Kaka used to wake up two hours early, to keep up with his studies. Kaka managed to conclude the intermediary cycle (eleven years) in Brazil, before dedicating exclusively to football.

In 2006, only 24 years old, Kaka was one of the main Brazilian players in the World Cup. Despite the abundance of good players, coach Carlos Alberto Parreira already said that Kaka would stars as a principle. The groups formed by Kaka, Ronaldinho, Ronaldo, and Adriano was called "the Magic Square" by Brazilian media fans.

Sumber: <https://www.itapuih.com/2018/02/kumpulan-soal-descriptive-text-sma-dan-pembahasan.html>

4. Having recognized Kaka's talent, the professor suggested that ... in the football school.
- A. He become a supervisor
 - B. He enroll as a member
 - C. He accommodate
 - D. He practice more

5. The main idea of paragraph 3 is
- His talent was soon recognized
 - Kaka would stars as a principle
 - “Magic Square” was formed by Kaka, Ronaldinho, Ronaldo, and Adriano
 - Kaka was one of the main Brazilian players in the World Cup
6. “His talent was soon recognized.” (paragraph 2) The underling word is closest in meaning to....
- Predicted
 - Registered
 - Managed
 - Identified

The following text is for questions 7 and 8.

Luis Lionel Andres Messi, born June 24, 1987, is an Argentina football player for F.0 Barcelona. He is not very tall, mainly, due to the a g problem he had when he was younger. His eyes are brown. He never has short hair.

Lionel Messi started playing football at a very early age in his hometown's Newell's Old Boys. From the age of 11, he suffered from a hormone deficiency and as Lionel's parents were unable to pay for the treatment in Argentina, they decided to move to Barcelona, Spain.

In the 2003-2004 season, When he was still only 16 years old, Messi made his first team debut in a friendly with Porto marked the opening of the new Dragao stadium. The following championship-winning season, Messi made his first appearance in an official match on October 16, 2004, in Barcelona's derby win against at the Olympic Stadium (0-1). And now, in 2010, 2011, and 2012 he are best player in the world with collect 3 Ballon D'Or.

Sumber: <https://www.itapuih.com/2018/02/kumpulan-soal-descriptive-text-sma-dan-pembahasan.html>

7. According to the text, Messi's parents moved to Barcelona ...
- Because they were very poor in Argentina
 - Because they wanted Messi to be successful in soccer
 - So that Messi could learn in the best soccer club
 - To get Messi's health problem cured
8. What is the main idea of the third paragraph?
- He hasn't really attractive face, but he's a very good football player.
 - Lionel Messi is a good player for FC. Barcelona.
 - His best characteristics are on the foot has competitiveness.
 - He appears to be a quite good and modest person.

The following text is for questions 9 and 12

Venice is a city in northern Italy. It has been known as the “Queen of the Adriatic”, “City of Bridges”, and “The City of Light”. The city stretches across

117 small islands in the marshy Venetian Lagoon along the Adriatic Sea in northeast Italy.

Venice is world famous for its canals. It is built on an archipelago of 117 islands formed by about 150 canals in a shallow lagoon. The islands on which the city is built are connected by about 400 bridges. In the old centre, the canals serve the function of roads, and every form of transport is on water or on foot.

You can ride gondola there. It is the classical Venetian boat which nowadays is mostly used for tourists, or weddings, funerals, or other ceremonies. Now, most Venetians travel by motorised waterbuses which ply regular routes along the major canals and between the city's islands. The city has many private boats. The only gondolas still in common use by Venetians are the Traghetto, foot passenger ferries crossing the Grand Canal at certain points without bridges.

Sumber: <https://www.itapuih.com/2018/02/kumpulan-soal-descriptive-text-sma-dan-pembahasan.html>

9. What does the text tell you about?

- A. Gondola.
- B. Traghetto.
- C. Venice
- D. Italy.

10. What transport crosses the Grand Canal for foot passengers at certain points without bridges?

- A. Gondolas.
- B. Traghetto.
- C. Waterbuses.
- D. Lagoon.

11. From the text we can say that Venice belongs to a city of

- A. water
- B. ceremonies
- C. buses
- D. funerals

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

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

The following text is for questions 13 and 16

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 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.

Sumber: <https://englishadmin.com/2018/11/contoh-soal-descriptive-text-tempat-bersejarah-dan-object-wisata-.html>

13. 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

14. "... and even today they bulid modern..." (paragraph 3) the underlined word refers to...

- a. Raja
- b. Rengnge
- c. Society
- d. Toraja people

15. What are the ordinary people commonly called?

- a. Tongkonan
- b. Makaka
- c. Celebes
- d. Rengnge

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

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

The following text is for questions 17 and 22

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.

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.

Sumber: <https://englishadmin.com/2018/11/contoh-soal-descriptive-text-tempat-bersejarah-dan-object-wisata-.html>

17. 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
18. 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
19. 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
20. 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. A professional banker is needed to run money business
21. He plays an important role to make the firms remain in good financial condition, (paragraph 3). 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
22. The secretary is, therefore, concerned with any business that the firm undertakes. (paragraph 4). The synonym of the underlined word is ...
- A. inspects
 - B. observes
 - C. performs
 - D. holds

The following text is for questions 23 and 25

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.

Sumber: <https://englishadmin.com/2018/11/contoh-soal-descriptive-text-tempat-bersejarah-dan-object-wisata-.html>

23. 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.
24. Wakatobi is located in a larger group of island called . . .
- A. Wangiwangi.

- B. Kaledupa.
- C. Tomea.
- D. Tukangbesi.

25. 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.

The following text is for questions 26 and 28

Victoria Caroline Beckham is an English singer-songwriter, dancer, model, actress, fashion designer and business woman. She was born on April 17, 1974, in Essex, England. She became famous in the 1990's with the pop group "The Spice Girl" and was known as Posh Spice. In 1999, she married the Manchester United and England footballer, David Beckham. They have four children, three sons and a daughter.

After The Spice Girl split up, she pursued a solo singer career, but also started her own fashion range called dVb Style. Since this initial foray into fashion Victoria Beckham has brought out her own range of sunglasses and fragrance, entitled "Intimately Beckham" and a range of handbags and jewelry.

In addition she had written two best-selling books: one her autobiography and the other, a fashion guide.

Sumber: <https://www.itapuih.com/2017/05/10-contoh-soal-descriptive-text-dan.html>

26. What did Victoria do before being a solo singer?

- A. Married to David Beckham
- B. Worked as fashion designer
- C. Joined The Spice Girl
- D. Created fashion style

27. We found in the text that

- A. Victoria named her fragrance by dVb style
- B. Beckham is Victoria's autobiography
- C. Beckham is Victoria's brand for her fragrance
- D. Posh Spice is the title of her new album

28. Based on the text, what do we know about Victoria?

- A. She is an ordinary woman
- B. She is a multi-talented woman
- C. She designed The Spice Girls
- D. She married to an ordinary person

The following text is for questions 29 and 38

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

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)

29. Fruji is the ... on Wingo Island.
- Name of a river
 - Name of a mountain
 - Name of a tree
 - Name of someone who lives
30. What are the chairs and tables in that island made of?
- Iron
 - Moss
 - Trees
 - Fruji trees
31. What causes windstorms at Wingo?
- Moss
 - The sand
 - Animals
 - The sea around Wingo
32. Where do the people of the island live in?
- In the houses
 - In the forest
 - In the tree holes

D. In the big-gloos

33. 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

34. "People can only get to Wingo Island by boat."

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

35. What is the story about?

- A. A lake
- B. A river
- C. An island
- D. A continent

36. "It is place to listen to the leaves whispering"

The underlined word refers to

- A. The telephone
- B. The computer
- C. An island
- D. Wingo Island

37. "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

38. "It is place to listen to the leaves whispering." (last paragraph)

The closest meaning of the underlined word is

- A. Talking in a soft way
- B. Singing
- C. Laughing
- D. Makes a soft sound

The following text is for questions 39 and 40

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.

Sumber: <http://englishlollipop.blogspot.com/p/soal-soal-descriptive-text.html>

39. The text is about

- A. Kapoposang and the surrounding islands
- B. Kapoposang as a diving spot.
- C. Kapoposang as a very popular tourist spot
- D. Kapoposang as a secret area

40. 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.

STUDENTS' SCORE OF PRE-TEST
CONTROL CLASS X IPS 1

| No | Students' Code | Score |
|-----------|-----------------------|--------------|
| 1 | C-1 | 60 |
| 2 | C -2 | 55 |
| 3 | C-3 | 60 |
| 4 | C-4 | 50 |
| 5 | C-5 | 55 |
| 6 | C-6 | 45 |
| 7 | C-7 | 50 |
| 8 | C-8 | 55 |
| 9 | C-9 | 50 |
| 10 | C-10 | 45 |
| 11 | C-11 | 50 |
| 12 | C-12 | 55 |
| 13 | C-13 | 60 |
| 14 | C-14 | 55 |
| 15 | C-15 | 50 |
| 16 | C-16 | 45 |
| 17 | C-17 | 55 |
| 18 | C-18 | 50 |
| 19 | C-19 | 55 |
| 20 | C-20 | 60 |
| 21 | C-21 | 50 |
| 22 | C-22 | 55 |
| 23 | C-23 | 55 |
| 24 | C-24 | 50 |
| 25 | C-25 | 55 |
| 26 | C-26 | 60 |
| 27 | C-27 | 50 |
| 28 | C-28 | 45 |
| 29 | C-29 | 55 |

STUDENTS' SCORE OF POST-TEST
CONTROL CLASS X IPS 1

| No | Students' Code | Score |
|----|----------------|-------|
| 1 | C-1 | 70 |
| 2 | C -2 | 65 |
| 3 | C-3 | 65 |
| 4 | C-4 | 45 |
| 5 | C-5 | 60 |
| 6 | C-6 | 55 |
| 7 | C-7 | 65 |
| 8 | C-8 | 70 |
| 9 | C-9 | 60 |
| 10 | C-10 | 55 |
| 11 | C-11 | 60 |
| 12 | C-12 | 50 |
| 13 | C-13 | 45 |
| 14 | C-14 | 55 |
| 15 | C-15 | 50 |
| 16 | C-16 | 60 |
| 17 | C-17 | 65 |
| 18 | C-18 | 75 |
| 19 | C-19 | 70 |
| 20 | C-20 | 55 |
| 21 | C-21 | 60 |
| 22 | C-22 | 65 |
| 23 | C-23 | 60 |
| 24 | C-24 | 55 |
| 25 | C-25 | 60 |
| 26 | C-26 | 70 |
| 27 | C-27 | 60 |
| 28 | C-28 | 55 |
| 29 | C-29 | 65 |

STUDENTS' SCORE OF PRE-TEST
EXPERIMENTAL CLASS X IPS 2

| No | Students' Code | Score |
|-----------|-----------------------|--------------|
| 1 | E-1 | 55 |
| 2 | E-2 | 50 |
| 3 | E-3 | 60 |
| 4 | E-4 | 55 |
| 5 | E-5 | 65 |
| 6 | E-6 | 55 |
| 7 | E-7 | 60 |
| 8 | E-8 | 60 |
| 9 | E-9 | 55 |
| 10 | E-10 | 50 |
| 11 | E-11 | 60 |
| 12 | E-12 | 55 |
| 13 | E-13 | 55 |
| 14 | E-14 | 60 |
| 15 | E-15 | 50 |
| 16 | E-16 | 50 |
| 17 | E17 | 55 |
| 18 | E-18 | 45 |
| 19 | E-19 | 60 |
| 20 | E-20 | 55 |
| 21 | E-21 | 50 |
| 22 | E-22 | 55 |
| 23 | E-23 | 45 |
| 24 | E-24 | 55 |
| 25 | E-25 | 50 |
| 26 | E-26 | 60 |
| 27 | E-27 | 55 |
| 28 | E-28 | 50 |
| 29 | E-29 | 55 |
| 30 | E-30 | 50 |
| 31 | E-31 | 60 |

STUDENTS' SCORE OF POST-TEST
EXPERIMENTAL CLASS X IPS 2

| No | Students' Code | Score |
|----|----------------|-------|
| 1 | E-1 | 75 |
| 2 | E-2 | 70 |
| 3 | E-3 | 80 |
| 4 | E-4 | 70 |
| 5 | E-5 | 65 |
| 6 | E-6 | 60 |
| 7 | E-7 | 70 |
| 8 | E-8 | 80 |
| 9 | E-9 | 70 |
| 10 | E-10 | 65 |
| 11 | E-11 | 80 |
| 12 | E-12 | 70 |
| 13 | E-13 | 65 |
| 14 | E-14 | 75 |
| 15 | E-15 | 70 |
| 16 | E-16 | 60 |
| 17 | E17 | 65 |
| 18 | E-18 | 70 |
| 19 | E-19 | 65 |
| 20 | E-20 | 70 |
| 21 | E-21 | 70 |
| 22 | E-22 | 65 |
| 23 | E-23 | 70 |
| 24 | E-24 | 65 |
| 25 | E-25 | 75 |
| 26 | E-26 | 80 |
| 27 | E-27 | 70 |
| 28 | E-28 | 65 |
| 29 | E-29 | 75 |
| 30 | E-30 | 70 |
| 31 | E-31 | 80 |

Permission Letter



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

FAKULTAS BAHASA DAN ILMU KOMUNIKASI

Bismillah Membangun Generasi Khalra Ummah

Nomor : 144/D.1/FBIK/II/2019
 Lamp. : Proposal Skripsi
 Hal : Permohonan Ijin Mengadakan Penelitian

Semarang, 20 Jumadist Tsani 1440 H
 25 Februari 2019 M

Kepada :
 Yth. Kepala Sekolah SMA Islam Sultan Agung I
 Jl. Mawaram No 657, Wonodri, Semarang Selatan.

Assalamu'alaikum, Wr. Wb.

Dengan ini kami menyampaikan bahwa dalam rangka penulisan skripsi/ tugas akhir program S1 di Fakultas Bahasa dan Ilmu Komunikasi UNISSULA, mahasiswa kami

Nama : Pusparini
 NIM : 31801500592
 Program Studi : Pendidikan Bahasa Inggris

bermaksud mengadakan penelitian dengan judul :

"The Effectiveness of Using Jigsaw on Students Reading Comprehension Skill With Descriptive Text"

dengan Dosen Pembimbing : Nur Ekaningsih, S.Pd., M.Pd. (NIK. 210815028)

Untuk itu dengan segala hormat dan kerendahan hati kami bermaksud memohon kepada Bapak untuk bersedia menerima dan mengizinkan mahasiswa tersebut di atas untuk melakukan penelitian di Sekolah yang Bapak pimpin.

Demikian permohonan kami untuk dapat kiranya dikabulkan. Atas kerjasama dan perkenan yang diberikan, kami mengucapkan terima kasih.

Wassalamu'alaikum, Wr. Wb.





Harsono, S.S., M. Pd.
 Dekan

Tembusan :

1. Yang bersangkutan
2. Arsip

School Recommendation

| | | | |
|---|--|---|----------------|
|  | <p>YAYASAN BADAN WAKAF SULTAN AGUNG BIDANG PENDIDIKAN DASAR DAN MENENGAH SMA ISLAM SULTAN AGUNG 1 TERAKREDITASI : A</p> <p>Jl. Mataram No. 657 Semarang - 50242 Telp. (024) 8313755, Fax.(024) 8312631 Pst. 113 website : www.smaissulaismg.sch.id, e-mail: smaissulaismg@gmail.com</p> |  | |
| NSS : 30.4.036305024 | NIS : 300300 | NPSN : 20328918 | NDS : 30054006 |

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ
SURAT KETERANGAN
 Nomor : 175/SMA-ISSULA.1/LL/IV/2019

Yang bertanda tangan di bawah ini :

Nama : **Dra. Siti Mubarakatut Darojati, M.Si.**
 Jabatan : Kepala SMA Islam Sultan Agung 1

Menerangkan dengan sesungguhnya :

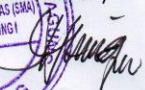
Nama : **PUSPARINI**
 NIM : 31801500592
 Prodi : Pendidikan Bahasa Inggris
 Perguruan Tinggi : Universitas Islam Sultan Agung (UNISSULA)
 Judul Penelitian : The Effectiveness of Using Jigsaw on Students Reading Comprehension Skill With Descriptive Text


Benar - benar telah melakukan penelitian dalam rangka penyusunan tugas akhir/skripsi di SMA Islam Sultan Agung 1 Semarang.

Demikian surat keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Semarang, 1 April 2019

Kepala Sekolah,


Dra. Siti Mubarakatut Darojati, M.Si.



Answer Sheet

Name : Afina Nur Fahana

Class : X - IPS 2

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

| | | | | |
|----|--------------|--------------|--------------|--------------|
| 21 | A | X | C | D |
| 22 | A | B | X | (D) |
| 23 | A | X | (C) | D |
| 24 | X | B | C | D |
| 25 | X | B | C | D |
| 26 | A | B | C | X |
| 27 | A | X | C | D |
| 28 | A | X | C | D |
| 29 | X | B | (C) | D |
| 30 | A | X | C | D |
| 31 | A | B | C | X |
| 32 | A | X | C | D |
| 33 | A | X | C | (D) |
| 34 | A | B | X | D |
| 35 | A | B | X | D |
| 36 | X | B | C | (D) |
| 37 | X | B | C | D |
| 38 | A | X | C | (D) |
| 39 | A | B | C | X |
| 40 | (A) | X | C | D |

Name : Aisah Dwi Purwani
 Class : X - IPS 2

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

| | | | | |
|----|--------------|--------------|--------------|--------------|
| 21 | A | <u>B</u> | C | D |
| 22 | A | B | C | D |
| 23 | A | B | C | D |
| 24 | <u>A</u> | B | C | D |
| 25 | A | B | <u>C</u> | D |
| 26 | A | B | C | D |
| 27 | A | <u>B</u> | C | D |
| 28 | A | B | C | D |
| 29 | A | B | C | D |
| 30 | A | <u>B</u> | C | D |
| 31 | A | B | C | D |
| 32 | A | <u>B</u> | C | D |
| 33 | A | B | C | <u>D</u> |
| 34 | A | B | C | D |
| 35 | A | B | C | D |
| 36 | A | B | C | D |
| 37 | A | B | C | D |
| 38 | A | B | C | D |
| 39 | A | B | C | <u>D</u> |
| 40 | <u>A</u> | B | C | D |

2A

Name : ALLYSSA AULIA PUTRI MAHARANIClass : X - IPS 2

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

| | | | | |
|----|--------------|--------------|--------------|--------------|
| 21 | A | B | C | D |
| 22 | A | B | C | (D) |
| 23 | A | B | C | D |
| 24 | A | B | C | D |
| 25 | (A) | B | C | D |
| 26 | A | B | C | D |
| 27 | A | B | C | D |
| 28 | A | (B) | C | D |
| 29 | A | B | (C) | D |
| 30 | A | B | C | D |
| 31 | A | B | C | D |
| 32 | A | B | C | (D) |
| 33 | A | B | C | D |
| 34 | A | B | (C) | D |
| 35 | A | B | C | D |
| 36 | A | B | C | D |
| 37 | A | B | (C) | D |
| 38 | A | B | C | D |
| 39 | A | B | C | D |
| 40 | A | (B) | C | D |

28

Name : Ika Prihaning

Class : X. IPA 2

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

| | | | | |
|----|--------------|--------------|--------------|--------------|
| 21 | A | B | C | D |
| 22 | A | B | C | D |
| 23 | A | B | C | D |
| 24 | A | B | C | D |
| 25 | A | B | C | D |
| 26 | A | B | C | D |
| 27 | A | B | C | D |
| 28 | A | B | C | D |
| 29 | A | B | C | D |
| 30 | A | B | C | D |
| 31 | A | B | C | D |
| 32 | A | B | C | D |
| 33 | A | B | C | D |
| 34 | A | B | C | D |
| 35 | A | B | C | D |
| 36 | A | B | C | D |
| 37 | A | B | C | D |
| 38 | A | B | C | D |
| 39 | A | B | C | D |
| 40 | A | B | C | D |

30

DOCUMENTATION

Pre - Test of Experimental Class



Treatment to Experimental Group Using Jigsaw



Conventional Teaching of Control Class



Post - Test of Control Class

