THE USE OF TEAMS GAME TOURNAMENT (TGT) METHOD TO DEVELOPE STUDENTS’ READING SKILLS (An Experimental Study at Eleventh Grade in SMA N 3 Salatiga in the Academic Year 2014/2015)

A GRADUATING PAPER

Submitted to the Board of Examiners as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan Islam (S.Pd.I)
English Education Department of Teacher Training and Education Faculty
State Institute for Islamic Studies (IAIN) Salatiga

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SALATIGA

2015
DECLARATION

In the name of Allah, the most gracious.

Hereby the writer declares that this graduating paper is made by the writer herself. It contains no materials previously published or written and has not been published by other people and other people’s ideas except the information from the references. This thesis is original work and it has been written by me. This declaration is made by the writer to be understood.

Salatiga, March 6th, 2015

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ATTENTIVE COUNSELOR’S NOTE
Case: Siti Umairoh’s Graduating Paper

Dear,
Dean of Teacher Training and Education Faculty

Assalamu’alaikum Wr. Wb.

After reading and correcting Siti Umairoh’s graduating paper entitled “THE USE OF TEAMS GAME TOURNAMENT (TCT) METHOD TO DEVELOPE STUDENTS’ READING SKILLS (An Experimental Study at Eleventh Grade in SMA N 3 Salatiga in the Academic Year 2014/2015)”

I have decided and would like to propose that it could be accepted by the Teacher Training and Education Faculty. I hope this graduating paper would be examined as soon as possible.

Waalimu’alaikum Wr. Wb.

Counselor,

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A GRADUATING PAPER

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(An Experimental Study at Eleventh Grade in SMA N 3 Salatiga in the
Academic Year 2014/2015)

CREATED BY:
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Has been brought to the board of examiners of English and Education Department
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Salatiga, April 12th 2015
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MOTTO

"And who ever fears Allah, He will make for him a way out"

(Surah At-Thalaq:2)

“The world suffers a lot. Not because of the violence of bad people, but because of the silence of good people”

(Napoleon)

“Let your smile change the world, but don’t let the world change your smile”

(Unknown)
DEDICATION

The Greatest One Allah SWT

To my beloved parents, Mr. Sutadji and Mrs. Rusni Widarsih. My beloved sister and brothers, Wiwin Wigatiningsih, Ahmad Syarif Hidayatullah, and Mukhammad Hasyim Asy’ Ari, without your support this paper might still unfinished.
ACKNOWLEDGEMENT

In the name of Allah the most gracious, the most merciful, the Lord of universe, Thanks to Allah, the writer could finish this graduating paper as one of the requirement for Sarjana Kependidikan Islam in English Department of State Institut for Islamic Studies (IAIN) Salatiga in 2015.

Secondly, peace and salutation always be given to our prophet Muhammad SAW who has given us specimen to be pious Moslem.

However, this success would not be achieved without those supports, guidance, advice, help, and encouragement from individual and institution, and I somehow realize that an appropriate moment for me to deepest gratitude for:

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3. Mrs. Noor Malihah, Ph.D., as the Chief of English Department.
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Salatiga, March 9th, 2015
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ABSTRACT


This research is mainly aimed to improve the effectiveness of students’ reading skill through Teams Game Tournament (TGT) method. This research will answer these problems of the study (1) How the use of TGT method to improve students’ reading skills? (2) How is the significant of class achievements after using TGT method in reading comprehension? Thirty six students of the eleventh grade of SMA N 3 Salatiga instructed through teams game tournament to improve their reading skill. The methodology of this research is experimental. It compares two classes that use TGT as a learning method, called experimental class, and the another one which does not use TGT as a learning method, called control class. The result of this research, the researcher finds the different findings on it. The mean score in control class in the pre-test is 66.58 up to 79.03 in post-test, increase 18.77%. The score in experimental class in the pre-test is 65.69 up to 86.81 in post-test, increase 32.15%. Thus, it means that result of the research shows that teams game tournament is successful to improve the students’ reading skill.

Keywords: reading skills; TGT method;
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APPENDICES
A. Background of the Study

The amount of human resource quality is something to be continually developed. One of the aspect to increase the human resource quality is education. In the process to develop the human resource quality there are many issues that is related with education, for example by making teaching and learning progress more fun for the students.

Teachers must think about the methods that can be used to extend the information for the students, where the methods must be appropriated with the materials that will be given. Teachers must have many ideas to make the teaching and learning process is not monotonous, especially in language studies.

Many teachers often find a problem to choose what kind of method that is the best for used. The method that is usually used just three phase technique and it can be so boring for the students, moreover when they study about English. Cooperative learning method is a learning that is focus on students grouping with the different academic level achievements in to small group in collaborative that consist of 4-6 students with the heterogenous members.
The class can be successful if the teacher can choose the best method to give the information and materials for the students. The ability of teachers in using teaching methods will influence the students’ achievements.

In this paper, the writer is interested in improving students’ reading skill using TGT or Team Games Tournament method, and the writer wants to prove whether the TGT method can be effective for increasing students’ ability in reading skill and their achievements. It is mentioned in David L. DeVrie that “TGT is created with objective of increasing academic achievement for all student, particularly children who have difficulties under traditional reward and task system”. TGT not only helps the students to increase academic achievement but also give the positive outcomes on social. David L. DeVries stated that “TGT is capable of producing positive outcomes on society, attitude, and academic performance dimension”.

Based on the research that is done by Irdam Mardiana (2007: 81), covered that student’s achievements by using cooperative learning TGT method, with the average 72.83 is better than student’s achievements by using conventional model of learning that is just get the average 58.83.

TGT cooperative learning is the product of modification from tutorial learning where there a discussion in the cooperative group work and naming discussion model “think pair share” which is developed by Frank Lyman and Spencer Kagan. TGT is composed of 5 components, they are: class presentation, teams, games, tournaments, and team recognition (Slavin, 2008:25).
TGT is one type of cooperative learning that placed the students in a team work that is consist of 5 to 6 members who have different abilities, sex, race or ethnic. By the heterogeneous members for each team, it is hoped can motivate the students for help each other, the students who have higher ability can help the other who need more explanation to master the learning. The teacher provides the material, and the students work in their team work to ensure that all of the team members have mastered the the material (Slavin, 2008:26).

Cooperative learning TGT method is a kind of cooperative learning method that easy to be applicated, involve all of the students’ activities without any differences status, involve student’s role as a tutor for their friends and contains of cooperative learning games and reinforcement. Learning process that is designed in TGT method enable the students being relax in the class beside increasing the responsibility, teamwork, fair competition and learning involvement.

TGT has joyful dimension that is obtained from the game. The students try to make their own group win by competing with another group, the students will feel that they have responsibility upon it.

According to Slavin (2008: 30), motivational perspective in the TGT method cooperative learning especially focus on recognition where show that the students done it well. According to Slavin (2008:31), identified three purposes in TGT method: (1) cooperative, (2) competitive, and (3) individualistic.
From the motivational perspective, the structure purpose of TGT is to create a condition where is the way to reach their own goal if just the team is success. Therefore, they should help each other to success the team and support them to do maximal effort.

From the theory cognitive of perspective, Slavin (2008:35-37) state that TGT cooperative learning emphasize on the influence of teamwork towards learnign goals achievements. The basic asumption from the theory kognitive building is that the interaction among students be related to the cognitive projects to incrase their mastery to the critical concept.

The scope of the review is focused on the students of Senior High School and the object of the study is English’s reading skill achievements of the students and also to prove whether TGT method is benefit to increase the student’s achievements in reading skill. It will be applied in the class to make the class’ atmosphere being active and increase group working each others.

This study is involved of Senoir High School students because the researcher considers that the students in this age can manage theirself and determine their own responsibility for the group and devide their role in the game and tournaments.

This paper will give you more information about TGT method, how to apply this methods in the class, and also to prove how effectivenes the method to improve students’ reading skill.

B. Statement of the Problems
This paper gives the analysis of TGT method and how to apply this method in the class, and also to prove how effectiveness the method to improve students’ reading and speaking skills. The problem statements:

1. How the use of TGT method to improve students’ reading skills?
2. How is the significant of class achievements after using TGT method in reading comprehension?

C. Objectivities of the Study

This study aims to give information about the application of TGT method in the class and also to prove whether TGT method is one of the effective methods that can be used to improve student’s reading skill. The objectivity of the research, especially to get further informations about:

1. To prove the use of TGT method to improve students’ reading skills.
2. The significant of class achievements after using TGT method in reading comprehension.

D. Limitations of the Study

In order to avoid any misinterpretation of the problem, the writer limits the study on the using TGT method which is used in this study and to show the use of this method that is done by the students of SMA N 3 Salatiga at eleventh grade.
E. **Benefits of the Study**

The benefits of this research are:

1. **Theoretically**

   This research will be useful for the teachers who are interested in teaching cooperative learning which more vary especially in increasing reading skill. For other researcher can use this research as one of the literature reviews in their linguistics study.

2. **Practically**
   a. **For the writer**

      The finding of the research can be used as a starting point in improving writing skill and also the writer’s ability in doing research. It is also can be used as a jumping stone for the writer to get more experiences.

   b. **For the students**

      This study is hoped can increase the students reading skill. Not only for increase their achievements but also to teach the students how to work together in a teamwork without differentiate another friend in a class. Furthemore, this is some benefits for the students:

      1. Develope the students’ reading skill.

      2. Helping the students to practie their reading skill.
3. Helping the students to improve their skill in collaborating with other friends.

4. The students practice to be a instructor when they’re explaining the material for other friends in the group.

5. Gives the joyful for the students while doing the games and tournaments.

c. For the teacher

This research gives the further information about one of cooperative learning, called TGT (Teams Games Tournament) method that is used in the class to help the students increase their skills. The teacher can use this method to modify their method to teach in the class, so the students do not feel so bored and feel another atmosphere in the class.

This method consists of game and tournament, so the teacher can vary the learning process for students fun and interesting, the students can focus on the material and teacher can see the happiness of students face when they practice this cooperative learning method.

d. For the other researchers

Another researcher can utilize this paper to add their references that is connected with the method to increase the students’ reading skill by using TGT method. In addition, they
can practice to use this method is their research in the classroom.

F. Definition of Key Term

TGT method is Teams Games Tournament. A kind of cooperative learning method that grouping some activities, such as presentation, teams, games, tournaments, and team recognition.

TGT consists of three key term, first is team. Team means group of people who playing on the same side of the game, group of people who working together with another person of the group. They are in the same side together and collaborate to get the highest score and win the game.

The second term is game. Game is form of play or sport with rules; sports, especially athletics competitions; single part of match; children’s activity when they play with toys; activity of business; secret paly or tricks; willing to do something risky.

For the last term is tournament. Tournament is series of game or contest. In the tournament, the group work member has a role to finish or complete it. They have their own responsibility to complete the challenge of the games.

Therefore, TGT or Teams Game Tournament is a cooperative learning method that is focused on students or students centered, the students are active doing the activity in the class with understanding the materials by doing games and compete with other teams in the tournament.
G. Hypothesis

In studying the topic, there are two hypotheses. The hypotheses are:

1. Alternative Hypothesis (Ha): the use of cooperative learning type Teams Game Tournament (TGT) can develop students’ reading skills.

2. The Null Hypothesis (Ho): the use of cooperative learning type Teams Game Tournament (TGT) cannot develop students’ reading skill.

H. Paper Organization

The final project consists of five chapters:

Chapter I: Introduction

This chapter is started with the background of the study entitled “The Use of Teams Game Tournament (TGT) Method to Develope Students’ Reading Skills (An Experimental Study at Eleventh Grade in SMA N 3 Salatiga in the Academic Year 2014/2015)” and the reason of the researcher is interest to do this study. Introduction also include statements of the problems, purpose of the research, benefit of the research, definition of key terms, and paper organization.

Chapter II: Literature Review
This chapter present about the review of related literature, which covers the definition of reading, Teams Games Tournaments method, the application of TGT method in the class.

Chapter III: Methodology

This part explains about the methodology that is used of the research, which includes setting of the research, subject of the research, type of research, procedure of the research, technique of collecting data and technique of analyzing the data.

Chapter IV: Data Analysis

It is data analysis which explains the use and effectivenes of Teams Games Tournaments (TGT) method for students in the class, arithmetical calculation, and result of the research.

Chapter V: Closure

This last chapter is closure which contains of conclusion and suggestion for teacher and learners. The last part is references.
CHAPTER II.

LITERATURE REVIEW

In English teaching, there are many kinds of strategies that can be applied in the class. In order to help students understand more about the materials, the teacher should be able to choose the best method about it. Things that should be given attention is about the students daily learning. It includes four skills in learning English, listening, reading, speaking, and reading. Also mastery vocabularis are also important.

Each skill has different characteristics and they have different way to be taught and delivered to the students. Not always a method is appropriate to be applied to all of skills in English learning.

Here, the writer focused on reading skill as a skill that usually is given in the beginning of learning process and a method called Teams Game Tournament that is used to see how far students increasement in reading process.

A. READING

1. Definition of Reading

Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. Reading is one of the four skills that should be mastered in English study. In reading a text, the student’s vocabulary comprehension has close relation. When their vocabularies are rich, can be definded that they will understand the text well.
According to Deanne Spears (2006:2), the reading process begins with decoding words, that is, deciphering the letters that make up individual words but reading is more than merely processing letters and sound.

Ashby and Rayner (2006:52) mentioned that an important dimension of reading education includes understanding what skilled readers do when they read (William Grabe, 2009:13). Reading is centrally a comprehending process. One reason to point out that reading assumes comprehension is to be clear that all cognitive processing involved in reading is related to this fundamental goal (William Grabe, 2009:15).

It is also important to recognize that students even people around the world read in more one language. As a reader, the student read many types of texts, such as descriptive, narrative, report, and other texts. They also read magazines, newspapers, and advertisements. Grabe (1991:378) mentioned that a description of reading has to account for the notions that fluent reading is rapid, purposeful, interactive, comprehending, flexible, and gradually developing.

William Grabe (2009:14-16) mentioned that fluent reading is certainly a rapid and efficient process, centrally a comprehending process, an interactive process in two ways, a strategic process, a continuously evaluative process, a learning process, and a linguistic process.
Reading has a goal, it is comprehension. Strategic reading is defined as the ability of the reader to use a wide variety of reading strategies to accomplish a purpose for reading. For some students, when they encounter the difficulties in reading process they know what to do, they will try to find the way out of their own problem in reading process, usually they use the strategies.

2. **Strategies for Reading Comprehension**

   Reading is a language skill that is always faced by the second language learners in the beginning. There will many things that is provided with include reading skills. Reading comprehension is primarily a matter of developing appropriate, efficient comprehension strategies (Brown, 1994:291).

   Douglas Brown (1994:291) mentioned that the ten strategies which can be practically applied in classroom techniques, as follows:

   a. **Identify the purpose in reading**

      Efficient reading consists of clearly identifying the purpose in reading something. By doing so, you now what you’re looking for and can weed out potential distracting information. Whenever you are teaching a reading technique, make sure students know their purpose in reading something (Brown, 1994:292)
b. **Use graphemic rules and patterns to aid in bottom-up decoding**  
   **(for beginning level learners)**

   At the beginning levels of learning English, one of the difficulties students encounter in learning to read is making the correspondences between spoken and written English. In many cases, learners have become acquainted with oral language and have some difficulty learning English spelling conventions. They may need to be given hints and explanations about certain English autographic rules and peculiarities. While in many cases you can assume that one-to-one grapheme phoneme correspondences will be acquired with ease, other relationships might prove difficult.

   These and a multitude of other phonics approaches to reading can prove to be useful for learners at the beginning level and especially useful for teaching children and non-literate adults (Brown, 1994:292)

c. **Use efficient silent reading techniques for relatively rapid comprehension**  
   **(for intermediate to advanced levels)**

   The intermediate to advanced level students need not be speed readers, but they can be helped to increase efficiency by teaching a few silent reading rules:

   1) Don’t need to “pronounce” each word to your self
2) Try to visually perceive more than one word at time, preferably phrases.

3) Unless a word is absolutely crucial to global understanding, skip over it and try to infer its meaning through its context.

Aside from these fundamental guidelines, which if followed can help learners to be efficient readers, reading speed is usually not much of an issue for all but the most advanced learners. Academic reading, for example, is something most learners manage to accomplish by allocating whatever time they personally need in order to complete the material. (Brown, 1994:292-293).

d. Skimming

Skimming is reading rapidly in order to get a general overview of the material (Risdianto, 2012:1). Skimming consists of quickly running one’s eyes across a whole text (an essay, article, or chapter, for example) to get the gist. Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic or message, and possibly some of the developing or supporting ideas. This gives them a “head start” as they embark on more focused reading. (Brown, 1994:293).
e. Scanning

The second in the “most valuable” category is scanning, or quickly searching for some particular piece or pieces of information in a text. Scanning exercise may ask students to look for names or dates, to find a definition of a key concept, or to list a certain number of supporting details. The purpose of scanning is to extract certain specific information without reading through the whole text. (Brown, 1994:293)

f. Semantic mapping or clustering

The strategy of semantic mapping, or grouping ideas into meaningful clusters, helps the reader to provide some order to chaos. Mapping such semantic maps can be done individually, but they make a productive group work techniques as students collectively induce order and hierarchy to a passage. (Brown, 1994:293)

g. Guessing

This is an extremely broad category. Learners can use guessing to their advantage to:

1) Guess the meaning of a word
2) Guess a grammatical relationship (e.g. a pronoun reference)
3) Guess a discourse relationship
4) Infer implied meaning meaning (“between the lines”)
5) Guess about a cultural reference
6) Guess content messages

You can help learners to become accurate guessers by encouraging them to use effective compensation strategies in which they fill gaps in their competence by intelligent attempts to use whatever clues are available to them. Language based clues include word analysis, word association, and textual structure. Nonlinguistic clues come from context, situation, and other schemata. (Brown, 1994:294-295)

h. Vocabulary analysis

One way for learners to make guessing pay off when they don’t immediately recognize a word is to analyze it in terms of what they know about it. Several techniques are useful here:
1) Look for prefixes (co-, inter-, un-, etc.) that may give clues.
2) Look for suffixes (-tion, -tive, -ally, etc.) that may indicate what part of speech it is.
3) Look for roots that are familiar (e.g. *intervening* may be a word a student doesn’t know but recognizing that be root, *ven* comes from Latin “to come” would yield the meaning “to come in between”
4) Look for grammatical contexts that may signal information
5) Look at the semantic context (topic) for clues (Brown, 1994:295)

i. Distinguish between literal and implied meanings

This requires the application of sophisticated top-down processing skills. The fact that not all language can be interpreted appropriately by attending to its literal, syntactic surface structure makes special demands on readers. Implied meaning usually has to be derived from processing pragmatic information. (Brown, 1994:295)

j. Capitalize on discourse markers to process relationships

There are many discourse markers in English that signal relationships among ideas as expressed thorough phrases, clauses, and sentences. A clear comprehension of such markers can greatly enhance learners’ reading efficiency. (Brown, 1994:296).

B. TGT (Teams Game Tournament)

1. Definition of TGT

TGT cooperative learning is the product of modification fro tutorial learning where there a discussion in the cooperative group work and naming discussion model “think pair share” which is developed by Frank Lyman and Spencer Kagan. TGT is composed of 5 components, they are:
class presentation, teams, games, tournaments, and team recognition (Slavin, 2008:25).

TGT is the method of cooperative learning that has been applied, it is used from second to eleventh grade of class. TGT uses academic games, quizzes, increasement score system where the students as a team representative with another members of team in learning process. (Slavin, 2008:165).

TGT is divide into three parts, teams, game, and tournament. Here TGT combines these three parts in provide the materials and take the score. It is used to create a group with the students and the leader as a representative of group who help their members of group to understand the materials that is provided.

The description and components of TGT as follows:

a. **Class Presentation**

   First, the material is presented in the class directly and it is headed by the teacher. Class presentation is focused on the unit of TGT. Thereby the students will attent seriously, because they know that it will help them to answer the quiz, and the questions are given. (Slavin, 2008:144)

b. **Teams**
Team is consisted of four until five students who represent entire of division class in the academic work, sex, race, and ethnic. Main purpose of the team is to ensure that all of the team members study well and especially to prepare the members able to finish the quiz well. (Slavin, 2008: 144).

c. **Game**

Game is composed of questions that the content is relevant and it is designed to examine the students’ knowledge that is acquired from the class presentation and team work implementation (Slavin, 2008: 166). The game is played by the leaders of team and they represent their own team.

d. **Tournament**

Tournament is a structure where the game is going on. Usually it is applied in the end of week or unit after the teacher gives the class presentation and teams have been done the group assignment on the sheet of the task. (Slavin, 2009: 166).

e. **Team Recognition**
Main concept of team recognition is to count individual’s and team’s progression and give a certificate or another type of recognition. (Slavin, 2009:159)

2. Phase of TGT

When TGT is going to be applied in the class as a method in learning process, some things that must be concerned are:

a. Preparation

Learning material, the teacher should prepare the material of study that will be presented in the class. The materials can be found in the textbook or the teacher design the material by themselves. The teacher also should prepare the number card for each student in the class. Preparation of TGT method is as follows:

1. Place the students into team

   Each team consist of 4-6 students who have different characteristic, both in achievement, race, or ethnic. The students must learn how to coordinate with their group work and not be a student who differentiate their friend.

2. Place the students to the first tournament table

   Make copies of tournament table placement sheet. On that sheet, write down the list of students based on their work. The student who has high achievement of each team is placed in the first table, the second high achievement is
placed in the second table, and so on until the last one of team.

b. How to begin TGT

Begin by giving the materials for the students. After giving the materials by class presentation, announce to the students about the team division and ask the students to arrange the table to make team table.

c. Activity schedule

TGT is composed of regular cycle from the learning activity, as follows:

1) Teaching, extend the information of material. It needs 1-2 class period.

2) Team work, the students finish the activity-sheet in their team to master the material.

3) Tournament, the students play an academic game in the homogen ability, with the tournament table.

4) Team recognition, team score is counted based on the tournament score of each team member, and the team will get the recognition if they succeeded to pass the criteria that has been agreed together.

d. Giving Score
Check points of the tournament on the game score sheet. Move them into embrace from their own team. Count up all of the score from each team and divide it by the members of team.

This is the example of table to count the score each team:

<table>
<thead>
<tr>
<th>Player’s Name</th>
<th>Team</th>
<th>Game 1</th>
<th>Game 2</th>
<th>Total Score</th>
<th>Tournament Point</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>
CHAPTER III.
THE METHODOLOGY OF RESEARCH

A. Setting of Research

This research is done in the class of the second year students of SMA N 3 Salatiga in the academic years of 2014/2015. This school is located at Kartini street number 34 Salatiga. It has huge area and great buildings. This school is strategic and easy to be extended because it’s near of main street Semarang-Solo, and SMA N 3 is popular because their products have high-grade in the society.

SMA N 3 Salatiga was built on September 15th 1991. The age of SMA N 3 is twenty four years. The building is the ruins hospital of Dutch colonizer. It is one location with SMP N 1 Salatiga, SMP N 2 Salatiga, and SD N Salatiga 06.

SMA N 3 is lead by Drs. Suyitno, M.Pd. It has fifty nine teachers, who are divided into settled teacher (fifty two teachers), unsettled teacher (six teachers) and DPK teacher (one teacher). And the staff or employees amount to nineteen, that is consist of six settled employees and thirteen honorary employees.

SMA 3 has a lot of students. There are more than three hundreds students who entere to SMA N 3 Salatiga every year. They have different religion, and Islam is the most religion they have. SMA N 3 Salatiga always graduate one hundred percent of its students every year.
There are forty one rooms in SMA N 3 Salatiga, it consists of thirty classrooms, eight laboratories (natural science lab, chemical lab, phisical lab, biology lab, language lab, social science lab, computer lab, and multimedia lab), ten restrooms for teachers and students, sport room, sudents’ boarding house, etc. There is also a mosque, a basketball field, three canteens, etc.

B. Subject of the Research

1. Population

The researcher takes of the research in SMA N 3 Salatiga in the academic years of 2013/2014. The total population of SMA N 3 Salatiga consist of 11 classes for second grade. Population is the whole of research subject (Arikunto, 2006:130). Beside that, population is the group people we want to generalize to (Muijs, 2004:15).

The reason of researcher took the eleventh grade students of SMA N 3 because it was the period of students where they felt they can show their real characteristic, and they have had a bestfriend in the class, so the researcher tried to divide them into some groups and looked whether they could adapt with other friends.

2. Sample of Sampling Technique

A sample is part of representative populations which is investigated (Arikunto, 2006:131). This research choose to use purposive sampling. Purposive sampling is the sample which selected because of
some reasons, such as limitation of time, energy, and fee (Arikunto, 2010: 183). According to Sugiyono (2007:300), purposive sampling is a technique of taking resource of data sample based on certain consideration or focusing of the sample. Its purpose is to maximize information, not to facilitate generalization.

The researcher takes of research in the eleventh grade students of SMA N 3 Salatiga and the researcher takes 2 classes of students in the eleventh. The students are taken from XI MIA 2 and XI MIA 5. The reason of choosing these classes is based on the observation and interview with the English teacher. Both of these classes have high grade that other classes.

Based on the observation with the class teacher from both of class, he told the researcher that class MIA 2 was the class that is appropriate to be given a treatment.

3. **Data Sources**

The data sources of this research are taken from the result of student’s test and observation. The test is divided into two part, pre-test and post-test. Pre-test is to know the student’s ability in reading skill before the treatment is given for them, and post test is the test to know their increasement after the treatment has been given.

Observation is done by the researcher based on the reason to know the situation of the teaching and learning process when the technique is
applied. It was important in this case, not only to know the students own feelings but also to know how they think toward their English (Arikunto, 2006:229).

4. Type of Research

The research is experimental research. Experimental is one of the types of quantitative reserach design. Experimental research in the social sciences follows the same basic pattern as those (natural) science experiments (Muijs, 2004: 13). There are experimental and control group investigated. The first is experimental group that consisting of students taught by non-TGT method and the second group that consist of students taught by TGT method.

The meaning of reserach methodology is the method that is used in writing this study, it’s called field research, because this reserach is conducted in an educational institution directly, that is SMA N 3 Salatiga. Thus, this study attempt to identify, classify, the effectiveness of TGT method.

5. Techniques of Collecting the Data

a. Test

To get the data, the reseracher proceeds with the test which consists of pre-test and post-test. The function of pre-test is to get the information about the student’s ability in reading before the treatment.
Pre-test on whatever instruments are used to assess the effect of the experiment before the treatment is given.

The function of post-test is to know the result of the experiment and usually on the instruments, after the treatment is given (Muijs, 2004: 18). The data will prove that there is a significant difference for the students reading skill using TGT method and without using TGT method.

b. Observation

In addition, the researchers also do the class observation. The observation is done to find out the situation of the teaching and learning process while the learning process using TGT method is applied. It is an important thing that must to do because the researcher should make a note for the further data collection, not only to get the final score after using TGT method for learning process in increasing reading skill but also to know their collaborative and their participate in the group. Because TGT method is not only focus on the final score but how develop student’s attitude with their friends.

According to Darlington (2002:74), state that observation is a very effective way to finding out what people do in particular contexts, the routines and interactional patterns of their daily lives. In addition, observational research methods can provide an understanding of what is happening in encounter between a service provider and user, a committee, a ward or residential unit, a large organizational or a community.
c. Analysis

The researcher analyzes the data that is got from the students to get more information and to know their increasements, in reading and speaking skills or their role and responsibility toward their own group.

d. Documentation

Documentation is needed to know about the situation and condition of the students, teachers, and school’s profiles. Documentation not only includes the official organizational papers, brochures, and reports, but also more of work a day, lesson plans, and materials (Arikunto, 2010: 201-202).

The researcher collects the data as documenttaion by taking photos or videos since the teaching and learning process is going. Document is a record of events in the past in the forms of handwriting, pictures, or even literature works (Sugiyono, 2007:329). The researcher ask the school to complete the data that is needes, so this research san produce a good result that depict the teaching and learning process in SMA N 3 Salatiga in eleventh grade by using TGT method.

6. Technique of Analyzing the Data

Data analysis is the process of systematically searching and arranging the interiew transcripts, field notes, and other materials that is
accumulated to increase your own understanding of them and to enable you to present what you have discovered to others (Sugiyono, 2007: 334).

The purpose of data analysis is to know the differences of student’s increase of reading skill using TGT method and without using TGT method and the significant of students’ skill in understanding the reading. In addition to prove the effectiveness of TGT method in increasing students’ reading skill.

The first step is pre-test, in order to get the information about the students prior reading and speaking skill before they are given TGT method in learning process. The post test is to prove the significant different score before and after TGT method is applied. To calculate two test the writer used these formulas:

a. Mean

\[ X = \frac{\Sigma x}{n} \]

Note:

\( X \) = mean

\( \Sigma x \) = sum of the score

\( N \) = frequency of students

b. Deviation Standard
\[
SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}
\]

c. T-test Calculation

\[T = \left(\frac{\sum D}{n}\right) : \left(\frac{SD}{\sqrt{n-1}}\right)\]

d. Percentage

\[\text{Percentage} = \frac{x_2 - x_1}{x_1} \times 100\%\]
CHAPTER IV.

RESEARCH FINDING

A. Data Analysis

This chapter deals with the process of the research including pre-test, experimental treatment, and post-test. After finishing that process, the researcher calculates the significant difference between two means and test of significance.

1. Pre-test

Pre-test is a test that is done before the treatment is given for the students. Pre-test is administered before the application of the treatment. Pre-test was given to measure the students’ condition and to know the students’ ability before given the treatment. The purpose of conducting pre-test was to know well the students in groups, their ability in teamwork with heterogeneous members.

2. Experimental Treatment

After conducting pre-test, the researcher conducts the experimental treatment. The procedure of teaching class by TGT method is:

a. Step 1: Presentation, in this stage the teacher gives the materials for the students. Usually is done in the form direct teaching, speech, or class discussion.

b. Step 2: Team Learning, the teacher divides the students into some group, each group consist of 4-5 heterogeneous students, they work together to understand the materials that are given, and each
member of group should to explain the materials for the member who hasn’t understand the materials.

c. Step 3: Game preparation, the teacher provides some questions that is related wit the materials. Then, the teacher prepares the tools for the game, those are: game cards with the number, score, questions, and the answer of the questions.

d. Step 4: tournament, tournament provides some questions that are modified to examine the the knowledge that the student’s get from the class presentation and teamwork. Each group gets the chance to choose the number cards in the tournaments table, and try to answer the question on the card. If each member can’t answer the questions, so the question would be given for another group, and so on. Group who can answer the question get score behind the card. These scores would be collected to determine the finel score of the group.

e. Step 5: Team recognition, team recognition is given for the winner that is who get the higtest scores from the tournamens. Beside that, they are also given a reward for learning motivation.

3. Post-test

Post test is given after they are given different treatment to know the result of the different treatment. The test instrument is used to post-test the same as that used in pre-test. Then the writer calculates the result of the test to understand the different score of the two groups.
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<tr>
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<th>NO</th>
<th>NAME</th>
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<td>Muhammad Nur Alifi</td>
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<td>Purneng Gati H.P.</td>
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<td>Mutiara Restu Amalia</td>
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<td>Refa Arinda Putri</td>
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### A. Arithmatical Calculation

#### TABLE 2

**The Score of Experimental Group**

**XI MIA 2**
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<tr>
<th></th>
<th></th>
<th>Name</th>
<th>Age</th>
<th>Score</th>
<th>Bonus</th>
<th>Salary</th>
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<td>625</td>
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<tr>
<td>3</td>
<td>6777</td>
<td>Akhmad Fadhil</td>
<td>70</td>
<td>90</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Firmansyah</td>
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### Table 3

**The Score of Control Group**

**XI MIA 5**

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**TABLE 3**

The Score of Control Group

**XI MIA 5**
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</table>
1. **Experiment Class**

   a. Pre test of experiment class

   \[
   X_1 = \frac{\Sigma x}{n} \\
   X_1 = \frac{2365}{36} \\
   X_1 = 65.69
   \]

   b. Pre test of control class

   \[
   Y_1 = \frac{\Sigma y}{n} \\
   Y_1 = \frac{2530}{38} \\
   Y_1 = 66.58
   \]

   c. Post test of experiment class

   \[
   X_2 = \frac{\Sigma x}{n}
   \]
\[ X_2 = \frac{3125}{36} \]
\[ X_2 = 86.81 \]

d. Post test of control class

\[ Y_2 = \frac{\Sigma y}{n} \]
\[ Y_2 = \frac{3005}{38} \]
\[ Y_2 = 79.08 \]

2. Deviation Standard

a. Experiment class

According to the data from the table, the writer calculated Standard Deviation of pre-test and post-test of experiment class.

\[
SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}
\]
\[ = \sqrt{\frac{17050}{36} - \left(\frac{760}{36}\right)^2} \]
\[ = \sqrt{473.61 - (21.11)^2} \]
\[ = \sqrt{473.61 - 445.63} \]
\[
\sqrt{27.98} = 5.29
\]

b. Control class

\[SD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}\]

\[= \sqrt{\frac{7700}{38} - \left(\frac{480}{38}\right)^2}\]

\[= \sqrt{202.63 - (12.63)^2}\]

\[= \sqrt{202.63 - 159.52}\]

\[= \sqrt{43.11}\]

\[= 6.57\]

3. T-test Calculation

After the writer calculated Deviation Standard, t-test calculations are:

a) Experiment class

\[
\left(\frac{\sum D}{N}\right)
\]

\[
\frac{t_0}{}
\]
\[
\frac{SD}{\sqrt{N-1}} = \frac{\left( \frac{760}{36} \right)}{\sqrt{36-1}}
\]

\[
= \frac{5.29}{\sqrt{35}}
\]

\[
= 21.11
\]

\[
= \frac{5.29}{5.92}
\]

\[
= 21.11
\]

\[
= \frac{0.89}{23.72}
\]

b) Control class

\[
\sum D
\]

\[
N
\]
\[ t_0 : \]

\[ \frac{SD}{\sqrt{N - 1}} \]

\[ \frac{480}{38} \]

\[ = \]

\[ \frac{6.57}{\sqrt{38 - 1}} \]

\[ = 12.63 \]

\[ \frac{6.57}{\sqrt{37}} \]

\[ = 12.63 \]

\[ \frac{6.57}{6.08} \]

\[ = 12.63 \]

\[ 1.08 \]

\[ = 11.69 \]

4. Precentage

a) Experiment Class

\[ \text{Precentage} = \frac{x_2 - x_1}{x_1} \times 100\% \]
b) Control Class

\[
\text{Percentage} = \frac{y_2 - y_1}{y_1} \times 100\%
\]

\[
= \frac{79.08 - 66.58}{66.58} \times 100\%
\]

\[
= \frac{12.5}{66.58} \times 100\%
\]

\[
= 18.77\%
\]

B. Result of the Research

The result of the research in this study is the mean score of the post test from the experimental group and control group. The experimental group score is higher (86.81) than control group (79.08).

The result of the research can be seen as the table follows:

<table>
<thead>
<tr>
<th>No</th>
<th>Result</th>
<th>Experiment Class</th>
<th>Control Class</th>
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<tr>
<td>1</td>
<td>Mean of</td>
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<tr>
<td></td>
<td>a. Pre-test</td>
<td>65.69</td>
<td>66.56</td>
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</table>
From the table above, it can be seen that there is no significant difference in pre-test score of the two classes. After the researcher gave the treatment to experiment class, it can be seen that there is significant improvement from pre test to post test mean of experiment class (65.69 to 86.81).

From the T-test result, it can be seen that the experiment class get higher score (23.72) than the control class (11.69). It means that there is significant difference between the two classes. Thus, based on the above explanation, the writer concludes that using TGT method to increase students reading skill has a significancy.

From the percentage data of increasement, experiment class has higher score (32.15%) than Control class (18.77%). According to the explanation about the result on the table above based on the research the students in eleventh grade of SMA N 3 Salatiga, it can be inferred that
students improve their reading skill by using TGT method better than not using this method.

From the research finding, it can be concluded that using TGT method can motivate students to engage in language learning especially to improve their ability in reading a text. Briefly, the reading achievement in the experiment class has proven that TGT method can be good medium in improving students’ reading skill.
CHAPTER V.

CLOSURE

A. Conclusion

Based on the previous data analysis, the researcher concludes that:

1. The result of the data score from the experimental group by using TGT method is higher than control group without TGT method in teaching and learning process. The average score of class XI MIA 2 (experimental group) is 65.69 (pre test) and 86.81 (post test). The average score of class XI MIA 5 (control group) is 66.58 (pre test) and 79.08 (post test). The students were not only enthusiastic about teaching and learning process but also happy to follow the procedure of TGT: class presentation, teaming, games, tournaments, and team recognition.

2. After conducting an experimental study the researcher could conclude that TGT method can improve the students’ ability in reading a text. It proved by the score of pre test and post test. The score of post test is higher than the pre test for experiment group. The average score of class XI MIA 2 (experimental group) is 65.69 (pre test) and 86.81 (post test) with t-test 23.72. If t-table is equal or greater than t-test calculation, so the null hypothesis (H0) is rejected. It means, there is significance difference mean on pre-test and post-test. This indicated that TGT method can improve students reading skill.

3. In the other hand, the advantage of using TGT during the research are the students were more social. With their own team other teams. They could
work, cooperate, and discuss each other to catch the understanding of materials that are given.

B. Suggestion

Considering the conclusion above, the writer would like to suggest:

1. For the English teacher
   a. The teacher should explain every method of teaching, especially if it is include of teamwork and explain the clear directions.
   b. The teacher should apply the best method in order to contribute the material for the students more interestinf nd fun, so the students will not think that English is difficult lesson.
   c. The teachers should present the language in an enjoyable, relaxed and understandable way.

2. For the Students
   a. The students should be always being active in learning process.
   b. The students should always practice their English star from the simple activities.
REFERENCES


Daeik, Deborah. *Critical Reading for College and Beyond.*


Yasa, Dewantara. 2008. *Pembelajaran Kooperatif tipe Teams-Game-Tournament (TGT)*. Available at https://books.google.co.id/books?id=Eete2DTE3BkC&printsec=frontcover&dq=david+l.+de+vrie++tgt&hl=en&sa=X&ei=zQgBVcDqL2dugTxB2dugTxA#v=onepage&q&f=true (accessed on December 9th 2013)
APPENDICES

- Surat Tugas Pembimbing dan Asisten Pembimbing Skripsi
- Surat Izin Penelitian
- Profil SMA N 3 Salatiga
- Surat Keterangan telah melakukan penelitian di SMA N 3 Salatiga
- RPP (Rencana Pelaksanaan Pembelajaran)
- Sample of student’s performance
- Foto Kegiatan Siswa
- Lembar Konsultasi Skripsi
- Daftar SKK (Satuan Kredit Kegiatan)
CURRICULUM VITAE

Name: Siti Umairah
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Department: Tarbiyah, English Department of Education
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3. SMP N 1 Salatiga (2004-2007)
4. SMA N 3 Salatiga (2007-2010)
5. S1 IAIN Salatiga (2010-2015)

Salatiga, March 6th, 2015

[Signature]
Siti Umairah
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Nomor : Sti.24/K-I/PP.00.9/I-1.3.054/2014
Lamp. : Proposal Skripsi
Hal : Pembimbing dan Asisten Pembimbing Skripsi

17 Maret 2014


Assalamu'alaikum wr.wb.

Dalam rangka penulisan Skripsi Mahasiswa Program Sarjana (S.1), Saudara ditunjuk sebagai
Dosen Pembimbing/ Asisten Pembimbing Skripsi mahasiswa:

Nama : Siti Umairah
NIM : 111310024
Jurusan : Tarbiyah
Judul Skripsi:

THE EFFECTIVENESS OF TEAM GAMES TOURNAMENTS (TGT) METHOD TO
INCREASE STUDENTS' READING SKILL IN SECOND GRADE OF SMA N 3
SALATIGA IN THE ACADEMIC YEAR 2013/2014

Apa bila dipandang perlu Saudara dinista mengoreksi tema Skripsi di atas.
Demikian untuk diletahui dan dilaksanakan.

Wassalamualaikum wr.wb.

a.n. Ketua
Wakil Ketua
Bagoon Riset dan Pengembangan Lembaga

Dr. Rahmat Harjanto, M.Pd.
NIP. 19570712 199203 1 003

Tembusan : Yth. Ketua STAIN Salatiga (sebagai laporan)
Nomor: St.24/K-I/TL.00/307/2014
Lamp. : Proposal Penelitian
Hsl. : Isi Penelitian

4 November 2014

Kepada
Yth. Ketua SMAN 3 Salatiga
Dl. Salatiga

Assalamualaikum wr.wb.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa:

Nama : Siti Umi Roh
NIM : 11310034
Mahasiswa : Sekolah Tinggi Agama Islam Negeri (STAIN) Salatiga
Jurusan : Tarbiyah
Program Studi : Tadris Bahasa Inggris (TBI)

Dalam rangka penyelesaian studi Program S.1 di STAIN Salatiga, divaihkan
menerima izin untuk menyelesaikan Vening yang berupa penulisan SKRIPSI.

Adapun judul yang diajukan adalah

THE EFFECTIVENESS OF TEAM GAMES TOURNAMENTS (TGT)
METHOD TO INCREASE STUDENTS READING SKILL IN SECOND
GRADE OF SMA N 3 SALATIGA IN THE ACADEMIC YEAR 2013/2014

Dengan Pembimbing : Rb. Aulia Erlangga, M.Hum.
Asisten Pembimbing :

Untuk penyelesaian Skripsi tersebut, kami mohon Bapak/Ibu memberikan izin kepada
mahasiswa tersebut untuk mengadakan penelitian puna memperoleh data atau
keterangan dan bahan yang diperlukan di SMAN 3 Salatiga, mulai tanggal 5
November 2014 s.d. selesai.

Kesedian atas pembeliaan izin Bapak/Ibu, kami sampaikan terima kasih.

Waissalamaulaikum wr.wb.

a.n. Ketua
Wali Ketua

Bidang Akademik dan Pengembangan Lembaga

[Signature]

NIP. 19750211 200003 1 001

Tembusan: Yth. Ketua STAIN Salatiga (sebagai laporan)
A. Profile of School

1. Name of school : SMA N 3 Salatiga
2. NIS/NPSN : 301036204003 / 20328449
3. Accreditation : A (very good)
4. Address : Kartini street number 34 Salatiga
5. Phone number : (0298) 323300
6. Post code : 50711
7. Village : Salatiga
8. Sub district : Sidorejo
9. City : Salatiga
10. Province : Central Java
12. Website : www.sman3salatiga.com
13. E-mail : www.sman_3_salatiga@yahoo.com

B. Headmaster

a. Full name : Drs. Suyitno M.Pd.
b. Last education : S1 / Akta IV and S2 Magister Pendidikan
c. Majors : S1 Bahasa Indonesia and Magister Pendidikan

C. Vision and Mission of SMA N 3 Salatiga

1. Vision of SMA N 3

“Get superior achievements, compatible in character, environmentally sound, and has competiveness globally”
2. Missions of SMA N 3 Salatiga

1) Increase academic and non academic achievements with students’ creativity development (multiple intelligency).

2) Do innovation in learning process.

3) Increase the educators’ professionalism.

4) Increase the skill of foreign-language speaking.

5) Increase chastity to God.

6) Create school environments that support learning condition be joyful learning and democratic.

7) Perform school management and include social participants.

8) Create courteousness in attitude between school members.

9) Shape the students to be good in attitude and can compete globally.

3. Purposes of SMA N 3 Salatiga

1) As a new start on doing activity, especially in finance management.

2) A first effort as a school from independent school to be an international school.
3) Learning innovation has variation based on competences (problem based learning, inquiry based learning, project based learning, contextual teaching and learning).

4) Increase academic achievements (imo, ipho, icho, ibo, computer, astronomic, English debate, talented-students service).

5) Increase the educators professionalism and structuring school administration by computer-based.

6) God-fearing stabilization.

7) Create a condition of students to have a good attitude.

8) Make a pleased school environment “live healthy and kind to surroundings” that support democratic “joyfull learning”.

9) School based management.

10) Create school members’ relation to be good and friendly.

D. Organizational structure

1. Organizational structure of SMA N 3 Salatiga
<table>
<thead>
<tr>
<th>NO</th>
<th>NAMES</th>
<th>POSITION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Dra. Suyitno, M.Pd.</td>
<td>Headmaster</td>
</tr>
<tr>
<td>4.</td>
<td>Drs. Supriyanto, M.Pd.</td>
<td>Student’s coor.</td>
</tr>
<tr>
<td>5.</td>
<td>Drs. H. Yahya</td>
<td>Facility’s coor.</td>
</tr>
<tr>
<td>7.</td>
<td>Eny Sri Handaruningsih, S.Pd.</td>
<td>Prime minister</td>
</tr>
<tr>
<td>8.</td>
<td>Amelia Handayani W., S.Pd., M.Si.</td>
<td>Conselor</td>
</tr>
<tr>
<td>9.</td>
<td>Dwi Hartati, S.Pd.</td>
<td>Class teacher X.1</td>
</tr>
<tr>
<td>10.</td>
<td>Agus Supriyadi, A.Md.</td>
<td>Class teacher X.2</td>
</tr>
<tr>
<td>11.</td>
<td>Aris Kusmanto, S.Pd.</td>
<td>Class teacher X.3</td>
</tr>
<tr>
<td>12.</td>
<td>Dra. Budi Utami</td>
<td>Class teacher X.4</td>
</tr>
<tr>
<td>13.</td>
<td>Sri Mulyatiningsih, S.Pd.</td>
<td>Class teacher X.5</td>
</tr>
<tr>
<td>14.</td>
<td>Dra. Siti Mualimah Khotijah</td>
<td>Class teacher X.6</td>
</tr>
<tr>
<td>15.</td>
<td>Syamsi Ariyah, S.Pd., M.Pd.</td>
<td>Class teacher X.7</td>
</tr>
<tr>
<td>17.</td>
<td>Arif Prihastono, S.Pd.</td>
<td>Class teacher X.9</td>
</tr>
<tr>
<td>18.</td>
<td>Wahyu Wiyandani S.Pd.</td>
<td>Class teacher X.10</td>
</tr>
<tr>
<td>19.</td>
<td>Dra. Lejar Kirani</td>
<td>Class teacher XI.MIA.1</td>
</tr>
<tr>
<td>20.</td>
<td>Dra. Susilowati</td>
<td>Class teacher XI.MIA.2</td>
</tr>
<tr>
<td></td>
<td>Name</td>
<td>Class taught</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>21</td>
<td>Drs. Agus Supriyo</td>
<td>Class teacher XI.MIA.3</td>
</tr>
<tr>
<td>22</td>
<td>Retno Giangi, S.Pd.</td>
<td>Class teacher XI.MIA.4</td>
</tr>
<tr>
<td>23</td>
<td>Agus Widiyanto, S.Pd.</td>
<td>Class teacher XI.MIA.5</td>
</tr>
<tr>
<td>24</td>
<td>R. Andi Nurcahyo Hadisaputro</td>
<td>Class teacher XI.IS.1</td>
</tr>
<tr>
<td>25</td>
<td>S.Pd.</td>
<td>Class teacher XI.IS.2</td>
</tr>
<tr>
<td>26</td>
<td>Dra. Siti Nur Handayani</td>
<td>Class teacher XI.IS.3</td>
</tr>
<tr>
<td>27</td>
<td>Dra. Anita Iswati Sri Lestari</td>
<td>Class teacher XI.IS.4</td>
</tr>
<tr>
<td>28</td>
<td>Dra. Sri Mekar Widiastuti, M.Pd.</td>
<td>Class teacher XI.IS.5</td>
</tr>
<tr>
<td>29</td>
<td>Listyarini Nur Banun, S.Sos.</td>
<td>Class teacher XII.MIA.1</td>
</tr>
<tr>
<td>30</td>
<td>Inti Artini Palupi, S.Pd., M.Si.</td>
<td>Class teacher XII.MIA.2</td>
</tr>
<tr>
<td>31</td>
<td>Firmaya Yulias Anggraeni, s.pd.</td>
<td>Class teacher XII.MIA.3</td>
</tr>
<tr>
<td>32</td>
<td>Indriyawanti, S.Pd.</td>
<td>Class teacher XII.MIA.4</td>
</tr>
<tr>
<td>33</td>
<td>Dra. Swastiyati</td>
<td>Class teacher XII.MIA.5</td>
</tr>
<tr>
<td>34</td>
<td>Muhlasin, S.Pd.</td>
<td>Class teacher XII.IS.1</td>
</tr>
<tr>
<td>35</td>
<td>Indriastuti Soewarto, S.Pd.</td>
<td>Class teacher XII.IS.2</td>
</tr>
<tr>
<td>36</td>
<td>Drs. Hadiyanto</td>
<td>Class teacher XII.IS.3</td>
</tr>
<tr>
<td>37</td>
<td>Dra. Suwarjo</td>
<td>Class teacher XII.IS.4</td>
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<tr>
<td>38</td>
<td>Drs. Sukmawati</td>
<td>Class teacher XII.IS.5</td>
</tr>
<tr>
<td></td>
<td>Dra. Kristin Yulianti</td>
<td>Class teacher XII.IS.1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Class teacher XII.IS.2</td>
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<tr>
<td></td>
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<td>Class teacher XII.IS.3</td>
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<td>Class teacher XII.IS.4</td>
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<tr>
<td></td>
<td></td>
<td>Class teacher XII.IS.5</td>
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</table>
a. Structure of school committee

<table>
<thead>
<tr>
<th>NO.</th>
<th>POSITION</th>
<th>NAME</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Leader</td>
<td>Drs. Subroto, Mm.</td>
<td>Education figure</td>
</tr>
<tr>
<td>2.</td>
<td>Secretary</td>
<td>Drs. Seno Gunawi, Mm</td>
<td>Student’s parent</td>
</tr>
<tr>
<td>3.</td>
<td>Members</td>
<td>Prof. Dr. Haryoko, Rd.</td>
<td>Society figure</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Daryadi, Sh.</td>
<td>Society figure</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dr. Rahmat Haryadi</td>
<td>Student’s parent</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dr. Errytrina Whismah</td>
<td>Student’s parent</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Slamet Setyo Budi, Se.</td>
<td>Student’s parent</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Drs. Supriyanto, M.Pd.</td>
<td>Education figure</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dra. Sukmawati</td>
<td>Student’s parent</td>
</tr>
</tbody>
</table>

b. Condition of teachers/employee

a. Teachers
3. Condition of students

a. Students acceptance

<table>
<thead>
<tr>
<th>No</th>
<th>Years</th>
<th>Reg.</th>
<th>Acc.</th>
<th>NT</th>
<th>NR</th>
<th>Average</th>
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<tbody>
<tr>
<td>1.</td>
<td>2007/2008</td>
<td>685</td>
<td>280</td>
<td>29,20</td>
<td>29,20</td>
<td>26,55</td>
</tr>
<tr>
<td>2.</td>
<td>2008/2009</td>
<td>571</td>
<td>270</td>
<td>37,15</td>
<td>28,80</td>
<td>31,70</td>
</tr>
<tr>
<td>3.</td>
<td>2009/2010</td>
<td>700</td>
<td>287</td>
<td>38,80</td>
<td>32,30</td>
<td>35,50</td>
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<td>4.</td>
<td>2010/2011</td>
<td>531</td>
<td>360</td>
<td>38,40</td>
<td>32,40</td>
<td>34,63</td>
</tr>
<tr>
<td>5.</td>
<td>2011/2012</td>
<td>425</td>
<td>348</td>
<td>39,15</td>
<td>32,50</td>
<td>35,83</td>
</tr>
<tr>
<td>7.</td>
<td>2013/2014</td>
<td>534</td>
<td>365</td>
<td>38,40</td>
<td>32,40</td>
<td>34,43</td>
</tr>
</tbody>
</table>

b. Students and religion

<table>
<thead>
<tr>
<th>No</th>
<th>Academic years</th>
<th>X</th>
<th>XI</th>
<th>XII</th>
<th>Religion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Islam</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Chris</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Catholic</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Hindu</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Buddhist</td>
</tr>
</tbody>
</table>
4. Physical condition

a. Land : 53.102 m²

b. Building : 20.648 m²
c. Rooms condition:

<table>
<thead>
<tr>
<th>NO.</th>
<th>ROOMS NAME</th>
<th>AMOUNT</th>
<th>WIDE (M³)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Classroom</td>
<td>30</td>
<td>3.788</td>
</tr>
<tr>
<td>2.</td>
<td>Natural science lab.</td>
<td>1</td>
<td>96</td>
</tr>
<tr>
<td>3.</td>
<td>Chemical lab.</td>
<td>1</td>
<td>96</td>
</tr>
<tr>
<td>4.</td>
<td>Phisical lab.</td>
<td>1</td>
<td>96</td>
</tr>
<tr>
<td>5.</td>
<td>Biology lab.</td>
<td>1</td>
<td>96</td>
</tr>
<tr>
<td>6.</td>
<td>Language lab.</td>
<td>1</td>
<td>96</td>
</tr>
<tr>
<td>7.</td>
<td>Social science lab.</td>
<td>1</td>
<td>72</td>
</tr>
<tr>
<td>8.</td>
<td>Computer lab.</td>
<td>1</td>
<td>144</td>
</tr>
<tr>
<td>9.</td>
<td>Multimedia lab.</td>
<td>1</td>
<td>144</td>
</tr>
<tr>
<td>10.</td>
<td>Konvensional library room</td>
<td>1</td>
<td>106</td>
</tr>
<tr>
<td>11.</td>
<td>Multimedia library room</td>
<td>1</td>
<td>265</td>
</tr>
<tr>
<td>12.</td>
<td>Skill room</td>
<td>1</td>
<td>156</td>
</tr>
<tr>
<td>13.</td>
<td>Hall / auditorium</td>
<td>1</td>
<td>265</td>
</tr>
<tr>
<td>14.</td>
<td>Health students unit room</td>
<td>1</td>
<td>25</td>
</tr>
<tr>
<td>20.</td>
<td>Shop</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td>21.</td>
<td>Conselor room</td>
<td>1</td>
<td>64</td>
</tr>
<tr>
<td>22.</td>
<td>Headmaster’s room</td>
<td>1</td>
<td>72</td>
</tr>
<tr>
<td>23.</td>
<td>Teacher’s room</td>
<td>1</td>
<td>264</td>
</tr>
<tr>
<td>24.</td>
<td>Coordinator’s room</td>
<td>1</td>
<td>56</td>
</tr>
<tr>
<td>25.</td>
<td>Osis’ room</td>
<td>1</td>
<td>12</td>
</tr>
<tr>
<td></td>
<td>Description</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>--------------------------------------</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>26</td>
<td>Man’s restroom (teacher)</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>27</td>
<td>Woman’s restroom (teacher)</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>28</td>
<td>Man’s restroom (students)</td>
<td>4</td>
<td>48</td>
</tr>
<tr>
<td>29</td>
<td>Woman’s restroom (students)</td>
<td>4</td>
<td>48</td>
</tr>
<tr>
<td>30</td>
<td>Warehouse</td>
<td>1</td>
<td>128</td>
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<tr>
<td>31</td>
<td>Piety room</td>
<td>1</td>
<td>270</td>
</tr>
<tr>
<td>32</td>
<td>Headmaster’s house agency</td>
<td>1</td>
<td>372</td>
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<tr>
<td>33</td>
<td>Teacher’s house agency</td>
<td>4</td>
<td>642</td>
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<td>34</td>
<td>House of school keeper</td>
<td>2</td>
<td>120</td>
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<td>37</td>
<td>Student’s boarding house</td>
<td>2</td>
<td>1.316</td>
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<td>39</td>
<td>Multimedia room</td>
<td>1</td>
<td>144</td>
</tr>
<tr>
<td>40</td>
<td>Study’s center teacher room</td>
<td>1</td>
<td>162</td>
</tr>
<tr>
<td>41</td>
<td>Sport room</td>
<td>1</td>
<td>270</td>
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</tbody>
</table>
Rencana Pelaksanaan Pembelajaran (RPP)

Satuan Pendidikan : SMA N 3 Salatiga
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI MIA/II
Waktu : 2x45 menit (90 menit)

A. Standar Kompetensi

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya
KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia
KI 3: Memahami, menerapkan, menganalisis pengetahuan fakturnal, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar

1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.
2. Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.

3. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang, sesuai dengan konteks penggunaannya.

4. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. **Indikator Pencapaian Kompetensi**

**Sikap Spiritual**
1. Menunjukkan semangat mengikuti pembelajaran (A5)
2. Menunjukkan keseriusan mengikuti pembelajaran (A5)

**Sikap Sosial**
1. Menunjukkan perilaku santun dalam berkomunikasi interpersonal dengan guru dan teman (A5)
2. Menunjukkan perilaku peduli dalam berkomunikasi interpersonal dengan guru dan teman (A5)

**Pengetahuan**
1. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang, sesuai dengan konteks penggunaannya.
2. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

**Penerapan**
1. Memahami dan menganalisa fungsi sosial untuk menyatakan dan menanyakan pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang, sesuai dengan konteks penggunaan.
2. Mengetahui dan memahami struktur teks untuk menyatakan dan menanyakan pengandaian.
3. Menganalisa unsur kebahasaan untuk menyatakandan menyakan pengandaian.

D. Tujuan Pembelajaran
(Sikap Spiritual)
1. Siswa dapat menunjukkan semangat mengikuti pembelajaran.
2. Siswa dapat menunjukkan rasa antusias mengikuti pembelajaran.

(Sikap Sosial)
1. Siswa dapat menunjukan perilaku santun dalam berkomunikasi interpersonal dengan guru dan teman.
2. Siswa dapat menunjukkan perilaku peduli dalam berkomunikasi interpersonal dengan guru dan teman.

(Pengetahuan)
1. Siswa mampu menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang, sesuai dengan konteks penggunaannya.
2. Siswa mampu menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

(Penerapan)
1. Memahami dan menganalisa fungsi sosial untuk menyatakan dan menanyakan pengandaian jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang, sesuai dengan konteks penggunaan.
2. Mengetahui dan memahami struktur teks untuk menyatakandan menanyakan pengandaian.
3. Menganalisa unsur kebahasaan untuk menyatakandan menyakan pengandaian.

E. Karakter Siswa yang Diharapkan
Rasa hormat dan perhatian (Respect), tekun (Diligence), tanggung jawab (responsibility), berani (courage), aktif (active), rasa ingin tahu.

F. Materi Pokok
Teks lisan dan tulis untuk menyatakan dan menanyakan tentang pengandaian jika terjadi suatu keadaan/kejadian/ peristiwa di waktu yang akan datang.

Fungsi sosial
Mengingatkan, menasehati, berita-cita, menyatakan kebenaran umum, dsb.

Struktur teks
If you eat too much fast food, you will get overweight. We will only get the benefit of exercise, physically and mentally, if we do it regularly. Unless you tell the teacher the truth, she will forever think that you are a liar. The plant will die if you do not water it properly., dan semacamnya.

Unsur kebahasaan
(1) Kata untuk menyatakan pengandaian: if ..., unless ...
(2) Adverbial dengan –ly, adverbila untuk menyatakan waktu, tempat, dsb.
(3) Kosa kata: benda-benda yang terkait dengan pembelajaran di SMA dan kehidupan siswa sebagai remaja
(4) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb secara tepat dalam frasa nominal
(5) Ucapan, tekanan kata, intonasi,
(6) Ejaan dan tanda baca
(7) Tulisan tangan.

G. Metode Pembelajaran/Teknik
Pendekatan : Contextual Teaching and Learning (CTL)
Strategi Pembelajaran : Three phase technique

H. Sumber

I. Langkah-Langkah Pembelajaran
1) Kegiatan Pendahuluan

<table>
<thead>
<tr>
<th>Guru</th>
<th>Siswa</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>- memberisalamkepadasiswa</td>
<td>- membalassalam guru</td>
<td>10’</td>
</tr>
<tr>
<td>- mengajakiswaberso</td>
<td>- berdoabersamadengan guru</td>
<td></td>
</tr>
<tr>
<td>- mengecekkehadiransiswa</td>
<td>- menyatakankehadirannyaadenganberkata, “I am here.”</td>
<td></td>
</tr>
</tbody>
</table>

2) Kegiatan Inti

<table>
<thead>
<tr>
<th>Guru</th>
<th>Siswa</th>
<th>Waktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. <strong>Mengamati (Observing)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- mengkondisikansiswauntuksiapmengikutipelajarandengan-memberikan suatu kondisi dan apa bagaimana sikap siswa.</td>
<td>- siapmengikutipelajarandengan-memberikan respon terhadap kondisi yang diberikan guru.</td>
<td>15’</td>
</tr>
<tr>
<td>- memberikansejumlahhaptertanyaanberkaitandenganpengandaian dan kemungkinan responnya.</td>
<td>- menjawabpertanyaan guru berkaitandengan pengandaian danresponnya</td>
<td></td>
</tr>
<tr>
<td>- membersiswa kesempatan untuk membuat beberapa kondisi yang menggunakan pengandaian.</td>
<td>- Membuat contoh kalimat pengandaian secara lisan dan langsung.</td>
<td></td>
</tr>
<tr>
<td>b. <strong>Mempertanyakan (Questioning)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- memberikankesempatanuntuksiswamenanyak an beberapa bentuk tipe pengandaian dalam</td>
<td>Bertanya tentang tipe-</td>
<td>15’</td>
</tr>
</tbody>
</table>
Bahasa Inggris dan maknanya.

<table>
<thead>
<tr>
<th>tipe pengandaian dalam Bahasa Inggris beserta maknanya.</th>
</tr>
</thead>
</table>

- memberikankesempatanuntuksiswauntuk berdiskusi dan menganalisa perbedaan struktur kalimat pengandaian berdasarkan tipe.

| berdiskusi dengan teman kelompok dan menganalisa struktur kalimat pengandaian berdasarkan tipe. |

**c. Mengeksplorasi (Exploring)**

<table>
<thead>
<tr>
<th>- Memintasiswauntukmencarikalimat pengandaian dalam teks yang telah dipersiapkan yang bersumber dari internet.</th>
</tr>
</thead>
</table>

- Mencarikalimat pengandaian dalam teks yang elah dipersiaooakan yang bersumber dari internet.

<table>
<thead>
<tr>
<th>- Menggaris bawahi kalimat pengandaian dalam teks serta mengelompokkan kalimat tersebut dalam tipe pengandaian jenis ke berapa.</th>
</tr>
</thead>
</table>

- Menggaris bawahi kalimat pengandaian dalam teks dan menentukan tipe kalimat pengandaian tersebut.

| 10’ |

- Memintasiswauntukmenjawab pertanyaan secara individu terhadap teks yang telah disediakan.

| menjawab pertanyaan secara individu terhadap teks yang telah disediakan. |

**d. Mengasosiasi (Associating)**

<table>
<thead>
<tr>
<th>- memberisiswateks yang yang berisi kalimat pengandaian di dalamnya.</th>
</tr>
</thead>
</table>

| 10’ |

| - Menerima dan mencoba memahami isi dari teks tersebut. |

|--------------------------------------------------------|
- Membentuk kelompok siswa untuk menganalisa dan memahami isi dari teks yang telah disediakan.

- Bekerjasecara kelompok untuk menganalisa dan memahami isi dari teks yang telah disediakan.

e. Mengkomunikasikan (Communicating)

- Memintasiswa menjawab pertanyaan-pertanyaan yang telah disediakan yang berkaitan dengan isi teks.

- Menjawab pertanyaan-pertanyaan yang berkaitan dengan isi teks.

20'

3) Kegiatan Penutup

<table>
<thead>
<tr>
<th>Guru</th>
<th>Siswa</th>
<th>W aktu</th>
</tr>
</thead>
<tbody>
<tr>
<td>- memberipanduanmenyimpulkanhasilpembelajaran</td>
<td>- denganpanduan guru menyimpulkanhasilpembelajaran</td>
<td></td>
</tr>
<tr>
<td>- memintasiswa menyampaikan pendapatuperasaanataspembelajaran yang dilakukan</td>
<td>- menyampaikanpendapatuperasaanataspembelajaran yang dilakukan</td>
<td></td>
</tr>
<tr>
<td>- memberikanpenugasananterstrukturindividudenganmembacapelajaran berikutnya</td>
<td>- membacapelajaran berikutnya</td>
<td>10’</td>
</tr>
<tr>
<td>- menyampaikanrencanakegiatantempuanberikutnya</td>
<td>- mendengarkanpenjelasan guru tentangrencanakegiatantempuanberikutnya</td>
<td></td>
</tr>
</tbody>
</table>
J. **Penilaian**

1) Penilaian sikap spiritual dan sosial
   a. Instrumen penilaian sikap spiritual (lembar pengamatan terlampir)
   b. Instrumen penilaian sikap sosial (lembar pengamatan terlampir)

2) Penilaian pengetahuan dilakukan dengan : Tes Tertulis (soal terlampir)

3) Penilaian penerapan dilakukan dengan penilaian rubrik (lembar rubrik terlampir)

---

**Salatiga, 4 Januari 2015**

Mengetahui,

**Guru Bahasa Inggris**  
**Peneliti**

Drs. Tri Ajar Suprapto, M.Pd.  
NIP. 19680822 199303 1 007  
Siti Umairoh  
11310034
"On Condition"

If someone had told me when I was at school, I would not have believed it. If I tell people today, they say they have not heard of it. Of course it was a long time ago. But it is true: if you were 18, you had to do something called national service. If you were reasonably fit — could stand up, walk about, sit down and then stand up again and not fall over — you would have to report to a military barracks near where you lived. If I had taken the trouble to think about the practical side of the matter, I could have chosen a different service. There were after all the navy and the airforce. The navy wasn't very likely unless you had had dozens of uncles and grandparents in the service before you. In my case this didn't apply at all. The airforce somehow appealed. I liked the idea of tearing through the skies away from it all. If I think about it now, I just can't imagine why I liked the idea especially since flying for me today is a total nightmare. It probably came from Great Aunt Mary - she wasn't that big but she had acquired the title "great" because she'd been alive for so long. Anyhow she used to say: "If you really do your national service, you'll probably be a pilot. I can just see you sitting in a nice aeroplane." Of course if you objected to any type of violence against your fellow man, you could always object — officially I mean.

If you thought along those lines, you were called a "conscientious objector" and you had to appear before a special tribunal and explain your reasons. Again you would probably be exempt from military service if you came from a long line of conscientious objectors. In that case you would work in a hospital for two years as a porter. But then my family didn't do a lot of objecting. I came from an ancestral background who generally agreed with the majority. We didn't like to make a fuss. The general philosophy that prevailed was: "If I were you dear, I'd get on with it." On top of that I wasn't very conscientious either. We had a black sheep in the family of course. He telephoned me shortly before my 18th birthday and said: "If you really want to get out of
doing national service, I'll help you all I can. If I were you, I'd do what I'm doing." His idea was to live abroad until he was 26 and then come home. It seemed a bit extreme to me. If he'd known what happened in the end, he would have done it here because he got caught for military service in the other country where he was living!
Please answer the questions!

1. The writer had to do National Service in ... old.

2. National service is a kind of activity to ....

3. Great Aunt Mary said that the writer would be a pilot if....

4. One thing that can help the writer to be free from military service is if....

5. The synonym of fuss is....

6. The person who said that if the writer want to get out of doing National service, he would help him is....

7. The main idea of the third paragraph is....

8. Conditions that make you should report to a military barracks near you, are....

9. The navy would become impossible if you didn’t have ....

10. The reason why Great Aunt Mary got title “great” is ....
1. The writer had to do national service in the 18 years old.

2. National service is a kind of activity for reasonably fit - could stand up to it, sit down and then stand up again and not fall over.

3. Great Aunt Mary said that the writer would be a pilot if objected to any type of violence against your fellow man you could always correct.

4. One thing that can help you to be free from military service is a long line of conscientious objections.

5. The synonym of fees is Dispute fees.

6. The person who said that if the writer want to get out of doing national service, he would help him was Black sheep of the family.

7. The main idea of third paragraph is Time - The army.

8. Conditions that make you should report to a military barracks near you are reasonably fit.

9. The army would be come impossible if you didn't have unless you had chances of circles and experiences in the service before 1930.

10. The reason why Great Aunt Mary got title "great" was because she'd been alive for so long.
1. The writer had to do national service in 18 years old.

2. National service is a kind of activity to ...

3. Great Aunt Mary said that the writer would be a pilot if the writer really did his national service.

4. One thing that can help you to be free from military service is ...

5. The synonym of fees is ...

6. The person who said that if the writer wanted to get out of doing national service, he would help him is the black sheep.

7. The main idea of third paragraph is ...

8. Conditions that make you should report to a military barracks near you are ...

9. The party would be come impossible if you didn't have ...

10. The reason why Great Aunt Mary got the 'great' was because she'd been alive for so long.
Please answer the questions:

1. The writer had to do national service in the year 1949.

2. National service is a kind of activity to stand up, work about, sit down, and then stand up again, and not fall over.

3. Great Aunt Mary said that the writer would be a pilot if the writer really did his national service.

4. One thing that can help you to be free from military service is if the writer came from a long line of conscientious objectors.

5. The synonym of fees is quare.

6. The person who said that if the writer went to get out of doing national service, he would help him is the Blake Street in the name of service.

7. The main idea of this paragraph is for those few months after I was 16, I would like a job on a farm for a wage.

8. Conditions that note you should report to a military barracks near you are where you lived.

9. The army would be impossible if you didn't have good training of your parents in the service or where your parent.

10. The reason why Great Aunt Mary got the "great" was she's been alive for so long.
Please answer the following questions:

1. The writer had to do national service in 19 years old.
   National service is a kind of activity to...

2. Great Aunt Mary said that the writer would be a pilot if the writer really do his national service.

3. One thing that can help you to be free from military service is to live abroad well and then come home.

4. The synonym of fees is...

5. The person was said that if the writer would forget about doing national service, he would help him is The blade sheep.

6. The main idea of third paragraph is...

7. Conditions that make you should report to a military barracks near you are...

8. It would be come impossible if you didn't have...

9. The reason why Great Aunt Mary got the "great" was...
1. The writer had to do national service in 12 years old.

2. National service is a kind of activity to ....

3. Great Aunt Mary said that the writer would be a pilot if the writer really do his national service.

4. One thing that can help you to be free from military service is ....

5. The synonym of fees is ....

6. The person who said that if the writer went to get out of doing national service, he would help him is black sheep.

7. The main idea of third paragraph is ....

8. The words that make you should report to a military barracks near you are ....

9. The way would be come impossible if you didn't have ....

10. The reason why Great Aunt Mary got title "great" was ....
Please answer the questions.

1. The writer had to do national service in 1982. 
   - National service is a kind of activity to help others.

2. Great Aunt Mary said that the writer should be a pilot if the writer really and truly national service.
   - One thing that can help you to be free from military service is ________.

3. The synonym of fear is ________.

4. The person who said that if the writer wants to get out of doing national service, he would help him is ________.
   - The main idea of third paragraph is ________.

5. Conditions that make you should report to a military barracks near you are ________.

6. The story would be very impossible if you didn't have ________.

7. The reason why Great Aunt Mary got the term "great" was because she'd been alive for so long.
Please answer the questions.

1. The writer had to do national service in 18. years old.

2. National service is a kind of activity to EXPAND our body, show it down, or they lived in 1939, 18, and there for a ...

3. Aunt Mary said that the writer would be a pilot if he/she should do some training to...

4. One thing that can help you to be free from military service is ...

5. The synonym of fear is ...

6. The person who said that if the writer want to get out of doing national service, he would help him is ...

7. The main idea of third paragraph is ...

8. Conditions that made you should report to a military barracks near you are ...

9. The army would be impossible if you didn’t have ...

10. The reason why Aunt Mary called him “great” was he been alive for so long.
C2: You may not relax, you may end up having a nervous breakdown.

E2: False

E3: True

A4: For these few months, after I was 18, I was like a root or a hot tin roof.

B3: Rode

B4: The reader

\[
\frac{18}{100} \times 100 = 18
\]
C. You may not relax; you may end up having a nervous breakdown.

D. True

E. True

F. If someone had told me when I was at school, I would not have believed it.

G. For those a few months, after I was in Cuba, like a rat on a hot ten foot.

H. The reader.

\[
\frac{11}{20} \times 100 = 95\]
C2: you may not relax, you may end up having a nervous breakdown.
C3: did happen
D2: the writer had to do something called national service
D1: Great Aunt Mary
E1: False
E2: True

Aq: if someone had told me when I was at school, I would not have believed it
A3: for those few months after I was 18, it was like a cat on a hot tin roof
B2: "I refer to the writer"  
B4: "Then" refers to
B5: "You" refers to the readers

$A \times 100 = 30$
E4. you had to do something called national service (1) M. Treggs 1/2 L.
D3. for the first six months after war (1) XI MS 2.
D2. became a national service (1)
E5. T (1)
E6. T (1)
A5. you had to appear before a court tribunal and explain your reason.
B1. The Writer (1)
B2. the writer (1)
C6. you don't come from a long line of conscientious objectors
   you will be sent to a hospital for two years as a porter (1)
C2. you don't stay in work, you may end up having a nervous
   break down (1)

17 x 50 = 850
All. What is the main idea of first para.
so if someone had told me when I was at school, I would not have believed.
A. What is the main idea of second para.
- If you thought along those lines, you were called a conscientious objector, and you had to appear before a special tribunal and explain your reasons.
B1: The writer
B2: The writer
C1: If the telephone doesn't ring I will not jump in the air.
C2: If you relax you will not end up having a nervous breakdown.
D1: For these ten months after war.
D2: Became a national service.
E1: F
E2: T

0
1. What is the main idea of first paragraph?
   Answer: If someone had told me when I was at school, I would not have believed it.

2. What is the main idea of second paragraph?
   Answer: If you thought along these lines, you were calling a "convo.

3. The writer

4. The reader

5. True

6. False

7. You may not relax, you may end up having a nervous breakdown.

8. A: not good

9. B: Great Aunt Mary

10. The writer had to do something called National Service.

11. $120 \times 60 = 7200$
Photos of Class MIA 2
Photos of Class MIA 5
<table>
<thead>
<tr>
<th>NO</th>
<th>TANGGAL</th>
<th>ISI KONSULTASI</th>
<th>CATATAN PEMBIMING</th>
<th>PENDAPATAN</th>
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<tbody>
<tr>
<td>1</td>
<td>15/1/2014</td>
<td>Proposal Skripsi</td>
<td>Data</td>
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<tr>
<td>2</td>
<td>28/1/2014</td>
<td>Revisi Skripsi</td>
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<tr>
<td>3</td>
<td>27/2/2014</td>
<td>BAB I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>27/2/2014</td>
<td>BAB II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>27/2/2014</td>
<td>BAB III</td>
<td></td>
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<tr>
<td>6</td>
<td>25/2/2014</td>
<td>BAB IV</td>
<td></td>
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<td>7</td>
<td>14/3/2014</td>
<td></td>
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</tr>
</tbody>
</table>

CATATAN:
SETIAP KONSULTASI LEMBAR INI HARUS DIBAWA.

PEMBIMING:

NAMA MAHASISWA: Sunna Unserch
NIM: 310034
JUDUL: The Effectiveness of Team Game Tournament (TGT) Method in Improving Students' Reading Skill in the Fith Grade of SMP N 3 Salatiga in the Academic Year 2014/2015

(Handwritten signature of the student and the advisor)
# LEMBAR KONSULTASI SKRIPSI

<table>
<thead>
<tr>
<th>NO</th>
<th>TANGGAL</th>
<th>ISI KONSULTASI</th>
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<th>PARAF</th>
</tr>
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<tbody>
<tr>
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<td>KAB. V</td>
<td>Revisi</td>
<td></td>
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<tr>
<td>2</td>
<td>19/1/1999</td>
<td>KAB. V</td>
<td>ACC</td>
<td></td>
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<td>Revisi</td>
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<td>25/3/2001</td>
<td>KAB. V</td>
<td>ACC</td>
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CATATAN:

SETIAP KONSULTASI LEMBAR DI HARUS DIBAWA

PENGENALAN

[Signature]

DAFTAR SATUAN KETERANGAN KEGIATAN (SKK)
<table>
<thead>
<tr>
<th>NO</th>
<th>NAMA KEGIATAN</th>
<th>PELAKSANAAN</th>
<th>KETERANGAN</th>
<th>NILAI</th>
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</thead>
<tbody>
<tr>
<td>4.</td>
<td>Piagam Penghargaan Seminar Nasional</td>
<td>19 Desember 2010</td>
<td>PESERTA</td>
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<tr>
<td>No.</td>
<td>Event Description</td>
<td>Date</td>
<td>Participants</td>
<td></td>
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<td>6.</td>
<td>Piagam Penghargaan dalam seminar politik “Pilwakot yang ideal untuk masa depan Salatiga yang lebih baik”</td>
<td>27 Januari 2011</td>
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<td>8.</td>
<td>Sertifikat “Praktikum Kepramuk”</td>
<td>22-27 Juli 2011</td>
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<td>PESERTA</td>
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<td>10.</td>
<td>Sertifikat Seminar Regional Kebangsaan dengan tema “Negara Islam dalam Tinjauan Indonesia dan NKRI”</td>
<td>22 November 2011</td>
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<tr>
<td>11.</td>
<td>Sertifikat English Public Speaking Training (EPST) “Build your character and communication skill with English public speaking training”</td>
<td>17 Maret 2012</td>
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<tr>
<td>12.</td>
<td>Certificate of Book Resume</td>
<td>28 April 2012</td>
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<tr>
<td>13.</td>
<td>Seminar Nasional dengan tema “Problematika Dalam Bahasa Arab”</td>
<td>2 Juni 2012</td>
<td>PESERTA 6</td>
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<td>Participants</td>
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<td>17.</td>
<td>Sertifikat Seminar Nasional dengan tema “HIV/AIDS Bukan Kutukan dari Tuhan”</td>
<td>13 Maret 2013</td>
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<tr>
<td>18.</td>
<td>Certificate I/A/L/F Teacher Training Workshop on “Communicative Language Teaching”</td>
<td>2 Mei 2013</td>
<td>5</td>
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<td>19.</td>
<td>Sertifikat Seminar “EPST, It’s Your Choice to Express and Show Up Your Skill”</td>
<td>11 Mei 2013</td>
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<td>20.</td>
<td>Sertifikat Seminar Nasional “How to Develop the Best Generation”</td>
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<td>8 Juli 2013</td>
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<td>22.</td>
<td>Sertifikat dalam Workshop “Kreasi Ragam Sentra, Brain Gym, Tari Nusantara, Gerak dan Lagu”</td>
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<td>Sertifikat dalam kegiatan anhaflahakhirussanah TPA Nailul Huda</td>
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<td>Surat Keputusan Pengurus Yayasan BPPP Taman Kanak-Kanak Perintis</td>
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Salatiga, 5 Februari 2015
Mengetahui
Wakil Ketua III
Bidang Kemahasiswaan dan Kerjasama

[Signature]

Moh. Khusen, M. Ag, M.A
NIP. 17741212 199903 1 003