USING CONSTRUCTIVIST APPROACH
TO ENHANCE THE STUDENTS’ COMPREHENSION
IN READING DESCRIPTIVE TEXT

A GRADUATING PAPER

Submitted to the Board of Examiners as a partial fulfillment of the
requirements for the degree of Sarjana Pendidikan (S.Pd.)

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2019
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Hereby, the researcher declares that this graduating paper is written by the researcher herself. This paper does not contain any materials published by other people and it does not cite any other people's ideas except those quoted overtly. This declaration is written with the full concern of the researcher.

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Attentive Counselor’s note
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Dear,
Dean of Teacher Training
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Assalamu'alaikum W. Wb.
After reading and correcting Retno Listyoasih’ graduating paper entitled “USING CONSTRUCTIVIST APPROACH TO ENHANCE THE STUDENTS’ COMPREHENSION IN READING DESCRIPTIVE TEXT”, I have decided and would like to propose that this paper can be accepted by the Teacher Training and Education Faculty. I hope this paper will be examined as soon as possible.

Wassalamu'alaikum W. Wb.

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A GRADUATING PAPER

USING CONSTRUCTIVIST APPROACH TO ENHANCE THE
STUDENTS' COMPREHENSION IN READING DESCRIPTIVE TEXT

WRITTEN BY

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has been brought to the Board of Examiners of English Education Department of
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MOTTO


(Afrian Fuadi)

The Only Way To Do Great Work Is To Love What You Do. If You Haven’t Found It Yet, Keep Looking. Don’t Settle

(Steve Jobs)

If I Cannot Do Great Things, I Can Do Small Things In A Great Way

(Martin Luther King Jr)
DEDICATION

This graduating paper is dedicated to:

1. My beloved parents, my father (Wahyudi) and my mother (Sumarmi), who always give me the best that they can be, support me in every condition, and never stop giving me sincere prayers.

2. My big family that supported my education and me to finish this graduating paper.

3. All of my friends in English Education Department of IAIN Salatiga, especially TBI E

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6. My closest friends, thanks for always take care of me and support me.

7. All of the people whom I cannot mention one by one who always gives their pray and support for me.
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Finally, this graduating is expected to be able to provide useful knowledge and information to the readers. Moreover, the writer is pleased to accept more suggestions and contributions from the readers for the improvement of the graduating paper.

Wassalamu’alaikum Wr. Wb.

Salatiga, March 11th 2019

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ABSTRACT


Keywords: Constructivist Approach; Reading Comprehension; Descriptive Text

The aims of this research were (1) to find out what are the profiles of the students’ reading comprehension in the descriptive text before and after being taught by constructivist approach, (2) to know what are the differences of mean pre-test and post-test of the students’ reading comprehension in the descriptive text before and after being taught by using a constructivist approach, and (3) to analyze how is the significance difference on the students reading comprehension in the descriptive text between taught by using constructivist approach and conventional teaching at tenth grade of SMK Muhammadiyah Suruh. The subjects of this research were two classes in the tenth grade: the first class was X TB.A as the experimental group and the second class was X TB.B as the control group.

The methodology of research was quantitative research especially quasi-experimental research. The data collection method was written test. The data was collected through the test; pre-test and post-test. The collected data was analyzed statistically by using SPSS 16.0.

The result of the research showed that (1) the mean of pre-test of experimental group was 66.29 and the mean of post-test was 76.53. The mean of pre-test of control group was 62.53 and the mean of post-test was 65.73. (2) The mean of post-test was higher than the mean of pre-test. The mean score in experimental group increased 10.24 points. Contrastly, the control group increased 3.2 points. (3) The result of hypothesis test by Mann-Whitney, p-value (Asymp. 2 tailed) = 0.001, p<α(0.05). Thus, the hypothesis was accepted. Moreover, the result of effect size formulation in this study was 1.097. It can be conclude that there was a significant difference of the students reading comprehension in the descriptive text being taught by using Constructivist Approach at the tenth grade students of SMK Muhammadiyah Suruh in the academic year of 2018/2019.
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CHAPTER I

INTRODUCTION

A. Background of the Research

English is an international language which is widely used in many countries around the world. It is very important for students to master English in all skills. In this case, the researcher is going to focus on reading skill. Reading skills is one of the main components taught in English language teaching besides listening, writing, and speaking.

Reading is one of the important skills in English learning because people can upgrade their knowledge from reading activity (Patel & Jain, 2008: 113). From the statement, people gain knowledge and expanding that through reading activities such as the written text on the paper, books, article, newspapers, and others. Through the reading, the reader can catch the point from the text and understand the meaning of the text.

Patel & Jain (2008: 113) also stated that reading is the most useful and important skill for people. Reading is a source of pleasure activities and source of information. Good reading is that which keeps students regular in reading which gives them pleasure and profit.

According to Jubran (2016: 310), “In the field of teaching English, reading is considered a difficult skill because students cannot understand the social practice which affects when, what, where, why, how, and who they read with”. It emphasizes that understanding or comprehends the text
is important for students as well as retains the information he/she is reading.

Mastering reading skill especially reading comprehension is not a simple matter. It is frustrating for students when they do not understand what they are reading. It emphasizes that the best way for teach the students who struggle with reading comprehension is to use an effective model or strategy in teaching learning.

Nowadays, in accordance with the latest curriculum in Indonesia, curriculum 2013, the learning process changed into a student-center. Based on Kemendikbud (2013), about the basic framework and curriculum structure stated that learning strategies developed in the latest curriculum are active learning and student center.

Students center in the learning process refers to the constructivism theory that focuses on the learner in thinking about learning (not on the subject/lesson to be taught) and views learning as an active process where learner should learn to discover principles, concepts and facts for themselves (Fauziati et al., 2012). Sharma & Poonam (2016: 788) also said that using constructivist in English teaching-learning will be more enjoyable. It can develop students' motivation and confidence during learning English.

Phillips (1995) in Schunk (2012: 235) state that “constructivism has important implications for instruction and curriculum design”. Schunk (2012: 235) also claims that the simplest recommendations are to engage
students actively in their learning and to giving experiences that challenge their thinking and force them to rearrange their beliefs.

Based on previous theories, it can be said that one to trigger students’ success in learning is through Constructivist Approach. Constructivist Approach is considered appropriate by the teachers to develop the students’ understanding in language teaching at the classroom.

It proven by a research which investigates the use of Constructivist Approach is effective. A constructivist approach has not only been found to be effective in improving test scores, but also overall participation. In Banda Aceh, a qualitative study of reading comprehension activity through a Constructivist Approach by Gani, Muslem, & Zainura (2018: 324) said that the students gave a good response and enjoyed the learning. The students appeared to be more active on task during the classroom activity and they were better able to connect their learning to previous knowledge by participating in group work.

Based on the explanation above, the researcher tried to use constructivist approach to teach reading comprehension, especially in descriptive text. The teaching and learning using constructivist approach in this case takes place in tenth grade of SMK Muhammadiyah Suruh in the academic year of 2018/2019. Unfortunately, there are only few teachers who intend to use constructivist approach as the teacher teaching strategy. The researcher believes that the learning process by using the
constructivist approach will enhance the student’s skill in reading comprehension.

From the explanation above, the researcher decided to conduct research entitled **USING CONSTRUCTIVIST APPROACH TO ENHANCE THE STUDENTS' COMPREHENSION IN READING DESCRIPTIVE TEXT.**

**B. Problems of the Research**

From the explanation above there are several problems to discuss, the researcher concerns the problems below:

1. What are the profiles of the students’ reading comprehension in the descriptive text before and after being taught by using constructivist approach at tenth grade of SMK Muhammadiyah Suruh?

2. What are the differences of mean pre-test and post-test of the students’ reading comprehension in the descriptive text before and after being taught by using constructivist approach at tenth grade of SMK Muhammadiyah Suruh?

3. How is the significant difference on the students reading comprehension in the descriptive text between taught by using constructivist approach and conventional teaching at tenth grade of SMK Muhammadiyah Suruh?
C. Objectives of the Research

In relation to the research problem already stated the purpose of this research are:

1. To find out what are the profiles of the students’ reading comprehension in the descriptive text before and after being taught by constructivist approach at tenth grade of SMK Muhammadiyah Suruh.

2. To know what are the differences of mean pre-test and post-test of the students’ reading comprehension in the descriptive text before and after being taught by using a constructivist approach at tenth grade of SMK Muhammadiyah Suruh.

3. To analyze how is the significant difference on the students reading comprehension in the descriptive text between taught by using constructivist approach and conventional teaching at tenth grade of SMK Muhammadiyah Suruh.

D. Significances of the Research

The result of this research was highly expected to provide significant contribution both theoretically and practically as follows:

1. Theoretical Significance

This research was expected to improve an innovative teaching approach that was used in English class in order to enhance students’ reading comprehension as well as to simulate their interest in the class.
Thus, the researcher may use an approach in teaching and learning named Constructivist Approach to achieve those goals.

2. Practical Significances

Practically, it was expected to be valuable information and give a meaningful contribution to students, teachers or lecturers, and researcher.

a. For English Teacher

The result of this study can give English teacher as another way to teach students in teaching and learning process in class. It is also to help the teacher to teach descriptive text easily.

b. For Students

The result of this research can increase the student's ability in reading comprehension. In addition, the result of this study gives more knowledge, have fun and new experience to learn about descriptive text using the constructivist approach.

c. For Next Researcher

The result of this study can be used as a reference for future research. It is also used as a starting point in improving the researcher teaching ability, especially in teaching reading comprehension.
E. Limitations of the Research

In order to come into focus on this research, the researcher limits the research to be concerned. The research focused on the use of the Constructivist Approach to enhancing students’ reading comprehension. The researcher focuses on reading comprehension in the text, especially for descriptive text.

The place taken for this research is located in SMK Muhammadiyah Suruh. The object of this research is limited to learners in tenth grade in the academic year of 2018/2019.

F. Definition of the Key Terms

To make the title easily understood, the researcher wants to give the definition and explanation of the terms used. They are:

1. Constructivist Approach

   Constructivism was a pioneer by Jean Piaget (1896-1980). This theory argues that people produce knowledge and form meaning based upon their experiences. Sharma & Poonam (2016) said that “Constructivism is an innovative strategy in which students construct their knowledge themselves through interaction with each other on the basis of previous experiences”. Constructivism considered that knowledge is constructed by the learner through interaction and be the active learner. It emphasizes on student center which teacher act as a facilitator.
2. **Reading Comprehension**

Wixson, Peters, Weber, and Roeber (1987) stated that reading is the process of creating meaning that involves: (a) the reader's existing knowledge; (b) the text information; and (c) the reading context (Gilakjani, 2016: 230).

Kintsch (1998) and van Dijk and Kintsch (1983) defined reading comprehension as the process of creating meaning from text. The purpose is to get an understanding of the text rather than to acquire meaning from individual words or sentences (Gilakjani, 2016: 230).

3. **Descriptive Text**

Descriptive text is a text which portrays the image of a certain thing from which a writer wants to transfer it to readers (Fauziati et al, 2012). Mostly descriptive texts describe the image of a certain person, animal, things, and location or place. The social function of the description text is to inform the readers about the illustration of certain persons, places, or some things in specific ways.

a. **Generic Structure of Descriptive Text**

**Identification:** An introduction to the objects/things described which includes who or what, when, where.

**Description:** A description of an object. For example, the colour, the size, the smell, the taste, etc. For persons: what they look like, what they do, how they act, what they like or dislike, what makes them special. For something: how it looks, sounds,
feels, smells or tastes, where it is seen or found, what it does, how it is used, what makes it special.

b. Language Features

The language features of the descriptive text include the following indicators:

1) Certain nouns, such as teacher, house, my cat, bridge, etc.
2) Simple Present Tense.
3) Detailed noun phrases to give information about a subject, such as it was a large open rowboat, a sweet young lady, the deaf person, etc.
4) Various adjectives which are describing, numbering, classifying such as two strong legs, sharp white fangs, her curly hair, etc.
5) Relating verbs to give information about a subject, such as my mum is really cool; it has very thick fur, the rest remains at home, etc.
6) Thinking verbs and feeling verbs to reveal the writer’s view, such as the police believe the suspect is armed; I think it is a clever animal, etc.
7) Action verbs, such as Our new puppy bites our shoes; It eats soft food, etc.
8) Adverbs to give additional information about manner, such as fast, gradually, at the tree house, etc.
9) Figurative language, such as simile, metaphor, e.g. John is white as chalk, sat tight, etc.

G. Organization of Graduating Paper

This research is organized into five chapters as follow:

Chapter I is the introduction. It consists of the background of the research, statement problems of the research, objective of the research, significance of the research, limitation of the research, definition of the key terms, and organization of graduating paper.

Chapter II is the review of the theoretical framework. It consists of the review of the previous study, supporting theories, and hypothesis.

Chapter III is research design methodology. It consists of the research setting, research design, population and sample, research variable, research instrument, data collection method, and data analysis technique.

Chapter IV presents research analysis and discussion. The researcher presents the data analysis of data interpretation and discusses the result of the test. This chapter consists of the result of the test.

Chapter V, as the last chapter in this research, contains the conclusion and suggestion of the research based on the analysis in chapter four.

And the last part is references and appendices.
CHAPTER II
THEORETICAL FRAMEWORK

A. Review of the Previous Study

Some of the researchers had reported their research about reading comprehension and constructivist approach. Some of the findings of related research were presented in the following section.

The first research was come from Yunita (2014). The aim of the research was to discover the effect of Constructivist Approach on students’ comprehension in reading procedure text and to find out the students’ perceptions toward the implementation of this approach. The result indicated that the implementation of the Constructivist Approach had significantly improved student’s comprehension in reading procedure text ($t_{(obt)} = 2.907 > t_{(crit)} 2.0017$). The result of data analysis from the interview also showed that all students had positively responded.

The second research was come from Jubran (2016). A quasi-experimental design was employed in her study. During the experiment, the instructor of the experimental group used the social constructivist approach while the instructor of the control group used the traditional approach in teaching reading. The results revealed that the $F$ value equals 7.501 which was significant at 0.008. This means that there was a significant difference in students’ achievement test on the reading exam.
between the experimental and the control groups in favor of the experimental group.

The third researcher was Uwalaka and Offorma (2015), the study investigated the effect of constructivist teaching method on students’ achievement in French listening comprehension in Owerri North Local Government Area of Imo State, Nigeria. The calculated F value was 30.329 at 0.000 level of significant set at 0.05 level of significant. The result of this study showed that there was a significant difference in the mean achievement scores of students taught listening comprehension using constructivist method and those taught with the conventional method. Based on these findings, they recommendations the teachers should adopt constructivists teaching method in teaching French listening comprehension since it has been found to improve students’ achievement.

In 2016, Dev, also conducted the research about constructivist. The aim of the study was to study the effect of the constructivist approach of teaching on the learning of English Language on Primary School Students. She used a quasi-experimental pre-test and post-test design. The teacher acted as a facilitator of learning in the classroom. The t-value (3.89) was highly significant at 0.01 level of significance. The t values obtained revealed that constructivist method enhances the academic achievement and problem solving ability of the pupils. She found that the students have a deeper comprehension of the learning process and outcomes, became more critical than those in traditional classes. She also said that emphasis
on student-center learning may be the most important contribution of constructivism.

The last research by Gani, Muslem, & Zainura (2018), they conducted a researcher to know how Constructivism Model can be implemented in Reading Comprehension and to know the students’ response toward the implementation of Constructivism Model in teaching reading ability. This study was action research which employs the qualitative method in nature. The result of the test in cycle 1 was 66.85 and in cycle 2 was 84.25. The test showed that students’ score increased in reading skill. It means that the implementation of Constructivism Model in reading class was effective to overcome the researcher’s and the student’s problem in teaching reading skill. The students gave a good response and enjoyed the learning.

Mostly the previous studies above suggest that constructivism plays a positive role in promoting activities and initiatives of student and teaching effect in English class. From the previous studies above, the researcher is interested to get an idea to do a research about teaching reading use constructivist approach.

There are differences between this research and the other previous research, as mentioned. The most difference from all research above is about the research subject. In this research, the researcher chooses the tenth grade of Vocational High School as the subject of the research. The first research is most relevant to the research which is about using a
constructivist approach to enhance reading’s comprehension. The differences of the other research are about the specific material which more focuses on reading comprehension of the descriptive text.

B. Supporting Theory

1. Reading

   a. Definition of Reading

   Many definitions and explanations of reading have been proposed. Hittleman (1978) saying that reading is a verbal process interrelated with thinking and with all other communication abilities—listening, speaking, and writing. Specifically, reading is the process of reconstructing from the printed patterns on the page the ideas and information intended by the author (Dallmann, Rouch, Char, & Deboar, 1982).

   Anderson et al. (1985) in Gilakjani (2016: 230) defined “reading as the process of making meaning from written texts. It needs the harmony of a lot of related sources of information”. Gilakjani (2016: 230) also stated that the main goal of reading is to gain the correct message from a text that the writer intended for the reader to receive. It means that reading’s purpose is to construct meaning from written text.
b. Purposes of Reading

According to Grabe (2009: 8), reading has some purposes that are described below:

The first is reading to search for information. It will be done by using a combination of scanning and skimming. Then, reading for quick understanding. Usually, the readers get information in a short time because they do not have more time to read it again. Reading for quick understanding is used to find out the information quickly.

The third purpose is reading to learn. It is a process to get information by remembering the main ideas and supporting ideas. The aim of reading to learn is to recall the information when they need.

The purpose of reading also is to integrate information. It means that reading is to understand the text from multiple texts or combination parts of the text to put together by learning to get the meaning and information. The next purpose is reading to evaluate, critique, and use information. It is a reading process to comprehend the text by evaluating the multiple texts or long texts in order to get the information.

The last is reading for general comprehension. Reading for general comprehension is a way of reading fluently from the text and it is the difference from reading comprehension.
c. Types of Reading

According to Patel & Jain (2008), the type of reading has four kinds, they are explained below:

1) Intensive Reading.

In this reading, the learner read the text to get specific information. The goal of this reading is to read the shorter text. Some characteristics of intensive reading are the teacher plays the main role in this reading. Intensive reading is reading aloud.

2) Extensive Reading

The purpose of extensive reading is to read directly and fluently in the target language for enjoyment, without the aid of the teacher. Extensive reading is the reading for pleasure. The reader wants to know about something. The reader does not care about specific or important information after reading. Extensive reading is identical to silent reading. The aim of extensive reading is to enrich learners' knowledge. Through extensive reading, a good reading habit can be developed.

3) Reading Aloud

Reading aloud is reading a textbook or storybook done by teachers and learners. This activity can enrich vocabulary, to help improve reading comprehension and the growing interest of learners.
4) Silent Reading

Silent reading is done to acquire a lot of information. The teacher has to make them read silently as and when they are able to read without any difficulties. It is a kind of habit in which learner is enabled to read without any audible whisper.

d. Techniques in Reading

Risdianto (2012: 1) mentions some techniques of reading are skimming and scanning. He stated that skimming and scanning are reading technique that use fast eye movements and keywords to move quickly through text for different purposes.

1) Skimming

Skimming is reading rapidly to get an overview of the material. It helps the reader to know general information is within a section. Using skimming when you want to preview (reading before you read), reviewing (reading after you read), trying to find material sources for a research paper.

2) Scanning

Scanning is reading rapidly to find specific facts. It helps the reader to find certain facts. Scanning is used in research to find certain facts, to study fact-heavy topics, and to answer questioning that needs factual support.
e. Models of Reading Process

Bedle (2017: 9), there are three models for the second-language reading process: the bottom-up processing, the top-down processing, and interactive processing.

1) The bottom-up processing

Jeon & Yamahita (2014) cited in Bedle (2017: 9) stated that “bottom-up processing generally refers to deriving meaning from the lexis and syntax of a text. Included under this category is decoding which is the process of converting ‘letters (graphemes) to sounds (phonemes) and essentially to language’.

2) The top-down model

Moskovsky, Jiang, Libert, & Fagan (2010) in Bedle (2017: 9) said: “Top-down processing refers to the way that comprehension is gained ‘from the overall message and text structure to lower-ranked units’“. It is processing in which we draw in our own intelligence and experience to understand a text.

3) The interactive model

It is a combination of top-down (predict probable meaning) and bottom-down (check really what the writer says) processing. It is a primary ingredient in successful teaching methodology.
2. Reading Comprehension

a. Definition of Reading Comprehension

Comprehension is a process that readers are active in constructing meaning through the processes of interacting or transacting with what they read and integrating this knowledge with what they already know (Blachowicz & Ogle, 2008). It means that, in the reading process, the reader construct the meaning actively to get comprehension. The reader needs to bring what he/she knows about the topic and related it to the information on the text.

Kintsch (1998) and van Dijk and Kintsch (1983) in Gilakjani (2016: 230) stated that “reading comprehension as the process of creating meaning from text. The purpose is to get an understanding of the text rather than to acquire meaning from individual words or sentences. The outcome of reading comprehension is the mental representation of a text meaning that is combined with the readers’ previous knowledge”.

b. Levels of Reading Comprehension

Sukarta (2017: 82), there are three levels of reading comprehension are often distinguished,

1) Literal comprehension is reading to understand, remember, or recall the information explicitly contained in a passage.
2) Inferential comprehension, reading to find information which is not explicitly stated in a passage, using the reader’s experience and intuition, and by inferring.

3) Critical or evaluative comprehension, reading to compare information in a passage with the reader’s own knowledge and values.

c. Reading Comprehension Strategies

Blachowics & Ogle (2008: 33-34) stated the strategies can be applied during easy reading and/or when readers are skilled in them are as the basic strategies readers use before, during, and after reading. It is assist reading in being active, constructive readers who can gain and use information.

1) Before reading

Before reading, students determine some stages are:

a) Previewing the text by looking at the title, the pictures, the graphics, and other relevant items. This starts to activate what a reader already knows.

b) Predicting from the preview what is already known about the topic, content, and/or genre that can help the reader understand the material.

c) Setting purposes for reading by asking a question that needs to be answered
d) Choosing an appropriate strategy based on prediction and question

2) **During reading**

a) Checking understanding by tracking core the material by paraphrasing, by imaging, or by asking.

b) Integrating the new information with what is already know

c) Monitoring comprehension with selects an appropriate strategy to comprehend the text.

d) Continue to predict/question, to correct predictions and answer or formulate questions.

3) **After reading**

After they read a long text, the reader should reflect the meaning of the text by recalling an important point, making summarize and evaluating the passage. There are strategies used by good comprehend after reading:

a) Summarizing and synthesizing what has been read by dealing with the plot and/or central ideas.

b) Responding appropriately: personally, critically, and creatively.

c) Reading multiple sources and cross-checking information when appropriate.
d) Check the fulfillment of the purpose of reading. Were questions an-answered? Was the author’s presentation adequate?

e) Use what is read in several applications.

3. Descriptive Text

a. Definition and Social Function of Descriptive Text

Text is a form of expression in the form of writing, speech, pictures, or symbols that are made to convey information to others (Pardiyono, 2016: 2)

Descriptive text is a text that describes an image of a certain thing in which a writer wants to transfer it to the reader (Fauziati, et al, 2012: 121).

The social function of descriptive text is to describe what an object is like (Pardiyono, 2016: 8). The descriptive text contains the description of an object, which is an animal, location or place, people, thing, etc.

b. Generic Structure of Descriptive Text

There are two generic structure of descriptive text and each text has its own generic structure (Fauziati, 2012). There are:

Identification : An introduction to the objects/things described which includes who or what, when, where.
Description : 1) A description of an object.

For example the color, the size, the smell, the taste, etc.

2) For persons: what they look like, what they do, how they act, what they like or dislike, what makes them special

3) For something: how it looks, sounds, feels, smells or tastes, where it is seen or found, what it does, how it is used, what makes it special.

**c. Language Features**

Mabruroh (2011) in Sukarta (2017: 84) stated the language features of the descriptive text include the following indicators:

1) Specific participant

   a) Certain noun for example; my car, my dog, my new house; but if (car, dog, dolphin and etc) are not allowed.

   b) The use of detail noun phrase; for example, I have a white skinned girlfriend.

   c) The use of adjectives that have features describing, numbering, classifying; for example two strong legs.

   d) The use of thinking verb and feeling verb to express private writer opinion about the subject; for example, I
think it is a clever animal, Police believe the suspect is armed.

e) The use of action verb; for example, my cat eats my mouse.

f) The use of figurative language like that simile, metaphor, for example, John is white as chalk.

2) Simple present tense

For example;

I live in a simple house.

The house is very beautiful.

It has a wonderful park.

d. Example of Descriptive Text

Table 2.1

Example of Descriptive Text

<table>
<thead>
<tr>
<th>Element</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification</td>
<td>Prestasi Junior High School is one of the best school in my town. It is large and it provides the best school facilities to all students. The students can learn better with their best teachers at this school.</td>
</tr>
<tr>
<td>Description</td>
<td>This school is located on Jl. Pretasi No. 88. It has 12 classrooms altogether. It has a large library</td>
</tr>
</tbody>
</table>
and not a very large school canteen for students to eat. The head office is located in the front part of
the building, but the library is located in the center of the building in order that all students can access
this comfortable place easily.

The school canteen is located in the corner of the building. All students and teachers can take a rest here during the break time. They can enjoy different kinds of food in cheap prices. This place is comfortable enough so that many students like to eat there.

Prestasi School has a large yard for students and teachers to have different activities such as doing sport and ceremonies. It has also a small park with some trees that makes the school look wonderful and feel cool. Because of the best school facilities and cool location, no wonder many people trust their kids to study at Prestasi High School.

Note:

1) The opening paragraph contains things to be explained: Prestasi Junior High School

2) Predicate verbs using PRESENT. The bold portion of the sentence is the predicate.
3) Linking Verb (be): is/are
   is one of., is large…

4) Action Verb: provide, has, is located, can enjoy, can access, trust

5) Noun Phrase: Large library, head office, center of building, best school facilities

(Pardiyono, 2016: 21)

4. Constructivist Approach
   a. Definition of Constructivist Approach

   Richards & Rodgers (1987) define approach as "assumptions, beliefs, and theories about the nature of language and the nature of language learning which operate as axiomatic contrasts or reference points and provide a theoretical foundation for what language teachers ultimately do with learners in the classroom" (Fauziati et al, 2012).

   Constructivism is a philosophy of learning that emphasizes understanding can be built by reflecting on our experiences (Fauziati et al, 2012). Sharma & Poonam (2016) add the definition constructivism that is an innovative strategy to construct the knowledge by themselves through interaction with one another based on previous experiences. Aljohani (2017) stated constructivism suggests that the learner must be active in learning,
taking new information, and forming it for their understanding, rather than just sitting still and passively absorbing information.

From the explanation above, it can be stated that a constructivist approach is a learning approach where learners build knowledge or concept actively based on the knowledge and experience they have had before. In this learning process, students will adjust the knowledge they receive with previous knowledge to build new knowledge.

Wardoyo (2015: 25) stated that constructivist in learning also emphasizes in the processes rather than learning outcomes. This means that in addition to learning outcomes, learning processes involving methods and strategies are also important. Constructivist is assume learning is an active process to construct knowledge. The active process supported by an interaction between students and teachers, and between students and students. According to Schunk (2012: 324), the student's activities in constructivist learning can be done by observing phenomena, collecting the data, formulating and testing hypotheses, and collaborating with others.

b. **Theories of Constructivist**

Brown (2000: 11) Constructivist has two branches of study are cognitive and social. Each branch expanded by Swiss

1) Jean Piaget (1896–1980)

Piaget’s theory is about cognitive development experienced by each individual. Sharma & Poonam (2016) stated that Piaget’s theoretical principles include the scheme, assimilation, accommodation, and equilibration.

The scheme is own individual previous knowledge and behavior patterns when he deals with object, individuals, and situations in life. Assimilation is adjusting new information in the scheme that is in mind. Accommodation is changing the existing schema to fit the new idea. Equilibration is the process when the children maintain a balance between applying previous knowledge (assimilation) and changing behavior to account for new knowledge (accommodation). It helps explain how children can move from one stage of thinking to the next.

Wardoyo (2015: 29) said that according to Piaget, learning is a developmental process that involves change, self-emergence, and construction which builds on previous learning experiences. The learner must be active in finding or changing the complex information and they are able to accept and mastering that information as new knowledge.
2) **Vygotsky (1896-1934)**

Sharma & Poonam (2016) stated that an individual learns through social interaction, activities, and cultural tools. One of Vygotsky’s concepts which are very influential in the pedagogical field is the Zone of Proximal Development (ZPD).

Feeze and Joyce (2002: 25-26) explain ZPD is the zones between what Vygotsky calls ‘actual’ development (what the learner can do independently) and ‘potential’ development (what the learner can do in the future, with the help of others now) (Fauziati et.al, 2012). Wardoyo (2015: 31) ZPD is a theoretical area of understanding that is beyond the level of current understanding of learners. So, learners can develop their cognitive by getting out of ZPD and building a new higher ZPD.

Learners in the learning process need social interaction to make this progress happen called scaffolding. Oakley (2004) in Wardoyo (2015: 33) scaffolding according to the Vygotsky is support in the learning process that is carried out by individuals towards the learner.
c. Characteristics of a Constructivist Approach

Kalpana (2014: 28) stated some characteristics of the constructivist approach, there are:

1) Learners construct knowledge by themselves
2) Student learn by building on their previous knowledge and experiences
3) Student center where the focus is on students’ learning rather than teachers’ teaching as in traditional approach.
4) The teacher roles as a facilitator or guide not of a director stimulates learner's exploration of the various idea
5) A learner is an active thinker and social interaction rather than a passive listener.
6) A teacher of any discipline is able to create a classroom environment within which students are able to become autonomous learners.

d. Instructional Application

Kalpana (2014: 28), there are some specific instructional approaches to education that are based on constructivism include:

1) Cooperative Learning

In this instruction, students work together in mixed-ability group and are rewarded based on group success. It produces an effective result if the elements of positive
interdependence, individual accountability, and social skills are initiated among group members. The strategies that support both cognitive and social learning are jigsaw, reciprocal questioning, STAD, and learning together.

2) Inquiry Based Learning

This starts when the teacher asks confusing questions. The students then formulate hypotheses to explain the event; collect relevant data to test hypotheses and draw conclusions.

3) Problem Based Learning

It is almost the same as inquiry based learning but the students are faced with real problems that have meaning for them. This issue launches their inquiry as they collaborate to find a solution. It teaches students to consider various perspectives on certain situations or phenomena. It develops flexibility in thinking and reasoning skills, when students compare and distinguish various possibilities to make conclusions.

4) Cognitive Apprenticeships

It refers to relationships where an expert expands and support students who are fewer experiences through scaffolding and tutoring. The less able students are given assistance to improve their competencies and skills. Finally, the teacher
and more skilled peers encourage students to work independently.

Another constructive instructional model in promoting basic communication skill in the English language is the 5E Constructive Instruction Model (CIM). The 5E where “e” refers to “engage/enter”, “explore”, “explain”, “elaboration” and “evaluation” (Sharma & Poonam, 2016: 790). All of that will be explained in the next point.

e. Constructivist Teaching Techniques

Yildiz (2006: 54), a technique is a tool used in the classroom to achieve the goal. The constructivist techniques can be put into three categories: pre-teach techniques, while-teach techniques, and post-teach techniques

1) Pre-teach Techniques

   It takes place at the beginning of the learning to warm and motivate the students for the learning. These techniques allow the students to revise previous knowledge. Some example activities are picture puzzle, chant, crossword puzzle, story/dialogue completion, and so on.

2) While-teach Techniques

   It must be meaningful and contain the context that shows the subject matter clearly. It requires social interactions and
collaboration among students. The teacher never gives any information directly to the learners but directs them to reach the knowledge they get. Some of these techniques are role-play, picturisation, improvisation, simulation, computer assisted virtual reality, puppet show, experiment, and survey the fact.

3) Post-teach Techniques

The teacher requires the groups or pairs to make a new product that indicates the success of the construction process. The examples of these techniques are role-play, drama, draw-cut and paste, puppet show, map completion, newspaper article, survey report, experiment report, make a booklet, make a poster, make a brochure, write a story, make a story with caricatures, and games. After they finish their projects, groups present their works in front of an independent jury.

f. Application of Constructivist in English teaching

The use of 5E constructive instructional model to support basic communication skill in English language is appropriate. As Sharma & Poonam (2016: 790-791) write in their journal, the 5E strategy where “e” refers to “engage/enter”, “explore”, “explain”, “elaboration” and “evaluation” is explained below:

1) Engage / Enter
It is made to activate students’ prior knowledge by involving them in existing problems with their prior knowledge. In this phase, students are involved by asking a question, defining problems, and showing surprising events.

The role of the teachers is as a facilitator where the teacher will create interest, generate curiosity, ask questions, and encourage the students for a response. He also sets the rules and procedures for the activity. The students try to solve their problem by listening, reading books, searching other sources of knowledge such as internet, interacting with each other and writing. Involving themselves in this activity, they will develop all of the communication skills needed to communicate in English.

Yildiz (2006: 77) also stated that these techniques may be chosen among the pre-teach techniques explained above

2) Explore

It is given to the students to expand their knowledge. The students produce their own ideas, plan, investigate and organize information, record observation and idea. They work together in teams. The role of the teacher is as a facilitator where he/she will observe, listen to students when they interact, and encourage them to work together in teams.
Yildiz (2006: 77), here, the teacher can use one of the while-teach techniques.

3) Explain

In this phase, the students encouraged to explain their observations in their own word. This phase is also student-centered because students are given the opportunity to discuss, critically check the explanations given by the teacher, and asking a question.

4) Elaborate

It is given to the students to use the information they have learned before as a medium to enhance deeper and wider understanding. The teacher encourages the students to apply and expand their understanding into a new context by reading, writing, and interactions with each other.

Yildiz (2006: 77), the elaboration stage uses both of while-teach and post-teach techniques.

5) Evaluate

In the final phase allow the teacher to determine whether students have reached conceptual understanding. The teacher can evaluate the students’ achievement by asking open-ended questions, observation structured by checklist and students interview.
Yildiz (2006: 77), on the other hand, the learners state their feelings and opinions about the process and compare their knowledge levels before and after the lesson. The lesson ends with a project to be put in the portfolios of the learner.

g. **Advantages and Disadvantages of Constructivism**

Robert (2001) stated that there are some advantages to constructivism teaching.

1) This approach of teaching helps students to relate the information learned in the classroom to their lives.

2) The constructivism also serves the students' prior knowledge, encourages teachers to spend more time on the students' favorite topics and allows teachers to focus on important and relevant information.

3) In a constructivism classroom, students often work in groups. This helps students learn social skills, support each other's learning process and value each other's opinion and input.

Roberts (2001) stated that there are also some disadvantages to constructivism teaching.

1) The training needed for constructive teaching is extensive and often requires costly long-term professional
development. This may not make sense for the school budgets as well as disruptive to the students' learning.

2) With an average number of students in one class, teachers cannot adjust the curriculum to each student, as their prior knowledge will vary.

3) The constructivism curriculum also eliminates standardized test and grades. This eliminates grade-centered goals and rewards as well as the comparisons of student statewide or district-specific progress.

C. Hypothesis

According to Muijs (2004: 16), a hypothesis is as “a tentative explanation that accounts for a set of facts and can be tested by further investigation”. It means that a research hypothesis is a statement of prediction that will be tested by research.

There are two types of hypothesis: Null Hypothesis (Ho) and Alternative Hypothesis (Ha). The alternative hypothesis is the one we want to be true, the null hypothesis is the opposite. This research formulates the two kinds of hypotheses to be tested as follows:

1. Null Hypothesis (Ho)

“There is no significant effect in using constructivist approach to teach reading comprehension in reading descriptive text for the tenth-grade SMK Muhammadiyah Suruh in the academic year of 2018/2019”.

37
2. Alternative Hypothesis (Ha)

“There is a significant effect in using constructivist approach to teach reading comprehension in reading descriptive text for the tenth-grade SMK Muhammadiyah Suruh in the academic year of 2018/2019”.
A. Research Design

In this research, the researcher used quantitative approach. There are two main types of quantitative research design are experimental design and non-experimental design. Muijs (2004: 13), “Experimental designs are sometimes known as ‘the scientific method’ due to their popularity in scientific research where they originated”. The researcher is doing an experiment in a school. As Muijs (2004: 26) said educational interventions in schools are typically evaluated using quasi-experimental designs.

Because of it, the researcher used a quasi-experimental research design in this study. According to Muijs (2007: 26), quasi-experimental research is conducted as if it in a natural school setting. It did not need to randomly allocate but the researcher will try to match the experimental with a comparison group as similar as possible on all factors except for the treatment.

In this experimental design, known as the pre-test post-test control group design works as follows: participants (often known as ‘subjects’ in experimental research) are placed into two groups, the experimental and the control group.

The experimental group received the ‘treatment’ by using Constructivist Approach while the control group was not. The control
group used the Conventional Approach as the teacher used. Then, both groups received a pre-test before the treatment was given, and a post-test, usually on the same instrument, after the treatment is given. The post-test is to find out whether or not that approach can enhance the students’ reading comprehension of descriptive text.

The research design formulated as follow.

**Table 3.1**

<table>
<thead>
<tr>
<th>Research Design for Experimental and Control Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Experimental Group</td>
</tr>
<tr>
<td>Control Group</td>
</tr>
</tbody>
</table>

Gay, Mills, & Airasian (2012:18)

B. Research Setting

1. Place of the Research

This research conducted at SMK Muhammadiyah Suruh. It located at St. Raya Suruh No. 79, Semarang Regency. The area of land is about 4748 m². The school status is “B” accreditation. The contact are telp/fax: (0298)317122/(0298)317182, website: [www.smkmuhsuruh.sch.id](http://www.smkmuhsuruh.sch.id), and email: smk_muhtusuruh@yahoo.co.id.
2. **Time Schedule of the Research**

The research was held in several times according to the students’ learning schedule. The schedule of both experimental and control group of the research is written as below:

**Table 3.2**

**Experimental Group Schedule**

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Doing Pre-test</td>
<td>January 11\textsuperscript{st}, 2019</td>
</tr>
<tr>
<td>2.</td>
<td>Giving the material of descriptive text by treating students with the constructivist approach (giving treatment for the first time)</td>
<td>January 12\textsuperscript{nd}, 2019</td>
</tr>
<tr>
<td>3.</td>
<td>Recalling the students about the lesson of descriptive text and treating with the constructivist approach (giving treatment for the second time)</td>
<td>January 26\textsuperscript{th}, 2019</td>
</tr>
<tr>
<td>4.</td>
<td>Doing Post-test</td>
<td>January 26\textsuperscript{th}, 2019</td>
</tr>
<tr>
<td>5.</td>
<td>Calculating and scoring the pre-test and post-test</td>
<td>January 26\textsuperscript{th}, 2019</td>
</tr>
<tr>
<td>6.</td>
<td>Analyzing the result of pre-test and post-test</td>
<td>February 15\textsuperscript{st}, 2019</td>
</tr>
</tbody>
</table>
Table 3.3

Control Group Schedule

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Doing Pre-test</td>
<td>January 10th, 2019</td>
</tr>
<tr>
<td>2.</td>
<td>Giving the material of descriptive text by using conventional teaching</td>
<td>January 17th, 2019</td>
</tr>
<tr>
<td>3.</td>
<td>Recalling the material of descriptive text</td>
<td>January 24th, 2019</td>
</tr>
<tr>
<td>4.</td>
<td>Doing Post-test</td>
<td>January 24th, 2019</td>
</tr>
<tr>
<td>5.</td>
<td>Calculating and scoring the pre-test and post-test</td>
<td>January 24th, 2019</td>
</tr>
<tr>
<td>6.</td>
<td>Analyzing the result of pre-test and post-test</td>
<td>February 15th, 2019</td>
</tr>
</tbody>
</table>

C. Subject of the Research

1. Population

Gay, Mills, & Airasian (2012: 113), a population is the larger group from which the sample will be selected. The population of this research was all students of SMK Muhammadiyah Suruh in the academic year of 2018/2019. The total population of this research was 788 students.

2. Sampling Technique

Gay, Mills, & Airasian (2012: 129), sampling technique is a technique to selecting an appropriate sample. In this research, the researcher used purposive sampling, that it is the process of selecting a
sample that is believed to be representative of a given population in which the researcher deliberately identifies criteria for selecting the sample.

The researcher took two classes that used as sample based on the consideration chosen by the English teacher and the selected classes have reached the material needed by the researcher.

3. Sample

Gay, Mills, & Airasian (2012: 129), a sample is a group of individuals, items, or events that represent the characteristics of the larger group from which the sample is drawn.

The sample in this research consisted of 28 students in X fashion program class A (X TB A) as the experimental group and 30 students in X fashion program B (X TB B) as the control group.

The name lists of the experimental and control group displayed in the table below:

<table>
<thead>
<tr>
<th>No.</th>
<th>Initial of Students</th>
<th>Gender</th>
<th>Code</th>
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</thead>
<tbody>
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<td>E7</td>
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<td>Female</td>
<td>C25</td>
</tr>
<tr>
<td>26.</td>
<td>YZY</td>
<td>Female</td>
<td>C26</td>
</tr>
<tr>
<td>27.</td>
<td>YKA</td>
<td>Female</td>
<td>C27</td>
</tr>
<tr>
<td>28.</td>
<td>ZN</td>
<td>Female</td>
<td>C28</td>
</tr>
<tr>
<td>29.</td>
<td>ZK</td>
<td>Female</td>
<td>C29</td>
</tr>
<tr>
<td>30.</td>
<td>FRF</td>
<td>Female</td>
<td>C30</td>
</tr>
</tbody>
</table>
D. **Data Collection Method**

1. Test

   The researcher used a test in order to know the subject capability before and after the treatment. The test in this research was done in three steps are pre-test, treatment, and post-test.

   Before conducting the experiment, both groups apply pre-tests to measure their achievements reading and their attitudes towards that skill to find out whether they are equivalent. After conducting the experiment, the same test was repeated as post-test to investigate any significant differences between the groups.

2. Documentation

   In this research, the researcher used photos, video, and recording as the documentation of the study. There are also several data that have been obtained by the researcher such as school’s profile, data of students’ identity, syllabus for English subject in tenth grade, lesson plan, the students’ test sheets, and photos reports.

E. **Research Instrument**

   Gay, Mills, & Airasian (2012: 113) said that an instrument is a test or tool used for data collection, and the instrument section of a research plan describes the particular instrument to be used in the study and how they will measure the variables stated in the hypothesis.
The researcher tries to gather the data by using the written test as a research instrument for both the experimental group and control group.

This research applied the written test for pre-test and post-test.

a. Pre-test

The researcher was given a sheet to the students to measure their understanding of the lesson before giving the treatment. The students received a test which consists of 25 multiple choices with the options a, b, c, d, and e.

b. Post-test

The post-test conducted to measure the students’ learning result after receiving the treatment namely constructivist approach at experimental group while the control group received conventional teaching. The researcher made the same instrument between pre-test and post-test.

c. Score of the test

Based on the description that has been explained by the researcher above, the students conducted the text with maximal score which was 100. The researcher formulated as below:

\[ S = B \times 4 \]

Where

S : Score of the multiple choice
B : The total of the right answer
N : The total items
F. Minimum Passing Grade (KKM)

Based on the school benchmark at SMK Muhammadiyah Suruh, their standard school is 60. The passing grade of as follows:

<table>
<thead>
<tr>
<th>Classification</th>
<th>Score</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>88-100</td>
<td>A</td>
</tr>
<tr>
<td>Good</td>
<td>74-87</td>
<td>B</td>
</tr>
<tr>
<td>Good Enough</td>
<td>60-73</td>
<td>C</td>
</tr>
<tr>
<td>Need Guidance</td>
<td>0-59</td>
<td>D</td>
</tr>
</tbody>
</table>

G. Data Analyse Technique

The researcher do some steps to analyze the data, they are:

1. Score the students’ test

   The researcher scored the result of pre-test and post-test. The researcher used point scale of 0-100 to measure the student's answer. The total question are 25, the researcher makes a scoring test by giving 4 for each correct item and 0 for each wrong item. If all the questions are answered correctly and completely, the students will receive 100.

2. Calculate the result of the test

   After scoring the result of pre-test and post-test, the researcher used Statistical Package for the Social Science (SPSS) version 16.0 for analyzing the data by calculating the descriptive statistic, assumption testing (normality test, homogenity test, and statistical hypothesis).
Before determine a statistic test to apply to this data, the researcher analyzing the requirment of test, there are:

a) Normality Test

To analyze the normality of test, in this research used Kolmogorov Smirnov and Shapiro Wilk by using SPSS Version 16.0. Normality test used to know whether the data from experimental class and control class was normal or not. Normality test is an absolute requirement before doing the analysis of parametric statistic. If the data from the experimental class and control class was distributed normally, it would be used parametric analysis for measuring the data. Meanwhile, if the data from both of the class was not distributed normally, it would be used Nonparametric. Before doing testing, it as determined the statistical hypothesis as follow:

(1) If the signification (p-value) > α (0.05), it means that H₀ was accepted, the sample comes from the population that was distributed normally.

(2) If the signification (p-value) ≤ α (0.05), it means that H₀ was rejected, the sample comes from the population that was not distributed normally.

b) Homogeneity Test

Homogeneity test used to know whether the data from experimental class and control class has the same variant or not.
To check the Homogeneity test was same win normality test which used the SPSS Version 16.0 using Levene Statistic with checklist the option Homogeneity of variance tests. The equality variances of Levene’s Test as follow:

1. If the signification (p-value) > α (0.05), it means that Ho was accepted, the variance both of classes was homogeneous.

2. If the signification (p-value) ≤ α (0.05), it means that Ho was rejected, the variance both of classes was not homogeneous.

3. Analysis of Data

The description of the data statistic was useful to determine the method of analysis that used as a test of hypothesis. After analyzed normality and homogeneity test, the researcher continued doing statistical hypothesis test as follow:

a) If the result of normality test showed the population was distributed normally, as the absolute requirement of parametric statistic, it would be measured by using Independent Sample (which used to find whether there is a significant difference between two different variable or not).

b) For the population that was homogeneous or not, it can be seen in line Equalvariances assumed. Meanwhile, for the population that
was not homogeneous, it can be seen in line Equal variances not assumed.

c) If the normality test showed the population was not distributed normally, it would be measured by using non parametric statistic with analyze by Mann Whitney Test is an alternative from Independent Sample t-test).

To decide the hypothesis is used by using Mann Whitney test based on the score that showed in Asymp. Sig. (2-tailed). The criteria for choosing the hypothesis from the result of the data as follows:

(1) If the significant of p value Asymp. sig. 2 tailed ≤ α (0.05), it means Ho was rejected, there is significant difference effect

(2) If the significant of p value sig. 2 tailed > α (0.05), it means Ho was accepted, there is no significant difference on their comparison of mean.

4. Test of Effect Size

Muijs (2004:136) stated that the use of calculating size measure in this study to know whether the effect is strong or weak. The formula of this effect size is as follow:

\[ d = \frac{\text{mean for group } A - \text{mean for group } B}{\text{Pooled standard deviation}} \]

\[ d = \text{effect size} \]

mean for group A = mean for experimental class

mean for group B = mean for control class
pooled standard deviation = \frac{(standard deviation of group 1 + standard deviation of group 2)}{2}

Cohen & Lea (2004:125) suggested there are some guidelines for determining whether the effect size is strong. The criteria following:

<table>
<thead>
<tr>
<th>Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-0.20</td>
<td>Weak effect</td>
</tr>
<tr>
<td>0.21-0.50</td>
<td>Modest effect</td>
</tr>
<tr>
<td>0.51-1.00</td>
<td>Moderate effect</td>
</tr>
<tr>
<td>&gt;1.0</td>
<td>Strong effect</td>
</tr>
</tbody>
</table>

5. Statistical Hypothesis

In equal with research hypothesis, the statistical hypothesis can be formulated as follows:

a) Ho (null hypothesis) is accepted if p > α by 95% significant degree of 5% (0.05); sig. 2 tailed is higher than \( \alpha \). It means that there is no significant difference effect of using Constructivist Approach on students’ reading comprehension.

b) Ho (null hypothesis) is rejected if p < α by 95% significant degree of 5% (0.05); sig. 2 tailed is lower than \( \alpha \). It means that there is significant difference effect of using Constructivist Approach on students’ reading comprehension
II. Research Variable

The dependent variable in an experimental study is the variable hypothesized to depend on or to be caused by another variable, the independent variable.

1. Independent Variable

Independent variable is a variable that influenced another variable to achieve what the researchers expect. In this research, the independent variable is “Constructivist Approach”.

2. Dependent variable

The dependent variable is the result that expected through implementation of the independent variable. The dependent variable that observed in this research is “The Students’ Reading Comprehension of the Descriptive Text”.
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Data Description

1. Data of Experimental Group

   a. Pre-test

      The researcher gave two kinds of test. They were pre-test and post-test. Pre-test was conducted before the treatment. Pre-test was conducted outside of treatment activities. It aimed to measure the students’ reading comprehension before teaching by constructivist approach. The researcher set the procedure of pre-test as follows:

      1) The researcher as the teacher gives the students the test sheet.
      2) The researcher asks the students to write down their name and class.
      3) The researcher explains to the students how to do the test.
      4) The researcher asks the students to do not look up the dictionary.
      5) The researcher asks the students to do their test.
      6) The students do their test individually based on the researcher’s instructions.
      7) The students submitted their test sheet as soon as they finished it
      8) The teacher gave scoring to the pre-test.
Each correct answer was scored 1; if the students were able to answer all correctly would get 25 points. Thus, the researcher arranged the formula:

\[ \text{Score} = \text{Correct answer} \times 4 = 100 \]

The researcher used E as code for respondents of experimental group. E1 is code for student number one; E2 is code for student number two; and so on. The result of pre-test for experimental group is presented in table 4.1.

### Table 4.1

<table>
<thead>
<tr>
<th>NO</th>
<th>STUDENTS’ CODE</th>
<th>PRE-TEST SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>E1</td>
<td>68</td>
</tr>
<tr>
<td>2</td>
<td>E2</td>
<td>80</td>
</tr>
<tr>
<td>3</td>
<td>E3</td>
<td>72</td>
</tr>
<tr>
<td>4</td>
<td>E4</td>
<td>72</td>
</tr>
<tr>
<td>5</td>
<td>E5</td>
<td>64</td>
</tr>
<tr>
<td>6</td>
<td>E6</td>
<td>48</td>
</tr>
<tr>
<td>7</td>
<td>E7</td>
<td>76</td>
</tr>
<tr>
<td>8</td>
<td>E8</td>
<td>84</td>
</tr>
<tr>
<td>9</td>
<td>E9</td>
<td>76</td>
</tr>
<tr>
<td>10</td>
<td>E10</td>
<td>36</td>
</tr>
<tr>
<td>11</td>
<td>E11</td>
<td>56</td>
</tr>
</tbody>
</table>
The pre-test was conducted on January 11th, 2019. In addition, the pre-test was followed by 28 students of X TB A. The pre-test contained 25 items of multiple choice. The data were analyzed using SPSS version 16.0 and the result can be seen in table 4.2 below:

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>E12</td>
<td>48</td>
</tr>
<tr>
<td>13</td>
<td>E13</td>
<td>76</td>
</tr>
<tr>
<td>14</td>
<td>E14</td>
<td>76</td>
</tr>
<tr>
<td>15</td>
<td>E15</td>
<td>72</td>
</tr>
<tr>
<td>16</td>
<td>E16</td>
<td>64</td>
</tr>
<tr>
<td>17</td>
<td>E17</td>
<td>56</td>
</tr>
<tr>
<td>18</td>
<td>E18</td>
<td>80</td>
</tr>
<tr>
<td>19</td>
<td>E19</td>
<td>44</td>
</tr>
<tr>
<td>20</td>
<td>E20</td>
<td>80</td>
</tr>
<tr>
<td>21</td>
<td>E21</td>
<td>64</td>
</tr>
<tr>
<td>22</td>
<td>E22</td>
<td>48</td>
</tr>
<tr>
<td>23</td>
<td>E23</td>
<td>68</td>
</tr>
<tr>
<td>24</td>
<td>E24</td>
<td>60</td>
</tr>
<tr>
<td>25</td>
<td>E25</td>
<td>64</td>
</tr>
<tr>
<td>26</td>
<td>E26</td>
<td>80</td>
</tr>
<tr>
<td>27</td>
<td>E27</td>
<td>56</td>
</tr>
<tr>
<td>28</td>
<td>E28</td>
<td>88</td>
</tr>
</tbody>
</table>
Table 4.2

Descriptive Statistics of Pre-test Scores of Experimental Group

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Sum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Test</td>
<td>28</td>
<td>36</td>
<td>88</td>
<td>1856</td>
<td>66.29</td>
<td>13.352</td>
</tr>
<tr>
<td>Experimental G</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>28</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The highest score of pre-test in experimental group was 88 while the lowest was 36. The mean of experimental group’s pre-test score was 66.29. The sum gained from the total scores of pre-test from the experimental group was 1856.

b. Treatment

Treatment was an activity conducted by the researcher to the students by using the strategy in teaching and learning process. In this research, the researcher gave the treatment twice. The researcher acted as the teacher. The procedure of treatment and teaching schedule of experimental group was presented as follows:

The researcher used 5E Constructivist Instructional Model to teach descriptive text for experimental group. The researcher divided into three activities, namely pre-teach, while-teach, and post-teach activity. In the pre-tech activity, the researcher applied enter phase.
The researcher opened the class by ice breaking in the form of “Guessing Game”. The researcher divided the students into some groups. Every group consisted of four or five students and in which there was one high achiever in each group. It reminded students to their prior knowledge.

In while-teach activity, the researcher applied to explore, explain, and elaborate phase. In explore phase, the researcher gave a paper text to every group which has the same topic that was different for every meeting. The researcher took the role as the guide to control the students’ participation and to guide the students to use their experiences and prior knowledge.

In explanation phase, the students conveyed the result of their discussion. This phase was student center because students were given the opportunity to discuss, critically check the explanation given by the teacher, and asked a question.

In elaboration phase, students used the information they have learned to answer some questions related to the text. The students tried to understand the text combined between their prior knowledge and some word that they understand.

In post-teach activity, the researcher applied the evaluation phase, the researcher makes some conclusion about the activities that day. The researcher also gives feedback to the students.
The teaching schedule in experimental class by using Constructivist Approach designed as follows:

1) The first meeting on January 12\(^{\text{nd}}\), 2019 at 07.15 – 08.30 a.m.,
the material that given was about *descriptive text (definition of procedure text, generic structure, example, and first exercise with the title ‘Taj Mahal’).*

2) The second meeting on January 26\(^{\text{th}}\), 2019 at 07.00 – 08.30 a.m.,
the material that given was *recalling the material and second exercise with the title ‘Yogyakarta’.*

c. Post-test

After the students had completed the treatment, the writer conducted the post-test. The researcher set the same procedure with pre-test. The researcher also makes the same instrument between pre-test and post-test. The researcher displays the result of post-test for experimental group as follow:

**Table 4.3**

<table>
<thead>
<tr>
<th>NO</th>
<th>CODE</th>
<th>POST-TEST SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>E1</td>
<td>92</td>
</tr>
<tr>
<td>2</td>
<td>E2</td>
<td>88</td>
</tr>
<tr>
<td>3</td>
<td>E3</td>
<td>76</td>
</tr>
<tr>
<td>4</td>
<td>E4</td>
<td>84</td>
</tr>
<tr>
<td></td>
<td>E5</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>----</td>
<td>---</td>
</tr>
<tr>
<td>6</td>
<td>E6</td>
<td>68</td>
</tr>
<tr>
<td>7</td>
<td>E7</td>
<td>84</td>
</tr>
<tr>
<td>8</td>
<td>E8</td>
<td>88</td>
</tr>
<tr>
<td>9</td>
<td>E9</td>
<td>76</td>
</tr>
<tr>
<td>10</td>
<td>E10</td>
<td>68</td>
</tr>
<tr>
<td>11</td>
<td>E11</td>
<td>80</td>
</tr>
<tr>
<td>12</td>
<td>E12</td>
<td>68</td>
</tr>
<tr>
<td>13</td>
<td>E13</td>
<td>76</td>
</tr>
<tr>
<td>14</td>
<td>E14</td>
<td>92</td>
</tr>
<tr>
<td>15</td>
<td>E15</td>
<td>68</td>
</tr>
<tr>
<td>16</td>
<td>E16</td>
<td>60</td>
</tr>
<tr>
<td>17</td>
<td>E17</td>
<td>68</td>
</tr>
<tr>
<td>18</td>
<td>E18</td>
<td>84</td>
</tr>
<tr>
<td>19</td>
<td>E19</td>
<td>68</td>
</tr>
<tr>
<td>20</td>
<td>E20</td>
<td>88</td>
</tr>
<tr>
<td>21</td>
<td>E21</td>
<td>72</td>
</tr>
<tr>
<td>22</td>
<td>E22</td>
<td>80</td>
</tr>
<tr>
<td>23</td>
<td>E23</td>
<td>76</td>
</tr>
<tr>
<td>24</td>
<td>E24</td>
<td>76</td>
</tr>
<tr>
<td>25</td>
<td>E25</td>
<td>64</td>
</tr>
<tr>
<td>26</td>
<td>E26</td>
<td>80</td>
</tr>
</tbody>
</table>
The post-test was conducted on January 26th, 2019. The post-test was followed by 28 students of X TB A. The pre-test contained 25 items of multiple choice. The data were analyzed using SPSS version 16.0 and the result can be seen in table 4.6 below:

Table 4.4
Descriptive Statistics of Post-test Scores of Experimental Group

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Sum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post-Test</td>
<td>28</td>
<td>60</td>
<td>92</td>
<td>2140</td>
<td>76.43</td>
<td>9.512</td>
</tr>
<tr>
<td>Experimental G</td>
<td>28</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>28</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The highest score of post-test in experimental group was 92 while the lowest was 60. The mean post-test score was 76.43. The sum gained from the total scores of post-test from the experimental group was 2140.

The researcher interpreted the score based on the criteria as seen in the following table:
Table 4.5
Interpretation Data

Pre-Test and Post-Test of Experimental Group

<table>
<thead>
<tr>
<th>No</th>
<th>Classification</th>
<th>Score</th>
<th>Rating</th>
<th>Frequency</th>
<th>Pre-Test</th>
<th>Post-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Excellent</td>
<td>88-100</td>
<td>A</td>
<td>1</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>Good</td>
<td>74-87</td>
<td>B</td>
<td>9</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>3</td>
<td>Good Enough</td>
<td>60-73</td>
<td>C</td>
<td>11</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Need Guidance</td>
<td>0-59</td>
<td>D</td>
<td>7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The table result showed that there were 7 students who could not reach the passing grade (KKM) 60 in the pre-test. And all the students could pass the passing grade (KKM) in the post-test.

2. Data of Control Group

a. Pre-test

The researcher did the same step by displaying the pre-test result of control group. The researcher used C as code for respondents of control group. C1 was code for student number one; C2 was code for student number two; and so on. The distribution table was as follow:
Table 4.6

Result of Pre-test of Control Group

<table>
<thead>
<tr>
<th>NO</th>
<th>STUDENTS’ CODE</th>
<th>PRE-TEST SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>C1</td>
<td>64</td>
</tr>
<tr>
<td>2</td>
<td>C2</td>
<td>52</td>
</tr>
<tr>
<td>3</td>
<td>C3</td>
<td>24</td>
</tr>
<tr>
<td>4</td>
<td>C4</td>
<td>64</td>
</tr>
<tr>
<td>5</td>
<td>C5</td>
<td>72</td>
</tr>
<tr>
<td>6</td>
<td>C6</td>
<td>52</td>
</tr>
<tr>
<td>7</td>
<td>C7</td>
<td>80</td>
</tr>
<tr>
<td>8</td>
<td>C8</td>
<td>68</td>
</tr>
<tr>
<td>9</td>
<td>C9</td>
<td>80</td>
</tr>
<tr>
<td>10</td>
<td>C10</td>
<td>60</td>
</tr>
<tr>
<td>11</td>
<td>C11</td>
<td>52</td>
</tr>
<tr>
<td>12</td>
<td>C12</td>
<td>48</td>
</tr>
<tr>
<td>13</td>
<td>C13</td>
<td>64</td>
</tr>
<tr>
<td>14</td>
<td>C14</td>
<td>60</td>
</tr>
<tr>
<td>15</td>
<td>C15</td>
<td>56</td>
</tr>
<tr>
<td>16</td>
<td>C16</td>
<td>76</td>
</tr>
<tr>
<td>17</td>
<td>C17</td>
<td>72</td>
</tr>
<tr>
<td>18</td>
<td>C18</td>
<td>64</td>
</tr>
<tr>
<td>19</td>
<td>C19</td>
<td>68</td>
</tr>
</tbody>
</table>
The pre-test was conducted on January 10th, 2019. In addition, the pre-test was followed by 30 students of X TB B. The pre-test contained 25 items of multiple choice. The data were analyzed using SPSS version 16.0 and the result can be seen in table 4.4 below:

**Table 4.7**

**Descriptive Statistics of Pre-test Scores of Control Group**

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Sum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Test Control Group</td>
<td>30</td>
<td>24</td>
<td>80</td>
<td>1876</td>
<td>62.53</td>
<td>11.337</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>30</td>
<td>24</td>
<td>80</td>
<td>1876</td>
<td>62.53</td>
<td>11.337</td>
</tr>
</tbody>
</table>
The highest score of pre-test in control group was 80 while the lowest was 24. The mean of control group’s pre-test score was 62.53. The sum gained from the total scores of pre-test from the control group was 1876.

b. Treatment

The researcher acted as the teacher and used Conventional Approach as the teacher used. The researcher divided into three activities, namely pre-teach, while-teach, and post-teach activity. The researcher used a group discussion method. In pre-teach activity, the researcher asked the students about the material that would be taught. Similar to experimental group, the researcher explained about description text first.

In while-teach activity, the researcher asked the students to make groups where every group consisted of four or five students. The researcher gave a paper text to every group, asked them to translate the text and answer the questions. While the students do their text, the researcher asked them to ask if there words that they did not know their meaning. After each group completed their test, the researcher took their papers and gave them to the other groups. At last, the students shared their answer to the whole class.
In post-teach activity, the researcher makes some conclusions about the activities that day. The researcher also gives feedback to the students.

The teaching schedule in control group by using Conventional Teaching designed as follows:

1) The first meeting on January 17\textsuperscript{th}, 2019 at 12.30 – 02.00 p.m., the material that given was about \textit{descriptive text (definition of procedure text, generic structure, example, and first exercise with the title ‘Taj Mahal’)}.

2) The second meeting on January 24\textsuperscript{th}, 2019 at 12.30 – 02.00 p.m., the material that given was \textit{recalling the material and second exercise with the title ‘Yogyakarta’}.

c. Post-Test

Then, the researcher did the same step by displaying the post-test result of control group. The distribution table stated as follows:

\begin{table}
\centering
\caption{Result of Post-test of Control Group}
\begin{tabular}{|c|c|c|}
\hline
NO & CODE & POST-TEST SCORE \\
\hline
1 & C1 & 72 \\
\hline
2 & C2 & 44 \\
\hline
3 & C3 & 56 \\
\hline
4 & C4 & 60 \\
\hline
\end{tabular}
\end{table}
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>C5</td>
<td>72</td>
</tr>
<tr>
<td>6</td>
<td>C6</td>
<td>56</td>
</tr>
<tr>
<td>7</td>
<td>C7</td>
<td>76</td>
</tr>
<tr>
<td>8</td>
<td>C8</td>
<td>52</td>
</tr>
<tr>
<td>9</td>
<td>C9</td>
<td>76</td>
</tr>
<tr>
<td>10</td>
<td>C10</td>
<td>56</td>
</tr>
<tr>
<td>11</td>
<td>C11</td>
<td>48</td>
</tr>
<tr>
<td>12</td>
<td>C12</td>
<td>56</td>
</tr>
<tr>
<td>13</td>
<td>C13</td>
<td>72</td>
</tr>
<tr>
<td>14</td>
<td>C14</td>
<td>72</td>
</tr>
<tr>
<td>15</td>
<td>C15</td>
<td>56</td>
</tr>
<tr>
<td>16</td>
<td>C16</td>
<td>72</td>
</tr>
<tr>
<td>17</td>
<td>C17</td>
<td>72</td>
</tr>
<tr>
<td>18</td>
<td>C18</td>
<td>76</td>
</tr>
<tr>
<td>19</td>
<td>C19</td>
<td>80</td>
</tr>
<tr>
<td>20</td>
<td>C20</td>
<td>68</td>
</tr>
<tr>
<td>21</td>
<td>C21</td>
<td>68</td>
</tr>
<tr>
<td>22</td>
<td>C22</td>
<td>56</td>
</tr>
<tr>
<td>23</td>
<td>C23</td>
<td>64</td>
</tr>
<tr>
<td>24</td>
<td>C24</td>
<td>60</td>
</tr>
<tr>
<td>25</td>
<td>C25</td>
<td>64</td>
</tr>
<tr>
<td>26</td>
<td>C26</td>
<td>76</td>
</tr>
</tbody>
</table>
The post-test was conducted on January 24th, 2019. In addition, the post-test was followed by 30 students of X TB B. The post-test contained 25 items of multiple choice. The data were analyzed using SPSS version 16.0 and the result can be seen in table 4.7 below:

Table 4.9

Descriptive Statistics of Post-test Scores of Control Group

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Sum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post-Test Control G</td>
<td>30</td>
<td>44</td>
<td>80</td>
<td>1972</td>
<td>65.73</td>
<td>10.003</td>
</tr>
<tr>
<td>Valid (listwise)</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The highest score of post-test in control group was 80 while the lowest was 44. The mean post-test score was 65.73. The sum gained from the total scores of post-test from the control group was 1972.

The researcher interpreted the score based on the criteria as seen in the following table:
Table 4.10

Interpretation Data

Pre-Test and Post-Test of Control Group

<table>
<thead>
<tr>
<th>No</th>
<th>Classification</th>
<th>Score</th>
<th>Rating</th>
<th>Frequency Pre-Test</th>
<th>Frequency Post-Test</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Excellent</td>
<td>88-100</td>
<td>A</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>2</td>
<td>Good</td>
<td>74-87</td>
<td>B</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td>Good Enough</td>
<td>60-73</td>
<td>C</td>
<td>18</td>
<td>14</td>
</tr>
<tr>
<td>4</td>
<td>Need Guidance</td>
<td>0-59</td>
<td>D</td>
<td>9</td>
<td>9</td>
</tr>
</tbody>
</table>

The table result showed that there were 9 students who could not reach the passing grade (KKM) 60 in the pre-test. And also 9 students could not reach the passing grade (KKM) in the post-test. Therefore, there were 7 students who get the score in ratting B. It was better than in pre-test which students who get the ratting B were 3 students.

B. Data Analysis

1. Normality Test

The purpose of the normality test is to know whether the data from experimental and control class have been distributed normally or not. SPSS Version 16.0 was analyze the data by using *Kolmogorof Smirnov* and *Shapiro-Wilk*. The result can be seen below:
Table 4.11
Tests of Normality

<table>
<thead>
<tr>
<th>Kelas</th>
<th>Kolmogorov-Smirnov&lt;sup&gt;a&lt;/sup&gt;</th>
<th>Shapiro-Wilk</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic</td>
<td>df</td>
</tr>
<tr>
<td>Hasil Belajar Siswa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Test Experimental</td>
<td>0.130</td>
<td>28</td>
</tr>
<tr>
<td>Group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-Test Experimental</td>
<td>0.169</td>
<td>28</td>
</tr>
<tr>
<td>Group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pre-Test Control Group</td>
<td>0.151</td>
<td>30</td>
</tr>
<tr>
<td>Post-Test Control Group</td>
<td>0.168</td>
<td>30</td>
</tr>
</tbody>
</table>

<sup>a</sup> Lilliefors Significance Correction

* This is a lower bound of the true significance.

If the result of the data is higher (p ≥ α) in a significance α = 0.05, the data was distributed normally. From the Table 4.10 above, the significance of the data was different. The significance of pre-test in experimental group was 0.200 and the significance of pre-test in control group was 0.77. The data of pre-test in experimental group and control group were distributed normally because of the sig. value was > 0.05.

Meanwhile, the significance of post-test in experimental group was 0.039 and the significance of post-test in control group was 0.31. The data of post-test in experimental group and control group did not distribute normally because of the sig. value was < 0.05. The scores of p can be seen
in the Sig. in the Shapiro-Wilk column. It can be checked that the data from two classes was not normally distributed.

2. **Homogeneity Test**

The levene statistic test was used to calculate the homogeneity test. The homogeneity test was conducted to test the similarity of the sample in both classes. The table 4.12 was presented the result of homogeneity test as follows:

<table>
<thead>
<tr>
<th>Levene Statistic</th>
<th>df1</th>
<th>df2</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>.233</td>
<td>1</td>
<td>56</td>
<td>.631</td>
</tr>
</tbody>
</table>

The result of the table 4.12 above in Sig. column showed the significance of post-test in both classes was (0.631 > 0.05). So, it means that the data is higher than 0.05 and the data of experimental and control group were homogent.

3. **Statistical Hypothesis Test**

To decide a hypothesis, the researcher used Mann-Whitney formula which was used to get empirical evidence about using constructivist approach on students’ reading comprehension enhancement.
Table 4.13

Result of Hypothesis with Mann Whitney

<table>
<thead>
<tr>
<th></th>
<th>Hasil Belajar Siswa</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mann-Whitney U</td>
<td>198.500</td>
</tr>
<tr>
<td>Wilcoxon W</td>
<td>663.500</td>
</tr>
<tr>
<td>Z</td>
<td>-3.471</td>
</tr>
<tr>
<td>Asymp. Sig. (2-tailed)</td>
<td>.001</td>
</tr>
</tbody>
</table>

a. Grouping Variable: Kelas

Table 4.13 shows the score of Mann-Whitney U = 198.500 and the score of Asymp. Sig. (2-tailed) = 0.001 < 0.05, it can be concluded that the Ho was rejected but Ha was accepted. Ha stated that there is a significant effect in using constructivist approach to teach reading comprehension in reading descriptive text.

4. Test of Effect Size

Test of effect size in order to calculating size measure in this study to know whether the effect size level of using constructivist approach on students’ reading comprehension. Muijs (2004:136) formulation as follow:

\[
d = \frac{\text{mean for group A} - \text{mean for group B}}{\text{Pooled standard deviation}}
\]

mean for experimental class = 76.43
mean for control class = 65.73

pooled standar deviation = (standar deviation of group 1+standar deviation of group 2) / 2

= \frac{9.512+10.003}{2}

= 9.7575

d = \frac{76.43-65.73}{9.7575}

d = 1.097

Based on the calculation above, the result of effect size level in this study was 1.097. Regarding to the criteria that had been mentioned in chapter III, it proved that there was a strong effect of using constructivist approach on students’ reading comprehension.

C. Discussion

The aim of this research is to find out the profiles of the students’ reading comprehension in the descriptive text before and after being taught by constructivist approach. Then, this research is intended to know the differences of mean pre-test and post-test of the students’ reading comprehension in the descriptive text before and after being taught using constructivist approach. And the last, to analyze how is the significance difference between taught by using constructivist approach and conventional teaching.
According to the result of the data analysis, it showed that there was a significance effect of constructivist approach on students‘ reading comprehension. As the result that was written in the tables above that the students‘ reading comprehension improved in the pre-test and post-test with different mean score. In the experimental group, the mean score of pre-test was 66.29 and the mean score of post-test was 76.53. It could be calculated the score increased 10.24 points from pre-test to post-test. Meanwhile, the mean score of pre-test in the control group was 62.53 while the mean score of post-test in the control group was 65.73 It could be calculated the score increased 3.2 points from pre-test to post-test.

In addition, based on the calculation of the Man Whitney that Ho was rejected and Ha was accepted if the mean score in experimental group higher than the mean score of control group. Based on the calculation, the result of p was lower than α, which was 0.001 < 0.05. Therefore, Ho was rejected but Ha was accepted. It presents that Asymsig. (2-tailed) value < 0.05 and the Ha was accepted. It means that there was a significant difference students’ score between the experimental group and the control group.

In addition, the calculation of effect was 1.097. Based on the effect size criteria from Cohen, if the result of the formulation was 1.097 > 1.00, it means that Constructivist Approach gave strong effect on students’ reading comprehension.

After conducting this research, it showed that by using constructivist approach in teaching and learning process is better than teaching and learning
process using conventional approach. Then, it can be concluded that constructivist approach can increase students’ reading comprehension.
CHAPTER V
CLOSURE

A. Conclusion

Based on the data analysis in chapter IV, the conclusion was presented as follows:

1. The profiles of the students’ reading comprehension before and after the treatments for both experimental and control class was illustrated.

   In table 4.1 and 4.3 showed the result of pre-test and post-test in experimental group. The mean of pre-test in experimental group was 66.29 and the mean of post-test was 76.53.

   In table 4.6 and 4.8 showed the result of pre-test and post-test in control group. The mean of pre-test in control group was 62.53 and the mean of post-test in control group was 65.73.

2. The differences of mean pre-test and post-test of the students’ reading comprehension before and after being taught by using constructivist approach.

   The mean of post-test was higher than the mean of pre-test. The different between pre- and post-test mean of students’ reading comprehension taught by Constructivist Approach was 10.24. Meanwhile, the calculation showed for control group, the mean of post-test was also higher than the mean of pre-test. The different result between the students’ pre- and post-test was 3.2.
3. The significance difference on the students’ reading comprehension in the descriptive text between taught by using constructivist approach and conventional teaching.

The hypothesis test showed that the Asymp.Sig. 2 tailed (p) from Mann Whitney was 0.001 and the alpha (α) was 0.05. It would be accepted, Ha (Alternative Hypothesis), if the Asymp.Sig. 2 tailed was lower than alpha (α) or p < α. Furthermore, the mean score in experimental group increased 10.24 points, from 66.29 become 76.53. Contrastly, the control group increased 3.2 points, from 62.53 become 65.73 points. Moreover, the result of effect size was 1.097, it indicated that Constructivist Approach gave strong effect on students’ reading comprehension.

Finally, it can be concluded that there was a significant difference of the students reading comprehension in the descriptive text being taught by using Constructivist Approach at the tenth grade students of SMK Muhammadiyah Suruh in the academic year of 2018/2019.

B. Suggestions

Based on the research findings, the researcher wants to propose some suggestions which are addressed to students, teachers, and the next researchers.

1. For the Students
The researcher hopes that this research and constructivist approach especially 5E Constructivist Model gives some new motivation, new experience and improve the student’s score reading comprehension especially in the form of descriptive text.

2. For the Teachers

   The researcher hopes that constructivist approach can give new variation in teaching and learning process. So, it helps the teaching and learning process fun, joyful, and the students are interested in teaching and learning English especially for reading comprehension.

3. For the Next Researchers

   The research needs improvement of thought for further studies. The findings of the research hopefully will give a contribution, inspiration as a resource and employed as a starting point of the future research on similar topics.

   The total number of experimental group is 28 students and control group is 30 students, it means that they are not equal. The researcher suggests for the next researcher to find out the equal total numbers of the subjects.
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12. List of students’ attendance of Experimental Group
13. Students’ answer sheets of pre-test and post-test in Experimental Group
14. Lesson Plan of Control Group
15. List of students’ attendance of Control Group
16. Students’ answer sheets of pre-test and post-test in Control Group
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Yth. Hammam. Ph.D
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ditunjuk sebagai Dosen Pembimbing mahasiswa:
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Fakultas : Tarbiyah dan Ilmu Keguruan
Judul Skripsi : USING CONSTRUCTIVIST APPROACH TO ENHANCE THE
STUDENTS’ COMPREHENSION IN READING DESCRIPTIVE
TEXT

Ajudabia dipindoh perlu Saudara diminta mengoreksi tema skripsi di atas.
Demikian untuk diketahui dan dilaksanakan.
Wassalamualaikum Wr. Wb.

[Signature]

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1. Yth. Dosen Pembimbing
2. Mahasiswa yang bersangkutan
3. Arsip Akademik
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Nomor: B-374/7/ln.21/O1.1/PN.03.1/12/2018
Lamp : Proposal Penelitian
Hal : Permohonan Izin Penelitian

Salatiga, 12 Desember 2018

Kepada
Yth. Kepala SMK Muhammadiyah Suruh
Di Tempat

Assalamualaikum Wr. Wb.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa:
Name: Retno Listyosari
NIM : 113 14 159
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Fakultas: Tarbiyah dan Ilmu Keguruan

Dalam rangka penyelesaian studi Jenjang Strata Satu di IAIN Salatiga, mahasiswa diwajibkan memenuhi salah satu persyaratan berupa penyusunan Skripsi.

Adapun judul skripsi yang adalah:

USING CONSTRUCTIVIST APPROACH TO ENHANCE THE STUDENTS’ READING COMPREHENSION IN DESCRIPTIVE TEXT

Dosen Pembimbing : Hammam, M.Pd., Ph.D.

Kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian di SMK Muhammadiyah Suruh, mulai tanggal 7 Januari 2019 sampai dengan selesai.

Demikian, atas pemberian izin Bapak/Ibu, kami sampaikan terima kasih.

Assalamualaikum Wr. Wb.

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NIP. 19690917 199603 1004
SURAT KETERANGAN
Nomor : 205.3 /KET/IV.4.AU.401/F/ 2018

Kepala SMK Muhammadiyah Suruh - Kabupaten Semarang menerangkan bahwa :

Nama : RETNO LISTYOASIH
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Program Studi : Tadris Bahasa Inggris

Sesuai dengan surat permohonan dari Institut Agama Islam Negeri ( IAIN ) Salatiga Nomor : B-3747/In.21/D1.1/PN.03.1/12/2018 tentang permohonan ljin Penelitian yang dilakukan oleh mahasiswa tersebut diatas, yang bersangkutan telah diterima dan melaksanakan penelitian di SMK Muhammadiyah Suruh Kabupaten Semarang mulai tanggal 7 – 26 Januari 2019.

Demikian surat keterangan ini dibuat, bagi yang berkepentingan harap menjadikan periksa adanya.

Suruh, 11 Maret 2019
Kepala Sekolah

BABYURWUt EFFENDI, S.Pd_ 4
NIM 9048 79
SURAT PERNYATAAN

Yang bertanda tangan dibawah ini, saya Ana Rachmawati, S.Pd., sebagai guru Bahasa Inggris SMK Muhammadiyah Suruh menerangkan bahwa:

Nama : Retno Listyoasih
NIM : 113 14 159
Program Studi : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Universitas : IAIN Salatiga

Menjadi team teaching di SMK Muhammadiyah Suruh sebagai kegiatan penelitian untuk menyelesaikan skripsi yang berjudul “USING CONSTRUCTIVIST APPROACH TO ENHANCE THE STUDENTS’ COMPREHENSION IN READING DESCRIPTIVE TEXT”.

Demikian surat keterangan ini di buat agar digunakan sebagai dokumen resmi.

Suruh, 10 Januari 2019

Mengetahui,

[Signature]

Ana Rachmawati, S.Pd
Nama Mahasiswa: Retno Listiyowati

NIM: 113-14-159

Dosen Pembimbing: Hammam, M.Pd, Ph.D.

Judul Skripsi pada surat penunjukan pembimbing skripsi: USING CONSTRUCTIVIST APPROACH TO ENHANCE THE STUDENTS’ COMPREHENSION IN READING DESCRIPTIVE TEXT

<table>
<thead>
<tr>
<th>No.</th>
<th>Tanggal</th>
<th>Isi Konsultasi</th>
<th>Catatan Pembimbing</th>
<th>Paraf</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>23/11/2018</td>
<td>Proposal</td>
<td>- Emporium Instrument of variables &amp; Tag</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>24/12/2018</td>
<td>Chapter 1-III</td>
<td>- Check grammar and mistakes.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>01/01/2019</td>
<td>Chapter 1-IV</td>
<td>- Check Instrument of the Research</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>04/02/2019</td>
<td>Chapter 1-III</td>
<td>- Value form for Constructivist theory.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>11/02/2019</td>
<td>Chapter 1-III</td>
<td>- Compare the result of pre-test &amp; post test.</td>
<td></td>
</tr>
</tbody>
</table>

Dosen Pembimbing:

Hammam, M.Pd., Ph.D.
NIP: 19790610 600003 1001
# Lembar Konsultasi Skripsi

**Nama Mahasiswa:** Putno Listyocahb

**NIM:** 113.14.159

**Dosen Pembimbing:** Hammam, P. Pd., Ph.D.

**Judul Skripsi pada surat penunjukan pembimbing skripsi:**

**Lisiting Constructivist Approach to Enhance the Student’s Comprehension in Reading Descriptive Text**

<table>
<thead>
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Catatan:

Jika ada perubahan judul skripsi, harap dicantumkan dalam lembar konsultasi, tidak ada penanggian surat Penunjukan Pembimbing Skripsi kecuali ada Surat dari Ketua Program Studi tentang Penggantian Dosen Pembimbing Skripsi.
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Salatiga, 20 Februari 2019
Wakil Dekan Bidang Kemahasiswaan dan Kerjasama

Dr. Achmad Maimun, M.Ag.
NIP.19700510 1998031003
PROFIL SEKOLAH
SMK MUHAMMADIYAH SURUH

A. Visi
“Menjadikan warga sekolah yang Islami, Berprestasi, Siap Kerja”

B. Misi
1. Membekali peserta didik dengan Akidah dan syariat Islamiah sebagai dasar dalam mengembangkan ketrampilannya
2. Memberikan bekal ketrampilan dasar keteknikan kepada seluruh tamatan sehingga siap memasuki dunia kerja
3. Menciptakan unit produksi yang handal sebagai wahana pendidikan untuk melatih kemampuan berwirausaha
4. Mengembangkan kemampuan lulusan untuk mandiri

C. Tujuan SMK Muhammadiyah Suruh
1. Menyiapkan peserta didik agar menjadi manusia produktif, mampu bekerja mandiri, mengisi lowongan pekerjaan yang ada didunia usaha dan dunia industry sebagai tenaga kerja tingkat menengah sesuai dengan kompetensi dalam program keahlian yang dipilihnya
2. Menyiapkan peserta didik agar mampu memilih karir, ulet dan gigih dalam berkompetensi, beradaptasi dilingkungan kerja, dan mengembangkan sikap professional dalam bidang keahlian yang dipilihnya
3. Membekali peserta didik dengan ilmu pengetahuan, teknologi dan seni agar mampu mengembangkan diri dikemudian hari baik secara mandiri maupun melalui jenjang pendidikan yang lebih tinggi
4. Membekali peserta didik dengan kompetensi-kompetensi yang sesuai dengan bidangnya
5. Mewujudkan kemandirian lulusan di masyarakat
6. Membina kerjasama dengan Dunia Usaha dan Dunia Industri
D. **Identitas Sekolah**

Nama : SMK Muhammadiyah Suruh  
Status : Swasta  
PBM : Pagi  
Alamat Sekolah : Jl. Raya Suruh No. 79  
Desa : Kauman, Suruh  
Kecamatan : Suruh  
Kabupaten : Semarang  
Tahun Didirikan : 1998  
Surat Keputusan : 0835/1.03.08/MN/98, tanggal 1 Juni 1998  
Penerbit SK : Kanwil Depdikbud  
Telp / Fax : (0298) 317122 / (0298) 317182  
Website : www.smkmuhsuruh.sch.id  
Email : smk_muhtusuruh@yahoo.co.id  
NSS : 32.4.03.22.04.008  
NPSN : 203202255  
Status Sekolah : Terakreditasi “B”

E. **Identitas Kepala Sekolah**

Nama Kepala Sekolah : Haryu RWs Effendi, S.Pd.  
N B M : 9 0 4 8 7 9  
Basic Pendidikan : S.1 Pendidikan Matematika  
Status : Swasta  
Alamat Rumah : Kauman  
RT / RW : 02 / 06  
Desa : Suruh  
Kecamatan : Suruh  
Kabupaten : Semarang  
No. HP : 081225850008

F. **Jumlah Siswa**

Data siswa tiga tahun terakhir di SMK Muhammadiyah Suruh dapat kami laporkan sebagai berikut:
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### G. Prasarana SMK

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H. Status Lahan SMK

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<td>b. Lapangan Olah Raga</td>
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<td>c. Lahan Praktek</td>
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I. Infrastruktur SMK

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<td>3 Phase</td>
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J. Kegiatan Pengembangan Diri

1. Ekstrakurikuler
   Kegiatan Ekstrakulikuler wajib: Hisbul Wathon
   Kegiatan Ekstrakulikuler pilihan:
   - Olahraga: Bola voli, Sepak bola, Futsal, Tapak suci
   - Kelompok giat belajar bahasa Inggris
   - Kelompok kajian Islam
   - Kelompok giat belajar praktek kejuruan

2. Kegiatan sosial seperti bakti sosial, sholat jenazah, infaq di hari Jumat, infaq bencana

3. Kegiatan Intra Sekolah: IPM (Ikatan Pelajar Muhammadiyah)
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Result Analysis of SPSS Version 16.0

DESCRIPTIVES VARIABLES=PreExp
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Descriptives

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Descriptives

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EXAMINE VARIABLES=Hasil BY Kelas
/PLOT BOXPLOT STEMLEAF NPLOT
/COMPARE GROUP
/STATISTICS DESCRIPTIVES
/CINTERVAL 95
/MISSING LISTWISE
/NOTOTAL.

Explore

[DataSet2] D:\skripsi jurnal\ANALISIS SPSS\data normalitas.sav

Kelas

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<td>Percent</td>
<td>N</td>
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<tr>
<td>Hasil Belajar Siswa</td>
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<td>Pre-Test Experimental Group</td>
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<td>Post-Test Experimental Group</td>
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<td>100.0%</td>
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<td>Pre-Test Control Group</td>
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<td>100.0%</td>
<td>0</td>
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<tr>
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<td>Post-Test Control Group</td>
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## Tests of Normality

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<td>.168</td>
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a. Lilliefors Significance Correction

*. This is a lower bound of the true significance.

## Oneway

[DataSet2] D:\skripsi jurnal\ANALISIS SPSS\data homogenitas.sav

## Test of Homogeneity of Variances

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<th>Sig.</th>
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## ANOVA

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<td>Within Groups</td>
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NPAR TESTS

/H=M-W= Hasil BY Kelas(1 2)

/MISSING ANALYSIS.

## NPar Tests

[DataSet2] D:\skripsi jurnal\ANALISIS SPSS\data homogenitas.sav
## Mann-Whitney Test

### Ranks

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<td>1047.50</td>
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### Test Statistics\(^a\)

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<td>Wilcoxon W</td>
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<td>Asymp. Sig. (2-tailed)</td>
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\(^a\) Grouping Variable: Kelas
THE INTERVIEW REPORT

Date: November 5th, 2019
Time: 4.11 PM
Position: The residence of the English teacher of SMK Muhammadiyah Suruh
Q as Researcher
A as an English teacher

Q: Assalamualaikum wr wb
A: Waalaikumussalam wr wb
Q: Ada beberapa pertanyaan yang ingin saya tanyakan kepada ibu. Pertanyaan pertama, bagaimana pandangan ibu tentang ketertarikan siswa dalam belajar bahasa Inggris? (There are some questions that I will ask. The first question, what do you think about students’ interest in learning English?)
A: Kalau untuk anak kelas 1, lumayan, untuk bahasa inggris sudah agak ada sedikit ketertarikan lebih banyak daripada sebelumnya. Karena materinya juga tidak begitu banyak teori atau bisa dikatakan lebih banyak praktek daripada teori. Jadi mereka lebih enjoy. Kebetulan saya mengajar siswa perempuan semua, mereka lebih bisa mengikuti. (For the tenth grade, it is already good, they have started to become interested in English. Because the material is also not too much or can be said to be more practice than theory. So, they can enjoy it more. I happened to be teaching female students, they were far more busily following).
Q: Pertanyaan kedua, ketika melakukan pembelajaran di kelas, apakah ibu menerapkan pendekatan atau model pendekatan tertentu? (The second question, when doing classroom learning, does Mrs. Ana apply a particular approach?)
A: Saya melalui model diskusi. Dengan diskusi, anak menganalisa materi dan langsung dibahas bersama. Tetapi ini juga tergantung materi yang diajarkan. Nanti per kelompok presentasi, misalnya, tentang introduction. Jadi anak berkelompok maju mencoba membuat percakapan. (I use a discussion model. With discussion, the students analyze the material and immediately discussed together. But this also depends on the material taught. Each group doing a presentation, for example about introduction. So the students in groups try to make conversation.)
Q: Bisa ibu jelaskan lebih detail bagaimana pembelajaran dengan model diskusi yang
ibu terapkan dari pre-teaching, while-teaching, dan post-teaching? (Can you explain more how to learn with the discussion model that you apply from pre-teach, while-teach, and post-teach?)

A: Dalam pre-teach, saya akan menjelaskan topic materi yang akan disampaikan, kemudian menyuruh siswa untuk menjodohkan kata dengan arti yang sudah tertera dibuku yang sesuai dengan materi ajar, dan melatif siswa untuk spelling the words. Sekalian saya jelaskan, kalau di while-teach biasanya menyuruh anak untuk bekerja dalam grup, lalu latihan membaca per satu paragraph. Setelah selesai, saya meminta siswa utuk menyimpulkan isi bacaan bukan mengartikannya. Kemudian perwakilan dari setiap kelompok bergantian maju ke depan. Di post-teach saya menurut siswa untuk menjawab pertanyaan yang ada di buku. (In pre-teach, I will explain the topic of the material that will be derived and then give students match words with meanings that have been written in the book. The students also spelling the words. In while-teach, usually, I tell the student to be in the group, then practice reading. After finishing, I ask students to conclude the contents of the reading. Then each group present going forward. In post-teach, the students answer the questions in the book.)

Q: Bagaimana ibu meng-evaluasi siswa khususnya untuk reading comprehension? (How do you evaluate the students especially for reading comprehension?)

A: Untuk reading saya gunakan soal berbentuk essay. Masih dalam kegiatan berkelompok, setiap kelompok juga saya kasih orat test. (For reading, I use essay questions. In the group discussion, I gave each group an oral test)

Q: Kesulitan atau kendala apa saja yang sering ibu temukan saat pembelajaran berlangsung? (What difficulties or obstacles do you often find when learning-teaching takes place?)

A: Kesulitan untuk anak, pertama, biasanya dalam mengartikannya. Kedua, menyusun kalimat ketika ada tugas writing. Kalau untuk reading comprehension, Alhamdulillah anak-anak bisa menguasai sedikit. Tapi ketika dikasih text bacaan, mereka masih kesulitan dalam menangkap makna. Membaca juga sudah sedikit-sedikit agak lancar. (For students, firstly, usually in interpreting. Second, compile sentence when writing assignment. For reading comprehension, thank God, the students can master a little. But, when the students given the passage, they still have difficulty to catch the meaning of the text. Reading has also been a little smooth.)

Q: Bagaimana dengan sarana prasanana nya bu? Apa ada kendalanya? (How about the
A : Untuk sarana prasarana sekolah, buku sudah ada dan memang untuk teknologi seperti LCD jarang digunakan. Kita hanya memakai buku, kalau saya sempat cari bacaan nanti saya kasih fotocopy an gitu aja. *(For school infrastructure, there are books. We rarely use LCD. If there is a time I look for a reading passage and I copy it for the students.)*

Q : Bagaimana dengan rata-rata kemampuan siswa dalam menerima pembelajaran? *(What about the average of the students’ ability to receive the learning?)*

A : Rata-rata kemampuan siswa sudah bagus karena sekarang di club bahasa inggrisnya yang ikut ekstra bahasa inggris sudah lumayan banyak. Kemarin yang merekrut juga anak PKL. Kelihatannya muncul lebih banyak, apalagi ini adalah pilihan mereka sendiri bukan pilihan saya. Jadi itu juga membuktikan sudah banyak siswa yang tertarik dengan bahasa inggris. *(The average of the students’ ability is good because the students joined the extra English. It seems more, moreover this is based on their own choice not because of me. So it also proves that there are already students who are interested in English.)*

Q : Bagaimana rata-rata kemampuan siswa dalam kemampuan membaca teks bahasa inggris terutama dalam hal comprehension text? *(What about the students’ ability in reading skill especially reading comprehension?)*

A : Anak-anak itu lebih mudah menerima reading daripada writing, listening, dan sebagainya. Itu mungkin paling mudah. Nah untuk kemampuan rata-rata kelas seperti di TB A dan TB B itu ada perbedaan. Saya cenderung ke kelas TB B karena pemahamannya lebih bagus dan cenderung aktif anaknya, kalau dari teori bagus yang kelas TB A tapi pasif. *(The students are easier to accept reading than other skills. That might be easier. For class average ability, there are differences in TB A’ class and TB B’ class. I tend to TB A because the understanding material is better and tend to be active in the class, while for theory it is better in TB B but passive learner.)*

Q : Pernahkan siswa mengeluh tentang kegiatan KBM? kalau iya, apa saja keluhan yang sering siswa berikan dan bagaimana guru memberi solusi? *(Have the students ever complained about teaching and learning activities? If yes, what are the complains that students often face and how do you provide solutions?)*

A : Kemarin ada yang bertanya, “Bu kok nggak ada permainan kayak mbak PPL
kemaren?” ya Bu Ana memang untuk permainan-permainan masih minim. Saya juga baru mencoba sedikit-sedikit. Paling saya ajak main plesetan kata biar tidak bosan. *(Yesterday, someone asked to me, “Mrs, Why are not there games like students practice from IAIN Salatiga?”. Yes, I am still minimal in using games. At most, I invite play on words so as not to get bored.)*

**Q** : Apakah guru pernah memberikan treatment khusus untuk menunjang kemampuan reading? *(Has the teacher ever provided a special treatment to support reading skill?)*

**A** : Ya, saya selalu kalau ada anak yang salah membaca selalu saya ingatkan cara membaca yang benar itu seperti apa. *(Yes. If there is a student who misreads, I always remind them how to read well?)*

**Q** : Apakah guru pernah menerapkan prinsip teori konstruktivis? *(Did the teacher ever apply constructivist theory principle?)*

**A** : Itu yang berdasarkan pengalaman ya? Kalau itu saya pernah dalam hal penugasan, khususnya untuk text descriptive, anak-anak diminta untuk mendeskripsikan daerah masing-masing, tempat wisata, dan asal-usul daerah asal. Seperti itu. *(Is that based on experience? If so, I have, in terms of assignments especially for descriptive text. The students are asked to disseminate theory respective areas, tourist attractions, and the regional origins.)*

**Q** : Saya kira hanya itu yang saya tanyakan, terimakasih atas waktunya bu. Wassalaumalaikum wr wb. *(I think that is all I ask, thanks for your time.)*

**A** : Sama-sama. Terimakasih. Wassalaumaliakum wr. wb. *(You are welcome.)*
SILABUS BAHASA INGGRIS

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KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), bertanggung-jawab, responsif, dan proaktif melalui keteladanan, pemberian nasihat, penguatan, pembiayaan, dan pengkondisian secara berkesinambungan serta menunjukkan 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: Menahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan fakta, konseptual, prosedural dasar, dan metakognitif sesuai dengan bidang dan lingkup kajian Bahasa Inggris pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dilam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.

KI 4: Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kajian Bahasa Inggris.

Menampilkan kinerja di bawah bimbingan dengan mutu dan kuantitas yang terukur sesuai dengan standar kompetensi kerja. Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarnya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

Menunjukkan keterampilan mempersepsi, kesepakatan, menentukan, memahami, gerak malin, menjadikan gerak alami dalam ranah konkrit terkait dengan pengembangan dari yang dipelajarnya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.

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| 3.4 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi pendek dan sederhana terkait orang, benda dan tempat sesuai dengan konteks penggunaannya. | Indikator KD Pengetahuan: 3.4.1 menyampaikan fungsi sosial dari deskriptif | Teks lisan dan tulis teks deskriptif | Fungsi Sosial  
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Menggetahu,
Kepala Sekolah

SMK Muhammadiyah Suruh

Waka. kurikulum,

Gurumapel

Haryu RWs, Effendi, S.Pd.

Bambang Sudiyono, S.Pd.

NBM. 904879

NBM. 928487

Anna Zainawati, S.Pd.

NBM. 977452
One of the internationally famous eco-tourism destinations in Indonesia is Tanjung Puting National Park in the southwest of Central Kalimantan peninsula. Tanjung Puting National Park offers impressive experience to its visitor. This is called a park, but unlike any park that you have seen in your city, this is a jungle! It is a real jungle, which is home to the most incredible animals in the world: orangutans and proboscis monkeys! The male proboscis monkeys are interesting because they have enormous snout. So, imagine yourself in the jungle, meeting these special animals in their original habitat. What will you do on meeting them?

To see orangutans we should go to Camp Leakey. Camp Leakey is located in the heart of Tanjung Puting National Park. This is a rehabilitation place for ex-captive orangutans and also a preservation site. This camp was established by Birute Galdikas, an important scientist who has studied orangutans since 1971.

To reach the place, we should ride on a boat down Sekonyer River. The boat is popularly called perahu klotok which is a boathouse that can accommodate four people. The trip by the boat to Camp Leakey takes three days and two nights.


1. What is the text about?
   a. Eco-tourism destinations in Indonesia.
   b. Any parks in our cities
   c. A dense jungle in Central Kalimantan
   d. Tanjung Puting National Park
   e. Male proboscis monkeys
2. What animals live in the forest?
3. The following statements are correct, EXCEPT . . . .
   a. Tanjung Puting National Park is well-known
   b. Camp Leakey is located in the heart of the park
   c. The male proboscis monkeys have enormous snout
   d. To reach Camp Leakey, we should ride on a boat down Lake Sekonyer
   e. Tanjung Puting National Park is in the southwest of Central Kalimantan peninsula

4. How long has Birute Galdikas observed orangutans?
   a. For thirty-four years
   b. For forty-three years
   c. For forty-four years
   d. Since 1791
   e. Since 1991

The following text is for question 5 to 9

Situated at the border of Nanggroe Aceh Darussalam and North Sumatra, Mount Leuser National Park is a wildlife park which covers a wide range of ecosystem. It encompasses an environment from coastal to mountainous areas. The national park was declared a biosphere reserve, by UNESCO.

This magnificent park is covered with a lush forest of dipterocarpaceae. It is home for a huge variety of flora and fauna. It protects rare and endangered species like Rhizanthes zippelnii, Rafflesia, orangutans, gibbons, Sumatran tigers, Sumatran rhinos and Sumatran elephants.

Mount Leuser National Park is wide and named after Mount leuser. It stands at 3,404 meters above sea level. In this area, tourists can visit the orangutan rehabilitation center in Bukit Lawang, enjoy cave and canoe tours in Kluet, raft on the Alas River, or camp in Sekunder.

5. What place is described?
   a. Mount Leuser
   b. Mount Leuser National Park
   c. A wildlife in North Sumatra
   d. A zoo in Nanggroe Aceh Darussalam
   e. A conservation center in Sumatra

6. How high is Mount Leuser?
   a. 3,000 meters above sea level
   b. 3,040 meters above sea level
   c. 3,404 meters above sea level
   d. 4,000 meters above sea level
   e. 4,300 meters above sea level

7. Where is the orangutan rehabilitation center?
   a. Bukit Lawang
   b. Sekunder
   c. Langkat
   d. Kluet
   e. Aceh

8. The following are endangered species protected in Mount Leuser National Park, EXCEPT . . . .
   a. gibbons
   b. cheetahs
   c. Sumatran tigers
   d. Sumatran rhinos
   e. Sumatran elephants

9. Which statements is NOT TRUE?
   a. The park is located at the border of Aceh and North Sumatra
   b. The park is covered with a lush forest of dipterocarpaceae
   c. The park was declared a biosphere reserve
   d. The park is the widest wildlife in Indonesia
   e. The park is named after Mount Leuser
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 Dunearn 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.

Adopted from: https://www.belajarbahasainggrisku.id/2015/01/contoh-soal-descriptive-text-untuk-sma.html

10. The text mainly focuses on . . . .
   a. Singapore
   b. Orchard Plantation
   c. Plaza and Mall
   d. Orchard road as business and entertainment center
   e. Shopping Center

11. 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
e. Orchard road is not surrounded by flower garden

12. 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
   e. The distance of Orchard Road

13. Words “it” in line 4 refers to?
   a. The plantation
   b. Luxury branded things
   c. The plaza
   d. Singapore
   e. Suburban street

The following text is for question 14 to 17

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

Adopted from: https://www.belajarbahasainggrisku.id/2015/01/contoh-soal-descriptive-text-untuk-sma.html
14. 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 Introduce The Local tourism in Kebumen
   e. To describe Petruk Cave

15. 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
   e. Because the cave’s depth is as deep as Petruk’s hair

16. 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
   e. Inside the cave

17. What is “lead” means in paragraph 2?
   a. Guide
   b. Take
   c. Bring
   d. Put
   e. Place

The following text is for question 18 to 22

Karimunjawa is an archipelago of 27 islands in the Java Sea, stretching approximately 83 kilometers northwest of Jepara, Central Java. It consists of small islands, mostly uninhabited, with the main ones being Karimunjawa, Kemujan, Menjangan Besar and Menjangan Kecil islands.

The name of Karimunjawa was derived from the Javanese language “kremun kremun saking tanah Jawi” as addressed by one from Wali Songo. The name describes how far these islands from Java, to be exact from Semarang and Jepara.
Designated as a national marine park, Karimunjawa is home to mangrove, coastal forests and a great variety of marine animals such as crabs, anchovy, starfish, sharks, stingray, jellyfish, red snappers, etc. It is also popular tourist destination, with its white sandy beaches, pristine coral reefs and challenging treks through the hills. The reefs are a mixture of fringing and barrier and patched with bottom depths ranging from 15 to 40 meters.

The islands offer stunning diving and snorkeling trips. Fringing reefs, atolls, wrecks and an excellent variety of species make diving in Karimunjawa an unforgettable adventure.


18. What is paragraph two about?
   a. The main islands in Karimunjawa
   b. The origin of the Karimunjawa name
   c. The roles of Wali Songo in Java
   d. The biodiversity in Karimunjawa
   e. The national marine park

19. From the text, it can be concluded that . . .
   a. Tourist can dive and snorkel in Karimunjawa
   b. There are ten inhabited islands in Karimunjawa
   c. Karimunjawa comprises with more than 30 islands
   d. Karimunjawa is 83 kilometers northeast of Jepara
   e. Karimunjawa is popular for its pink beaches and atolls

20. What kinds of vegetation are there in Karimunjawa?
   a. Swamp land and mangrove forest
   b. Savannah and tropical rain forest
   c. Mangrove and coastal forest
   d. Ironwood and rain forest
   e. Scrub and grassland

   What does ‘to designate’ mean?
   a. To inaugurate
   b. To campaign
   c. To preserve
   d. To develop
e. To appoint

22. According to the text, we can find the following marine animals in Karimunjawa, EXCEPT . . . .
   a. Starfish
   b. Goldfish
   c. Stingray
   d. Jellyfish
   e. Snappers

The following text is for question 23 to 25

**Maimun Palace**

Maimun Palace is a tourist destination in North Sumatra which has historical and cultural values. Located at Jalan Brigjen Katamso, Aur, Medan, this palace is iconic to Medan.

The building stands on an area of 2,772 square meters and is the heritage of the Deli Sultanate. It was designed by an Italian architect and built in 1888 under the rule of Sultan Makmun Al Rasyid Perkasa, The Sultan of Deli.

The palace has stunning architecture. It combines Islamic, Dutch and Malay architectures, with a dominant color of yellow, typical of Malay. This two-storey building is divided into three parts, namely, the main building, left, and right wing parts. It is supported by 82 octagonal stone pillars and 43 wooden pillars.

The first floor displays antiques such as old furniture and ornaments, while the second floor is used as the residence of the sultanate families. There are 13 rooms on the second floor, 7 of which are in the main building, 3 rooms in the left wing part and 3 other rooms in the wing part.


23. What is the purpose of the text?
   a. To relate Deli Sultanate
   b. To entertain readers
   c. To describe Maimun Palace
   d. To describe a palace architecture
   e. To relate a person’s trip to Medan
24. From the text we know that ……
   a. Maimun Palace is the heritage of the Deli Sultanate
   b. Maimun Palace was designed by the Sultan of Deli
   c. Maimun Palace covers an area of 2,727 m²
   d. Maimun Palace is a three-storey building with two main parts
   e. The visitors can see antiques on the second floor of the palace

25. “It combines Islamic, Dutch and Malay architectures, ..” (Paragraph 3)
   ‘It’ refers to
   a. Malay architecture
   b. The main building
   c. the Deli Sultanate
   d. Maimun Palace
   e. the residence
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan : SMK Muhammadiyah Suruh
Mata Pelajaran : Bahasa Inggris
Kelas : Experimental Class
Materi Pokok : Teks Deskriptif; Tempat Wisata dan Bangunan Bersejarah Terkenal
Alokasi Waktu : 3 kali pertemuan (@2x45 menit)

A. Kompetensi Inti

KI 1 : Menghayati dan mengamalkan ajaran agama yang dianutnya
KI 2 : Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerjasama, damai), santun, responsif dan proaktif, 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 dan mengevaluasi pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingintahayanya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah
KI 4 : Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Indikator Pencapaian Kompetensi</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan</td>
<td>3.4.1 Mengidentifikasi struktur teks dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi</td>
</tr>
</tbody>
</table>
beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.

3.4.2 Menyebutkan struktur teks dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana.

3.4.3 Membedakan struktur teks dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.

| 4.4 Teks deskriptif | 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal | 4.4.1.1 Merespon teks lisan mengenai teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal |

**C. Tujuan Pembelajaran**

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Mengidentifikasi ungakapan-ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal
2. Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks
3. Memahami struktur teks ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal
4. Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal
5. Menjawab pertanyaan tentang tempat wisata dan bangunan bersejarah terkenal yang diajukan kepadanya

D. Materi Pemelajaran

1. Definition and Social Function of Descriptive Text

Descriptive text is a text that describes an image of a certain thing in which a writer wants to transfer it to the reader.

The social function of the descriptive text is to describe what an object is like. The descriptive text contains the description of an object, which is an animal, location or place, people, thing, etc.

2. The Generic Structure of Descriptive Text

There are two generic structures of descriptive text and each text has its own generic structure.

**Identification**: An introduction to the objects/things described which includes who or what, when, where.

**Description**: 4) A description of an object.

For example the color, the size, the smell, the taste, etc.

5) For persons: what they look like, what they do, how they act, what they like or dislike, what makes them special

6) For something: how it looks, sounds, feels, smells or tastes, where it is seen or found, what it does, how it is used, what makes it special.

3. Language Features

The language features of the descriptive text include the following indicators:

3) Specific participant

   g) Certain noun for example; my car, my dog, my new house; but if (car, dog, dolphin and etc) are not allowed.

   h) The use of detail noun phrase; for example, I have a white skinned girlfriend.

   i) The use of adjectives that have features describing, numbering, classifying; for example two strong legs.
j) The use of thinking verb and feeling verb to express private writer opinion about the subject; for example, I think it is a clever animal, Police believe the suspect is armed.

k) The use of action verb; for example, my cat eats my mouse.

l) The use of figurative language like that simile, metaphor, for example, John is white as chalk.

4) Simple present tense

For example;
I live in a simple house.
The house is very beautiful.
It has a wonderful park.

4. Example of descriptive text

<table>
<thead>
<tr>
<th>Element</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification</td>
<td>Prestasi Junior High School is one of the best school in my town. It is large and it provides the best school facilities to all students. The students can learn better with their best teachers at this school.</td>
</tr>
</tbody>
</table>
| Description | This school is located on Jl. Pretasi No. 88. It has 12 classrooms altogether. It has a large library and not a very large school canteen for students to eat. The head office is located in the front part of the building, but the library is located in the center of the building in order that all students can access this comfortable place easily.  

The school canteen is located in the corner of the building. All students and teachers can take a rest here during the break time. They can enjoy different kinds of food in cheap prices. This place is comfortable enough so that many students like to eat there.  

Prestasi School has a large yard for students and teachers to have different activities such as doing sport and ceremonies. It has also a small park with some trees that makes the school look wonderful and feel cool. Because of the best school facilities and cool location, no wonder many people trust their kids to study at |
Prestasi High School.

Note:
6) The opening paragraph contains things to be explained: Prestasi Junior High School
7) Predicate verbs using PRESENT. The bold portion of the sentence is the predicate.
8) Linking Verb (be): is/are
   is one of.., is large…
9) Action Verb: provide, has, is located, can enjoy, can access, trust
10) Noun Phrase: Large library, head office, center of building, best school facilities

E. Metode Pembelajaran
   Pendekatan : Constructivist Approach
   Model Pembelajaran : 5E Constructivist Instructional Model

F. Media, Alat, dan Sumber Pembelajaran
1. Media : Worksheet (lembar kerja siswa), PPT, picture
2. Alat & Bahan : LCD Proyektor, white board, board marker
3. Sumber Pembelajaran
   M., Bachtiar Bima & Arini, Y.D. (2016) Bahasa Inggris Mata Pelajaran Wajib untuk
   Pardiyono. (2016). See You can! GENRE: Mastering English through Context
   Panduan Praktis Penguasaan Genre, Vocabulary, dan Grammar. Yogyakarta: CV
   Andi Offset.
   http://www.infoakurat.com/2014/06/7-keajaiban-dunia-terbaru.html?m=1

G. Langkah-Langkah Pembelajaran
1. PERTEMUAN ke-1 (Pre-test)
   a) Prosedur Mengajar
      Aktifitas Guru
      - Mengucap salam
      - Peneliti sebagai guru memberi lembar soal kepada siswa.
      - Peneliti meminta siswa untuk menulis nama, nomor absen, dan kelas
- Peneliti menjelaskan kepada siswa bagaimana aturan dalam mengerjakan soal
- Peneliti meminta siswa untuk tidak menggunakan kamus dalam bentuk apapun
- Penelitian meminta siswa untuk mengerjakan tes dengan baik dan tertib

Aktifitas Siswa
Siswa mengerjakan tes secara individu sesuai perintah dari peneliti

b) Evaluasi
Jawaban siswa akan diperiksa oleh peneliti

Rubrik Penilaian Pilihan Ganda

<table>
<thead>
<tr>
<th>No.</th>
<th>Uraian</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Jawaban benar</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>Jawaban salah</td>
<td>0</td>
</tr>
</tbody>
</table>

Skor maksimal = 100
Nilai Siswa = Jawaban benar x 4

2. PERTEMUAN ke-2 (Treatment 1)

<table>
<thead>
<tr>
<th>No.</th>
<th>Kegiatan</th>
<th>Fase Pembelajaran</th>
<th>Rincian Kegiatan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pre-Teach (15 minutes)</td>
<td>Enter</td>
<td>- Salam pembuka serta memanajatkan syukur kepada Tuhan YME</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Meminta salah-satu siswa untuk memimpin berdoa</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Memeriksa kehadiran peserta didik</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Menyampaikan tujuan pembelajaran</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Menjelaskan mekanisme pelaksanaan pembelajaran sesuai dengan langkah-langkah pembelajaran.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Peneliti membimbing siswa untuk bermain “Guessing Game”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Siswa membentuk kelompok yang terdiri dari 4-5 orang dan setiap kelompok menentukan siapa yang menjadi pemain pertama.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>- Setiap anggota memilih satu tempat yang terkenal</td>
</tr>
</tbody>
</table>
dan beberapa clue/petunjuk yang terkait dengan tempat tersebut. Pemain pertama memulai permainan dengan menyatakan petunjuk pertama. Anggota kelompok lain menebak nama tempat yang dijelaskan. Jika anggota menebak dengan benar, ia menjadi pemain kedua dan melakukan hal yang sama seperti pemain pertama. Jika tidak, pemain pertama menyebutkan petunjuk kedua, ketiga, dan keempat hingga mereka dapat menebak dengan benar.
- Setelah semua selesai, peneliti mengajukan pertanyaan kepada masing-masing kelompok “how do you feel about this game?”.
- Dalam tahap ini, siswa mendapat beberapa kesulitan selama game berlangsung seperti “how to describe the place well”, “how do you understand the information that is convey?, dll.
- Peneliti mendorong siswa untuk mengajukan beberapa pertanyaan berkaitan dengan materi yang akan diajarkan.
- Peneliti mengingatkan siswa tentang pengetahuan siswa sebelumnya tentang teks deskriptif.
- Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya
- Memberikan gambaran umum tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari (Pengertian teks deskriptif, contoh dan penggunaannya, struktur teks, dan unsure kebahasaan)

<table>
<thead>
<tr>
<th>2.</th>
<th>While-Teach</th>
<th>Explore</th>
</tr>
</thead>
</table>
| (65) | - Siswa diberi sebuah teks deskriptif berjudul “taj Mahal” dan beberapa bulir soal.  
- Siswa secara berkelompok mengidentifikasi|
| minutes) | perbedaan isi dari setiap paragraph.  
- Peneliti sebagai fasilitator, mengontrol partisipasi siswa dan membimbing siswa menggunakan pengalaman dan pengetahuan mereka sebelumnya.  

**Explain**  
- Hasil diskusi kelompok dibahas bersama di kelas..  
- Siswa bersama peneliti membuat kesimpulan bersama.  
- Peneliti akan menjelaskan secara rinci tentang “the definition of descriptive text, the generic structure of descriptive text, the language feature, dan penjabaran dari contoh descriptive text diatas.”  

**Elaborate**  
- Siswa secara berkelompok menjawab beberapa pertanyaan dari soal yang berkaitan dengan teks deskriptif.  
- Setelah selesai, setiap kelompok memeriksa hasil diskusi kelompok lain. Peneliti membantu siswa untuk menerjemahkan dan memeriksa hasil diskusi.  

| 3. Post-Teach (10 minutes) | Evaluation | - Siswa diberi beberapa pertanyaan tentang materi pembelajaran untuk kemudian membuat kesimpulan tentang pembelajaran yang sudah berlangsung, membandingkan pengetahuan sebelum dan sesudah pembelajaran.  
- Peneliti dan siswa melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya  
- Peneliti dan siswa memberikan umpan balik terhadap proses dan hasil pembelajaran  
- Peneliti meminta salah satu siswa untuk memimpin berdoa dan mengucapkan salam perpisahan.  

---

3. PEKTEMUAN III (Treatment 2 dan Post-test)

<table>
<thead>
<tr>
<th>No.</th>
<th>Kegiatan</th>
<th>Fase Pembelajaran</th>
<th>Rincian Kegiatan</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre-Teach (10 minutes)</td>
<td>Enter</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>-----------------------</td>
<td>----------------------------------------------------------------------</td>
<td>---</td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td>- Salam pembuka serta memanjatkan syukur kepada Tuhan YME</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Meminta salah-satu siswa untuk memimpin berdoa</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>- Memeriksa kehadiran peserta didik</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Menyampaikan tujuan pembelajaran</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Peneliti mengingatkan kembali materi yang telah disampaikan dengan mendorong siswa untuk bertanya jawab tentang materi descriptive text.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>While-Teach (20 minutes)</th>
<th>Explore</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td></td>
<td>- Siswa diberi sebuah teks deskriptif berjudul “Yogyakarta” dan beberapa bulir soal.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Siswa secara berkelompok mengidentifikasi perbedaan isi dari setiap paragraph.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Peneliti sebagai fasilitator, mengontrol partisipasi siswa dan membimbing siswa menggunakan pengalaman dan pengetahuan mereka sebelumnya.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Explain</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>- Hasil diskusi kelompok dibahas bersama di kelas..</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Siswa bersama peneliti membuat kesimpulan bersama.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- Peneliti akan menjelaskan kembali secara rinci tentang “the definition of descriptive text, the generic structure of descriptive text, the language feature, serta mengaitkan dengan contoh yang sudah diberikan.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Elaborate</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Siswa secara berkelompok menjawab beberapa pertanyaan dari soal yang berkaitan dengan teks deskriptif.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Setelah selesai, setiap kelompok memeriksa hasil diskusi kelompok lain. Peneliti membantu siswa untuk menerjemahkan dan memeriksa hasil diskusi.</td>
<td></td>
</tr>
</tbody>
</table>
3. **Post-Teach (60 minutes)**

**Evaluation**

- Siswa membuat kesimpulan tentang pembelajaran yang sudah berlangsung, membandingkan pengetahuan sebelum dan sesudah pembelajaran.
- Peneliti dan siswa melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya.
- Peneliti dan siswa memberikan umpan balik terhadap proses dan hasil pembelajaran.
- Post-test
- Peneliti meminta salah satu siswa untuk memimpin berdoa dan mengucapkan salam perpisahan.

### H. Penilaian

1. **Indikator, teknik, dan bentuk instrument**

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik Penilaian</th>
<th>Bentuk Instrumen</th>
<th>Instrumen/soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Mengidentifikasi tujuan teks deskriptif</td>
<td>Tes Tulis</td>
<td>Jawaban singkat</td>
<td>Read the following text aloud</td>
</tr>
<tr>
<td>- Mengidentifikasi struktur teks deskriptif</td>
<td></td>
<td></td>
<td>Answer the following question based on the text above.</td>
</tr>
<tr>
<td>- Mengidentifikasi unsur kebahasaan teks deskriptif</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Menjawab pertanyaan yang berkaitan dengan teks deskriptif</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Menyebutkan kata sifat yang berhubungan dengan teks deskriptif</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. **Instrument:**

**Pre-test** dan **Post-test** : terlampir

Key Answered

Taj Mahal, an epitome of love, is actually a mausoleum. Standing majestically on the bank of the Yamuna River, the Taj Mahal is synonymous to love and romance. Taj Mahal was constructed by Mughal Emperor Shah Jahan in memory of his beloved wife and queen. The name “Taj Mahal” was derived from the name of Shah Jahan’s wife, Mumtaz Mahal, which means crown of palaces.

Taj Mahal represents the finest architectural and artistic achievement. The mausoleum was constructed of pure white marble. The white marble is inlaid with semi-precious stones (including jade, crystal, lapis lazuli, amethyst and turquoise) that form the intricate designs. Its central dome reaches a height of 240 feet (73 meters). The dome is surrounded by four smaller domes. Four slender towers, or minarets, stand at the corners. Inside the mausoleum, an octagonal marble chamber adorned with carvings and semi-precious stones houses the false tomb of Mumtaz Mahal. Her actual remains lie in the garden.

Taj Mahal shows shades of magnificent beauty at different time during the day. At dawn when the first rays of the sun hits the dome of this epic monument, it radiates like a heavenly pinkish palace. At daytime, when the sky is bright and clear, the Taj looks milky white. On a moonlit night when the full moon’s rays fall on the glistening white marble, the cool man rays reflect back from the white marble and give the Taj Mahal a tinge of blue color. It’s simply breathtaking! With such beauty, no wonder Taj Mahal is one of the New Seven Wonders of the World.

Vocabulary

epitome : lambang
crown : mahkota
mausoleum : makam
majestically : Yang mulia
intricate : rumit
tinge : semburat
minaret : menara
majestically : Yang mulia
tomb : makam
turquoise : Warna pirus
adorned : dihiasi
pinkish : Merah muda

Answer the following question based on the text above.

1. What does the text talk about?
2. Where can we find Taj Mahal?
3. Why do you think Shah Jahan built Taj Mahal?
4. Why is the design of Taj Mahal complicated?
5. What is Taj Mahal like from outside?

Key Answered

1. The text talk about Taj Mahal
2. Taj Mahal standing majestically on the bank of the Yamuna River
3. Taj Mahal was built by Mughal Emperor Shah Jahan in memory of his beloved wife and queen.
4. The design of Taj Mahal complicated because Taj Mahal represents the finest architectural and artistic achievement
5. From outside, Taj Mahal shows shades of magnificent beauty at different time during the day.

Treatment 2

Yogyakarta

Yogyakarta is one of the nicest places I have ever visited. It is a city in south of Java Island. It is a popular holiday resort for people who like cultural and historical sites.

Yogyakarta is a small city but there are lots of different things to see. There are many temples in the province, such as Prambanan, Kalasan and Sambi Sari. There are also two palaces that we must not miss, Hamengkubuwono and Paku Alam palace.
Yogyakarta is a tropical city. There are lots of palm trees and other tropical fruit trees. There are also beautiful beaches, such as Parangtritis, Krakal, Kukup, Glagah. It is not difficult to get around the city at the day because taxis and buses are easily found.

Unfortunately, there is no bus in the evening. The only way to see the nightlife of the city is by taxi, but it is rare at night. I like Yogyakarta because it's a beautiful and peaceful city. I would like to visit it again one day.

Vocabulary
resort : Tempat beristirahat temple : candi
palace : istana nightlife : Dunia malam

Answer the following question based on the text above!
1. What is the purpose of the text above?
2. What is the function of paragraph 1?
3. What is the function of paragraph 3?
4. Please mention 4 simple present tenses of the text!
5. Where is Yogyakarta?
6. What does it’ (pr. 1 the 2nd sentences) refer to?
7. How are the beaches in Yogyakarta?
8. What does the writer think of Yogyakarta?
9. What is the synonym of “popular”?
10. What is the main idea of the third paragraph?

Key Answered :
1. The purpose of the text is to describe about Yogyakarta.
2. The function of paragraph 1 is to identify about Yogyakarta.
3. The function of paragraph 3 is to describe about Yogyakarta as a tropical city.
4. Simple present tense of this text are: is, have, are, see, visit.
5. Yogyakarta is a city in south of Java Island
6. It refers to the word Yogyakarta
7. There are also beautiful beaches in Yogyakarta, such as Parangtritis, Krakal, Kukup, Glagah.
8. The writer like Yogyakarta because it's a beautiful and peaceful city
9. The synonym of ‘popular’ is famous
10. The main idea of the third paragraph is Yogyakarta is a tropical city

3. Rubrik Penilaian Essay

<table>
<thead>
<tr>
<th>No.</th>
<th>Criteria</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Complete answer and the sentence format was appropriate</td>
<td>5</td>
</tr>
<tr>
<td>2.</td>
<td>The answer was not complete and the format was appropriate</td>
<td>4</td>
</tr>
<tr>
<td>3.</td>
<td>The answer did not quite complete and the sentence format was appropriate</td>
<td>3</td>
</tr>
<tr>
<td>4.</td>
<td>The answer do not quite complete and the sentence format did not</td>
<td>2</td>
</tr>
</tbody>
</table>

4. Pedoman Penilaian

Dalam tes ini terdiri dari 25 multiple choice untuk pre-test dan post-test, 5 short answer question untuk treatment pertama and 10 short answer question in treatment kedua. Penilaian test ini adalah sebagai berikut:

Pre-test dan Post-test

Rubrik Penilaian Pilihan Ganda

<table>
<thead>
<tr>
<th>No.</th>
<th>Uraian</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Jawaban benar</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>Jawaban salah</td>
<td>0</td>
</tr>
</tbody>
</table>

Skor maksimal = 100

Nilai Siswa = Jawaban benar x 4

Treatment 1

a. Jumlah skor maksimal = 25
b. Skor untuk setiap nomor = 5
c. Nilai = Jumlah skor x 4
   = 100

Treatment 2

a. Jumlah skor maksimal = 50
b. Skor untuk setiap nomor = 5
c. Nilai = Jumlah skor x 2
Salatiga, Januari 2018

Guru Bahasa Inggris

Peneliti

Ana Rahmawati, S.Pd.
NBM. 977452

Retno Listyoasih
113 14 159

Mengetahui,

Kepala Sekolah

SMK Muhammadiyah Suruh

Haryu RWs Effendi, S.Pd.
NBM. 904879
### Students' Attendance List

**SMK Muhammadiyah Suruh**  
(Experimental Class X TB A)

<table>
<thead>
<tr>
<th>No.</th>
<th>Students' Name</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ALFINA DAMAYANTI</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>ALVINI CANDRIKA DEWI</td>
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<td></td>
</tr>
<tr>
<td>3</td>
<td>AMBARWATI</td>
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<td></td>
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<tr>
<td>4</td>
<td>ANGKI ROSITA</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>5</td>
<td>DELA LARASATI</td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>6</td>
<td>DIAN ANGGRAINI MAYANG SARI</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>DILA ARUM MUTIARA</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>DILLA ANNISA NURMELANI</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>EKA RATNA SUPANTIASTUTI</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>ELLYA TAMARANI</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>FITRI RAHMAWATI</td>
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<tr>
<td>12</td>
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<tr>
<td>13</td>
<td>MAFEKA ULVANA</td>
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<tr>
<td>15</td>
<td>MELATI KUSUMA SISWI</td>
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<tr>
<td>16</td>
<td>MIS MIYATI</td>
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<tr>
<td>17</td>
<td>NADIA SOLEHA</td>
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<tr>
<td>18</td>
<td>NAENI RAHMAWATI</td>
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<td></td>
</tr>
<tr>
<td>19</td>
<td>RAHAYU AFIFA MUTAHAROH</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>RANI DRAMA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>RISKA ELIYANA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>RISKA PUTRIANA RAHMA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>ROSIANA EKA FARIDA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>TIARA FAJARWATI</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>TRI MEWIATI</td>
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<td></td>
</tr>
<tr>
<td>26</td>
<td>UMI NUR HANIFAH</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>27</td>
<td>USWATUN KHASANAH</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>VINA NABILLA</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Keterangan:**

1. Kegiatan Post-test tertanggal **Januari 11th, 2019**
2. Kegiatan Treatment 1 tertanggal **Januari 15th, 2019**
3. Kegiatan Treatment 2 tertanggal **Januari 16th, 2019**
4. Kegiatan Post-test tertanggal **Januari 26th, 2019**
Pre-test Experimental Group – Students 1


17 x 4 = 68
Post-test Experimental Group – Students 1

No: 01
KE105: X TB A

7. A 17. A 27. A
9. D 19. A
10. D 20. C

B = 23 x 4
= 92

To prevent is better than cure
Pre-test Experimental Group – Students 2


keas: x TBA

11. c  12. b  13. a  14. c  15. a  16. d  17. a  18. b

B = 18 x 4

= 72
Post-test Experimental Group – Students 2

1. a. 2. a
2. b. 3. c
3. d. 4. a
5. b.

d. 2a = 19 x 9

B = 19 x 9

B = 171

B = 76

No: 3
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Satuan Pendidikan : SMK Muhammadiyah Suruh
Mata Pelajaran : Bahasa Inggris
Kelas : Control Class
Materi Pokok : Teks Deskriptif; Tempat Wisata dan Bangunan Bersejarah Terkenal
Alokasi Waktu : 3 kali pertemuan (@2x45 menit)

I. Kompetensi Inti

KI 1 : Menghayati dan mengamalkan ajaran agama yang dia nutnya

KI 2 : Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (gotong royong,
    kerjasama, damai), santun, responsif dan proaktif, 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 dan mengevaluasi pengetahuan fakultas,
    konseptual, prosedural, dan metakognitif 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

KI 4 : Mengolah, menalar, menyaji, dan mencipta dalam ranah konkret dan ranah
    abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara
    mandiri serta bertindak secara efektif dan kreatif, dan mampu menggunakan
    metode sesuai kaidah keilmuan.

J. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Indikator Pencapaian Kompetensi</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.4 Membedakan fungsi sosial, struktur teks, dan</td>
<td>3.4.1 Mengidentifikasi struktur teks dan unsur kebahasaan beberapa teks deskriptif lisan dan</td>
</tr>
<tr>
<td>unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.</td>
<td>tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>3.4.2 Menyebutkan struktur teks dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana.</td>
<td>3.4.3 Membedakan struktur teks dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.</td>
</tr>
</tbody>
</table>

| 4.4 Teks deskriptif | 4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal | 4.4.1.1 Merespon teks lisan mengenai teks *deskriptif* terkait tempat wisata dan bangunan bersejarah terkenal |

**K. Tujuan Pembelajaran**

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

6. Mengidentifikasi ungakapan-ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal

7. Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks
8. Memahami struktur teks ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal
9. Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal
10. Menjawab pertanyaan tentang tempat wisata dan bangunan bersejarah terkenal yang diajukan kepadanya

L. Materi Pembelajaran
5. Definition and Social Function of Descriptive Text
   Descriptive text is a text that describes an image of a certain thing in which a writer wants to transfer it to the reader.
   The social function of the descriptive text is to describe what an object is like. The descriptive text contains the description of an object, which is an animal, location or place, people, thing, etc.

6. The Generic Structure of Descriptive Text
   There are two generic structures of descriptive text and each text has its own generic structure.
   **Identification**: An introduction to the objects/things described which includes who or what, when, where.
   **Description**: 7) A description of an object.
   For example the color, the size, the smell, the taste, etc.
   8) For persons: what they look like, what they do, how they act, what they like or dislike, what makes them special
   9) For something: how it looks, sounds, feels, smells or tastes, where it is seen or found, what it does, how it is used, what makes it special.

7. Language Features
   The language features of the descriptive text include the following indicators:
   5) Specific participant
      m) Certain noun for example; my car, my dog, my new house; but if (car, dog, dolphin and etc) are not allowed.
      n) The use of detail noun phrase; for example, I have a white skinned girlfriend.
      o) The use of adjectives that have features describing, numbering, classifying; for example two strong legs.
p) The use of thinking verb and feeling verb to express private writer opinion about the subject; for example, I think it is a clever animal, Police believe the suspect is armed.

q) The use of action verb; for example, my cat eats my mouse.

r) The use of figurative language like that simile, metaphor, for example, John is white as chalk.

6) Simple present tense

For example;
I live in a simple house.
The house is very beautiful.
It has a wonderful park.

8. Example of descriptive text

<table>
<thead>
<tr>
<th>Element</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identification</td>
<td>Prestasi Junior High School is one of the best school in my town. It is large and it provides the best school facilities to all students. The students can learn better with their best teachers at this school.</td>
</tr>
</tbody>
</table>
| Description | This school is located on Jl. Prestasi No. 88. It has 12 classrooms altogether. It has a large library and not a very large school canteen for students to eat. The head office is located in the front part of the building, but the library is located in the center of the building in order that all students can access this comfortable place easily.  

The school canteen is located in the corner of the building. All students and teachers can take a rest here during the break time. They can enjoy different kinds of food in cheap prices. This place is comfortable enough so that many students like to eat there.  

Prestasi School has a large yard for students and teachers to have different activities such as doing sport and ceremonies. It has also a small park with some trees that makes the school look wonderful and feel cool. Because of the best school facilities and cool location, no wonder many people trust their kids to study at |
Note:
11) The opening paragraph contains things to be explained: Prestasi Junior High School
12) Predicate verbs using PRESENT. The bold portion of the sentence is the predicate.
13) Linking Verb (be): is/are
   is one of., is large...
14) Action Verb: provide, has, is located, can enjoy, can access, trust
15) Noun Phrase: Large library, head office, center of building, best school facilities

M. Metode Pembelajaran
Pendekatan : Conventional Approach
Model Pembelajaran : Group Discussion

N. Media, Alat, dan Sumber Pembelajaran
4. Media : Worksheet (lembar kerja siswa), PPT
5. Alat & Bahan : LCD Proyektor, white board, board marker
6. Sumber Pembelajaran
   M., Bachtiar Bima & Arini, Y.D. (2016) Bahasa Inggris Mata Pelajaran Wajib untuk
   Pardiyono. (2016). See You can! GENRE: Mastering English through Context
   Panduan Praktis Penguasaan Genre, Vocabulary, dan Grammar. Yogyakarta: CV
   Andi Offset.
   http://www.infoakurat.com/2014/06/7-keajaiban-dunia-terbaru.html?m=1

O. Langkah-Langkah Pembelajaran
4. PERTEMUAN ke-1 (Pre-test)
   c) Prosedur Mengajar
      Aktifitas Guru
      - Mengucap salam
      - Peneliti sebagai guru memberi lembar soal kepada siswa.
      - Peneliti meminta siswa untuk menulis nama, nomor absen, dan kelas
- Peneliti menjelaskan kepada siswa bagaimana aturan dalam mengerjakan soal
- Peneliti meminta siswa untuk tidak menggunakan kamus dalam bentuk apapun
- Penelitian meminta siswa untuk mengerjakan tes dengan baik dan tertib

Aktifitas Siswa
Siswa mengerjakan tes secara individu sesuai perintah dari peneliti
d) Evaluasi
Jawaban siswa akan diperiksa oleh peneliti
Jawaban siswa akan diperiksa oleh peneliti
Rubrik Penilaian Pilihan Ganda

<table>
<thead>
<tr>
<th>No.</th>
<th>Uraian</th>
<th>Skor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Jawaban benar</td>
<td>1</td>
</tr>
<tr>
<td>2.</td>
<td>Jawaban salah</td>
<td>0</td>
</tr>
</tbody>
</table>

Skor maksimal = 100
Nilai Siswa= Jawaban benar x 4

5. PERTEMUAN ke-2 (Treatment 1)

<table>
<thead>
<tr>
<th>No.</th>
<th>Kegiatan</th>
<th>Rincian Kegiatan</th>
</tr>
</thead>
</table>
| 1.  | Pre-Teaching (10 minutes) | - Salam pembuka, memanajatkan syukur kepada Tuhan YME dan berdoa untuk memulai pembelajaran  
|     |                      | - Memeriksa kehadiran peserta didik  
|     |                      | - Menyampaikan tujuan pembelajaran  
|     |                      | - Menyampaikan cakupan materi dan uraian kegiatan  |
| 2.  | While-Taching (70 minutes) | - Peneliti menampilkan beberapa gambar tempat wisata  
|     |                      | - Peneliti memberikan beberapa pertanyaan kepada siswa mengenai gambar yang ditampilkan  
|     |                      | - Peneliti memberi umpan agar siswa bertanya tentang hal yang belum dimengerti  
|     |                      | - Peneliti menampilkan contoh teks deskriptif tentang tempat wisata atau bangunan bersejarah  
|     |                      | - Siswa bersama-sama mengidentifikasi struktur teks, unsure kebahasaan, serta informasi tersurat dari teks deskriptif yang |
dibaca.
- Peneliti meminta siswa untuk membuat kelompok dan berdiskusi untuk mengidentifikasi struktur teks, serta unsure kebahasaan dalam teks deskriptif yang berjudul “Taj mahal” yang disediakan.
- Peneliti menyuruh siswa untuk mempresentasikan hasil dari kerja kelompok tentang analisa dari teks deskriptif sederhana
- Peneliti juga meminta siswa untuk menjawab beberapa pertanyaan yang terkait dengan teks deskriptif secara berkelompok
- Setelah selesai, setiap kelompok memeriksa hasil diskusi kelompok lain. Peneliti membantu siswa untuk menerjemahkan dan memeriksa hasil diskusi.

3. **Post-Teaching (10 minutes)**
- Peneliti dan siswa melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya
- Peneliti dan siswa memberikan umpan balik terhadap proses dan hasil pembelajaran
- Peneliti meminta salah satu siswa untuk memimpin berdoa dan mengucapkan salam perpisahan.

6. **PERTEMUAN III (Treatment 2 dan Post-test)**

<table>
<thead>
<tr>
<th>No.</th>
<th>Kegiatan</th>
<th>Rincian Kegiatan</th>
</tr>
</thead>
</table>
| 1.  | Pre-Teaching      | - Salam pembuka, memanajakan syukur kepada Tuhan YME dan berdoa untuk memulai pembelajaran  
|      | (10 minutes)     | - Memeriksa kehadiran peserta didik                                               
|      |                   | - Menyampaikan tujuan pembelajaran                                               
|      |                   | - Peneliti mengingatkan kembali materi yang telah disampaikan dengan mendorong siswa untuk bertanya jawab tentang materi descriptive text.  
|      |                   | - Memberikan gambaran tentang manfaat mempelajari pelajaran yang akan dipelajari dalam kehidupan sehari-hari.  
| 2.  | While-Taching     | - Siswa diberi sebuah teks deskriptif yang berjudul “Yogyakarta” dan beberapa bulir soal. |
148
(20 minutes)
- Siswa secara berkelompok mengidentifikasi perbedaan isi dari setiap paragraph.
- Peneliti memberikan beberapa pertanyaan kepada siswa mengenai teks descriptif
- Peneliti memberi umpan agar siswa bertanya tentang hal yang belum dimengerti
- Hasil diskusi kelompok dibahas bersama di kelas.
- Peneliti akan menjelaskan kembali secara rinci tentang “the definition of descriptive text, the generic structure of descriptive text, the language feature, serta mengaitkan dengan contoh yang sudah diberikan
- Siswa secara berkelompok menjawab beberapa pertanyaan dari soal yang berkaitan dengan teks descriptif.
- Setelah selesai, setiap kelompok memeriksa hasil diskusi kelompok lain. Peneliti membantu siswa untuk menerjemahkan dan memeriksa hasil diskusi.

3. Post-Teaching (60 minutes)
- Peneliti dan siswa melakukan refleksi terhadap kegiatan pembelajaran dan manfaat-manfaatnya
- Peneliti dan siswa memberikan umpan balik terhadap proses dan hasil pembelajaran
- Post-test
- Peneliti meminta salah satu siswa untuk memimpin berdoa dan mengucapkan salam perpisahan.

P. Penilaian
1. Indikator, teknik, dan bentuk instrumen

<table>
<thead>
<tr>
<th>Indikator Pencapaian Kompetensi</th>
<th>Teknik Penilaian</th>
<th>Bentuk Instrumen</th>
<th>Instrumen/soal</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Mengidentifikasi tujuan teks deskriptif</td>
<td>Tes Tulis</td>
<td>Jawaban singkat</td>
<td>Read the following text aloud</td>
</tr>
<tr>
<td>• Mengidentifikasi struktur teks deskriptif</td>
<td></td>
<td></td>
<td>Answer the following question</td>
</tr>
<tr>
<td>• Mengidentifikasi unsur kebahasaan</td>
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</tbody>
</table>
Taj Mahal, an epitome of love, is actually a mausoleum. Standing majestically on the bank of the Yamuna River, the Taj Mahal is synonymous to love and romance. Taj Mahal was constructed by Mughal Emperor Shah Jahan in memory of his beloved wife and queen. The name “Taj Mahal” was derived from the name of Shah Jahan’s wife, Mumtaz Mahal, which means crown of palaces.

Taj Mahal represents the finest architectural and artistic achievement. The mausoleum was constructed of pure white marble. The white marble is inlaid with semi-precious stones (including jade, crystal, lapis lazuli, amethyst and turquoise) that form the intricate designs. Its central dome reaches a height of 240 feet (73 meters). The dome is surrounded by four smaller domes. Four slender towers, or minarets, stand at the corners. Inside the mausoleum, an octagonal marble chamber adorned
with carvings and semi-precious stones houses the false tomb of Mumtaz Mahal. Her actual remains lie in the garden.

Taj Mahal shows shades of magnificent beauty at different time during the day. At dawn when the first rays of the sun hits the dome of this epic monument, it radiates like a heavenly pinkish palace. At daytime, when the sky is bright and clear, the Taj looks milky white. On a moonlit night when the full moon’s rays fall on the glistening white marble, the cool man rays reflect back from the white marble and give the Taj Mahal a tinge of blue color. It’s simply breathtaking! With such beauty, no wonder Taj Mahal is one of the New Seven Wonders of the World.


Vocabulary

epitome : lambang
crown : mahkota
mausoleum : makam
majestically : Yang mulia
intricate : rumit
tinge : semburat
minaret : menara
tomb : makam
turquoise : Warna pirus
adorned : dihiasi
pinkish : Merah muda

Answer the following question based on the text above.

1. What does the text talk about?
2. Where can we find Taj Mahal?
3. Why do you think Shah Jahan built Taj Mahal?
4. Why is the design of Taj Mahal complicated?
5. What is Taj Mahal like from outside?

Key Answered

1. The text talk about Taj Mahal
2. Taj Mahal standing majestically on the bank of the Yamuna River
3. Taj Mahal was built by Mughal Emperor Shah Jahan in memory of his beloved wife and queen.
4. The design of Taj Mahal complicated because Taj Mahal represents the finest architectural and artistic achievement
5. From outside, Taj Mahal shows shades of magnificent beauty at different times during the day.

Treatment 2

Yogyakarta

Yogyakarta is one of the nicest places I have ever visited. It is a city in south of Java Island. It is a popular holiday resort for people who like cultural and historical sites.

Yogyakarta is a small city but there are lots of different things to see. There are many temples in the province, such as Prambanan, Kalasan and Sambi Sari. There are also two palaces that we must not miss, Hamengkubuwono and Paku Alam palace.

Yogyakarta is a tropical city. There are lots of palm trees and other tropical fruit trees. There are also beautiful beaches, such as Parangtritis, Krakal, Kukup, Glagah. It is not difficult to get around the city at the day because taxis and buses are easily found.

Unfortunately, there is no bus in the evening. The only way to see the nightlife of the city is by taxi, but it is rare at night. I like Yogyakarta because it's a beautiful and peaceful city. I would like to visit it again one day.

Vocabulary

resort : Tempat beristirahat  temple : candi
palace : istana  nightlife : Dunia malam

Answer the following question based on the text above!

11. What is the purpose of the text above?
12. What is the function of paragraph 1?
13. What is the function of paragraph 3?
14. Please mention 4 simple present tenses of the text!
15. Where is Yogyakarta?
16. What does it’ (pr. 1 the 2nd sentences) refer to?
17. How are the beaches in Yogyakarta?
18. What does the writer think of Yogyakarta?
19. What is the synonym of “popular”?
20. What is the main idea of the third paragraph?

Key Answered:
11. The purpose of the text is to describe about Yogyakarta.
12. The function of paragraph 1 is to identify about Yogyakarta.
13. The function of paragraph 3 is to describe about Yogyakarta as a tropical city.
14. Simple present tense of this text are: is, have, are, see, visit.
15. Yogyakarta is a city in south of Java Island
16. It refers to the word Yogyakarta
17. There are also beautiful beaches in Yogyakarta, such as Parangtritis, Krakal, Kukup, Glagah.
18. The writer like Yogyakarta because it's a beautiful and peaceful city
19. The synonym of ‘popular’ is famous
20. The main idea of the third paragraph is Yogyakarta is a tropical city

3. Rubrik Penilaian

<table>
<thead>
<tr>
<th>No.</th>
<th>Criteria</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Complete answer and the sentence format was appropriate</td>
<td>5</td>
</tr>
<tr>
<td>2.</td>
<td>The answer was not complete and the format was appropriate</td>
<td>4</td>
</tr>
<tr>
<td>3.</td>
<td>The answer did not quite complete and the sentence format was appropriate</td>
<td>3</td>
</tr>
<tr>
<td>4.</td>
<td>The answer do not quite complete and the sentence format did not</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>appropriate</td>
<td></td>
</tr>
</tbody>
</table>

4. Pedoman Penilaian

Dalam tes ini terdiri dari 25 multiple choice untuk pre-test dan post-test, 5 short answer question untuk treatment pertama dan 10 short answer question in treatment kedua. Penilaian test ini adalah sebagai berikut:

Pre-test dan Post-test

Rubrik Penilaian Pilihan Ganda

<table>
<thead>
<tr>
<th>No.</th>
<th>Uraian</th>
<th>Skor</th>
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<tbody>
<tr>
<td>1.</td>
<td>Jawaban benar</td>
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</tr>
<tr>
<td>2.</td>
<td>Jawaban salah</td>
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</tr>
</tbody>
</table>

Skor maksimal = 100

Nilai Siswa= Jawaban benar x 4
Treatment 1

d. Jumlah skor maksimal = 25
e. Skor untuk setiap nomor = 5
f. Nilai = Jumlah skor x 4
   = 100

Treatment 2

d. Jumlah skor maksimal = 50
e. Skor untuk setiap nomor = 5
f. Nilai = Jumlah skor x 2
   = 100

Salatiga, Januari 2018

Guru Bahasa Inggris

Peneliti

Ana Rahmawati, S.Pd.
NBM. 977452

Retno Listyoasih
113 14 159

Mengetahui,
Kepala Sekolah
SMK Muhammadiyah Suruh

Haryu RWs Effendi, S.Pd.
NBM. 904879
# Students' Attendance List

**SMK Muhammadiyah Suruh**

( Control Class X.TB B)

<table>
<thead>
<tr>
<th>No.</th>
<th>Students' Name</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
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<td>1</td>
<td>ANISA NUR ZAKIYAH</td>
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<td>YULIYA KHUSNUL FATMAWATI</td>
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<td>ZAFIA NURHARRIZA</td>
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<td>FANISA RISTIANA F</td>
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</tbody>
</table>

**Keterangan:**

1. Kegiatan Post-test tertanggal **Januari 10th, 2019**
2. Kegiatan Treatment 1 tertanggal **Januari 11th, 2019**
3. Kegiatan Treatment 2 tertanggal **Januari 29th, 2019**
4. Kegiatan Post-test tertanggal **Januari 24th, 2019**
Pre-test Control Group – Student 1

No : 04

2) A  17. C  22. B
3) A  18. A  23. D
6) C  21. C
7) A  17. E
8) B  18. A
10) D  20. C  21. 6 = 1
Post-test Control Group – Students 1

No: 104
Keypad: X TR G

1. B × C = 36
2. A × A = 16
3. A × D = 12
4. E × E = 25
5. D × D = 25
6. C × C = 16
7. A × A = 11
8. B × B = 15 × 9
9. B × D × B = 60
10. D × C
Pre-test Control Group – Student 2

1. D  C  E  II  E  10  E  20  C
2. A  I  A  B  E  D  20  B
3. A  E  B  A  B  A  B  D
4. D  0  D  4  E  4  B  4  E
5. D  10  D  4  E  10  E  20  D

B = 16 x 4
   = 64
Post-test Control Group – Student 2

No. 318
Room: 2 X 7B-B

1. D C E B
3. D B B A B B 0: D
4. D B A A D B D
5. B 16 D 15 D 0: E 0: D

B: 10 x 9
= 72
PHOTOS DOCUMENTATION

Pre-test of Experimental Group

First Treatment of Experimental Group

Second Treatment of Experimental Group

Post-test of Experimental Group