THE EFFECT OF PREVIEW, QUESTION, READ, SUMMARY, TEST (PQRST) METHOD ON THE EIGHT GRADE STUDENTS READING COMPREHENSION OF MTS LABORATORIUM KOTA JAMBI

THESIS

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ENGLISH EDUCATION PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
THE STATE ISLAMIC UNIVERSITY
SULTHAN THAHA SAIFUDDIN JAMBI
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THESIS

Submitted as a Partial Fulfillment of the Requirements to Obtain

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2018
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Assalamu’alaikum Warahmatullahi Wabarakatuh

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useful for education, religion, and nation.

Wassalamu’alaikum Warahmatullahi Wabarakatuh.

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As certain parts of the thesis which I quoted from the work of other people, I have written the source clearly in accordance with the norms, rules, ethics, of scientific writing.

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Therefore, in writing this thesis statement I am in god health and mind.
DEDICATION

In the name of Allah SWT the most gracious and the most merciful, who has given the researcher mercy and blessing, health and ability to finish thesis. Sholawat to the Prophet Muhammad SAW his coming really change the world.

Special Thanks to:

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MOTTO

وَاللَّهُ أَخْرَجَكُم مِّن بُطُونٍ أَمْهَاتِكُمْ لَا تَعْلَمُونَ شَيْئًا وَجَعَلَ لَكُمُ السَّمْعَ
وَالأَبْصَارَ وَالأَفْئِدَةَ ۙ لَعَلَّكُمْ تَشْكُرُونَ (٧٨)

“Allah brought you out of your mothers' wombs in this state that you knew nothing: He gave you ears and eyes and thinking minds so that you may be grateful.”

(Q.S An-Nahl : 78)
ABSTRACT

Name: Ires Sepri Yesi
Department: English Education
Title: The Effect of PQRST Method on the Eight Grade Student Reading Comprehension of Mts Laboratorium Kota Jambi.

The purpose of the research is to find out there is any significant effect in reading comprehension at the eight grade students of Mts Laboratorium Kota Jambi after they were taught by using PQRST method, and there is any significant different between experimental class and control class in reading comprehension at the eight grade students Mts Laboratorium Kota Jambi. The method used in this research was a quantitative method and the design used in this study was a quasi-experimental design. In collecting the data, the researcher conducted pre-test and post-test by serving reading comprehension test which consist 25 multiple choice items for each test.

The result of this research show that there is significant effect in reading comprehension at the eight grade students Mts Laboratorium Kota Jambi after they were taught by using PQRST method. The result has proven that the mean score difference between pre-test 40 and post-test 90 in experimental class. The other result show that there is any significant different between experimental class and control class. The difference is the mean difference between the result of post-test in experimental class was 90 and post-test in control class was 80.

Key Words: Reading Comprehension, PQRST, Descriptive Text
ABSTRACT

Name: Ires Sepri Yesi

Department: English Education

Title: The Effect of PQRST Method on the Eight Grade Student Reading Comprehension of Mts Laboratorium Kota Jambi.

Kemampuan siswa dalam pemahaman bacaan masih tergolong rendah. Hal ini dikarenakan penguasaan kosa kata siswa yang masih kurang, siswa mengalami kesulitan dalam menemukan ide utama dari bacaan dan sulit untuk menjawab pertanyaan dari teks bacaan. Salah satu strategi yang digunakan untuk mengatasi masalah tersebut adalah dengan kegiatan metode PQRST.


Kata Kunci: Pemahaman Bacaan, PQRST method, TEKS deskriptif.
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It is expected that this thesis will give contribution to the Students of English Education Program especially in learning process. Then, the researcher realized that this thesis is still far from being perfect.
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Jambi, 6 December 2018
Researcher,

[Signature]

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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>TITLE COVER</td>
<td>i</td>
</tr>
<tr>
<td>PAGE TITLE</td>
<td>ii</td>
</tr>
<tr>
<td>OFFICIAL NOTE</td>
<td>iii</td>
</tr>
<tr>
<td>ORIGINAL THESIS STATEMENT</td>
<td>iv</td>
</tr>
<tr>
<td>DEDICATION</td>
<td>v</td>
</tr>
<tr>
<td>MOTTO</td>
<td>vi</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENT</td>
<td>viii</td>
</tr>
<tr>
<td>ABSTRAK</td>
<td>x</td>
</tr>
<tr>
<td>ABSTRAC</td>
<td>xi</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>xii</td>
</tr>
<tr>
<td>LIST OF TABLE</td>
<td>xiv</td>
</tr>
<tr>
<td>LIST OF PICTURES</td>
<td>xv</td>
</tr>
<tr>
<td>LIST OF APPENDICES</td>
<td>xvi</td>
</tr>
</tbody>
</table>

## CHAPTER I : INTRODUCTION

A. Background of the Study ........................................... 1
B. Identification of the Problem ................................. 5
C. Limitation of the Study ........................................... 5
D. Formulation of the Problem ..................................... 5
E. The purpose and Significant of the Study ...................... 6
   1. The Purpose .................................................. 6
   2. The Significant ............................................. 6

## CHAPTER II : REVIEW OF RELATED LITERATURE

A. Theory of Framework ............................................. 7
   1. Reading Skill ............................................... 7
   2. The Nature of Reading Comprehension ...................... 11
   3. Definition of PQRST Method ................................ 18
   4. Descriptive Text ............................................ 21
CHAPTER III: METHODOLOGY OF RESEARCH

A. Setting of the Research .................................................. 25
B. Research Design ............................................................. 25
C. Population and Sample of the Research .................................. 26
   1. Population ..................................................................... 26
   2. Sample ........................................................................... 27
   3. Variable of the Research ............................................... 27
   4. Technique of Collecting the data ..................................... 28
   5. Teaching Procedures ....................................................... 30
   6. The Validity and Reliability of Reading Comprehension Test 32
D. Technique for Analyzing Data ............................................... 34
   1. Hypothesis ..................................................................... 35
E. Schedule of the Research ....................................................... 36

CHAPTER IV: FINDING AND DISCUSSION

A. Finding of the Study .............................................................. 37
   1. Descriptive Analysis ......................................................... 38
   2. Statistical Analysis of the Test ......................................... 46
   3. Paired sample t-test in Experimental class ....................... 48
   4. Independent sample t-test ............................................... 50
B. Discussion .......................................................................... 51

CHAPTER V: CONCLUSION AND SUGGESTION

A. Conclusion .......................................................................... 54
B. Suggestion .......................................................................... 55

REFERENCES ........................................................................... 58

APPENDICES ........................................................................... 59
LIST OF TABLES

Table 3.1 Research Design ........................................................................................................... 26
Table 3.2 total population of the Study .......................................................................................... 27
Table 3.3 Total sample of Population .............................................................................................. 27
Table 3.4 Reading Comprehension Test Specification .................................................................... 29
Table 3.5 Summary of Expert Judgment about the level of Difficult and Appropriate if the Reading Comprehension Test ................................................................. 33
Table 3.6 Reliability Statistic ............................................................................................................ 34
Table 3.7 Schedule of the Research .................................................................................................. 36
Table 4.1 Score categories .................................................................................................................. 37
Table 4.2 Pre-Test in Experimental Class .......................................................................................... 38
Table 4.3 Post-Test in Experimental Class ......................................................................................... 41
Table 4.4 Pre-test in Control Class .................................................................................................... 42
Table 4.5 Post-test in Control Class ................................................................................................... 44
Table 4.6 Descriptive Statistics ......................................................................................................... 46
Table 4.7 Paired Sample T-test ......................................................................................................... 46
Table 4.8 Test of Normality with Kolmogorov-Smirnov ................................................................. 47
Table 4.9 Test of Homogeneity of Variance ....................................................................................... 48
Table 4.10 Paired Sample t-test in Experimental Class .............................................................. 48
Table 4.11 Paired Sample t-test in Control Class ......................................................................... 49
LIST OF APPENDICES

Appendix 1: The instrument of the Test
Appendix 2: Answer of the Key
Appendix 3: The Result of Reliability
Appendix 4: The Result of Pretest in Experimental Class
Appendix 5: The Result of Posttest in Experimental Class
Appendix 6: The Result of Pretest in Control Class
Appendix 7: The Result of Posttest in Control Class
Appendix 8: Lesson Plan
Appendix 9: Validator of the Test
Appendix 10: Absen kehadiran siswa
Appendix 11: documentation
CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is a part of essential English subject in the school especially in Indonesia. It is thought from the Elementary to the University level. Reading is one of the skills in English that have to be mastered by the students because reading can help them to get new information. Priyanti, Padmadewi, and Saputra (2017, p. 1), stated that reading is one the important skill that should be mastered by students because reading as a foundation to learn language and it is the foundation for learning and academic achievement. It means that reading is one of the communication processes that should be mastered by students, and by reading the language user will get more information, knowledge, and science because reading is the window of the world. So, reading is not only the action of getting new information by way the written form, but also the process of how we relate our previous knowledge, experience, and information to the new information that we gain.

Reading skill focuses on comprehension. The relation between reading and comprehension cannot be separated. Rianti and Sofandi (2014, p. 11), Comprehension means an understanding of the information that word and sentence are communicating in a reading text. Furthermore, reading is refers to the ability to understand information in written form. So that reading comprehension is an ability to understand information and meaning in oral or written form. According to Sipayung and Sihombing (2015, p. 3), students must be able to comprehend the meaning of the text in form of recount, narrative, descriptive, procedure, and report in the context of daily life. For understand reading, good reading skills are required, in other to understand of what people mean in writing.
Snow (2002, p. 11) stated that, reading comprehension is the process simultaneously extracting and constructing meaning through interaction and involvement with written language. Hence, if there is no understanding of what is read, there is no actual reading and there is no reading comprehension (Hansen, 2016).

Unfortunately, although English plays a very important role, the Indonesian students’ competency is still low. (UNESCO, 2012) found that students’ reading interest in Indonesian is only 0.01%, it means that of 10,000 students in the nation only one person who enjoys reading. In addition, (PISA, 2009) (Program for International Students Assessment) as the most comprehensive and rigorous international program to assess students’ performance and to collect the data on the students, it was indicated that Indonesian students’ reading proficiency is on the rank of 57 out of 65 countries with the score 402. The score was below the OECD (Economic Co-operation and Development) average score that was 493. It shows that the Indonesian reading performance is still low. In addition, their less ability in making connection of the information from the text with their previous knowledge also gives effect in their reading ability. According to Chia (2001), some students report that they have no problem in understanding both words and sentence structure of the paragraph, but they cannot reach satisfactory interpretation of the text.

Problems in learning English in regard to reading comprehension issue stated above also experience by the eight grade students Mts Laboratorium Kota Jambi. Based on the information that the researcher gained from the English teacher of Mts Laboratorium Kota Jambi through interview on Maret, 15 -2018 found some difficulties in reading comprehension. The students still read the sentence or paragraph but they don’t know what is the meaning of the text because they don’t know about the letters. Usually, Students average score in reading comprehension is 50.00. Beside the low of students marks, the students interest in reading is also low. When the teacher give some question the students cannot answer because students don’t know about
grammar and lack vocabulary. Amanda (2017, p. 216), state that grammar is the structure and meaning system of language, all language have grammar and each language has its own grammar. Grammar is rule that says how words changed to show different meaning and hey combine into sentences.

In line with the student’s problems in reading comprehension, using appropriate in the process teaching English can be a solution to enhance students ability in reading comprehension. PQRST method is the alternative to solve the problem of the students in reading comprehension. According to Petersson (2002, p. 242), PQRST method is one of the best methods for improving memory for reading. The method is intended to improve the student’s ability and remember material presented in the textbooks. With this method the students will be focused on the text and read the text again. In other word the students are more interested to learn the material they have read. PQRST also allows for better time management practice since it breaks down the study process into five different steps, so instead of allotting time to study for a whole topic, the students has the option to break it down into five separate steps while still retaining the information. There are five steps in PQRST such as the following:

1) Preview: they are only read a few second (skimming).
2) Question: the students will arrange the question in which they want to know about the text.
3) Read: the students will read through all the text that the writer as given.
4) Summary: in this step, the students can recall and state the idea.
5) Test: the students will answer the question in which the teacher has made.
In line with Indonesian government, PQRST method is also suitable to scientific approach which is used as one of alternative strategy in curriculum 2013 beside discovery leaning, project based learning, problem based learning, and inquiry learning, (Permendikbud 22, 2016). Sulistiyo (2010, p. 2), stated that PQRST is useful to improve students reading ability, especially critical reading and scanning. The students' average score developed significantly from 59.00 in the preliminary study to 71.33 (equal to 20.89%).

There was research conducted on The Effect of PQRST Method in Students Reading Comprehension. The one of researchers they was conducted by Herbiana Sipayung and Sihombing (2015), there result of their study showed that score students in the experimental group significantly higher than that students in the level of control group. It means that the applying of PQRST method affects on students reading comprehension. Another study conducted by Simatupang and Sihombing (2012), in these research also point out the use of PQRST method has significantly affect students reading comprehension.

Taking into consideration what the research has described, the researcher would like to conduct a researcher entitled “The Effect of PQRST Method on The Eight Grade Students Reading Comprehension of Mts Laboatorium Kota Jambi”.

B. Identification of the problem
1. Do the students become active in reading comprehension?
2. Does PQRST method influence students reading comprehension at Mts Laboratorium Kota Jambi?
3. How is students reading comprehension after being taught by using PQRST method?
C. Formulation of the Problem

Based on the limitation above, the formulation of the research are:

1. Is there any significant effect in reading comprehension of the eight grade students reading comprehension of Mts Laboratorium Kota Jambi after they were taught by using PQRST method?
2. Is there any significant different reading comprehension between experimental group and control class at the eight grade students of Mts Laboratorium Kota Jambi?

D. Limitation of Problem

It is important to make the limitation of problem, to avoid misunderstanding and to clarify the problem. The researcher focus on the effect of the preview, question, read, state, test method in students’ reading comprehension of Mts Laboratorium Kota Jambi.

E. The Purpose and Significant of the study

I. The Purpose

1. Whether there is any significant effect in reading comprehension of the eight grade students reading comprehension of Mts Laboratorium Kota Jambi after they were taught by using PQRST method.
2. Whether there is significant different reading comprehension between experimental group and control class at the eight grade students of Mts Laboratorium Kota Jambi.
II. The Significant

The significant of the researcher is:

For the teachers, this study hope that the result will give contribution for that teacher to vary their ways in teaching reading. Teacher can apply such kind of strategy to make students easier to get the content of the text that they read. Meanwhile for the students, it is also hope that the students can find more interesting activity in reading. So, the students can improve their reading comprehension by PQRST method, because this strategy give them very detail activity that can make them easier to really comprehend the text they read. PQRST method help the students more motivated and active in learning and teaching reading activities and can improve their reading comprehension. For other researchers, the result of research is useful as reference for other researcher to conduct research dealing with reading comprehension. For other researchers, the result of research is useful as reference for other researcher to conduct research dealing with reading comprehension.
CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Nature of Reading

1. Reading Skill

a) Definition of Reading

Reading is one of the four necessary language skills for those learning English as a second or foreign language. Reading is probably one of the most important means by which we require knowledge or information from the world around us. It means reading is viewed as an interactive process between the reader and the writer in which the former has to understand the message of the passage and then to decode it.

Reading is the sense of process getting form written or printed text. Grabe and Stoller (2001, p. 2), stated that reading is the ability of drawing meaning and interpreting information in the printed page appropriately. Reading is an important means to find information (Lestari 2011). Through reading, people can find information from a variety of text, written or printed, such as letters, shopping list, magazine, newspaper, advertisements and many other materials.

Reading cannot be separated from daily life because every aspect of life is related to reading. Even a person who is looking for a street name cannot find it if her or she cannot read the street’s name.

Hill (2000, p. 4-5), states that reading is communication process and used by readers to get the message to be delivered by the author through message or written language. A process which requires that a group of words which is a unity will be seen in glimpses and that the meaning of individual words will be known. The explicit and implied messages will not be captured or understood, and the reading
process is not done well. Another meaning of reading comes from Soedarso (2010). He states that reading is a complex activity by recruiting a large number of separate actions, including the need to use the understanding and imagination, observing, and remembering.

Reading is a receptive skill as stated before. As the receptive skill, reading seems to be a passive activity such as the teachers will explain the materials and the students will only listen to their explanation. Actually, it does not mean that the readers are passive in teaching and learning reading activity. Reading involves a complex process. According to Spratt, Pulverness and Wliams (2005, p. 22), when people read, there are some activities involved in the brain such as understanding the text at the level of letters, words and sentences, understanding cohesion and coherence, understanding various kinds of text, relating the text to the knowledge of the world, making sense of the text and using an appropriate sub skill. From this explanation, it is clear that reading is an active activity rather than a passive activity.

b) The Kinds of Reading

(1) Reading for Information

Reading for information is to learn about a trade, politics or how to accomplish something. In reading passage, the reader wants to know information from the passage. It may be in for general information and specific information. In reading general information, the reader would like to find general information from the passage, such as topic and main idea.

In order to get general information the reader may use skimming technique. According to Brown in Dian (2018, p.12), states that skimming give reader advantage of being able to predict the purpose of the passage, the main topic or massage. Skimming allows students to quickly find the main idea of a paragraph, page, chapter or article and a few but not all of the details.
(2) Reading for Ideas

Reading for ideas is to get main ideas from the passage. The reader should be careful in determining main idea, before he has to pay attention to the whole parts of paragraph. Main idea can be placed in the beginning, in the middle, at the end and in more than one sentence. To get the ideas from the passage the students can use reflecting technique.

(3) Reading to Escape

In this way we can use Scanning. Scanning is reading to extract specific information or reading for general understanding. According to Abryct (2011, P.8) Scanning a skill that requires that reader read quickly while looking for specific information. To scan a reading text, the reader should start at the top of the page and then move our eyes quickly toward the bottom.

Generally, scanning is a technique that is helpful when the reader looking for the answer to a known question. However, in order to get specific information from the passage such as details, the reader may use scanning technique.

(4) Reading to Confirm Expectation

In order to read confidently, a reader should to know many words on the passage. Some readers have problem with strange words that never has they reach before. The way to find the main ideas from the passage the reader can use predicting. Predicting is not read whole the text but predict what the text is all about.
According to QCAA (Queensland Curriculum & Assessment Authority 2010, P.46) predicting is activates student background knowledge about the topic and gives a purpose to reading to prove or disprove their hypotheses. Furthermore, Harmer (2006, p. 289), predicting is when the students predict the content of a text from a clues not from a picture.

c) The Importance of Reading

According to Tarigan (2008), p. 7), reading is very important and has main role in our life. Reading can enrich our experience and knowledge by reading. Therefore, reading also something crucial and indispensable. By reading, we can increase our knowledge about science, technology, and easy way to get much information that is useful for us.

Reading is main skill to reach a successful study. Students who only confine in what their teacher gives in the class without having an effort to read much reference will not pass the time and success. More reading means more knowledge. Moreover, reading as a target language to build vocabulary for English lesson. It is realized that reading skill or reading activity will open knowledge widely give more vocabularies and information.

d) The goals of Reading

According to Tarigan (2015, p. 9), the main purpose of reading is to seek and obtain information, including content, and understand the meaning of the reading. Dalman (2014, p. 11), reading aims to seek and obtain the message or to understand the meaning through the reading. Therefore, the purpose of reading can be:

1. To understand in detail and through content readings
2. To catch the main idea quickly
3. To get information about something
4. Want to know the events all over the world and
5. To recognize the meaning of the difficult words.

2. The Nature of Reading Comprehension

a) The Definition of reading comprehension

Reading is the process to get information from the text. While, comprehension is the ability of readers to get meaning from the text they read. In reading comprehension the reader should be understanding and comprehending the text to get some point. Snow (2002, p. 11), reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language. Reading comprehension is a multi component, complex process that involves many interaction between the reader and what s/he brings to the text ( previous knowledge, strategy use), as well as variables related to the text itself ( interest in the text, understanding of the types of texts). Comprehension is the ability to understand completely and be familiar with a situation, facts, etc. comprehension is not a single unitary process. It start from by words by using memory and knowledge of letter and sound patterns, matching the resulting pronunciations to meaning and finally connects these words into idea units. Indrayani (2014, p. 7).

Furthermore, According to Wolley (2011, p.15) Reading comprehension is the process of making meaning from text. Reading with comprehension means understanding what has been read. It is an active, thinking process that depends not only on comprehension skills but also on the student’s experiences and prior knowledge. Comprehension involves understanding the vocabulary seeing the relationship among word and concepts, organizing ideas, recognizing the author’s purpose, making judgments, and evaluating.
In conclusion reading comprehension is the activity both of the reader and a text to get many information by comprehend the meaningful of within a text. In this case the readers or the students must be enjoyable and interested during reading a text. The reader should be comprehend the text to build a new knowledge.

b) Level of Reading Comprehension

According to Heilmann, Blain and Rupley (in Arwan, 2016, p.6) there are level of reading comprehension, Interpretive Comprehension and Critical Comprehension.

(1) Literal Comprehension

It involves surface meaning. In this level, researcher asks students to find out information and understand the ideas that are explicitly stated in the text. In addition, it also appropriate to test vocabulary. The students’ abilities in this level are:

(a) Knowledge of word meaning,
(b) Recall the details directly stated or paraphrase in own words,
(c) Understanding of grammatical clues-subject, verb, pronoun, conjunction
(d) Recall of main ideas explicitly stated
(e) Knowledge of sequence of information presented in the passage.

(2) Interpretive Comprehension

In this level, researcher asks students to understand of ideas and information not explicitly stated in the passage. The students’ abilities in this level the students are:

(a) Reason with information presented to understand the author’s tone, purpose and attitude.
(b) Infer factual information, main ideas, comparisons, cause-effect relationship not explicitly in the passage and.
(c) Summarization of story content.
(3) Critical Comprehension

Researcher asks the students to analyze, evaluate and personally reacting to information presented in a passage. The students’ abilities in this level are personally reacting to information in a passage indicating its meaning to the readers and analyzing and evaluating the quality of written information in term of some standards.

c) The Goals of Reading Comprehension

Somadayo (2011, p. 12), stated that reading aims to get the main idea, to get a conclusion, and to get clarification. According to Nuttal in Somadayo (2011, p. 11), the goal of reading is a part of the process of reading comprehension, readers get the message or meaning of the text is read, the message can be in the form of information, or happy or sad expression.

Based on the purpose of reading comprehension that has been delivered above, it can be conclude that reading have a purpose to seek and obtain information, including the content, as well as understanding the meaning of the readings.

d) Factors That Affect Reading Comprehension

According to Duke and Pearson (2001, p. 423), many factors affect a student ability to comprehend text. These include:

- a) Motivation/purpose/goals/engagement
- b) Vocabulary/word knowledge/background knowledge
- c) Automaticity of decoding
- d) fluent reading
- e) Understanding and use of strategies employed by effective readers
- f) The nature of the text itself (difficulty and interest)
- g) The type or genre of text (e.g., fiction, nonfiction, poetry)
- h) The amount of reading done
Furthermore, Dennis in Branch (2016, p.182) state that some factors that affect reading comprehension skill. They are:

a) Complexity of the reading text

This factor is influenced by the readers’ strength and fluency in language and their comprehending of its applications and different meanings. Oral abilities have a significant part in identifying how skilled a reader can be because learners hear words and obtain a lot of vocabulary. A lot of vocabulary assist learners in explaining the unknown words through applying the opinions of context.

b) Environmental influences

The second factor related to the environmental conditions that impact the learners who try to read a passage. Readers may have a lot of problems to understand a text in an unorganized environment than those who read in a calm and controlled place. If learners are in an unsafe place, they find it difficult to focus on their reading. When they are in safe environments, their reading comprehension ability will better. Readers will lose their concentration in understanding a text when there are noises like televisions or radios.

c) Anxiety during reading comprehension

The third factor is pertinent to the anxiety during reading comprehension. Examinations, class work, or homework situations can put more pressure on readers’ reading than reading for enjoyment. Some learners react positively to examinations while others are overwhelmed by the pressure to carry out a reading activity. Learners who experience this anxiety may not completely understand the instructions and this may lead to confusion and poor comprehension of the reading task.
d) Interest and Motivation

The fourth factor is interest and motivation. Learners’ interest and motivation are very important in developing reading comprehension skill. If readers find the reading material monotonous, they will have a lot of problems in concentrating on their comprehension. This can lead to a lowering of reading comprehension among readers. If the reading material is interesting for learners they can easily understand it and can remember it clearly. EFL teachers should motivate their learners through providing interesting reading materials during their class time.

e) Decoding or word recognition speed

The fifth factor is related to decoding or word recognition speed. Readers who have problems in decoding and recognizing words read slowly and find it more difficult to understand the meaning of passages than those without decoding problems.

She expressed that vocabulary influences the reading comprehension skill because readers apply decoding skills to understand the pronunciation and meaning of words they have not seen before. Persons who have enough vocabulary can clarify the meaning or reading passages faster than those who should guess the meaning of unfamiliar words according to the clues of context.
f) Medical problems

The last factor is concerned with the medical problems. According to Hollowell in Branch (2016, p.183), poor reading comprehension skill may be related to the medical difficulty that does not get addressed until the child is older. This involves undiagnosed ADD (attention deficit disorder), speech problems, and hearing impairments. She emphasized that learners with speech and hearing difficulties are less likely to take part in oral reading and class.

e) Stages in Reading Comprehension

According to The Texas Education Agency, Lenz and Armbruster et al in Paulinah, (2012 p.17) there are three ways of organizing comprehension strategies and thinking about strategies that one might use. These include, before reading, during reading and after reading.

a) Pre-Reading Activities

Abraham in medjahdi (2014, p.38) state that “maintain that an interactive approach demands that the teachers should activate the students schemata during the pre-reading phase by helping them recognize their prior knowledge about the topic of the text”.

Pre-reading activities is interactional activities carried out before students conduct the real reading activities. In pre-reading activities, there are some activities, they are;
(a) Concerned with the student’s background knowledge,
(b) Objectives of reading class, learning activities
(c) Motivating the students.

In this stage, teachers try to activate the students’ schemata related to the topic or explaining briefly the contents of the text. Pre-reading is to tell students the purpose of reading and learning. Pre-reading is also to motivate the students. Motivation in reading attracts students; attention the text. The activities of pre-reading are
activities aiming at facilitating the students’ understanding about the reading text.

b) Whilst-Reading Activities

Teacher must apply some useful activities. Greenwood in Medjahdi (2014, p. 40) states that “students have to learn how to read and respond to books”. Students should be able comprehending the text carefully to answer some question.

During reading activities are the activities that reader does while reading take place. While reading includes:

(a) identify the main idea
(b) finding detail the text
(c) following sequence
(d) inferring from the text
(e) recognizing the discourse patterns

During reading activities are instructional activities that are going on while reading activities are happening. Mukhroji (2011) state that there are five activities to do while reading. The first, readers identify main idea of the text and identifying topic sentence through skimming. Second, readers find the details in the text and finding specific information. Third, readers follow a sequence by relating items in particular order or process. Fourth, readers infer from the text by trying to understand the text using their schemata and experience. Fifth, readers recognize the discourse patterns to understand the text holistically.

c) Post-Reading Activities

Post-reading activities are the activities conducted by a reader after reading. In post-reading activities, student do post-question, feedback. The post-question are more active in incidental comprehension and the objective, since information of both greater and lesser importance is learned.
Post-reading activities are instructional activities that the students and teacher do after reading take place. Mukhroji (2011) point out that post question, feedback, and group and whole class discussion are activities that can be done in the phase of post-reading activities.

The activities function to check student’s comprehension about the text being read. The questions after reading class activity are very important since information of both greater and lesser important is learned. Besides asking question, summarizing the contents of the text is also applicable to the students. The activity of post-reading can also be in the form of discussion. Thus, discussion can be in group or whole-class discussion.

B. Definition of Preview, Question, Read, Summary, Test (PQRST)

Champion (2006, p. 58), argues that PQRST method also increases the extent to which information is processed by the brain, but it is used for written material, such as that in a newspaper’s article. The main goal of PQRST method is to help students to advance their reading comprehension. PQRST method consists of these 5 steps below:

(1) P (Preview)

In this first step, the reader determine what the entire text is about by skimming through it all so they know they’re going to be covering. One way to do this is to read the title, and then notice the graphs, pictures, diagrams in the text. Next, read the introduction and summary or the first paragraph, also notice the organizational structure text. The point is to get an idea of the main topics and sections of the text.

One of the best things about previewing is that it takes very little time to do. Once they have had some practice, they will usually be able to preview a text quickly. If they have a general idea about what a reading assignment covers, they will be able to determine how it relates to the course for which they’re reading, and what they want to learn from it.
(2) Q (Question)

After previewing the text, the students as the readers determine what they are exactly looking for while reading. The students should make questions based on what they have read before. The questions can lead them to find further information of text. They should avoid adding questions that might distract or change the subject.

The specific questions in mind about a reading assignment, they will know exactly what information to look for, and they will be motivated to find it. This will help them to learn as much as they can from reading.

(3) R (Read)

The third step is R or Read. In this step, the readers read the whole text. And while reading it, they also try to find the answers of the questions they made before. Here, they should remember the features that they notice during the last two steps: heading, special term, pictures, and summaries. Those can be used to guide them toward the main ideas.

Remember also that each paragraph contains a main idea, and supporting ideas that elaborate on this. Look for them, and underline or highlight them. The reader should read for ideas rather than single words: train their eyes to look at cluster of related words rather than at each individual word.

(4) S (Summary)

After reading the text, the readers should know how much they can recall the information they get from the text and state it by their own words. Highlight, only the most important words. Without looking at the book, ask the students to recite the main idea of the text generally and the main idea of each paragraph. Then tell themselves in a sentence or two what they have read. Finally, scan over the section quickly to pick up any essential points they may have missed.
It is possible to recite in our head or aloud, but many students find it most effective if they jot down what they recite. This is of course also makes it much easier to review later. Many students also find Summarizing or Self-Reciting helpful because it requires monitoring their attention carefully. If they are having difficulty Self-Reciting, this may mean they are not concentrating fully on the reading but can also provide incentive for improving their concentration.

(5) T (Test)

The last step is T or Test. At the end of the reading activity, the reader checks their knowledge by testing themselves to know how far their understanding of the text they read is. It can be done by reviewing all the material and storing it into their long-term memory.

Starting by recalling as much as they can without looking at the book or their recitation notes. If they have any difficulties, they look at the questions they wrote to jog their memory, but they shouldn’t look at their answers or other notes until they have given their memory a chance to work. Then, look back over their recitation notes to make sure they remember all the important points and main ideas. If they still think they miss something, look over the reading assignment too. The more they Test themselves, the more firmly the information will be planted in their long-term memory.
C. Descriptive Text

1. Definition of Descriptive Text

According to Siahaan and Shinoda (2008, p. 89), description is a written English text in which that written describes an object. In this text, the object can be a concert or abstract object. It can be a person, or an animal, or a tree, or a house, or camping, it can be about any topic. Rusminto (2015, p. 15), stated that description as a form of discourse that describes something in accordance with actual circumstances.

Based on the definition of descriptive text that has been delivered above, it can be conclude that description text is a text which say what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

2. Text Structure

According to Siahaan and Shinoda (2008, p. 89), there are two in the text descriptive text structure namely text identification, and text description.

a. Identification

Identification is describes a person, or an animal, or a tree, or a house, or camping as his topic.

b. Description

Description is describes parts, qualities, and characteristic of the part of the object.

3. Dominant Grammatical Aspect

According to Siahaan and Shinoda (2008, p. 89), there fourth dominant grammatical aspect:

a) Focus on specific participant
b) Use of attributive and identifying processes
c) Frequent use of classifiers in nominal groups
d) Use of simple present tense
D. Curriculum in Reading Comprehension

Curriculum can be defined as a system and learning approach that involve discipline knowledge or subject for students to get advantages experience. Nurdiana (2015, p. 18) stated that “Curriculum 2013 is curriculum based on the attitude and competence”. Through curriculum the students should have attitude ability and skill”.

However, Curriculum 2013 in learning English language is one the subject must be follow by the students. The goal of curriculum 2013 in reading comprehension the students have more ability when doing observation, explore, questioning, associate, communicate. While, in core competence the students should have four competence, they are; spiritual, social, knowledge, and skill.

Therefore, Curriculum 2013 in basic competence especially in reading comprehension, the students will be able to analysis short functional text, arranged the text, such as descriptive text and narrative text. Besides that, the students should be show their responsibility, honesty, care and cooperation during learning process. Finally, the teacher give the assessment base on two criteria the first their attitude and the second their ability.
E. Review Related Studies

In order to support this research, the researcher discusses two related studies. First research come from Priyanti et al (2017) with their research entitled “The Effect of PQRST Method on Reading Achievement in Seventh Grade Students at SMPN 3 Sawan” in this research, the population was the seventh grade students which consist of 217 students. There were 2 group selected as sample and both of every group had 27 students. The group was chosen by cluster random sampling technique. The data was collected by reading test which consist of 20 question analyzed descriptively and inferentially used independent t.test. In addition, the result was also proved by the mean score of both group. The mean score of experimental group was 76.85 while mean score of control group was 60.93. It means the result showed that there was significant effect of PQRST method of reading achievement in seventh grade students at SMPN 3 Sawan.

Second, research come from Simatupang and Sihombing (2012) with their research entitled “The Effect of PQRST Method on Students Reading Comprehension of Descriptive text” this study was aimed to find out the effect of PQRST method on students reading comprehension. There was sixty students, then they divided into two groups namely experimental and control group. The researcher used Kuder-Richardson (KR-21) formula to obtain the reliability of the test. The calculation showed the reliability was 0.91 (high). The data were analyzed by using t-test. The calculation showed t-observed (2.80) is higher than t-table (2.000) at the level of significant (∞) 0.05 with the degree of freedom (df) 58. It means that PQRST method has significant affects reading comprehension of descriptive text.

The study above has more differences than similarity with the writer’s study. The differences are on the place, population and sample, method, and design of the study. The only similarity with the writer’s study is on the use of PQRST method as the way to know the Effectiveness in reading comprehension achievement.
CHAPTER III
RESEARCH METHODOLOGY

A. Setting of the Research

The research of the study conducts at the eighth grade students of MTs Laboratorium Jambi No.36 RT 06 Sei.Kambang Kelurahan Simpang IV Sipin Telanaipura Kota Jambi 36124. The researcher focused the two classes of the eighth grade students Islamic Junior High School of Laboratorium Jambi academic year 2018/2019.

B. Research Design

In this research used quantitative through quasi experimental design. McMillan and Schumacher (2001, p. 402), state that quasi experiment research is a good design of the research because although it is not true experiment, it provides reasonable control over most source of invalidity and it is usually stronger than the experimental design. According to Arikunto (2012, p. 116), quasi experimental method is a type of research that has a control group, but not fully functional to control external variables that effect the experiment. Quasi experimental design focuses on treatment and outcome. Hence the data was taken from pre test and post test in order to know whether or PQRST method than another method to improving students reading comprehension achievement. In this research design, there are two class used. There are the experimental classes which use the PQRST method and the control class use another method.
Table 3.1 Experiment Group and Control Group

<table>
<thead>
<tr>
<th>Group</th>
<th>Pre test</th>
<th>Treatment</th>
<th>Post test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>O₁</td>
<td>X₁</td>
<td>O₂</td>
</tr>
<tr>
<td>Control</td>
<td>O₃</td>
<td>Y</td>
<td>O₄</td>
</tr>
</tbody>
</table>

(source): Sugiono (2012, p. 116)

Description:
O₁ = Pre-test for experimental class
O₂ = Post-test for experimental class
O₃ = Pre-test for control class
O₄ = Post-test for control class
X = Treatment using circle the sage technique
Y = Treatment using conventional method

In this research, there were consist 16 meeting for teaching and learning processes, 2 meeting pre-test and post-test. The pre-test was given by the researcher before the treatments. Meanwhile, the post-test was given by the researcher after all the treatments.

C. Population and Sample of the Research

1. Population

Population is all members of well defined class of people. According to Sugiono (2010, p. 117) population is geographic generalization there are object/ subject has quality and certain of characteristic that set by researcher to learning then make conclusion. It means that population is all data that become to the attention of researcher.

In this research, the researcher was include all of students at Mts Laboratorium Kota Jambi consist five classes namely VIII a, VIII b, VIII c, VIII d, VIII e as population affordable. The distribution of population is shown as the following in table.

Table 3.2 Total Population of the Study
1. **Sample**

Sample is part of the number and characteristics possessed by the population (sugiono, 2013, p.117). To determine the two classes, the researcher used purposive sampling (Kasmadi and Sunariah, 2013, p.66), stated that purposive sampling technique is the technique of determination of samples with specific samples with specific consideration. In this research, the researcher choose VIII a and VIII d based on observation, see their score during a semester, see its homogeneity based on interview of the teacher. The sample use in this research are grade VIII a as class experimental and grade VIII d as control class. The distribution of sample is shown as the following table.

<table>
<thead>
<tr>
<th>No</th>
<th>Classes</th>
<th>Number of Students</th>
<th>Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>VIII a</td>
<td>30</td>
<td>Experiment</td>
</tr>
<tr>
<td>2</td>
<td>VIII d</td>
<td>30</td>
<td>Control</td>
</tr>
<tr>
<td>3</td>
<td>Total</td>
<td>60</td>
<td></td>
</tr>
</tbody>
</table>

(Source MtsLaboratorium Kota Jambi 2017-2018)
3. Variable of the research

According to Arikunto (2006, p. 96), variable is research subject or as to focuses some research. In this research there are two kinds of variable such as independent variable and dependent variable. The independent variable is a factor that affects the dependent variable. Meanwhile, dependent variable is the one effected by independent variable is students reading comprehension.

There are two variable in this study, they were independent and dependent variable. Independent variable has the effect of PQRST method while the dependent variable has the students achievement in reading comprehension.

4. Technique of Collecting Data

Esteria (2017, p. 12), stated that reading comprehension is important for students because through the ability of reading students can develop their knowledge and essential skills for independent learning. The purpose of reading comprehension is to find out the students achievement.

According to Putra (2015, p. 110), test is measurement tool for data collection that in responding to questions in the instrument, participants are encouraged to show maximum performance. Test participants were asked to issues all its capabilities in giving responses or questions in the test. Apperance indicated maximum gives conclusions regarding its ability or mastery. It means that test is a method of measure to achievement or capacity of the individual or group.

The purpose of reading comprehension test is to find out students achievement in reading comprehension. Test used research in reading comprehension test in the form multiple choice reading test that have 25 given on English subject on class VIIIa and VIIIb in particular on the subject descriptive text. Source for reading comprehension test is taken from the UN test students of the last 5 years (2013-2017).
The students were tasted by using reading comprehension test based on literal comprehension. The test was given before and after the researcher taught the students by using PQRST method experimental class and without use PQRST method to the control class.

According to Mankhe & Duffy (1996) as cited in Isnaini (2012, p. 22), there are five sort reading skills that should be mastered by the reader to comprehend the text deeply, which is as follows; identifying main idea, identifying supporting detail, understanding vocabulary, identifying reference, and making inference.

<table>
<thead>
<tr>
<th>Table 3.4 Spesification of the test</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
</tr>
<tr>
<td>----</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
</tbody>
</table>
5. Teaching Procedure

According to Sulistyо (2011, p. 94), PQRST (Preview, Question, Read, Summary, Test) method is useful as in interaction reading strategy by paying more attention to key information in reading activities. The method can be modified to suit any particular form of learning and it can also allow more accurate timing of work.

At the beginning of experimental, the researchers introduced the students some information about reading. After that, she also introduced the PQRST method to the students as one of the method for reading comprehension. Each meeting spend two study periods that was 2x40 minutes.

The phases for experimental group done by the researchers were as follow:

A. Teaching and learning process

<table>
<thead>
<tr>
<th>phase</th>
<th>Experimental Class</th>
<th>Time allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre–activities</td>
<td>a. The researcher greeting the students in the class room.</td>
<td>15 minutes</td>
</tr>
<tr>
<td></td>
<td>b. The researcher checking the students attendance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. The researcher will explain about the material today (Descriptive text)</td>
<td></td>
</tr>
<tr>
<td>Whilst-Activities</td>
<td>a. The researcher will give to the students pictures</td>
<td>50 minutes</td>
</tr>
<tr>
<td></td>
<td>b. The researcher help the students to brainstorming</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. The researcher will ask the students some question what will happen of this pictures</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>d.</td>
<td>The researcher will ask to the students to describe the picture in front of the class.</td>
<td></td>
</tr>
<tr>
<td>e.</td>
<td>The researcher will give some reading text to the students and ask the students to read the reading text.</td>
<td></td>
</tr>
<tr>
<td>f.</td>
<td>The researcher will correct the pronunciation students.</td>
<td></td>
</tr>
<tr>
<td>g.</td>
<td>If there is pronunciation students wrong the researcher will write in whiteboard.</td>
<td></td>
</tr>
<tr>
<td>h.</td>
<td>The researcher will divide the students into some group to translate the reading text.</td>
<td></td>
</tr>
<tr>
<td>i.</td>
<td>The researcher will ask the students about difficult of word.</td>
<td></td>
</tr>
<tr>
<td>j.</td>
<td>The researcher will give the students reading comprehension test.</td>
<td></td>
</tr>
</tbody>
</table>

**Preview**

1. The researcher helps the students to determine what the whole reading assignment is about skimming through the pages.
2. The researcher give the example text to the students
3. The researcher give the students brainstorming

**Question**

1. The researcher check for the author’s question at the and
| **Read**  | 1. The researcher ask the students to read the text actively  
2. The researcher asking to the students how do ideas relate to each other. |
|-----------|----------------------------------------------------------------------------------------------------------------------------------|
| **Summary**  | 1. After reading a section, the researcher ask the students how much they can recall and then state in their own mind  
2. The researcher ask the students to make conclusion for material today |
| **Test**  | 1. The researcher asks the students to check their knowledge after have completed reading assignment.  
2. The researcher give the students question about the descriptive text  
3. And test the students memory. |
| **Post Activities**  | a. The researcher check the students understanding by asking some question  
b. The researcher ask the students to make conclusion about material today.  
c. The researcher close the teaching and learning activities.  |

**15 minutes**
## B. Teaching and learning process (control class)

<table>
<thead>
<tr>
<th>phase</th>
<th>Teaching and learning process</th>
<th>Time allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-teaching of</td>
<td>- Greeting</td>
<td>15 minutes</td>
</tr>
<tr>
<td>reading activities</td>
<td>- Praying together</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Check students attendance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The researcher give motivations to the students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The researcher give stimulation to the students about the material</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The researcher explains the aims of the material</td>
<td></td>
</tr>
<tr>
<td>While teaching</td>
<td>- The researcher ask the students to read the text by themselves, next</td>
<td>50 minutes</td>
</tr>
<tr>
<td>of reading activities</td>
<td>the researcher will repeat the text reading in front of the class.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The researcher ask the students to read the text and ask the students to find the meaning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>of the words, stated information, the main idea, the generic structure, and purpose of the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>text.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The researcher ask the students to underline the difficult words, and</td>
<td></td>
</tr>
<tr>
<td></td>
<td>than ask them to find the meaning through the dictionary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The researcher ask the students to answer the questions from the text,</td>
<td></td>
</tr>
</tbody>
</table>
and then the question will be discussed together.

| Post teaching of reading activities | - The researcher ask the students what is the conclusion about the material  
                             - The researcher give homework to the students about the material  
                             - The researcher give feedback to students | 15 minutes |

6. The Validity and Reliability of Reading Comprehension Test

Validity is a measure that indicates the level of validity of an instrument. A valid instrument or invalid instruments have high validity. Instead of an instrument that is less valid means to have low validity (Sugiono, 2010. p,211). Validity used in this research is related to content validity, content validity is easier to see the similarities between the purpose and subject matter of the measurement (test).

The validity was analyzed by using content validity. According to Creswell (2008. p,76) content validity is the extent to which the questions on the instrument and the scores from the questions are representative of all the possible questions that a researcher could ask about the content or skills. Content validity requires both items validity and sampling validity. Item is concerned with weather the test items are relevant to measurement of the intend area.

In this research, the instrument used the instrument test that the form of an objective test 25 items to measure the results of students in reading comprehension. To test validity of the question, used the of judgment expert. In this case, they was select based on the criteria;
Their teaching experience was more than 5 years, and they have taken master’s degree that was use a minimum of 2 person. They were two validator the instrument that was validated, Uyun Nafi’ah, M.Pd as the first validator and Edi Rozal, M.Pd as the second validator.

Table 3.5

Summary of Expert Judgment about the Level of Difficult and Appropriateness of the Reading Comprehension Test.

<table>
<thead>
<tr>
<th>Level of Difficulty</th>
<th>Total Item</th>
<th>%</th>
<th>Level of Appropriateness</th>
<th>Total Item</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Difficult</td>
<td>-</td>
<td>-</td>
<td>Very Appropriate</td>
<td>2</td>
<td>8%</td>
</tr>
<tr>
<td>Difficult</td>
<td>10</td>
<td>40%</td>
<td>Appropriate</td>
<td>23</td>
<td>92%</td>
</tr>
<tr>
<td>Moderate</td>
<td>14</td>
<td>56%</td>
<td>Moderate</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Easy</td>
<td>-</td>
<td>-</td>
<td>Inappropriate</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Very Easy</td>
<td>-</td>
<td>-</td>
<td>Very Inappropriate</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

As shown in table 3.5, the level of difficulty there is item very difficult who got 0 while for the level of appropriateness most of the items were at appropriate level 92%. Based on these result, the item of easy got 0, the item of very easy got 0, the item of difficult got 40%, and the item of moderate got 0%, the ite of very appropriate got 8%.

According to Simatupang (2012, p. 7), the reliability of the reading comprehension test concern in its precision as a measuring instruments or it can be said that reliability refers to the consistency of the measurement. In this research, first, the researcher was given try out non sample to students. This test function is for made research more
accurate and to know whether the test appropriate or not. The researcher tryout the instrument to the other school Mts Tebing Tinggi, that has the same level as the sample to find out whether the instruments were valid reliable or not. The result of tryout was measured using *Cronbach alpha*. In this research, the researcher used SPSS 22. The Cronbach alpha result is a number between 0 and 1. An acceptable reliability score is one that is 0.7 and higher. To found that items of reading the students are expected to be able to understand descriptive text and the level of comprehension is literal reading comprehension.

<table>
<thead>
<tr>
<th>Reliability Statistic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cronbach’s Alpha</td>
</tr>
<tr>
<td>N of Items</td>
</tr>
<tr>
<td>.862</td>
</tr>
<tr>
<td>50</td>
</tr>
</tbody>
</table>

### D. Techniques for Analyzing Data

In this research, the data was analyzed by quantitative analysis. Hasan (2006, p. 30), said that quantitative analysis that using statistic instrument that use models like mathematic models. The researcher was used SPSS 22. In order, to analyzed the data, the researcher used independent sample t-test to see significant difference between two variable, before used t-test the data analyzed by using homogeneity and normality test. To answer the first formulation the problem, the researcher was used *Paired Sample T-Test* to find out whether there is a significant effect before and after using PQRST method students reading comprehension by using pre-test and post-test scores of experimental class. To answer the second formulation the problem, the researcher used *Independent Sample T-Test* to find out whether there is a significant difference the mean of the score between experimental class and control class.
E. Hypothesis

According to Sugiono (2012, p. 232), hypothesis is alleged against the value of one variable in independently between the sample data and data population (so its not alleged existence comparisons of value or association). It means that hypothesis as the alleged existence of the relationship between variables in the sample. The statistical hypothesis in this research are:

$H_1^1$: There was a significant effect in reading comprehension of the eight grade students reading comprehension of Mts laboratorium Kota Jambi after they were taught by using PQRST method.

$H_0^1$: There was no significant effect in reading comprehension of the eight grade students reading comprehension of Mts Laboratorium Kota Jambi after they were taught by using PQRST method.

$H_1^2$: There was a significant different between experimental class and control class in reading comprehension at the eight students of Mts Laboratorium Kota Jambi

$H_0^2$: There was no significant different between experimental class and control class in reading comprehension at the eight students of Mts Laboratorium Kota Jambi
To undertake this research easily, below is the schedule of the research.

Table 3.4 Schedule of the Research

<table>
<thead>
<tr>
<th>No</th>
<th>Activities</th>
<th>2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Proposal Arrangement</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Proposal Consultation</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Proposal Seminar</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Collecting Data</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Research Improvement</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Thesis Writing</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Thesis Examination</td>
<td></td>
</tr>
</tbody>
</table>
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Findings of The Study

In this part, The researcher were describes the result of the study based on the score that students’ got in experimental and control group, before comes to the statistical analysis, the researcher were shows on descriptively the students in experimental and control group. After the researcher got the data, the researcher analyze the data using pair sample t-test and independent sample t-test to calculate the data and also using Statistical Product and Service Solution (SPSS) version 22 program. The findings include: 1. Descriptive analysis of the students writing test; 2. Prerequisite test; 3. Statistical analysis of the students writing test.

1. Descriptive Analysis

In this section, the researcher explains the frequencies, percentages and mean scores of the tests based on the results of the test before and after the intervention in both experimental and control groups. The score categories used in the results can be seen in the table 4.1.

Table 4.1.Criteria of Score Categories

<table>
<thead>
<tr>
<th>Score</th>
<th>Criteria of Ability</th>
</tr>
</thead>
<tbody>
<tr>
<td>80-100</td>
<td>Very good</td>
</tr>
<tr>
<td>70-79</td>
<td>Good</td>
</tr>
<tr>
<td>60-69</td>
<td>Fair</td>
</tr>
<tr>
<td>50-59</td>
<td>Less</td>
</tr>
<tr>
<td>0-49</td>
<td>Poor</td>
</tr>
</tbody>
</table>
a. The Students’ Score in Experimental Class

1. Pre-test and Post-test in Experimental Class

The researcher found that the result of pre-test was increase on post-test in experimental class. Based on the data, the researcher found that the low score of pre-test in experimental class was 16, it means the score in categorized as very fair. While, the higher score in post-test was 55, It means the score in categorized as less. However, the means score in pre-test was 64 it means the score in categorized as fair. While, the means score in post-test was 90 it means the score in categorized as very good. Then, the lower score in pre-test was 16 it means the score in categorized as inadequate because less than 49. While, the lower score in post-test was 55 it means the score in categorized as fair.

The data of students’ reading comprehension of pre-test and post-test in experimental class were obtained from the result of their reading comprehension test. All the data were calculated by using SPSS 22 version. The data can be describe as follows:

Table. 4.2. The Result of Reading Comprehension of Pre-test in Experimental Class

<table>
<thead>
<tr>
<th>Number of Students (N)</th>
<th>Categorized</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>19</td>
<td>Poor</td>
<td>63.1%</td>
<td>63.3%</td>
</tr>
<tr>
<td>8</td>
<td>Less</td>
<td>26.6%</td>
<td>90.0%</td>
</tr>
<tr>
<td>3</td>
<td>Fair</td>
<td>10%</td>
<td>100%</td>
</tr>
<tr>
<td>Result = 30 students</td>
<td>No students in the categorized excellent</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
Based on the table 4.2 and figure 4.1 it means 1 students (3.3%) got score 16 based on the scoring grade it was categorized as an inadequate score because less than 49. Then, 1 students (3.3%) got score 20 and it was categorized as poor, 1 students (3.3%) got score 24 and it was categorized as poor, 2 students (6.7%) got score 28 and it was categorized as poor, 1 student (3.3%) got score 32 and it was categorized as poor, 7 students (23.3%) got score 36 and it was categorized as poor, 4 student (13.3%) got score 40 and it was categorized as poor, 1 students (3.3%) got score 44 and it was categorized as poor, 1 student (3.3%) got score 48 and it was categorized as less, 1 student (3.3%) got score 50 and it was categorized as less, 4 student (13.3%) got score 52 and it was categorized as less, 3 student (10.0%) got score 56 and it was categorized as less, 2 student (6.7%) got score 60 and it was categorized as fair, 1 student (3.3%) got score 64 and it was categorized as fair.
On the other hand, no students got score more than 90 as categorized excellent. It Conclude that the result of pre-test in experimental class was lower because the means score was 49, it was categorized as fair. While, 19 students (63.1 %) in the categorized as poor, 8 students (26.6%) in the categorized as less, 3 students (10%) in the categorized as fair.

Table 4.3 The Result Reading Comprehension Test of Post Test in Experimental Class

<table>
<thead>
<tr>
<th>Number of Students (N)</th>
<th>categorized</th>
<th>Valid percent</th>
<th>Cummulative percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>less</td>
<td>3,3%</td>
<td>3,3%</td>
</tr>
<tr>
<td>8</td>
<td>fair</td>
<td>26,7%</td>
<td>30,0%</td>
</tr>
<tr>
<td>7</td>
<td>good</td>
<td>23,3%</td>
<td>53,3%</td>
</tr>
<tr>
<td>14</td>
<td>Very good</td>
<td>46,7%</td>
<td>100%</td>
</tr>
<tr>
<td>Result= 30 students</td>
<td>No students in the categorized excellent</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
After accepting treatment (using PQRST method), the students showed good improvement in this class. As can be seen from the Table 4.3 and further explained by Figure 4.2, 1 student (3.3%) got score 55 and it was categorized as less, 5 student (16.7%) got score 60 and it was categorized as fair, 3 student (10.0%) got score 65 and it was categorized as fair, 3 students (10.9%) got score 70 and it was categorized as good, 4 students (13.3%) got score 75 and it was categorized as very good, 5 students (16.7%) got score 80 and it was categorized as very good, 1 students (3.3%) got score 83 and it was categorized as very good, 2 students (6.7%) got score 85 and it was categorized as very good, 1 student (3.3%) got score 88 and it was categorized as very good, 2 student (6.7%) got score 90 and it was categorized as very good.

The result of post test showed the students improvement in reading comprehension. In the pre test the students were categorized poor or less. However, after the treatment, no more students were categorized poor or less. In fact the lowest score was 64 which can be categorized as fair. Besides, the mean score differences between pre-test 64 and post-test 90 in experimental group after the students were taught by using PQRST method.
The researcher found that the result of pre-test was little increase on post-test in control class. Based on the data, the researcher found that the lower score of pre-test in control class was 20, it means the score in categorized as poor. While, the higher score in post-test was 25, It means the score in categorized as poor. However, the means score in pre-test was 20 it means the score in categorized as fair. While, the means score in post-test was 80 it means the score in categorized as very good. Then, the lower score in pre-test was 40 it means the score in categorized as inadequate because less than 49. While, the lower score in post-test was 25 it means the score in categorized as adequate.

The data of students’ reading comprehension of pre-test and post-test in control class were obtained from the result of their reading test. All the data were calculated by using SPSS 22 version. The data can be describe as follows:

**Table 4.4. The Result of Reading Comprehension of Pre-test in Control Class**

<table>
<thead>
<tr>
<th>Number of students (N)</th>
<th>categorized</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
<td>Poor</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Result=30 students</td>
<td>No students in the categorized excellent</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>
As can be seen from the Table 4.4 and further explained by Figure 4.3, 4 student (13.3%) got score 20 and it was categorized poor, 1 student (3.3%) got score 24 and it was categorized as poor, 8 students (26.7%) got score 28 and it was categorized poor, 8 student (26.7%) got score 32 and it was categorized as poor, 3 student (10.0%) got score 35 and it was categorized as poor, 3 students (10.0%) got score 36 and it was categorized as poor, 1 student (3.3%) got score 38 and it was categorized as poor, 2 students (6.7%) got score 40 and it was categorized as poor.

Furthermore, in pre-test of control class no students got score more than 90 as categorized excellent. It Conclude that the result of pre-test in control class was lower because all of students in the pre-test of control class got score as categorized as poor.
Table 4.5. The Result of Reading Comprehension of Post-test in Control class

<table>
<thead>
<tr>
<th>Number of Students (N)</th>
<th>categorized</th>
<th>Valid Percent</th>
<th>Cumulative Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>poor</td>
<td>13.3%</td>
<td>13.3%</td>
</tr>
<tr>
<td>7</td>
<td>less</td>
<td>23.4%</td>
<td>36.7%</td>
</tr>
<tr>
<td>9</td>
<td>fair</td>
<td>30%</td>
<td>66.7%</td>
</tr>
<tr>
<td>9</td>
<td>good</td>
<td>30%</td>
<td>96.7%</td>
</tr>
<tr>
<td>1</td>
<td>Very good</td>
<td>3.3%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Result: 30 students

No students in the categorized excellent

Figure 4.4 The result of Post-test in Experimental Class

This class with no treatment (no using PQRST method) and result can be seen from Table 4.5 and further explained by Figure 4.4. 1 student (3.3%) got score 25 and it was categorized as poor. 1 students (3.3%) got score 30 and it was categorized as poor. 2 student (6.7%) got score 35 and it was categorized as poor.
student (16.7%) got score 50 and it was categorized as poor, 2 student (6.7%) got score 55 and it was categorized as less, 6 student (20.0%) got score 60 and it was categorized as fair, 3 students (10.0%) got score 65 and it was categorized as fair, 5 student (16.7%) got score 70 and it was categorized as good, 4 student (14.3%) got score 75 and it was categorized as good, 1 students (3.3%) got score 80 and it was categorized as very good.

Furthermore, the researcher found out in the post-test of control class was better score than pre-test in control class but no using special treatment. It means in control class the researcher can build students’ motivation to be more confidents in learning process. Moreover, based on the result of students’ reading comprehension between experimental and control class. In experimental class, after using PQRST method the students can more active in learning process and the result high score in experimental class was 90 then, the mean score was 55, the low score was 60. On the other hand, in control class with no using special method, the result of high score was 80 and means score was 40 then low score was 20. It means the score of experimental class more higher than control class. This finding indicates that after using PQRST method, the students’ reading comprehension is significantly increased proven by the progress of score from pre-test and post-test.

After scoring the frequency and percentage of score from pre-test and post-test, the means, the standard deviations, the minimum and the maximum of the reading comprehension pre-test and post-test scores of the sample were calculated respectively by using IBM SPSS 22. Table 4.6 represented the result.
Table 4.6 Descriptive Statistics

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>30</td>
<td>16</td>
<td>64</td>
<td>42.07</td>
<td>12.412</td>
</tr>
<tr>
<td>Post-test</td>
<td>30</td>
<td>55</td>
<td>90</td>
<td>74.53</td>
<td>10.507</td>
</tr>
<tr>
<td>Pre-test control</td>
<td>30</td>
<td>20</td>
<td>40</td>
<td>30.50</td>
<td>5.692</td>
</tr>
<tr>
<td>Post-test control</td>
<td>30</td>
<td>25</td>
<td>80</td>
<td>59.00</td>
<td>14.106</td>
</tr>
<tr>
<td>Valid N (listwise)</td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As Table 4.6 showed, the mean of post-test score of experimental class (74.53). It indicated that on good, the use of PQRST method has caused the improvement of students’ score, but it is important to know that such a conclusion is only a descriptive conclusion. It should be tested about being meaningful this progress.

Therefore, to investigate whether PQRST method is effective to increase students’ skill in reading comprehension descriptive text, and whether PQRST method has a significant effect of students’ reading comprehension, the researcher tested the result of pre-test and post-test by using Paired Sample Test and Independent Sample Test is used to compare the means of one variable for two groups of cases in IBM SPSS Statistic 22.

<table>
<thead>
<tr>
<th>Paired Samples Statistics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Pair 1</td>
</tr>
<tr>
<td>Pre-test control</td>
</tr>
<tr>
<td>Post-test control</td>
</tr>
</tbody>
</table>

The data that presented above was the performance scores of the group of students taken as sample, before and after taught by using PQRST method as the treatment. The mean scores of pre-test was 30.50, while the mean scores of post-test was 59.00. The number of students (N) both in pre-test and post-test were 30 students. The standard deviation of pre-test was 5.692 and the error mean was
1.039. On the post-test, the standard deviation was 14.106 and the error mean was 2.575. Based on the result of mean, it can be concluded that the mean score of pre-test was different from the mean score of post-test. Thus, it can be concluded that there was increased since the mean score of post-test was higher than pre-test.

2. Prerequisite Test

a. The Result of Normality

Table 4.8. Test of Normality with Kolmogorov-Smirnov

<table>
<thead>
<tr>
<th></th>
<th>Kolmogorov-Smirnov²</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Statistic</td>
<td>df</td>
<td>Sig.</td>
</tr>
<tr>
<td>Pre-test experimental</td>
<td>.133</td>
<td>30</td>
<td>.187</td>
</tr>
<tr>
<td>Post-test experimental</td>
<td>.165</td>
<td>30</td>
<td>.076</td>
</tr>
<tr>
<td>Pre-test control</td>
<td>.171</td>
<td>30</td>
<td>.056</td>
</tr>
<tr>
<td>Post-test control</td>
<td>.162</td>
<td>30</td>
<td>.074</td>
</tr>
</tbody>
</table>

a. Lilliefors Significance Correction

Based on the table above was known that the significance value from each pre-test and post-test is higher than 0.05. The sig/p-value on pre-test of experimental class is 187 and it is higher than 0.05 (187>0.05), means that the data is in normal distribution, the p-value on post-test of experimental class is 0.76 and it is higher than 0.05 (0.76>0.05), means the data is in normal distribution. The p-value on pre-test of control class is 0.56 and it is higher than 0.05 (0.56>0.05), the p-value on post-test of control class is 0.74 and it is higher than 0.05 (0.74>0.05), means that the data is in normal distribution. Therefore, it also means that H₀ is accepted and Hₐ is rejected. So it can be interpreted that each of data is in normal distribution.
b. The Result of Homogeneity

To know the homogenity, the researcher used test of homogenity of variance with SPSS. 22 by the value of significance (α) = 0.05. The result can be seen below:

<table>
<thead>
<tr>
<th>Table. 4.9. Test of Homogeneity of Variance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Levene Statistic</td>
</tr>
<tr>
<td>-----------------</td>
</tr>
<tr>
<td>Result of Students’ Reading Based on Mean</td>
</tr>
<tr>
<td>Based on Median</td>
</tr>
<tr>
<td>Based on Median and with adjusted df</td>
</tr>
<tr>
<td>Based on trimmed mean</td>
</tr>
</tbody>
</table>

Based on the table above was known that the sig/p value from each data is higher than 0.05. It means H₀ is rejected and Hₐ is accepted. Thus, it can be interpreted that the data is homogeneity.

3. Statistical Analysis

a. Paired Sample t-test in Experimental Class

<table>
<thead>
<tr>
<th>Table. 4.10. Paired Sample t-test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paired Differences</td>
</tr>
<tr>
<td>Mean</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Pair</td>
</tr>
<tr>
<td>post-test control class</td>
</tr>
</tbody>
</table>

Based on the Table 4.10 The Output of Paired Sample t-test in experimental class, showed that the result of the compare analysis with using t-test. The output showed of mean of pre-test (28.500), standard deviation (17.528), mean standard error (3.200), the lower different (-35.045), while the upper
different (-21.955). The result of t test (-8.906) with df = 29 and significance (0.000). Furthermore, The output showed of mean of post-test (28.50), standard deviation (17.528), mean standard error (3.200), the lower different (-35.045), while the upper different (-21.955), The result of t test (-8.906) with df (degree of freedom) = 29 and significance (0.000).

As Table 4.10 showed, the p-value was less than 0.05 (0.000<0.05). It means the result was significance. Thus, there was enough evidence indicating that the null hypothesis could be rejected, and it could be concluded that using PQRST method was effective on students’ reading comprehension in descriptive text.

b. Paired Sample t-test in Control Class

<table>
<thead>
<tr>
<th>Pair</th>
<th>Paired Differences</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class</td>
<td>Mean</td>
<td>Std. Deviation</td>
</tr>
<tr>
<td>1</td>
<td>Pre-test</td>
<td>control class</td>
</tr>
</tbody>
</table>

Based on the Table 4.10 The Output of Paired Sample t-test in experimental class, showed that the result of the compare analysis with using t-test. The output showed of mean of pre-test (28.500), standard deviation (17.528), mean standard error (3.200), the lower different (-35.045), while the upper different (-21.955). The result of t test (-8.906) with df = 29 and significance (0.000). Furthermore, The output showed of mean of post-test (28.50), standard deviation (17.528), mean standard error (3.200), the lower different (-35.045),
while the upper different (-21.955). The result of t test (-8.906) with df (degree of freedom) = 29 and significance (0.000).

As Table 4.10 showed, the p-value was less than 0.05 (0.000<0.05). It means the result was significance. Thus, there was enough evidence indicating that the null hypothesis could be rejected, and it could be concluded that using PQRST method was effective on students’ reading comprehension in descriptive text.

C. Independent Sample t-test

<table>
<thead>
<tr>
<th>Levene’s Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
<th>95% Confidence Interval of the Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>Sig.</td>
<td>T</td>
</tr>
<tr>
<td>----------------------------------------</td>
<td>-----------------------------</td>
<td>-----------------------------------------</td>
</tr>
<tr>
<td>Equal variance assumed</td>
<td>1.138</td>
<td>290</td>
</tr>
<tr>
<td>Equal variance not assumed</td>
<td>4.837</td>
<td>53.606</td>
</tr>
</tbody>
</table>

Based on the output SPSS above (Table 4.12), Independent Sample Test shows Levene’s Test for variance in this hypothesis examination:

\[H_0\] : Variance Population Identical

\[H_a\] : Variance Population not accepted
This statement based on the probability gate:

If Probability > 0.05, Ho is accepted

If Probability < 0.05, Ha is rejected

The result shows based on the table 4.12 of in the equal variances assumed P value was 0.613 > 0.05 (Standard score) It means Ho was accepted and the Ha was rejected and in the equal variances not assumed P value was 0.22 < 0.05 (Standard score) it means Ha was accepted and Ho was rejected. It conclude that significant improvement of the students’ reading comprehension before and after being taught by PQRST method and there is significant difference between the students’ taught by using PQRST method and those who were not.

B. Data Interpretation

The main point of this research is to see weather or not there is an effect of using PQRST method on students reading comprehension. Based on the result of calculation using SPSS version 22 program, it was found that there is a significant effect. But this section discusses the finding theoretically, in experimental class, there was 30 students in pre-test and post-test. In pre-test the mean score the result was 64 (see appendix). But after the treatment given by using PQRST method in teaching reading comprehension, it showed that the mean of post-test was 90 (see appendix). It indicated that after treatment there was a better improvement who are taught by using PQRST method in teaching reading comprehension. In control class, there were 30 students in pre-test and post-test. In pre-test the mean score of the result was 40 (see appendix) without use PQRST method. Meanwhile, the mean score of post-test was 80 without used treatment PQRST method. Both experimental and control class learned English subject one month meeting. The researcher taught both classes one month meeting, and just for reading comprehension subject.
PQRST method was given as the treatment in experimental class. Before the treatment was conducted in this class, the students behaved passively during the lesson. They just listened to the teacher and followed the class inactively. These behaviors were changed dramatically during the treatment. The students feel that they had new innovation when they learned English by using PQRST method. They could increase their reading from this technique. They could be more active when they applied the technique.

The similar good management happened in the control class. However, because their were learning the text with the similar way they known before, they were likely bored and in attracted to the text that has been presented. There were no new innovations happened in this group, so the students did not have any attention to the text they learned.

While, the calculation was carried out in order to know how well the treatment worked, in term of pre-test and post-test scores of experimental class. The t value 8.906 df 29 were obtained from paired sample t-test analysis. Thus, the null hypothesis was rejected (Ho₁) and alternative hypothesis is not rejected (Ha₁) because there was a significant difference between pre-test and post-test in experimental class. It means that the treatment worked very well.

PQRST method is the alternative to solve the problem of the students in reading comprehension. According to Pettersson (2002, p. 242), PQRST method is one of the best method for improving memory of reading. The method is intended to improve the students’ ability and remember material presented in the textbooks, not only to know what they learn or just memorize what the teacher transfer to them. Besides, through PQRST method it easy for students to relate background knowledge.

The researcher found that the students in experimental class more interesting to read the text, because they had already had background knowledge of the text. They are not only given reading comprehension test, but also they are involved the interested phases before answering the comprehension test. The
students were eager in answering the reading comprehension test. As the PQRST method has advantages to increase the students interest in reading the text. Therefore they comprehend the text easily. PQRST method increase their achievement in their reading skill.
CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

The student problem in comprehending reading text is caused by lack of knowledge of the text. It was because they do not have background knowledge of the text. Thus, the teachers do not attract the students interest in reading, the researcher applied PQRST method in teaching reading skill. The PQRST method activities gave many chances to the students prepare themselves before reading text.

Based on the research carried out in Mts Laboratorium Kota Jambi 2018/2019, it concluded that PQRST method is affective to enhance to learners reading skill. Using PQRST method has a great and positives influence in teaching reading. The students who are taught using the PQRST method have higher score than the students taught without PQRST method.

The result of this research showed that there is significant effect in reading comprehension at the eight grade students Mts Laboratorium Kota Jambi after they were taught by using PQRST method. The result has proven that the mean score difference between pre-test 64 and post-test 90 in experimental class. The other result show that there is any significant different between experimental class and control class. The difference is the mean difference between the result of post-test in experimental class was 90 and post-test in control class was 80.

PQRST method can improve students reading comprehension in MtsLaboratorium Kota jambi. Based on the experiment, it was known that there is significance difference between the score of students who are taught using PQRST method. It was proved by the research findings. The result of statistic calculation indicate that the value of $t_o = 8.906$ and the value df (degree of freedom) was 29 on degree significance of 0,000. Comparing the $t_o$ with each values of the degree of significance, the researcher finds that 0,000
< 0.160. Therefore, \( t_a \) is higher than \( t_{\text{table}} \) it can be concluded that the alternative hypothesis (\( H_a \)) is accepted and null hypothesis (\( H_0 \)) is rejected.

Therefore it could be said that the PQRST method is affective in teaching descriptive text. It can be seen from the research findings that the students show their improvement in reading.

**B. Suggestions**

Based the conclusion above and based on the study that has been done, the researcher would like to offer some suggestions. The teachers, especially those teach at Mts Laboratorium Kota Jambicould use PQRST method as an alternative method to improvement students reading comprehension score. It can be useful to improve their English teaching and learning especially for teaching reading comprehension. The teacher should be well prepared before entering the classroom. The learning material should be related to the context of the students lives in order to make students easier to relate new information and their background knowledge. The teacher must be creative teacher to make the teaching learning activity more interesting by using this method the reason to make the students enjoy the teaching and learning activity and make them interested in learning English because they feel boring and think that English is difficult for them to understand. The teacher asks the students to bring the dictionary, it will help them when they found the difficult words. For other researchers who want to conduct the research in teaching reading could use the result of this research as a source for conducting the research and as an additional reference for futher relevant research certainly with different material and sample. The other researchers also can consider the weaknesses of the result from this research to conduct a better research.
REFERENCES


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Queensland Curriculum & Assessment Authority (2010). *Teaching Reading and viewing Comprehension strategies and activities for years 1-9.* Queensland government, University of Pretoria.


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State Islamic University of Sulthan Thaha Saliuddin Jamb
### Reading Comprehension Test

**Name:**

**Class:**

Read the Text and Answer the Question 1 to 4

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

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

1. What is the writer’s purpose to write the text?
   A. To show his dislike of his teacher
   B. To get attention of his teacher
   C. To make the readers know the character of his teacher
   D. To make the readers impressed by his teacher

2. The writer describes Mr. Tucker as a.
   A. Serious man
   B. Humorous man
   C. Easy going man
   D. Friendly man

3. The writer can tell Mr. Tucker habit precisely because…
   A. He always come to school early
   B. He admires Mr. Tucker character
   C. He sees Mr. Tucker does the same thing everyday
   D. He pays attention to Mr. Tucker’s explanation

4. “I was really amazed by his habit”
   The underlined word is closest in meaning to…
   A. Scared
   B. Surprised
   C. Ashamed
   D. Nervous
Mr. Wahid is my grandfather who is also my best friend. My grandfather is sixty four years old and he is retired now, so he has plenty of time to play with me. I love him very much and I know he really loves me too. We spend a lot of time together.

My grandfather is a very tall and strong man. My grandfather is smart, patient and caring, when I am sad, he can always make me laugh with his funny faces. He puts me on his shoulders and tells me many stories.

Every day my grandfather drives me to school and picks me up at the end of classes. He also does sports and many other activities with me. He takes me to the swimming pool. He plays chess with me. During starry nights we count the stars together in our backyard. I love my grandpa.

5. What is the text about?
A. The writer’s family
B. The writer’s grandfather
C. A very tall and strong man
D. The writer’s sport activities

6. What is shown by paragraph three?
A. The writer’s activities
B. The activities of Mr. Wahid
C. Mr. Wahid characteristics
D. The description of the writer’s family

7. “My grandfather is sixty four years old and he is retired now”

The underline word is closest in meaning to ….
A. Very weak
B. Not energetic
C. Having no money
D. No longer working
The Following Text is for Question 8 to 10

The Legend of Toba Lake

There was a handsome man named Batara Guru Sahala, who enjoyed fishing so much. One day, he caught a fish. He was surprised to find out that the fish could talk. The fish begged him to set it free.

Batara guru sahala could not bear it. He made the fish free. As soon as it was free, the fish changed into a very beautiful woman. Batara guru sahala fell in love with that fish woman and wanted to marry her. Batara guru sahala promised to keep the secret that she had been a fish and would never tell anybody about it.

They were married happily. They has two daughters. One day batara guru sahala got very angry with his daughters. The daughthers were crying. They found their mother and told her about it.

The mother was very angry. Batara guru sahala broke his promise. The mother was shouting angrily, then the earth began to shake. Volcanoes started to erupt. The earth formed a very big hole. People believed that the big hole became a lake. Today the lake is known as Toba lake.

8. Why was the mother very angry? Because...
   A. Her daugther were crying and found her
   B. The earth began to shake and started to erupt
   C. Batara guru sahala broke his promise
   D. Batara guru sahala was angry

9. What is the main idea of the fourth paragraph?
   A. How Toba lake was formade
   B. The daughters found their mother
   C. Their daughters were crying
   D. Batara Guru sahala had two daughters
10. What can you learn from the text above? We should..

A. Promise to our wife
B. Promise to our husband
C. Break our promise
D. Keep our promise

The Following text is for Questions 11 to 13

This is my favorite artist. Her full name is Robin Rihanna Fenty. She is famous singer in the world. She was born on 20 February 1988 in Saint Michael, Barbados.

Rihanna has small family. There are 5 people in her family. They are her father, mother, and 2 siblings. Her father’s name is Ronald. Her mother is monica fenty. Her siblings are Rorrey and Rajad.

Rihanna likes modeling. She has ever won modeling contest. Miss Combermere. She also loves fashion style. Her hair style changes quite often. Sometimes she performs with curly hair. But, in another chance she appears in straight hair with different colour.

Rihanna is a very success RnB singer. She has won many awards such as Grammy Award and American Music Award. Her songs are known well through the world. Only Girl (In the world), what’s my name, unfaithful, umbrella, love the way you lie, for instance.

Source: Soal Ujian National SMP Tahun 2017

11. What often changes in Rihanna’s appearance ?

A. Her name
B. Her family
C. Her hair style
D. Her music genre

12. The text is written to….

A. Tell about the life of Rihanna
B. Show how to be a famous artist
C. Describe an artist, Rihanna  
D. List Rihanna’s albums  

13. What is the text mainly about?  
A. Rihanna’s childhood  
B. Rihanna’s achievement  
C. Rihanna’s family  
D. Rihanna’s life story  

The Following text is for Questions 14 & 15

Once upon a time, there lived a lion who was afraid of nothing except a crow of a cock. A chill would go down his stomach whenever he heard a cock crowing.

One day, the lion met an elephant and told him what he was afraid of. The elephant laughed and said, “how can a cock’s crow scare you? You are the king of all animals. A cock is only a small animal.” The lion felt very embarrassed.

Just then a mosquito came and began circling the elephant’s head. The elephant became very scared and screamed,” if it gets into my ears, I will die.” He tried to fight the mosquito with his trunk, but it didn’t give up. He finally ran away. Seeing this, the lion laughed very loudly and said,” the mosquito is far smaller than the cock, yet you are afraid of it very much”.

14. What happened to the lion when he heard a cock crowed?  
A. He was amused  
B. He was very sad
C. He felt afraid
D. He ran away

15. What is the lesson taken from the story?
A. We should be afraid of the lion
B. We have to help other people
C. We have to be aware of other people
D. We should not look down on other people

This Text is for Questions 16 to 18

The Hen and The Butterfly

Once upon a time, in a beautiful morning, a hen and her children searched for food in the backyard. There were many seeds and falling fruits to fulfill their appetite for breakfast. Suddenly, she saw a small moving object under a tree branch not far from the backyard. She came closer and found out that a butterfly was stuck under that branch.

“Oh, hen, can you do me a favor to lift this branch? it fell on my right wing so I can’t move anywhere,” begged the butterfly to the hen. “How pity you are. Be ready butterfly, I will try to remove this branch,” said the hen. So, she helped the butterfly and succeeded.

Unluckily, the butterfly’s right wing was broken and flying was impossible to do. The kind hen offered the butterfly a shelter in her cage until it was ready for the finally the butterfly to fly again. Time passed by and finally the butterfly could fly freely with the happiest face ever.” Thanks hen, we will be best friend forever from now on,” the butterfly shouted while flying away.

From that moment, the butterfly and the hen are still best friend until today. Whenever we find the hen searching for some food, there must be the butterfly flying around nearby. A friend in need is a friend indeed.

16. The purpose of story teaches the readers about…
A. Responsibility
17. If the kind Hen didn’t help her, the butterfly will die of…
A. Poverty
B. Starvation
C. Bleeding
D. Depression

18. “It fell on my right wing”

The underlined word refers to…
A. The moving object
B. The branch of the tree
C. The hen cage
D. The food

The Following Text is for Questions 19 to 22

Once, a rabbit wanted to cross a river but he could not swim. He has an idea. He saw a boss of crocodile swimming in the river. The rabbit asked the boss of crocodile, “How many crocodiles are there in the river?” The boss of crocodile answered, “We are twenty here” on time.” What is it for?” the boss of crocodile asked.

“All of you are good, nice, gentle and kind, so I want to make a line in order. Later I will know how kind you are,” said the rabbit. Then, the boss of the crocodile called all his friends and asked them to make a line in order from one side to the other side of the river. Just then, the rabbit started to count
while jumping from one crocodile to another; one...two...three...four until twenty, and finally, he thanked all crocodiles because he had crossed the river.

19. The story mainly tells us about…
   A. Twenty crocodiles
   B. The boss of the crocodile
   C. A rabbit and twenty crocodiles
   D. A rabbit and the boss of crocodile

20. What is the writer’s purpose of writing this kind of text? To….
   A. Entertain the readers
   B. Tell a story of rabbit
   C. Inform an event in the past
   D. Reporting conversation between the crocodile and rabbit

21. We know from the first paragraph that the rabbit actually wanted…
   A. To cross the river
   B. To swim across the river
   C. To meet the boss of crocodile
   D. To know the number of crocodiles there

22. “All of you are good, nice, gentle and kind, so I want to make a line in order, later I will know how kind you are,” (Paragraph 2).

   The word “You” is refers to…
   A. Rabbit
   B. Crocodile
   C. A group of crocodile
   D. The leader of crocodile

The Text is for Question 23 to 25

Pied – Piper of Hamelin

   The town of Hamelin was suffering from a terrible plague of rats. The town council tried everything to get rid of them, but couldn’t. At last, the mayor promised a big reward to anybody who could put an end to the plague.
A stranger dressed in bright clothes arrived and said he could rid Hamelin of the rats. At night, the stranger began playing a tune on his flute, drawing all the rats out of the houses and barns and into the river, where they drowned.

The mayor would not pay the pipe because he said that playing a flute was not worth the reward. He ordered the piper to leave Hamelin. But the piper came back one day, and started to play his flute. This time, all the children followed him, and he left the village towards the mountains. Suddenly, a cave opened in the mountain and the piper and all the children went in. the cave closed behind them and the children were never seen again in Hamelin.

23. How could the stranger rid Hamelin of the rats?
   A. By paying the major
   B. By dressing in bright clothes
   C. By closing the cave with the children in it
   D. By playing a tune on his flute

24. What is the main idea of paragraph three?
   A. The piper came back and the children followed him
   B. The major would not pay the piper
   C. A stranger came to Hamelin and wanted to kill the rats
   D. The town of Hamelin was suffering from a terrible plague of rats.

25. What can we learn from the story?
   A. We should keep our promise
   B. Do not help someone that disappoint you
   C. Do not believe in stranger
   D. We should be careful to children
Answers key:

1. D
2. D
3. C
4. D
5. B
6. B
7. D
8. C
9. D
10. B
11. C
12. C
13. D
LESSON PLAN

(Experimental Class)

School : Mts Laboratorium Kota Jambi
Subject : Bahasa Inggris
Class / Semester : VII Semester 1
Text type : Descriptive text
Time Allocation : 2 x 40 menit

C. Kompetensi Inti

KI.1: Menghayati dan mengamalkan ajaran yang dianutnya
KI.2: Menghayati dan mengamalkan prilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif, proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI.3: Memahami, menerapkan menganalisis pengetahuan fakta, konseptual, procedural berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban. Terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural padabidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI.4: Mengelola, menalar, dan menyajikan dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarnya dari sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

D. Kompetensi Dasar

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<th>E. Indicators</th>
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<td>4.11 Menangkap makna dalam teks descriptive lisan dan tulis, pendek dan sederhana.</td>
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</tr>
<tr>
<td></td>
<td>3. Menyatakan sifat dan ciri fisik orang secara lisan dengan akurat, lancar dan berterima.</td>
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</table>
4.12 menyusun teks descriptive dengan lisan dan tulisan, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

F. Learning Objective

The students can:

1. Mengamati dan mengidentifikasi gambar orang, binatang, yang ditunjukan oleh guru
2. Menanggapi pertanyaan yang diberikan guru berdasarkan gambar secara lisan
3. Mengidentifikasi informasi rinci dari teks descriptive secara akurat
4. Mengidentifikasi generic strukture dari teks descriptive

G. Learning Material

1. Descriptive text : a text what a person or a thing like.
2. Purpose of descriptive text : to describe and reveal a particular person, place or thing.
3. Generic structure of descriptive text :
   a. Identification : the phenomenon to be described is identifying
   b. Description : the phenomenon is describing in parts, quality and characteristic.
4. Language features
   a. Adjective and compound adjectives
   b. Using the simple present tense

Example of the text.

PANDA

I went to the zoo yesterday and i saw panda for the first time. Panda is the very cute animal i have ever seen. It has little eyes with black spot aroun them. His body is black and white coloured. Panda’s body is almost look alike with bear. Panda looks like tame animals but its actually not, panda
eats Bamboo and they almost eat 40kg bamboo in just one day. Panda is animal from china. I like panda because they’re cute.

H. Metode Pembelajaran

PQRST method

I. Media Pembelajaran

- Picture
- Whiteboard
- Boardmarker
- Worksheet

J. Sumber Bahan Ajar

www.belajarbahasainggris.us 2016/2017
BukuPaket( English in context 1 for SMP class VIII)

K. Langkah-langkah Pembelajaran

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**Preview**

| 4. | The researcher helps the students to determine what the whole reading assignment is about skimming through the pages. |
| 5. | The researcher give the example text to the students |
| 6. | The researcher give the students brainstorming |

**Question**

| 3. | The researcher check for the author’s question at the and materials |
| 4. | The researcher ask to the students about material today |

**Read**

| 3. | The researcher ask the students to read the text actively |
| 4. | The researcher asking to the students how do ideas relate to each other. |

**Summary**

| 3. | After reading a section, the researcher ask the students how much they can recall and then state in their own mind |
| 4. | The researcher ask the students to make conclusion for material today |

**Test**

| 4. | The researcher asks the students to check their knowledge after have completed reading assignment. |
5. The researcher give the students question about the descriptive text
6. And test the students memory.

Post Activities

d. The researcher check the students understanding by asking some question
e. The researcher ask the students to make conclusion about material today.
f. The researcher close the teaching and learning activities.

L. Penilaian Hasil

1. Teknik penilaian: test tertulis
2. Intrument penilaian:

Kriteria penilaian

- Jawaban benar X4
  a. Pedoman penilaian
  - Jumlah skor maksimal 100

Mengetahui,

Guru Mata
Pelajaran

Guru Pamong

Refky Wardana, S.Pd
Yesi

Ires Sepri

NIM: TE

140992

Mengetahui
Kepala Madrasah Tsanawiyah Laboratorium

Mahmud, MY, S.Ag, M.Pd

NIP: 196910151997031003

APPENDIX

First Meeting

1. Descriptive text: a text what a person or a thing like.
2. Purpose of descriptive text: to describe and reveal a particular person, place or thing.
3. Generic structure of descriptive text:
   c. Identification: the phenomenon to be described is identifying
   d. Description: the phenomenon is describing in parts, quality and characteristic.
4. Language features
   c. Adjective and compound adjectives
   d. Using the simple present tense
MY BIRD

I have a pet it’s a bird and its name Bule. Bule is funny and nice. It has colorful feathers and beautiful voice. I love it very much. Every morning i clean bule’s cage. Then, i feed it some caterpillars. Actually, i am afraid of caterpillars, but i try to do that for my lovely bird. Bule it self likes caterpillars very much. It sings louder then usual after i feed it. Bule becomes one of my friends at home. I like playing with it in my spare time. It is enjoyable playing with bule.

1. What is the text about?
2. What does the Bule look like?
3. How many birds does the writer have?
4. What does the writer do every morning?
5. Does the writer afraid of caterpillars?

LESSON PLAN
(Experimental Class)

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M. Kompetens iInti

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permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

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

KI.4 : Mengelola, menalar, dan menyajikan dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarnya dari sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

N. Kompetensi Dasar

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P. Tujuan Pembelajaran

Pada akhir pembelajaran siswa wajib mampu:

1. Mengamati dan mengidentifikasi gambar orang, binatang, yang ditunjukan oleh guru
2. Menanggapi pertanyaan yang diberikan guru berdasarkan gambar secara lisan
3. Mengidentifikasi informasi rinci dari teks descriptive secara akurat
4. Mengidentifikasi generic struktur dari teks descriptive

Q. Materi Pembelajaran

The Cingaka

Hi, my name is Nayla, I have a pet it is cat. The name is Cingaka. I get it from my sister. It is very fun and beautiful with the smooth fur. It is about five month old. It has black eyes and has a long tail. His fur is very clean. In the morning and evening I never forget to give cingaka milk to drink. Usually, my cat sleep in the bedroom but sometimes I let it wonder freely. I like cat very much because it has good eyes and thick fur.

R. Metode Pembelajaran

PQRST Method

S. Media Pembelajaran

- Picture
- Whiteboard
- Boardmarker
- Worksheet

T. Sumber Bahan Ajar

www.belajarbahasainggris.us 2016/2017
BukuPaket (English in context 1 for SMP class VIII)
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**Summary**

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**Test**

7. The researcher asks the students to check their knowledge after have completed reading assigment.  
8. The researcher give the students question about the descriptive text  
9. And test the students memory.

**Post Activities**

g. The researcher check the students understanding by asking some question  
 h. The researcher ask the students to make conclusion about material today.  
i. The researcher close the teaching and learning activities.

V. Penilaian Hasil
1. Teknik penilaian: test tertulis
2. Instrument of the test:
   b. Kriteria penilaian
      • Jawaban benar X4
   c. Pedoman penilaian
      • Jumlah skor maksimal 100

APPENDIX

Second Meeting

Do you know Isyana Saraswati? She is a very famous singer from Indonesia. She is pretty and very talented. Her fullname is Isyana Saraswati. She is usually called Isyana. This beautiful lady was born in Bandung, West Java, on May 2, 1993. Her parents are Sapta Dwi Kardana and Luana Marpanda.

Isyana, the Taurus girls, is slim. She is only 50 kg and 165 tall. She has a long smooth beautiful hair. By glimpsing, she looks like a korean star.

Talking about her personality, Isyana is kind of introvert girl. She seems very quiet but actually she is friendly enough to people. Talking about her passion in music. Isyana likes jazz, RnB, pop, and soul. She also can play piano, saxophone, and violin. That’s fantastic. What do you know about her song? Isyana is being famous because of a very romantic song entitlet “Keep Being You” and “Tetap dalam Jiwa”

1. From the text above we know that
   a. She is a famous and talented singer
   b. She cant play musical
   c. She dislike jazz and rnb
   d. Isyana is an extrovert girl

2. The second paragraph talks us about....
   a. Isyana’s personality
   b. Isyana’s physical appearance
   c. Isyana’s attitude
   d. Isyana’s passion

3. What does isyana do? She is a ...
   a. Vocalist
b. Singer  
c. Pianist  
d. Musician  

7. “She is a very famous singer from Indonesia”. The underlined word means.  
   a. Strange  
   b. Unpopular  
   c. Well-known  
   d. Clumsy
permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

**KI.3:** Memahami, menerapkan menganalisis pengetahuan fakta, konseptual, procedural berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural padabidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

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benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

Z. Tujuan Pembelajaran

Pada akhir pembelajaran siswa mampu:

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3. Mengidentifikasi informasi rinci dari teks descriptive secara akurat
4. Mengidentifikasi generic strukture dari teks descriptive

AA. Materi Pembelajaran

My House

My house is divide into two floors. On downstairs, I have all the important parts of the house such as the kitchen, bathrooms, storage room and parking garage. On upstairs I have one room where I keep the washer and dryer and one big terrace.

Downstairs, the floor is divided in eight rooms, four of them are bedrooms, other two are bathroom and then one kitchen and one dining room. In my bedroom, I have a lot of things inside, such as a television, a playstation 3, and many tropies.

In my sister’s bedroom, there is a computer and in the other two bedrooms are for my parent and my other sister. Normally we eat in everywhere we want, but on Sunday we eat together in the dining room. I really love my house, the place where we could share everything together.

BB. Metode Pembelajaran
PQRST method

CC. Media Pembelajaran
- Picture
- Whiteboard
- Boardmarker
- Worksheet

DD. Sumber Bahan Ajar
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|        |  
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| 12.    | And test the students memory.  
|        |  

Post Activities

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Mengetahui,  

Guru Mata

Guru Pamong

Refky Wardana, S.Pd

Yesi

NIM : TE

Mengetahui

Kepala Madrasah Tsanawiyah Laboratorium
APPENDIX

Third Meeting

Part of the the plant

A plant is a green living thing which cannot move. The main parts of a plant are root, stem, leaf, seed, etc.

The root is part of the plant’s which is underground. It absorbs water from the soil and transport water upwards to the leaves. It is also a store for food.

A leaf is usually flat and grows on branches. The main function of it is to produce food from the sun’s energy. Most plants are green and have leaves. However, not all the plants are green and have leaves. There are some plants that are not green and they do not have leaves, for example a cactus.
A flower is a part of plant that is specialized for reproduction. It will cause fruits and seed to grow. Seeds a capable of producing a new plant.

1. What part of the plant produced food from the sun?
   a. Root
   b. Stem
   c. Flower
   d. Leaf

2. The main support of the plants is....
   a. Stem
   b. Seed
   c. Flower
   d. Root

3. Which paragraph explains about the part of plants that is used for reproduction?
   f. 1
   g. 2
   h. 3
   i. 4

4. What is the root for?
   a. For producing food
   b. For growing the leaf
   c. For absorbing water from the soil
   d. For transporting the food

11. What does “it” on “the” main function of it is.... the word it refers to ?
   a. Leaf
   b. Root
   c. Stem
   d. Seed
LESSON PLAN

School: Mts Laboratorium Kota Jambi

Subject: Bahasa Inggris

Class / Semester: VII Semester I

Text Type: Descriptive text

Time Allocation: 2 x 40 minutes

State Islamic University of Sulaiman Thahoe Sulaimadin Jambi
GG. Kompetensi Inti

KI.1: Menghayati dan mengamalkan ajaran yang dianutnya

KI.2: Menghayati dan mengamalkan prilaku jujur, disiplin, tanggung jawab, peduli (gotongroyong, kerjasama, toleran, damai), santun, responsif, proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI.3: Memahami, menerapkan menganalisis pengetahuan faktual, konseptual, procedural berdasarkan rasa ingin tahu tentunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban, serta menerapkan pengetahuan procedural padabidangkajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkanmasalah.

KI.4: Mengelola, menalar, dan menyajikan dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya dari sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

HH. Kompetensi Dasar

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>II. Indikator</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.10 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks descriptive dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks</td>
<td>12. Menulis teks deskriptive tentang deskripsi orang, pendek dan sederhana, sesuai dengan konteks penggunaannya.</td>
</tr>
<tr>
<td></td>
<td>13. Mengidentifikasi struktur dan</td>
</tr>
</tbody>
</table>
penggunaannya.

4.11 Menangkap makna dalam teks descriptive lisan dan tulis, pendek dan sederhana.

4.12 menyusun teks descriptive dengan lisan dan tulisan, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

## JJ. Tujuan Pembelajaran

Pada akhir pembelajaran siswa mampu:

1. Mengamati dan mengidentifikasi gambar orang, binatang, yang ditunjukan oleh guru
2. Menanggapi pertanyaan yang diberikan guru berdasarkan gambar secara lisan
3. Mengidentifikasi informasi rinci dari teks descriptive secara akurat
4. Mengidentifikasi generic strukture dari teks descriptive

## KK. Materi Pembelajaran

### Our School

Our school has three parking lots. Two of them are near the front we must put our bicycles there. The other parking lot is for the staff’s motorcycles. It is next to the staffroom, opposite class VIII A.

The headmaster’s office is between the staff there are four toilets in the school. Four of them are in the corner, at the back. They are for students. And the other two are next to class VII D. They are for that staff and guest.

We have a sport hall at the back, behind classroom IX A, B, and C. Next to the sport hall are two small dressing rooms.

The science lab is beside the library. Between the library and the sport hall there is a small mosque for the if you want to have snack and drinks, you can go to near the class VIII E.
LL. Metode Pembelajaran

PQRST method

MM. Media Pembelajaran

- Picture
- Whiteboard
- Boardmarker
- Worksheet

NN. Sumber Bahan Ajar

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BukuPaket( English in context 1 for SMP class VIII)

OO. Langkah-langkah Pembelajaran

<table>
<thead>
<tr>
<th>Phase</th>
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<tbody>
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<td></td>
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</tr>
<tr>
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<td>uu. If there is pronounciation students wrong the</td>
</tr>
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</table>
| **researcher** will write in whiteboard.  
| vv. The researcher will divide the students into some group to translate the reading text.  
| ww. The researcher will ask the students about difficult of word.  
| xx. The researcher will give the students reading comprehension test.  

| **Preview** | 13. The researcher helps the students to determine what the whole reading assignment is about skimming through the pages.  
| 14. The researcher give the example text to the students  
| 15. The researcher give the students brainstorming  

| **Question** | 9. The researcher check for the author’s question at the and materials  
| 10. The researcher ask to the students about material today  

| **Read** | 9. The researcher ask the students to read the text actively  
| 10. The researcher asking to the students how do ideas relater to each other.  

| **Summary** | 9. After reading a section, the researcher ask the students how much they can recall and then state in their own mind  
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| **Test** | 13. The researcher asks the students to check their knowledge after have completed reading assignment.  
| 14. The researcher give the students question about  

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<th>Post Activities</th>
<th>the descriptive text</th>
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</thead>
<tbody>
<tr>
<td>m. The researcher check the students understanding by asking some question</td>
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</tr>
<tr>
<td>n. The researcher ask the students to make conclusion about material today.</td>
<td></td>
</tr>
<tr>
<td>o. The researcher close the teaching and learning activities.</td>
<td></td>
</tr>
</tbody>
</table>

**PP. Penilaian Hasil**

1. Teknik penilaian : test tertulis
2. Intrument of the text :
   - j. Kriteria penilaian
     - Jawaban benar 4
   - k. Pedoman penilaian
     - Jumlah skor maksimal 100

**APPENDIX**

**Capital City of Indonesia**

Jakarta is the capital city of Indonesia. It is centrally located within the country on the northwest coast of Java Island at the mouth of the Ciliwung River. Jakarta dominates Indonesian’s administrative, economy, cultural activities, is a major commercial and transportation hub within Asia—with a population of about 9 million, Jakarta has more people than any other cities in Indonesia.
The climate is hot and humid year-round. Rainfall occurs throughout the year, although it is the heaviest from November to May. The average annual precipitation in Jakarta is 1,790 mm. The city lies on a flat, low plain and is prone to flooding during periods of heavy rainfall.

1. What is kind of the text about?
   a. Procedure
   b. Narrative
   c. Recount
   d. Descriptive

2. Where is the located the capital city of Indonesia?
   a. Within Asia Ocean
   b. At the mouth of the Pesanggrahan River
   c. South of the oldest city
   d. On the northwest coast of Java Island

3. What is main idea of the second paragraph?
   a. The location of Jakarta
   b. The administration of Jakarta
   c. The climate of Jakarta
   d. The population of Jakarta

4. When does the rainfall occur in Indonesia?
   a. From October to March
   b. From November to May
   c. From April to September
   d. From January to July

5. What is the generic structure of the first paragraph?
   a. Orientation
   b. Re-orientation
   c. Description
   d. Identification
LESSON PLAN

(Experimental Class)

School: Mts Laboratorium Kota Jambi
Subject: Bahasa Inggris
Class / Semester: VIII Semester 1
Text type: Descriptive text
Time Allocation: 2 x 40 menit

QQ. Kompetensi Inti

KI.1: Menghayati dan mengamalkan ajaran yang dianutnya

KI.2: Menghayati dan mengamalkan prilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif, proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

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KI.4: Mengelola, menalar, dan menyajikan dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarnya dari sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

RR. Kompetensi Dasar
### Kompetensi Dasar

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<tr>
<th>SS. Indikator</th>
<th></th>
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<tbody>
<tr>
<td>15.</td>
<td>Menulis teks descriptive tentang deskripsi orang, pendek dan sederhana, sesuai dengan konteks penggunaannya.</td>
</tr>
<tr>
<td>17.</td>
<td>Menyatakan sifat dan ciri fisik orang secara lisan dengan akurat, lancar dan berterima.</td>
</tr>
</tbody>
</table>

#### Kompetensi Dasar

3.10 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks descriptive dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.

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#### Tujuan Pembelajaran

Pada akhir pembelajaran siswa mampu:

1. Mengamati dan mengidentifikasi gambar orang, binatang, yang ditunjukan oleh guru
2. Menanggapi pertanyaan yang diberikan guru berdasarkan gambar secara lisan
3. Mengidentifikasi informasi rinci dari teks descriptive secara akurat
4. Mengidentifikasi generic strukture dari teks descriptive

#### Materi Pembelajaran

Camping Activity
The students of SMP 17 like to go to camping in holiday. They go to camping to spend their spare time because they do not have any classes and duties.

Camping is an outdoor activity by spending the night in a tent for several days or weeks and having a campfire at night. The students bring some camping equipment to their camping site. They also bring clothes, beddings, cleaning, eating and cooking utensils.

The boys are responsible to set up the tents and the girls love preparing the food. They enjoye the food very much. At night, they make a campire. They sit around it and sing a song together. They joke and laugh happily. After camping for several days, they go home directly.

V. Metode Pembelajaran
PQRST Method

W. Media Pembelajaran
- Picture
- Whiteboard
- Boardmarker
- Worksheet

X. Sumber Bahan Ajar
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Buku Paket (English in context 1 for SMP class VIII)

Y. Langkah-langkah Pembelajaran

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</tr>
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<tr>
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<td></td>
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|                                             | 12. The researcher ask the students to make conclusion for material today |
| Test                                        | 16. The researcher asks the students to check their knowledge after have completed reading assigment.  
|                                             | 17. The researcher give the students question about the descriptive text  
|                                             | 18. And test the students memory. |
| Post Activities                             | p.  The researcher check the students understanding by asking some question  
|                                             | q.  The researcher ask the students to make conclusion about material today.  
|                                             | r.  The researcher close the teaching and learning activities. |

**ZZ. Penilaian Hasil**

1. Teknik penilaian : test tertulis
2. Instrument of the test:
   1. Kriteria penilaian
      - Jawaban benar 4
   m. Pedoman penilaiaan
      - Jumlah skor maksimal 100
Mengetahui,

Guru Mata Pelajaran

Guru Pamong

Refky Wardana, S.Pd

Ires Sepri Yesi

NIM : TE 140992

Mengetahui

Kepala Madrasah Tsanawiyah Laboratorium

Mahmud, MY, S.Ag, M.Pd

NIP : 196910151997031003

APPENDIX
My Friend

Well friends, my name is Ida, I would like to tell you about my interesting hobby. I like cooking very much. I do this hobby with my students, Riana and Anne. To do this hobby we need the patience.

Cooking is a good especially for girls because the girl will be a housewife in the future. And they must prepare the meals for the family.

We can do this hobby seriously. Then we can be professional cook the earn money. We can study from our mother or by reading some recipe from mass media like newspaper, magazine, radio or TV. We can make many kinds of cuisine in the kitchen. Although we sometimes fail to make good cake or cuisine, we still feel good to enjoy our product.

Well friends.

1. The “I” in the first Paragraph refers to....
   a. Ida
   b. Riana
   c. Anne
   d. Ida’s mother

2. Cuisine is something that we.... in the kitchen with certain material
   a. Drink
   b. Cook
   c. Eat
   d. Enjoy

3. “.... must prepare the meals for the family”
   a. The writer
   b. The housewives
   c. The girls
   d. The women

4. Where is the writer get the recipe?
   a. On tv
   b. Book
   c. Mass media
   d. News

5. With whom she does her hobby?
   a. With her family
   b. With her mother
   c. With her sister
d. With hwe brother

RENCANA PELAKSANAAN PEMBELAJARAN

(Experimental Class)

LESSON PLAN

School : Mts Laboratorium Kota Jambi
Subject : Bahasa Inggris
Class / Semester : VIII Semster 1
Text type : Descriptive text
Time Allocation : 2 x 40 menit

AAA. Kompetensi Inti

KI.1: Menghayati dan mengamalkan ajaran yang dianutnya

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**BBB. Kompetensi Dasar**

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**DDD. Tujuan Pembelajaran**
Padaakhir pembelajaran siswamampu:

1. Mengamati dan mengidentifikasi gambar orang, binatang, yang ditunjukan oleh guru
2. Menanggapi pertanyaan yang diberikan guru berdasarkan gambar secara lisan
3. Mengidentifikasi informasi rinci dari teks descriptive secara akurat
4. Mengidentifikasi generic strukture dari teks descriptive

**EEE. Materi Pembelajaran**

**My beloved comedian**

I have a favorite comedian. His name is Entis Sutisna, but his popular name is Sule. He comes from Cimahi, West Java, Indonesia. He is so popular in Indonesia. I like his performance when act in OVJ “opera Van Java”

Sule’s physical appearance is so funny. Sule has blonde hair. He also has slant eyes, flat nose, thick lips, thin eyebrow and brown skin. He is quite tall. His height is about 170 cm. He has muscular body. He always say anything that can make the audience laugh hardly. He has popular jargon that is followed by many people. His jargon is “Prikitiew” Sule has many fans in Indonesia. Everybody love him because of his joke.

**FFF. Metode Pembelajaran**

PQRST Method

**GGG. Media Pembelajaran**

- Picture
- Whiteboard
- Boardmarker
- Worksheet

**HHH. Sumber Bahan Ajar**

BukuPaket (English in context 1 for SMP class VIII)

**III. Langkah-langkah Pembelajaran**

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### Read

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### Summary

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<th></th>
<th>13.</th>
<th>After reading a section, the researcher asks the students how much they can recall and then state in their own mind</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>14.</td>
<td>The researcher ask the students to make conclusion for material today</td>
</tr>
</tbody>
</table>

### Test

<table>
<thead>
<tr>
<th></th>
<th>19.</th>
<th>The researcher asks the students to check their knowledge after have completed reading assignment.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20.</td>
<td>The researcher give the students question about the descriptive text</td>
</tr>
<tr>
<td></td>
<td>21.</td>
<td>And test the students memory.</td>
</tr>
</tbody>
</table>

### Post Activities

<table>
<thead>
<tr>
<th></th>
<th>s.</th>
<th>The researcher check the students understanding by asking some question</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>t.</td>
<td>The researcher ask the students to make conclusion about material today.</td>
</tr>
<tr>
<td></td>
<td>u.</td>
<td>The researcher close the teaching and learning activities.</td>
</tr>
</tbody>
</table>

### JJJ. Penilaian Hasil Pembelajaran

1. Tekhnik penilaian : test tertulis

2. Intrument of the text :
APPENDIX

Jeter is a chimpanzee. He is 16 years old. He is grandson of cheeta. And just like cheeta, Jeter also eats fresh fruits, vegetables, and monkey.
cow. He has a great personality and loves the interaction with the apes. He has performed in clubs, theatres, circus, television and educational shows. Jeeter is following in his grandfather’s, one of them is painting.

1. What kind of the text is?
   a. Narrative
   b. Description
   c. Anecdote
   d. News

2. What does the word he in the first sentence of paragraph 2?
   a. Cheeta
   b. Jeeter
   c. Grandson
   d. grandfather

3. What group are chimpanzees classified into?
   a. Reptile
   b. Insect
   c. Human
   d. Ape

4. Who is cheeta?
   a. Jeeter’s son
   b. Jeeter’s father
   c. Jeeter’s grandson
   d. Jeeter’s grandfather

5. What is the writer’s purpose to write the text?
   a. To describe jeter is a chimpanzee
   b. To explain jeeter is a chimpanzee
   c. To retell jeeter is a chimpanzee
   d. To make the readers know that chimpanzee has a great personality and can interact with the apes

n. Kriteria penilaian
• Jawaban benar 4

o. Pedoman penilaian

• Jumlah skor maksimal 100

LESSON PLAN

(Experimental Class)

School : Mts Laboratorium Kota Jambi
Subject : Bahasa Inggris
Class / Semester : VII Semester 1
Text type : Descriptive text
Time Allocation : 2 x 40 menit

KKK. Kompetensi Inti

KI.1: Menghayati dan mengamalkan ajaran yang dianutnya

KI.2: Menghayati dan mengamalkan prilaku jujur, disiplin, tanggung jawab, peduli (gotongroyong, kerjasama, toleran, damai), santun, responsif, proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social danalam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI.3: Memahami, menerapkan menganalisis pengetahuan faktual, konseptual, procedural berdasarkan rasa ingin tahu nya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural padabidangkajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkanmasalah.

KI.4: Mengelola, menalar, dan menyajikan dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya dari sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.
LLL. Kompetensi Dasar

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>MMM. Indikator</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.10 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks</td>
<td>1. Menulis teks descriptive tentang deskripsi orang, pendek dan sederhana,</td>
</tr>
<tr>
<td>descriptive dengan menyatakan dan menanyakan tentang deskripsi orang, binatang,</td>
<td>sesuai dengan konteks penggunaannya.</td>
</tr>
<tr>
<td>dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.</td>
<td>2. Mengidentifikasi struktur dan unsur kebahasaan dalam teks.</td>
</tr>
<tr>
<td>4.11 Menangkap makna dalam teks descriptive lisan dan tulis, pendek</td>
<td>3. Menyatakan sifat dan ciri fisik orang secara lisan dengan akurat, lancar</td>
</tr>
<tr>
<td>dan sederhana.</td>
<td>dan berterima.</td>
</tr>
<tr>
<td>4.12 menyusun teks descriptive dengan lisan dan tulisan, sangat pendek dan</td>
<td></td>
</tr>
<tr>
<td>sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi</td>
<td></td>
</tr>
<tr>
<td>sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</td>
<td></td>
</tr>
</tbody>
</table>

MMM. Indikator

1. Menulis teks descriptive tentang deskripsi orang, pendek dan sederhana, sesuai dengan konteks penggunaannya.
2. Mengidentifikasi struktur dan unsur kebahasaan dalam teks.
3. Menyatakan sifat dan ciri fisik orang secara lisan dengan akurat, lancar dan berterima.

NNN. Tujuan Pembelajaran

Padaakhir pembelajaran siswama dapat:

1. Mengamati dan mengidentifikasi gambar orang, binatang, yang ditunjukan oleh guru
2. Menanggapi pertanyaan yang diberikan guru berdasarkan gambar secara lisan
3. Mengidentifikasi informasi rinci dari teks descriptive secara akurat
4. Mengidentifikasi generic strukturnya dari teks descriptive

OOO. Materi Pembelajaran

A tree
There are three main parts of a tree. They are crown, trunk, and root. The crown is at the top of the tree. It consists of leaves, branches, and twigs. The crown filters dust and other particles from the air. The leaves produce food for the tree through photosynthesis.

The trunk of stem of a tree supports the crown and gives the tree its shape and strength. The trunk consists of some layers. The layers carry water and minerals up from the roots to the leaves, and they are carry sugar down from the leaves to the branches, trunk and roots.

Tree’s roots absorb water and nutrients from soil, store sugar and hold the tree upright in the ground. Some roots can go down more than four meters.

**PPP. Metode Pembelajaran**
Contextual teaching and learning (CTL)

**QQQ. Media Pembelajaran**
- Picture
- Whiteboard
- Boardmarker
- Worksheet

**RRR. Sumber Bahan Ajar**
www.belajarbahasainggris.us 2016/2017
BukuPaket( English in context 1 for SMP class VIII)

**SSS. Langkah-langkah Pembelajaran**

<table>
<thead>
<tr>
<th>Phase</th>
<th>Experimental Class</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre–activities</td>
<td>a. The researcher greeting the students in the classroom.</td>
</tr>
<tr>
<td></td>
<td>b. The researcher checking the students attendance</td>
</tr>
<tr>
<td></td>
<td>c. The researcher will explain about the material today (Descriptive text)</td>
</tr>
<tr>
<td>Whilst-Activities</td>
<td>a. The researcher will give to the students pictures</td>
</tr>
<tr>
<td></td>
<td>b. The researcher help the students to brainstorm</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
| **Preview** | 1. The researcher helps the students to determine what the whole reading assignment is about skimming through the pages.  
2. The researcher give the example text to the students  
3. The researcher give the students brainstorming |
| **Question** | 1. The researcher check for the author’s question at the and materials  
2. The researcher ask to the students about material today |
| **Read** | 1. The researcher ask the students to read the text actively  
2. The researcher asking to the students how do ideas | c. The researcher will ask the students some question what will happen of this pictures.  
d. The researcher will ask to the students to discribe the picture in front of the class.  
e. The researcher will give some reading text to the students and ask the students to read the reading text.  
f. The researcher will correction the pronounciation students.  
g. If there is pronounciation students wrong the researcher will write in whiteboard.  
h. The researcher will devide the students into some group. to translate the reading text.  
i. The researcher will ask the students about difficult of word.  
j. The researcher will give the students reading comprehension test. |
<table>
<thead>
<tr>
<th>Summary</th>
<th>Test</th>
<th>Post Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. After reading a section, the researcher ask the students how much they can recall and then state in their own mind</td>
<td>1. The researcher asks the students to check their knowledge after have completed reading assignment.</td>
<td>a. The researcher check the students understanding by asking some question</td>
</tr>
<tr>
<td>2. The researcher ask the students to make conclusion for material today</td>
<td>2. The researcher give the students question about the descriptive text</td>
<td>b. The researcher ask the students to make conclusion about material today.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. The researcher close the teaching and learning activities.</td>
</tr>
</tbody>
</table>

**TTT. Penilaian Hasil**

1. Teknik penilaian : test tertulis
2. Intrument of the text :
   a. Kriteria penilaian
      - Jawaban benar
      - Jawaban salah/ tidak jawab
   b. Pedoman penilaian
      - Jumlah skor maksimal 10
      - Nilai siswa = skor perolehan X2
APPENDIX

The following text is for questions number 1-5

Pineapple stew
Ingredients:

1 Pineapple cut into dices
2 glasses of water
1 glass of granulated sugar

Direction:

1. Boil water until boiled
2. Then add sugar, cinnamon, and cloves
3. Bring it to boil and add the pineapple
4. Wait until you can smell the pineapple
5. Remove from heat and serve cold

1) The recipe tells you how to make:
   a. Ingredients
   b. Dice
   c. Granulated sugar
   d. Pineapple stew

2) What ingredients are needed to make pineapple stew?
   a. Dice, glass, sugar
   b. Pineapples, water, sugar
   c. Glass, water, sugar
   d. Pineapples, dice, water

3) How much sugar do we need?
   a. 1 glass
   b. 3 glasses
   c. 1 cup
   d. 3 spoons

4) When do we have to stop boiling the pineapple?
   a. When the water is boiled
   b. After sugar, cinnamon, and cloves are added
   c. When we smell the pineapple
d. After we remove the stew from heat

5) How should you serve the pineapple stew?
   a. It is served cold
   b. It is served hot
   c. It is served raw
   d. It is served uncooked
LESSON PLAN

(Experimental Class)

School : Mts Laboratorium Kota Jambi
Subject : Bahasa Inggris
Class / Semester : VII Semester 1
Text type : Descriptive text
Time Allocation : 2 x 40 menit

UUU. Kompetensi Inti

KI.1: Menghayati dan mengamalkan ajaran yang dianutnya

KI.2: Menghayati dan mengamalkan prilaku jujur, disiplin, tanggung jawab, peduli (gotongroyong, kerjasama, toleran, damai), santun, responsif, proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social danalam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI.3: Memahami, menerapkan menganalisis pengetahuan faktual, konseptual, procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural padabidangkajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkanmasalah.

KI.4 :Mengelola, menalar, dan menyajikan dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarnya dari
sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

**VVV. Kompetensi Dasar**

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<tr>
<td>4.12 menyusun teks descriptive dengan lisan dan tulisan, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</td>
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**XXX. Tujuan Pembelajaran**

Pada akhir pembelajaran siswa mampu:

1. Mengamati dan mengidentifikasi gambar orang, binatang, yang ditunjukan oleh guru
2. Menanggapi pertanyaan yang diberikan guru berdasarkan gambar secara lisan
3. Mengidentifikasi informasi rinci dari teks descriptive secara akurat
4. Mengidentifikasi generic strukture dari teks descriptive
Hello guys, now i want to tell you about my best friend. I have best friend, her name is Nesya latifa nazra she is 12 years old. She is very beautiful she is weight is 30 kg. She has a pointed nose, she has black hair, she has beautiful eyes and the colour is black. My best friend is very friendly. She always happy make people laugh with her joke.

More ever, Nesya is kind person, because she always help me and all her friend to do homework. She is very smart, she is the first rank in the classroom. Furthemore, she always like singing. Her favorite song is Just The Way You Are and her favorite singer is Bronu Mars. Her voice is very melodious, i like her voice.
<table>
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| **Post Activities** | d. The researcher check the students understanding by asking some question  
e. The researcher ask the students to make conclusion about material today.  
f. The researcher close the teaching and learning activities. |

**DDDD. Penilaian Hasil**

1. Teknik penilaian : test tertulis  
2. Instrument of the text :
Kriteria penilaian

- Jawaban benar
- Jumlah skor maksimal 100

Pedoman penilaian

- Jumlah penilaian

State Islamic University of Jullah Thoha Sahluddin Jambi
Peter is the youngest in our family. He is fourteen years old and four years younger than me. He has long, straight hair, bright eyes and a friendly smile. Sometimes he is rather naughty at home, but he usually does what he is asked to do.

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

1. How old is Peter?
   a. Four
   b. Fourteen
   c. Forty
   d. Ten

2. The writer is...years old...
   a. Fourteen
   b. Sixteen
   c. Eighteen
   d. Nineteen

3. Which of the following statement is not true about Peter?
   a. He has long and straight hair
   b. He has bright eyes
   c. He is interested in sports
   d. He plays football and tennis

4. According to the passage, we know that Peter is...
   a. The writer’s youngest brother
   b. The writer’s elder brother
   c. A naughty boy
   d. A friendly boy

5. It is implied in the passage that...
   a. Peter is naughty
   b. Peter is lazy
c. Peter is unfriendly
d. Peter is diligent.

LESSON PLAN
(Control Class)

School: Mts Laboratorium Kota Jambi
Subject: Bahasa Inggris
Class / Semester: VII Semester 1
Text type: Descriptive text
Time Allocation: 2 x 40 menit

Kompetensi Inti

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KI.4 :Mengelola, menalar, dan menyajikan dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya dari sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

FFFF. Kompetensi Dasar

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<td>4.11 Menangkap makna dalam teks descriptive lisan dan tulis, pendek dan sederhana.</td>
<td>8. Mengidentifikasi struktur dan unsur kebahasaan dalam teks.</td>
</tr>
<tr>
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</tbody>
</table>

HHHH. Tujuan Pembelajaran

Pada akhir pembelajaran siswa mampu:
1. Mengamati dan mengidentifikasi gambar orang, binatang, yang ditunjukan oleh guru
2. Menanggapi pertanyaan yang diberikan guru berdasarkan gambar secara lisan
3. Mengidentifikasi informasi rinci dari teks descriptive secara akurat
4. Mengidentifikasi generic strukture dari teks descriptive

III. Materi Pembelajaran

1. Descriptive text: a text what a person or a thing like.

2. Purpose of descriptive text: to describe and reveal a particular person, place or thing.

3. Generic structure of descriptive text:
   a. Identification: the phenomenon to be described is identifying.
   b. Description: the phenomenon is describing in parts, quality and characteristic.

4. Language features
   a. Adjective and compound adjectives
   b. Using the simple present tense

Example of the text.

PANDA

I went to the zoo yesterday and I saw panda for the first time. Panda is the very cute animal I have ever seen. It has little eyes with black spot around them. His body is black and white coloured. Panda’s body is almost look alike with bear. Panda looks like tame animals but its actually not, panda eats Bamboo and they almost eat 40kg bamboo in just one day. Panda is animal from china. I like panda because they’re cute.

JJJJ. Teaching and learning process

<table>
<thead>
<tr>
<th>phase</th>
<th>Teaching and learning process</th>
<th>Time allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-teaching of</td>
<td>- Greeting</td>
<td>15 minutes</td>
</tr>
<tr>
<td>reading activities</td>
<td>- Praying together</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Check students attendance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The researcher give motivations to the students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The researcher give stimulation</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Activity</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>10 minutes</strong></td>
<td>The researchers explain the aims of the material</td>
<td></td>
</tr>
<tr>
<td><strong>50 minutes</strong></td>
<td>While teaching of reading activities:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The researchers ask the students to read the text by themselves, next the researcher will repeat</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the text reading in front of the class</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The researchers ask the students to read the text and ask the students to find the meaning of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the words, stated information, the main idea, the generic structure, and purpose of the text.</td>
<td></td>
</tr>
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**KKKK. Metode Pembelajaran**
Ceramah

LLLL. Media Pembelajaran
- Picture
- Whiteboard
- Boardmarker
- Worksheet

MMMM. Sumber Bahan Ajar
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BukuPaket( English in context 1 for SMP class VIII)

NNNN. Langkah-langkah Pembelajaran

OOOO. Penilaian Hasil
1. Teknik penilaian : test tertulis
2. Intrument penilaian :
   e. Kriteria penilaian
      - Jawaban benar X4
   f. Pedoman penilaian
      - Jumlah skor maksimal 100

APPENDIX
- Descriptive text : a text what a person or a thing like.
- Purpose of descriptive text : to describe and reveal a particular person, place or thing.
- Generic structure of descriptive text :
  c. Identification : the phenomenon to be discribed is identifying
d. Description : the phenomenon is describing in parts, quality and characteristic.

- Language features
  c. Adjective and compound adjectives
d. Using the simple present tense

Mr. wahid is my grandfather who is also my best friend. My grandfather is sixty four years old and he is retired now, so he has plenty
of time to play with me. I love him very much and I know he really loves me to. We spend a lot of time together.

My grandfather is a very tall and strong man. My grandfather is smart, patient, and caring. When I am sad, he can always make me laugh with his funny faces. He puts me in his shoulders and tells me many stories.

Everyday my grandfather drives me to school and pick up me at the end of classes. He also does sports and many other activities with me. He takes me to the swimming pool. He plays chess with me. During starry nights, we count the starts together in our backyard. I love you my grandpa.

1. What is the text about?
   A. The writer's family
   B. The writer's grandfather
   C. A very tall and strong man
   D. The writer's sports activities

2. What is shown by paragraph three?
   A. The writer's activities
   B. The activities Mr. wahid
   C. Mr. wahid characteristics
   D. The description of the writer's family

3. “my grandfather is sixty four years old and he is retired now”.
   The underlined word is closest in meaning to...
   A. Very weak
   B. Not energetic
   C. Having to money
   D. No longer working
**LESSON PLAN**

*(Control Class)*

School : Mts Laboratorium Kota Jambi
Subject : Bahasa Inggris
Class / Semester : VII Semester 1
Text type : Descriptive text
Time Allocation : 2 x 40 menit

**PPPP. Kompetensi Inti**

**KI.1** : Menghayati dan mengamalkan ajaran yang dianutnya

**KI.2** : Menghayati dan mengamalkan prilaku jujur, disiplin, tanggung jawab, peduli (gotongroyong, kerjasama, toleran, damai), santun, responsif, proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

**KI.3** : Memahami, menerapkan menganalisis pengetahuan faktual, konseptual, procedural berdasarkan rasa ingin tahu tentang fenomena dan kejadian, serta menerapkan pengetahuan procedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

**KI.4** : Mengelola, menalar, dan menyajikan dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya dari
sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

QQQQ. Kompetensi Dasar

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<td>10. Menulis teks descriptive tentang deskripsi orang, pendek dan sederhana, sesuai dengan konteks penggunaannya.</td>
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<td>4.11 Menangkap makna dalam teks descriptive lisan dan tulis, pendek dan sederhana.</td>
<td>11. Mengidentifikasi struktur dan unsur kebahasaan dalam teks.</td>
</tr>
</tbody>
</table>

SSSS. Tujuan Pembelajaran

Pada akhir pembelajaran siswa mampu:
1. Mengamati dan mengidentifikasi gambar orang, binatang, yang ditunjukan oleh guru
2. Menanggapi pertanyaan yang diberikan guru berdasarkan gambar secara lisan
3. Mengidentifikasi informasi rinci dari teks descriptive secara akurat
4. Mengidentifikasi generic strukture dari teks descriptive

TTTT. Materi Pembelajaran

Giraffe
Giraffe are the tallest mammals in the world. We can find them in central, eastern and southern Africa. Some of them are also kept in the zoo. A giraffe has a long neck and long legs. The long neck helps it to eat leaves from the tall trees. It pulls the leaves by its long tongue. Around its body, it has spotted patterns. Giraffe camelopardalis is its scientific name. On the top of its head, there are small “horns” or knobs. They are used to protect the head when fighting.

UUUU. Metode Pembelajaran

Ceramah

VVVV. Media Pembelajaran

- Picture
- Whiteboard
- Boardmarker
- Worksheet

WWWW. Sumber Bahan Ajar

www.belajarbahasainggris.us 2016/2017
BukuPaket( English in context 1 for SMP class VIII)

XXXX. Teaching and learning process

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- The researcher give motivations to the students  
- The researcher give stimulation to the students about the material  
- The researcher explains the aims of the material | 15 minutes |
| While teaching | - The researcher ask the students to |
### During reading activities

- The researcher asks the students to read the text by themselves, next the researcher will repeat the text reading in front of the class.
  - The researcher asks the students to read the text and ask the students to find the meaning of the words, stated information, the main idea, the generic structure, and purpose of the text.
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<tr>
<td>2. Instrument of the text :</td>
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<tr>
<td>g. Kriteria penilaian</td>
</tr>
<tr>
<td>• Jawaban benar X4</td>
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</tbody>
</table>
The following text is for questions number 1-5

Pineapple stew

Ingredients:
2 Pineapple cut into dices
3 glasses of water
1 glass of granulated sugar

Direction:

6. Boil water until boiled
7. Then add sugar, cinnamon, and cloves
8. Bring it to boil and add the pineapple
9. Wait until you can smell the pineapple
10. Remove from heat and serve cold

6) The recipe tells you how to make?
   e. Ingredients
   f. Dice
   g. Granulated sugar
   h. Pineapple stew

7) What ingredients are needed to make pineapple stew?
   e. Dice, glass, sugar
   f. Pineapples, water, sugar
   g. Glass, water, sugar
   h. Pineapples, dice, water

8) How much sugar do we need?
   e. 1 glass
   f. 3 glasses
   g. 1 cup
   h. 3 spoons

9) When do we have to stop boiling the pineapple?
   e. When the water is boiled
   f. After sugar, cinnamon, and clovers are added
   g. When we smell the pineapple
   h. After we remove the stew from heat

10) How should you serve the pineapple stew?
e. It is served cold
f. It is served hot
g. It is served raw
h. It is served uncooked

LESSON PLAN
(Control Class)

School: Mts Laboratorium Kota Jambi
Subject: Bahasa Inggris
Class / Semester: VIII Semester 1
Text type: Descriptive text
Time Allocation: 2 x 40 menit

ZZZZ. Kompetensi Inti

KI.1: Menghayati dan mengamalkan ajaran yang dianutnya

KI.2: Menghayati dan mengamalkan prilaku jujur, disiplin, tanggung jawab, peduli (gotongroyong, kerjasama, toleran, damai), santun, responsif, proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social danalam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI.3: Memahami, menerapkan menganalisis pengetahuan faktual, konseptual, procedural berdasarkan rasa ingin tahu tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural padabidangkajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkanmasalah.
KL.4: Mengelola, menalar, dan menyajikan dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajariannya dari sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

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<td>13. Menulis teks descriptive tentang deskripsi orang, pendek dan sederhana, sesuai dengan konteks penggunaannya.</td>
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<td>4.12 menyusun teks descriptive dengan lisan dan tulisan, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</td>
<td>15. Menyatakan sifat dan ciri fisik orang secara lisan dengan akurat, lancar dan berterima.</td>
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CCCCC. Tujuan Pembelajaran

Pada akhir pembelajaran siswa mampu:

1. Mengamati dan mengidentifikasi gambar orang, binatang, yang ditunjukan oleh guru
2. Menanggapi pertanyaan yang diberikan guru berdasarkan gambar secara lisan
3. Mengidentifikasi informasi rinci dari teks descriptive secara akurat
4. Mengidentifikasi generic strukture dari teks descriptive
My House

My house is divide into two floors. On downstairs, I have all the important parts of the house such as the kitchen, bathrooms, storage room and parking garage. On upstairs I have one room where I keep the washer and dryer and one big terrace.

Downstairs, the floor is divided in eight rooms, four of them are bedrooms, other two are bathroom and then one kitchen and one dining room. In my bedroom, I have a lot of things inside, such as a television, a playstation 3, and many trophies.

In my sister’s bedroom, there is a computer and in the other two bedrooms are for my parent and my other sister. Normally we eat in everywhere we want, but on Sunday we eat together in the dining room. I really love my house, the place where we could share everything together.

EEEEEE. Metode Pembelajaran

Ceramah

FFFFF. Media Pembelajaran

- Picture
- Whiteboard
- Boardmarker
- Worksheet

GGGGG. Sumber Bahan Ajar

www.belajarbahasainggris.us 2016/2017

BukuPaket( English in context 1 for SMP class VIII)

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III. Penilaian Hasil

1. Tekhnik penilaian: test tertulis
2. Intrument of the text:
   i. Kriteria penilaian
      - Jawaban benar X4
   j. Pedoman penilaian
      - Jumlah skor maksimal 100

APPENDIX

Part of the the plant

A plant is green living thing which cannot move. The main parts of a plant are root, stem, leaf, seed, etc.

The root is part of the plant’s which is underground. It absorbs water from the soil and transport water upwards to the leaves. It is also a store for food.

A leaf is usually flat and grows on branches. The main function of it is to produce food from the sun’s energy. Most plants are green and have leaves. However, not all the plants are green and have leaves. There are some plants that are not green and they do not have leaves, for example a cactus.

A flower is a part of plant that is specialized for reproduction. It will cause fruits and seed to grow. Seeds a capable of producing a new plant.

1. What part of the plant produced food from the sun?
   a. Root
   b. Stem
   c. Flower
   d. Leaf

2. The main support of the plants is....
   a. Stem
b. Seed
c. Flower
d. Root

3. Which paragraph explains about the part of plants that is used for reproduction?
   k. 1
   l. 2
   m. 3
   n. 4

4. What is the root for?
   a. For producing food
   b. For growing the leaf
   c. For absorbing water from the soil
   d. For transporting the food

16. What does “it” on “the” main function of it is.... the word it refers to?
   a. Leaf
   b. Root
   c. Stem
   d. Seed
LESSON PLAN

(Control Class)

School: Mts Laboratorium Kota Jambi
Subject: Bahasa Inggris
Class / Semester: VII Semster 1
Text type: Descriptive text
Time Allocation: 2 x 40 menit

J1.1 Kompetensi Inti

KI.1: Menghayati dan mengamalkan ajaran yang dianutnya

KI.2: Menghayati dan mengamalkan prilaku jujur, disiplin, tanggung jawab, peduli (gotongroyong, kerjasama, toleran, damai), santun, responsif, proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social danalam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

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MMMMM. Tujuan Pembelajaran

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3. Mengidentifikasi informasi rinci dari teks descriptive secara akurat
4. Mengidentifikasi generic strukture dari teks descriptive
Hi, my name is Nayla, I have a pet it is cat. The name is Cingaka. I get it from my sister it is very fun and beautiful with the smooth fur. It is about five month old. It has black eyes and has a long tail. His fur is very clean. In the morning and evening I never forget to give cingaka milk to drink. Usually, my cat sleep in the bedroom but sometimes I let it wonder freely. I like cat very much because it has good eyes and thick fur.

OOOOO. Metode Pembelajaran
Ceramah

PPPPP. Media Pembelajaran
- Picture
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QQQQQ. Sumber Bahan Ajar
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BukuPaket( English in context 1 for SMP class VIII)

RRRRR. Teaching and learning process

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Post teaching of reading activities

- The researcher ask the students what is the conclusion about the material
- The researcher give homework to the students about the material
- The researcher give feedback to students

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<tr>
<th>Activity</th>
<th>Description</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>While teaching of reading activities</td>
<td>As described above</td>
<td>50 minutes</td>
</tr>
<tr>
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SSSSS. Penilaian Hasil

1. Teknik penilaian : test tertulis
2. Instrument of the test : 
   - Kriteria penilaian
     - Jawaban benar X4

• Jumlah skor maksimal 100

APPENDIX
Once upon time there lived a lion who was afraid of nothing expect a crow of a cock. A chill would go down his stomach he heard a cock crowing. One day, the lion met an elephant and told him what he was afraid of. The elephant laughed and said,”how can I cock’s crow scare you? You are the king of all animals. A cock is only a small animal.” The lion felt very embarrassed”. Just than mosquito come and began circling the elephants head. The elephant became very scared and screamed, : if it gets into my ears, I will die”. He tried to fight the mosquito with his trunk, but it didn’t give up. He finally ran away.Seeing this, the lion laughed very loudly and said, “the mosquito is far smaller than the cock, yet you are afraid of it very much.”

4. What happened to the lion when he heard a cock crowed?
   A. He was amused
   B. He was very sad
   C. He felt afraid
   D. He ran away

5. What was the elephant afraid of?
   A. A cock
   B. A lion
   C. A mosquito
   D. A crow

6. What is the lesson taken from the story?
   A. We should be afraid of the lion
   B. We have to help other people
   C. We have to be aware of other people
   D. We should not look down on other people
LEsson Plan
(Control Class)

School: Mts Laboratorium Kota Jambi
Subject: Bahasa Inggris
Class / Semester: VII Semseter 1
Text type: Descriptive text
Time Allocation: 2 x 40 menit

1. Kompetensi Inti
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   b. Menghayati dan mengamalkan prilaku jujur, disiplin, tanggung jawab, peduli (gotong royong, kerja sama, toleran, damai), santun, responsif, proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
   c. Memahami, menerapkan menganalisis pengetahuan faktual, konseptual, procedural berdasarkan rasa ingin tahinya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural padabidang kajian...
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</tr>
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<td>4.12 menyusun teks descriptive dengan lisan dan tulisan, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</td>
<td>22. Menyatakan sifat dan ciri fisik orang secara lisan dengan akurat, lancar dan berterima.</td>
</tr>
</tbody>
</table>

WWWWWW. **Tujuan Pembelajaran**

Pada akhir pembelajaran siswa mampu:

1. Mengamati dan mengidentifikasi gambar orang, binatang, yang ditunjukkan oleh guru
2. Menanggapi pertanyaan yang diberikan guru berdasarkan gambar secara lisan
3. Mengidentifikasi informasi rinci dari teks descriptive secara akurat
4. Mengidentifikasi generic strukture dari teks descriptive

XXXXX. Materi Pembelajaran

My beloved comedian

I have favorite comedian. His name is Entis Sutisna, but his popular name is Sule. He comes from Cimahi, West Jav, Indonesia. He is so popular in Indonesia. I like his performance when act in OVJ “opera Van Java”

Sule physical apperance is so funny. Sule has blonde hair. He also has slant ayes, flat nose, thick lips, thin eyebrow and brown skin. He is quite tall. His height is about 170cm. He has muscular body. He always say anything that can make the audience laugh hardly. He has popular jargon that is followed by many people. His jargon is ‘Prikitiew” sule has many fans in Indonesia. Everybody love him because of his joke.

YYYYY. Metode Pembelajaran

Ceramah

ZZZZZ. Media Pembelajaran

- Picture
- Whiteboard
- Boardmarker
- Worksheet

AAAAAA. Sumber Bahan Ajar

www.belajarbahasainggris.us 2016/2017
BukuPaket( English in context 1 for SMP class VIII)

BBBBBB. Teaching and learning process

<table>
<thead>
<tr>
<th>phase</th>
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<th>Time allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-teaching of reading activities</td>
<td>- Greeting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Praying together</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Check students attendance</td>
<td></td>
</tr>
</tbody>
</table>
The researcher gives motivations to the students.

- The researcher gives stimulation to the students about the material.
- The researcher explains the aims of the material.

### While teaching of reading activities

- The researcher asks the students to read the text by themselves, next the researcher will repeat the text reading in front of the class.
- The researcher asks the students to read the text and ask the students to find the meaning of the words, stated information, the main idea, the generic structure, and purpose of the text.
- The researcher asks the students to underline the difficult words, and than ask them to find the meaning through the dictionary.
- The researcher asks the students to answer the questions from the text, and then the question will be discussed together.

### Post teaching of reading activities

- The researcher asks the students what is the conclusion about the material.
- The researcher gives homework to the students about the material.
- The researcher gives feedback to
Penilaian Hasil

1. Teknik penilaian: test tertulis

2. Instrument of the text:
   q. Kriteria penilaian
      - Jawaban benar X4
   r. Pedoman penilaian
      - Jumlah skor maksimal 100

Mengetahui, 

Pelajaran

Guru Pamong

Refky Wardana, S.Pd

Ires Sepri Yesi

Mengetahui

Kepala Madrasah Tsanawiyah Laboratorium

Mahmud, MY, S.Ag, M.Pd

NIP: 196910151997031003
I just got a new toy from my uncle. He bought me a robot when he sailed abroad. I love this robot. My body is very nice. It is about twenty centimeters tall. The colour of the robot is blue. The robot has a strong body. It has two big red eyes. It has two strong legs covered with blade boots. My robot can be moved with two medium sized batteries. After inserting the batteries at the back of the robot’s body, we can make it move when we push the button behind its neck. The robot will move its left and right foot in turn. It will move its two arms in turn. However, the robot cannot bend its feet and it moves forward only.

7. What are the colour of the robot’s eyes?
   a. Red
   b. Blue
   c. Black
   d. White

8. How tall is the robot?
   a. 12 cm
   b. 20 cm
   c. 22 cm
   d. 25 cm

9. “It has two big red eyes”. It refers to...
   a. The writer
   b. The body
   c. The robot
   d. The battery

10. What is the main idea of paragraph three?
    a. The writer’s robot can be moved with two medium sized batteries
    b. The robot is difficult to move
c. The robot can be moved without batteries

d. The batteries must be put to make the robot strong

LESSON PLAN
(Control Class)

School: Mts Laboratorium Kota Jambi

Subject: Bahasa Inggris

Class / Semester: VII Semester 1

Text type: Descriptive text

Time Allocation: 2 x 40 menit

Kompetensi Inti

KI.1: Menghayati dan mengamalkan ajaran yang dianutnya

KI.2: Menghayati dan mengamalkan prilaku jujur, disiplin, tanggung jawab, peduli (gotongroyong, kerjasama, toleran, damai), santun, responsif, proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social dan adat serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI.3: Memahami, menerapkan menganalisis pengetahuan fakultatif, konseptual, procedural berdasarkan rasa ingin tahuntentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural padabidang kajian.
yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI.4 : Mengelola, menalar, dan menyajikan dalam ranah konkrit dan ranah abstrak terkait dengan pengembangan dari yang dipelajarnya dari sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

EEEEE. Kompetensi Dasar

<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>FFFFFF. Indikator</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.10 Memahami fungsi sosial, struktur teks, dan unsur kebahasaan dari teks descriptive dengan menyatakan dan menanyakan tentang deskripsi orang, binatang, dan benda, sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.</td>
<td>23. Menulis teks descriptive tentang deskripsi orang, pendek dan sederhana, sesuai dengan konteks penggunaannya.</td>
</tr>
<tr>
<td>4.12 menyusun teks descriptive dengan lisan dan tulisan, sangat pendek dan sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</td>
<td>25. Menyatakan sifat dan ciri fisik orang secara lisan dengan akurat, lancar dan berterima.</td>
</tr>
</tbody>
</table>

GGGGGG. Tujuan Pembelajaran

Pada akhir pembelajaran siswa mampu :

1. Mengamati dan mengidentifikasi gambar orang, binatang, yang ditunjukan oleh guru
My best friend

Hello guys, now I want to tell you about my best friend. I have best friend, her name is Nesya latifa nazra she is 12 years old. She is very beautifull she is weight is 30 kg. She has a pointed nose, she has black hair, she has beautiful eyes and the colour is black. My best friend is very friendly. She always happy make people laugh with her joke.

More ever, Nesya is kind person, because she always help me and all her friend to do homework. She is very smart, she is the first rank in the classroom. Furthermore, she always like singing. Her favorite song is Just The Way You Are and her favorite singer is Bronu Mars. Her voice is very melodious, I like her voice.

Metode Pembelajaran

Ceramah

Media Pembelajaran

- Picture
- Whiteboard
- Boardmarker
- Worksheet

Sumber Bahan Ajar

www.belajarbahasainggris.us 2016/2017
BukuPaket( English in context 1 for SMP class VIII)

Teaching and learning process

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<td></td>
</tr>
<tr>
<td></td>
<td>- Praying together</td>
<td></td>
</tr>
</tbody>
</table>
### Activities

<table>
<thead>
<tr>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
</table>
| 15 minutes | **Check students attendance**  
- The researcher gives motivations to the students  
- The researcher gives stimulation to the students about the material  
- The researcher explains the aims of the material |

<table>
<thead>
<tr>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
</table>
| 50 minutes | **While teaching of reading activities**  
- The researcher asks the students to read the text by themselves, then the researcher will repeat the text reading in front of the class.  
- The researcher asks the students to read the text and ask the students to find the meaning of the words, stated information, the main idea, the generic structure, and purpose of the text.  
- The researcher asks the students to underline the difficult words, and then ask them to find the meaning through the dictionary  
- The researcher asks the students to answer the questions from the text, and then the question will be discussed together. |

<table>
<thead>
<tr>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
</table>
| 15 minutes | **Post teaching of reading activities**  
- The researcher asks the students what is the conclusion about the material  
- The researcher gives homework to the students about the material |
### The researcher give feedback to students

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### MMMMMM. Penilaian Hasil

1. Teknik penilaian : test tertulis
2. Intrument of the text :
   - a. Kriteria penilaian
     - Jawaban benar X4
   - b. Pedoman penilaian
     - Jumlah skor maksimal 1

#### APPENDIX

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

Petr is interested to sports very much, and at school, he plays football and tennis. He is the best badminton player in our family.

6. How old is Peter?
   - e. Four
   - f. Fourteen
   - g. Forty
   - h. Ten

7. The writer is...years old...
   - e. Fourteen
   - f. Sixteen
   - g. Eighteen
   - h. Nineteen
8. Which of the following statement is not true about Peter?
   e. He has long and straight hair
   f. He has bright eyes
   g. He is interested in sports
   h. He plays football and tennis

9. According to the passage, we know that Peter is...
   e. The writer’s youngest brother
   f. The writer’s elder brother
   g. A naughty boy
   h. A friendly boy

10. It is implied in the passage that...
    e. Peter is naughty
    f. Peter is lazy
    g. Peter is unfriendly
    h. Peter is diligent.

LESSON PLAN

(Control Class)

School: Mts Laboratorium Kota Jambi
Subject: Bahasa Inggris
Class / Semester: VIII Semester 1
Text Type: Descriptive text
Time Allocation: 2 x 40 menit

Kompetensi Inti

KI.1: Menghayati dan mengamalkan ajaran yang dianutnya

KI.2: Menghayati dan mengamalkan prilaku jujur, disiplin, tanggung jawab, peduli (gotongroyong, kerjasama, toleran, damai), santun, responsif, proaktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan social
danalam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI.3: Memahami, menerapkan menganalisis pengetahuan faktual, konseptual, procedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan procedural padabidangkajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkanmasalah.

KI.4 :Mengelola, menalar, dan menyajikan dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarnya dari sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

OOOOOO. Kompetensi Dasar

<table>
<thead>
<tr>
<th>KompetensiDasar</th>
<th>PPPPPP. Indikator</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.11 Menangkap makna dalam teks descriptive lisan dan tulis, pendek dan sederhana.</td>
<td>27. Mengidentifikasi struktur dan unsur kebahasaan dalam teks.</td>
</tr>
</tbody>
</table>
Tujuan Pembelajaran

Pada akhir pembelajaran siswa mampu:

1. Mengamati dan mengidentifikasi gambar orang, binatang, yang ditunjukan oleh guru
2. Menanggapi pertanyaan yang diberikan guru berdasarkan gambar secara lisan
3. Mengidentifikasi informasi rinci dari teks descriptive secara akurat
4. Mengidentifikasi generic strukture dari teks descriptive

Materi Pembelajaran

Camping Activity

The students of SMP 17 like to go to camping in holiday. They go to camping to spend their spare time because they do not have any classes and duties.

Camping is an outdoor activity by spending the night in a tent for several days or weeks and having a campfire at night. The students bring some camping equipment to their camping-site. They also bring clothes, beddings, cleaning, eating and cooking utensils.

The boys are responsible to set up the tents and the girls love preparing the food. They enjoy the food very much. At night, they make a campfire. They sit around it and sing a song together. They joke and laugh happily. After camping for several days, they go home directly.

Metode Pembelajaran

Ceramah

Media Pembelajaran

- Picture
- Whiteboard
- Boardmarker
- Worksheet

Sumber Bahan Ajar
# Teaching and learning process

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<td>1</td>
</tr>
<tr>
<td>activities</td>
<td>- Praying together</td>
<td>5 minutes</td>
</tr>
<tr>
<td></td>
<td>- Check students attendance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The researcher give motivations to the students</td>
<td></td>
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<tr>
<td></td>
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</tr>
<tr>
<td></td>
<td>- The researcher explains the aims of the material</td>
<td></td>
</tr>
<tr>
<td>While teaching of reading</td>
<td>- The researcher ask the students to read the text by themselves, next the researcher will repeat the text reading in front of the class.</td>
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</table>
discussed together.

<table>
<thead>
<tr>
<th>Post teaching of reading activities</th>
<th>15 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>- The researcher ask the students what is the conclusion about the material</td>
<td></td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>- The researcher give feedback to students</td>
<td></td>
</tr>
</tbody>
</table>

WWW   Penilaian Hasil

1. Teknik penilaian : test tertulis

2. Intrument of the test:

u. Kriteria penilaian
   • Jawaban benar X4

v. Pedoman penilaian
   • Jumlah skor maksimal 100

APPENDIX

My Friend

Well friends, my name is Ida, i would like to tell you about my interesting hobby. I like cooking very much. I do this hobby with my students, Riana and Anne. To do this hobby we need the patience.

Cooking is a good especially for girls because the girl will be a housewife in the future. And they must prepare the meals for the family.

We can do this hobby seriously. Then we can be professional cook the earn money. We can study from our mother or by reading some recipe from mass media like newspaper, magazine, radio or TV. We can make many kinds of cuisine in the kitchen. Although we sometimes fail to make good cake or cuisine, we still feel good to enjoy our product.

Well friends.
1. The “I” in the first Paragraph refers to....
   a. Ida
   b. Riana
   c. Anne
   d. Ida’s mother

2. Cuisine is something that we.... in the kitchen with certain material
   a. Drink
   b. Cook
   c. Eat
   d. Enjoy

3. “.... must prepare the meals for the family”
   a. The writer
   b. The housewives
   c. The girls
   d. The women

4. Where is the writer get the recipe?
   a. On tv
   b. Book
   c. Mass media
   d. News

5. With whom she does her hobby?
   a. With her family
   b. With her mother
   c. With her sister
   d. With her brother

LESSON PLAN
(Control Class)

School: Mts Laboratorium Kota Jambi
Subject: Bahasa Inggris
Class / Semester: VII Semster 1
Text type: Descriptive text
Time Alocation: 2 x 40 menit

Kompetensi Inti
KI.1: Menghayati dan mengamalkan ajaran yang dianutnya
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Kompetensi Dasar

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<td>29. Menulis teks descriptive tentang deskripsi orang, pendek dan sederhana, sesuai dengan konteks penggunaannya.</td>
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<td>4.11 Menangkap makna dalam teks descriptive lisan dan tulis, pendek dan sederhana.</td>
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sederhana, tentang orang, binatang, dan benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

AAAAAAA. **Tujuan Pembelajaran**

Pada akhir pembelajaran siswa mampu:

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2. Menanggapi pertanyaan yang diberikan guru berdasarkan gambar secara lisan
3. Mengidentifikasi informasi rinci dari teks descriptive secara akurat
4. Mengidentifikasi generic struktur dari teks descriptive

BBBBBBB. **Materi Pembelajaran**

**Our School**

Our school has three parking lots. Two of them are near the front we must put our bicycles there. The other parking lot is for the staff’s motorcycles. It is next to the staffroom, opposite class VIII A.

The headmaster’s office is between the staff there are four toilets in the school. Four of them are in the corner, at the back. They are for students. And the other two are next to class VIIID. They are for that staff and guest.

We have a sport hall at the back, behind classroom IX A, B, and C. Next to the sport hall are two small dressing rooms.

The science lab is beside the library. Between the library and the sport hall there is a small mosque for the if you want to have snack and drinks, you can go to near the class VII E.

CCCCCCC. **Teaching and learning process**

<table>
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</tbody>
</table>
| activities | - Check students attendance  
- The researcher give motivations to the students  
- The researcher give stimulation to the students about the material  
- The researcher explains the aims of the material |
|---|---|
| **While teaching of reading activities** | - The researcher ask the students to read the text by themselves, next the researcher will repeat the text reading in front of the class.  
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| **Post teaching of reading activities** | - The researcher ask the students what is the conclusion about the material  
- The researcher give homework to the students about the material |
The researcher give feedback to students

Metode Pembelajaran

Ceramah

Media Pembelajaran

- Picture
- Whiteboard
- Boardmarker
- Worksheet

Sumber Bahan Ajar

www.belajarbahasainggris.us 2016/2017
BukuPaket( English in context 1 for SMP class VIII)

Penilaian Hasil

1. Tekhnik penilaian : test tertulis
2. Intrument of the text :
   w. Kriteria penilaian
      • Jawaban benar X4
   x. Pedoman penilaian
      • Jumlah skor maksimal 10

Mengetahui,

Guru Mata Pelajaran

Guru Pamong

Refky Wardana , S.Pd

Ires Sepri Yesi
APPENDIX

Capital City of Indonesia

Jakarta is the capital city of Indonesia. It is centrally located within the country on the northwest coast of Java Island at the mouth of the Ciliwung River. Jakarta dominates Indonesian’s administrative, economy, cultural activities, is a major commercial and transportation hub within Asia—with a population of about 9 million, Jakarta has more people than any other cities in Indonesia.

The climate is hot and humid year-round. Rainfall occurs throughout the year, although it is the heaviest from November to May. To average annual precipitation in Jakarta is 1,790 mm. The city lies on a flat, low plain and is prone to flooding during periods of heavy rainfall.

1. What is kind of the text about?
   a. Procedure
   b. Narrative
   c. Recount
   d. Descriptive

2. Where is located the capital city of Indonesia?
   a. Within Asia Ocean
   b. At the mouth of the pesanggrahan River
1. The location of Jakarta
2. The administrasi of Jakarta
3. The climate of Jakarta
4. The population of Jakarta

3. What is main idea of the second paragraph?
   a. The location of Jakarta
   b. The administrasi of Jakarta
   c. The climate of Jakarta
   d. The population of Jakarta

4. When does the rainfall occur in Indonesia?
   a. From October to March
   b. From November to May
   c. From April to September
   d. From January to July

5. What is the generic structure of the first paragraph?
   a. Orientation
   b. Re-orientation
   c. Description
   d. Identification
State Islamic University of Jullan Thoha Saluddin Jambi
Hak Cipta Milik UIN Sunan Gunung Djampol
Stake Islamic University of Jullain Thoha Sulhuddin Jambi
<table>
<thead>
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<th>NO</th>
<th>DAY/DATE</th>
<th>MATERIAL CONSULTATION</th>
<th>SIGNATURE</th>
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KEMENTERIAN AGAMA REPUBLIK INDONESIA
UN SULTHAN THAHA SYAIFUDDIN JAMBI
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Alamat: FakultasIlmuTarbiyahKeguruan

Name : Ires Sepri Yesi
Student ID : TE.140992
Advisor II : Desty Angraini, M.Pd
Title : The Effect of PQRST Method on the Eight Grade Students Reading Comprehension of Mts Laboratorium Kota Jambi
Faculty : Faculty of Education and Teacher Training

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Second Advisor

Desty Angraini, M.Pd
CURRICULUM VITAE

Name : Ires Sepri Yesi
Place and Date of Birth : Teluk Pandak, Tebo Tengah, September 9th 1996
Gender : Female
Address : Puri Masurai 2
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Educational Background :

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Jambi, 10 januari 2019
The Writer

[Signature]

IresSepriYesi
NIM. TE.140992