Appendix 1. Research Matrix

RESEARCH MATRIX

TITLE	PROBLEM	VARIABLES	INDICATOR	DATA RESOURCE	RESEARCH METHOD	HYPOTHESIS
The Effectiveness of Engage, Study, Activate (ESA) for students Reading Comprehension at Seventh Grade in MTs Arkanul Islam Situbondo in the Academic year 2018/2019	Is there any significance difference in students' reading comprehension of the seventh grade at MTs Arkanul Islam, Situbondo in 2018/2019 academic year between those who are taught by using Engage, Study, and Activate (ESA) and who are not taught by using ESA?	1. Independent variable : Teaching students' ability in reading comprehension by using ESA (Engage, Study, Activate) 2. Dependent variable: The students' reading comprehension	1. Teaching students reading comprehension in reading descriptive text. 2. ESA (Engage, Study, Activate) : a. In Engage, the teacher explain the material about descriptive text, the teacher give the student a brainstorming game to the teacher. b. In Study, the teacher explain the material about descriptive text to the student while asking to the student about the material which have been explained to make sure the student focus on the material. c. In Activate, the teacher give a text to the student, and then the teacher tells each student to come forward to retell the text that has been given using their own language as they can.	1. Respondents : The seventh grade students of MTs Arkanul Islam, Situbondo in the academic year 2018/2019. 2. Research informant : The English teacher of MTs Arkanul Islam Situbondo 3. The document: The name list of respondents and the reading comprehension score	**1. Research Subject:** Students VII grade **2. Research Location:** MTs Arkanul Islam **3. Research Design** Experimental Research (Nonrandomized pretest-posttest control group design) **4. Data Collection Method** • Pre-test • Pos-ttest **5. Data Analysis Method** SPSS versi 20	There is significance difference between who taught by using Engage, Study, and Activate (ESA) and who is not taught using ESA in students' reading comprehension of seventh grade at MTs Arkanul Islam Situbondo in 2018/2019 academic year.

Appendix 2. Syllabus

SILABUS PEMBELAJARAN

Sekolah : MTs Arkanul Islam
Kelas : VII (Tujuh)
Mata Pembelajaran : Bahasa Inggris
Semester : 2 (Dua)
Standar Kompetensi : Membaca

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya	• **Fungsi sosial** Mendeskripsikan, mengenalkan, memuji, mengidentifikasi, mengkritik • **Struktur Text** Dapat mencakup: - identifikasi (nama keseluruhan dan bagian) - sifat yang menjadi pencirinya - fungsi, perilaku, manfaat, tindakan, kebiasaan yang menjadi penciri orang, binatang, atau benda yang dibicarakan. • **Unsur Kebahasaan**	- Membaca beberapa teks deskriptif teks tentang sekolah termasuk benda-benda yang ada dan disertai foto atau gambar yang menarik - Bertanya tentang informasi yang terkait di dalam teks tersebut - Mengamati suatu benda/binatang/orang yang sangat	- Siswa mampu memahami teks - Siswa mampu memahami makna kalimat dalam teks - Siswa mampu memahami paragraph dalam teks - Siswa mampu memahami kata dalam teks	Tes tulis	Pilihan Ganda	Choose the right answer based on the text	4 x 40 menit	Internet

	- Kalimat deklaratif (positif dan negatif), dan interogatif (Yes/No question; Wh-question), dalam simple present tense - Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb. - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • **Topik** Orang, binatang, benda, yang terdapat di rumah, sekolah, dan lingkungan sekitar siswa, termasuk bangunan publikyang dapat menumbuhkanperilaku yang termuat dalam KI	dikenal, untuk mengumpulkan data tentang jumlah, sifat, perilaku, dll. Untuk mengkritik/ menyatakan kekaguman/ mempromosikan. - Melakukan refleksi tentang proses dan hasil belajarnya.						

Appendix 3. The "Blue Print"

Competence Standard

Reading

Comprehending the meanings of short simple essay is in the form of descriptive to interact with the closed environment.

Basic Competence

3.7 Comparing social functions, text structure, and elements linguistics of some texts descriptive oral and write with give and ask information related to description of people, animals and very short objects and simple, according to context of its use.

- Text Comprehension
- Paragraph Comprehension
- Sentence Comprehension
- Word Comprehension

No	Indicator	Question	Item
1	Text Comprehension	Multiple Choice	2,3,5,14,15,22,27,29,36,38,40,42
2	Paragraph Comprehension	Multiple Choice	1,4,10,18,20,26,30,31,37,39
3	Sentence Comprehension	Multiple Choice	6,9,12,13,16,21,23,24,28,32,34
4	Text Comprehension	Multiple Choice	7,8,11,17,19,24,25,33,35,41

Scoring:

$$\frac{\text{Total of Correct Answer}}{\text{Total Number of Items}} \times 100 = \text{Reading Comprehension Score}$$

Appendix 4. Try Out Test

Reading Comprehension Text

Name : _____

Class : _____

Read the text, and choose the best answer!

John

John is the youngest in our family. He is thirteen 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 usually does what he is asked to do.

John is interested in sports very much. In his school, he always plays football and badminton. He is the best badminton player in our family.

1. "John <u>is interested in sports very much</u>". The underlined phrase can be replaced by …
   a. Dislike sport
   b. Really likes sport
   c. Hates sport very much
   d. Fins sport not really entertaining
2. The writer is … years old
   a. Fourteen
   b. Sixteen
   c. Seventeen
   d. Eighteen
3. From the text, we may conclude that …
   a. Many people do not like John
   b. John is older that the writer
   c. John is welcoming person
   d. John is not diligent at all.

4. It is implied in the passage that …
   a. John is naughty
   b. John is lazy
   c. John is unfriendly
   d. John is diligent
5. "He is fourteen years old … than me". The underlined word refers to …
   a. John
   b. The writer
   c. The writer's brother
   d. The writer's family
6. According to the passage, we know that John is …
   a. The writer's youngest brother
   b. The writer's older brother
   c. A naughty boy
   d. A friendly boy
7. What is the text about?
   a. John
   b. John's hobby
   c. John's family
   d. The writer's family

My Timmy

I have some pets. However, my favorite pet is Timmy.

Timmy is a male tabby cat. He is very adorable with his soft stripes fur. He has innocent round eyes and feeble sweet voice. He always meows when I come home, he usually give me a kiss.

Timmy is a nice playmate. I'm so happy to spend my time with him. Most of the time, he's a good cat. It's almost impossible for me to be angry at him. In the morning, he always wakes up early. When he wakes up earlier, he waits quality by my bedside until I wake up.

Source: https://www.nurdiono.com/contoh-soal-un-descriptive-text.html

8. When does Timmy usually give a kiss to the writer? When the writer …
    a. Fells hungry
    b. Goes to sleep
    c. Leaves home
    d. Comes home
9. "He" in line 2, refers to …
    a. The writer
    b. Timmy
    c. Pets
    d. Timmy and the writers
10. What is the meaning of fur?
    a. The thick hair that covers the bodies of some animals.
    b. The colorful thick hair that covers the head of some animals
    c. The colorful thick hair that covers some parts of animal's skin
    d. The thick hair that covers the bodies of birds.
11. The second paragraph tells us about …
    a. Characteristic
    b. Habit
    c. Food
    d. Behavior
12. Why is the writer almost impossible to be angry at his cat? Because …
    a. It has innocent round eyes
    b. It gives the writer kiss
    c. Most of the time, it is a good cat
    d. It always wakes up early
13. "Timmy is a *nice* playmate". The synonym of italized word is …
    a. Great
    b. Funny
    c. Enjoyable
    d. Unpleasant

14. Does the writer feel pleased to play with Timmy?
    a. Yes, he does
    b. Yes, it does
    c. No, he does not
    d. No, it does not

My Classroom

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

Source: https://www.sekolahbahasainggris.co.id/

15. "My classroom is very big". The underlined word is …
    a. Great
    b. Fat
    c. Clean
    d. Large
16. Where does the teacher sit?
    a. In front of the classroom
    b. Behind the table
    c. Behind the whiteboard
    d. Under the map
17. Where is the whiteboard?
    a. In front of the window
    b. Behind the table
    c. Beside the teacher
    d. Behind the teacher
18. Does the writer like his class very much?

a. No, it is not
b. Yes, it is
c. Yes, he is
d. Yes, I am

19. What kind of the text above?
    a. Narrative
    b. Descriptive
    c. Procedure
    d. Report
20. The generic structure of the text is …
    a. Description – Identification
    b. Identification – Description
    c. Orientation – Events – Reorientation
    d. Reorientation – Events – Orientation

The Jackson Family

Mr. Jackson is an American teacher, but he lives and works in Denpasar. He teaches English at SMP 8. He is very good teacher. His students like him. His wife is and Indonesian. She comes from Medan. They have one son and one daughter. The children go to a primary school.

Mr. Jackson's house is made of wood. It has five rooms: a kithen, a bathroom, a living room and two bedrooms. The Jackson has a house maid to help Mrs. Jackson to do the house work. The maid comes from Bantul.

21. What does Mr.Jackson do? He is …
    a. A father
    b. A student
    c. A teacher
    d. A house maid

22. <u>She</u> comes from Medan. (line 3). The underlined word refers to Mr. Jackson's …

a. Wife
b. Teacher
c. Daughter
d. Student

23. Where does the Jackson stay?
    a. In America
    b. In Medan
    c. In Denpasar
    d. In Bantul
24. Mr. Jackson's house is made of wood. The sentence means …
    a. Mr. Jackson is a carpenter
    b. The materials of Mr. Jackson;s house
    c. There is a lot of woods in Mr. Jackson
    d. Mr. Jackson likes a collect wood
25. Paragraph 2 tells us about …
    a. Mr. Jackson's house
    b. Mr. Jackson's nice rooms
    c. Mr. Jackson's house maid
    d. Mr. Jackson house is made of wood
26. "He is *very* good teacher". The synonym of italized word is …
    a. Too
    b. Much
    c. So
    d. Absolutely

Star Food Restaurant

There is a new restaurant near my boarding house in Karimata Street No.4. The restaurant is big and cozy. It has large parking and plenty flower plants. Star food restaurant provides Japanese and Indonesian food. You should try its oxtail soup and

dorayaki cake. Their tastes are so delicious. The restaurant also gives discount for students, just show your students' ID when you pay at the cashier.

27. What is Star food?
    a. Café
    b. House
    c. Favorite food
    d. Restaurant
28. How does Star food look like?
    a. It's large and comfortable
    b. It's far and cozy
    c. It's far
    d. It's nice but small
29. What kind of restaurant do you think it is?
    a. Kids restaurant
    b. Teenager restaurant
    c. Family restaurant
    d. Big restaurant
30. What is the special menu in Star food restaurant?
    a. Dorayaki cake
    b. Oxtail soup
    c. Noodle
    d. Oxtail soup and dorayaki cake
31. What is the advantage of eating there?
    a. The food is delicious
    b. Get a big discount
    c. Get student's discount
    d. Get promo price
32. "Their tastes are so delicious". The underlined word refers to …
    a. Star food restaurant
    b. Oxtail soup and Dorayaki cake

c. Japanese and Indonesian food
d. Dorayaki cake

33. What is the text about?
    a. A new restaurant
    b. Japanese food
    c. Indonesian food
    d. A discount for students

Natural Bridge National Park

Natural Bridge National Park is luscious tropical rainforest. It is located 110 kilometers from south of Brisbane and is reached by following the Pacific Highway to Nerang and then by travelling through the Numinbah Valley. This scenic roadway lies in the shadow of Lamington National Park.

The phenomenon of the rock formed into a natural 'arch' and the cave through which a waterfall cascades is a short one-kilometer walk below a dense rainforest canopy from the main picnic area. Swimming is permitted in the rock pools. Night-time visitors to the cave will discover the unique feature of the glow worms. A picnic area offers toilets, barbeque, shelter sheds, water and fireplaces; however, overnight camping is not permitted.

Source: https://www.belajarbahasainggrisku.id/2015/04/

34. What is the function of paragraph 1?
    a. As an identification
    b. As a thesis
    c. As a classification
    d. As an orientation
35. The text above is in form of …
    a. Hortatory exposition
    b. Narrative
    c. Descriptive

d. Report

36. Where is the natural bridge national park located?
    a. 110 kilometers from South of Brisbane
    b. 110 kilometers from Pacific Highway
    c. 110 kilometers from Numinbah Valley
    d. 110 kilometers from Lamington
37. What is the communicative purpose
    a. To present two points of views about natural bridge national park
    b. To explain the bridge national park
    c. To describe the bridge national park
    d. To retell the bridge national park
38. What the visitors will see in the night?
    a. A common glow worm
    b. The unique feature of the glow worms
    c. The unique rocks
    d. A great dark cave

My Pet

I have a pet. It is a rabbit. Its name is Milky. I call it Milky because it has white and long fur, from head to toe. Milky is Jersey Wooly breed. Its body is small with black short ears. I got milky last year from my uncle as a birthday gift. Milky has just born back then. Milky likes to eat bread so much. It doesn't really like vegetables. Milky is very gentle. It never bites or kicks. I like to cuddle and play with Milky.

Source: https://www.dimensibahasainggris.com/2019/01/soal-descriptive-text.html

39. What does the text about?
    a. The writer's rabbit pet
    b. Kinds of rabbit breed
    c. Milky's physical description
    d. Rabbit as a pet

40. Why is the pet being called Milky?
    a. It is Jersey Wooly breed
    b. It has white and long fur
    c. It has a small body
    d. It has white ears
41. Milky is very gentle. The underlined word can be replaced by …
    a. Strong
    b. Calm
    c. Brave
    d. Kind
42. How old is the writer's rabbit pet?
    a. 2 months old
    b. 1 months old
    c. 2 years old
    d. 1 year old
43. It doesn't really like vegetables. The underlined word refers to …
    a. Milky
    b. The writer
    c. Uncle
    d. Bread

DORAEMON

Doraemon is one of the characters in a Japanese series created by Fujiko Fujio. Doraemon is a robotic cat. He has a small body and white hands and feet. Although he can hear perfectly well, Doraemon has no ears. He is afraid of mice and hates rats; his ears were eaten off by rats.

Doraemon possesses a large pocket that can produce many amazing tools from the future. It is called yojigen-pocket, or fourth-dimensional pocket. Doraemon is favorite food is dorayaki and a sweet bean paste filled bun.

Doraemon has the tendency to panic during emergencies. In an emergency situation, he will frantically pull out every unnecessary amazing tool from his pocket.

Nevertheless, Doraemon is a good cat. Doraemon was sent back to the 20th century because Nobita's grandson can't bear to see his grandfather suffer. So he sent Doraemon to help out with Nobita's troubles.

44. What kind of the text?
    a. Narrative
    b. Descriptive
    c. Report
    d. Hortatory exposition
45. What is the first paragraph about?
    a. Doraemon's place
    b. The characteristic of Doraemon
    c. Doraemon's favorite food
    d. Doraemon is a good cat
46. What does the text mainly talk about?
    a. Doraemon
    b. Nobita
    c. Robotic cats
    d. Fujiko Fujio
47. What is the weakness of Doraemon?
    a. He has a magic pocket
    b. He is only a robotic cat
    c. He gets panic easily
    d. He likes eating Dorayaki
48. The communicative purpose of this text is …
    a. To describe Doraemon
    b. To retell events for entertainment
    c. To make something
    d. To present at least two points of view about an issue
49. <u>He</u> is afraid of mice and hates rats. The underlined refers to …
    a. Doramon

b. Dorayaki
c. Nobita
d. Robot

50. Based on the text about, which one is not true about Doraemon?
    a. Doraemon is a robotic cat
    b. Doraemon has a small big body and white hands and feet.
    c. Doraemon has no ears
    d. Doraemon can hear perfectly.

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Appendix 5. Answer Keys of Try out Test

Answer Keys

1.	B	28.	A
2.	C	29.	B
3.	C	30.	D
4.	D	31.	C
5.	B	32.	B
6.	A	33.	A
7.	A	34.	D
8.	D	35.	C
9.	C	36.	A
10.	C	37.	C
11.	A	38.	B
12.	C	39.	A
13.	C	40.	B
14.	A	41.	C
15.	B	42.	D
16.	B	43.	A
17.	D	44.	B
18.	C	45.	B
19.	B	46.	A
20.	B	47.	C
21.	C	48.	A
22.	A	49.	A
23.	C	50.	B
24.	B		
25.	A		
26.	A		
27.	D		

Appendix 6. Lesson Plan for Experimental Group

LESSON PLAN FOR EXPERIMENTAL GROUP

School : Mts Arkanul Islam

Subject : English

Class/semester : VII / II

Topic : Descriptive Text

Language Skill : Reading Skill

Time Allocation : 2 meeting (4 x 40 minutes)

A. Main Competence

KI 4 : Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, terkait fenomena dan kejaian tampak mata.

B. Basic Competence and Indicators

Basic Competence	Indicators
3.7 Membandingkan fungsi sosial, struktur teks, dan unsure kebahasaan beberapa teks deskriptif lisan dan tulis dengan member dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.7.1 Students are able to identify the social function of the text 3.7.2 Students are able to identify language feature of the text 3.7.3 Students are able to identify the structure of the text 3.7.4 Students are able to find meaning of a certain word from the text.

C. Tujuan Pembelajaran

Setelah belajar materi ini, siswa diharapkan bisa:

1. Diberikan teks deskriptif sederhana siswa dapat mengidentifikasi fungsi sosial dengan benar
2. Diberikan teks deskriptif sederhana siswa dapat mengidentifikasi struktur teks dengan benar
3. Diberikan teks deskriptif sederhana siswa dapat mengidentifikasi cirri kebahasaan dengan benar
4. Diberikan teks deskriptif sederhana siswa dapat memahami isi dalam teks

D. Materi Pembelajaran

Fungsi Sosial

Teks deskriptif berfungsi untuk menggambarkan orang, hewan, tempat atau benda.

StrukturTeks

Identification	Memperkenalkan orang, hewan,tempat atau benda yang akan digambarkan. Example : My favorite teacher is Miss Neneng
Description	Gambaran tentang orang, hewan, tempat atau benda yang digambarkan dengan menyebutkan cirri-ciri khusus atau sifat tertentu Example : She teaches science. She is beautiful and slim. She has long and straight hair. She is a friendly teacher. She likes reading novels Her favorite writer is Andre Hirata

Unsur Kebahasaan

Noun:

Menggunakan kata benda yang spesifik, seperti my *cat, my my boyfriend, National Monument.* Selain itu juga sering menggunakan *adjective* (kata sifat) untuk memperjelas penggunaan *Noun* (kata benda), *seperti a big house, a smart student, an independence woman.*

Simple Present Tense:

Menggunakan kata kerja dasar atau bentuk pertama (verb 1) serta menggunakan kata kerja yang dapat menunjukkan kepemilikan atau keadaan sebuah objek. Descriptive text menggunakan simple present tense karena *descriptive text* menceritakan sebuah fakta dari objek yang dideskripsikan. Misalnya *My office has 22 floors, Azka is pretty,* dan lain-lain.

Action Verb:

Menggunkan kata kerja yang menunjukkan sebuah kegiatan atau sebuah aktifitas yang bisa dilihat. Misalnya *sleep, walk, sing, dance,* dll

Topik

Menggambarkan guru untuk memberikan keteladanan tentang perilaku disiplin, percaya diri, bertanggung jawab , cinta dan kerjasama.

E. Metode Pembelajaran

Model : *Engage, Study, and Activate (ESA)*

F. Media, tools and sources learning

1. Alat/Bahan : Buku paket siswa, LKS (LembarKerjaSiswa), Audio, Laptop
2. SumberBelajar : Buku Teks wajib

G. Langkah- Langkah Kegiatan Pembelajaran

Pertemuan 1

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Engage	a. Menciptakan suasana kelas yang menyenangkan. b. Mengucapkan salam dan berdoa bersama c. Menginformasikan tujuan yang akan dicapai selama pembelajaran d. Membangkitkan semangat siswa dengan bermain branstorming game. e. Menyampaikan secara singkat garis besar dan menanyakan latar belakang pengetahuan siswa tentang materi yang akan disajikan selama pembelajaran. f. Menyampaikan tehnik yang akan digunakan serta aspek penilaian	10 Menit
Study	a. Dengan bimbingan guru, siswa dibagi menjadi berpasangan. b. Siswa mengamati teks dengan mensurvei judul, ilustrasi, dan struktur teks c. Dengan bimbingan guru, siswa mempertanyakan hal hal umum yang terkait dengan teks deskriptif teks. d. Dengan bimbingan guru, siswa menanyakan tentang fungsi sosial dan unsure kebahasaan dalam teks descriptive text. e. Dengan bimbingan guru, siswa mempertanyakan kata-kata yang sulit. f. Guru meminta siswa mengitentifikasi struktur kalimat dalam deskriptif teks. g. Siswa merangkum tentang apa yang telah dipertanyakan.	60 Menit

Activate	h. Siswa membuat hubungan antara pengetahuan yang mereka miliki dengan yang mereka dapatkan. i. Dengan bimbingan guru, siswa membaca teks deskriptif yang telah diberikan oleh guru. j. Secara berpasangan , siswa mendiskusikan inti dari teks descriptive. k. Guru memimbing diskusi tentang deskriptif text. l. Dengan bimbingan guru, siswa mengidentifikasi fungsi sosial dan unsure kebahasaan pada teks deskriptif. m. Siswa menceritakan kembali dengan kata-kata mereka sendiri tentang apa yang telah mereka baca tentang deskriptif teks. n. Siswa memperhatikan dan mengoreksi generic structure dari descriptive teks.	
Penutup	a. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan b. Memberikan umpan balik terhadap proses dan hasil pembelajaran. c. Memberikan tugas individu sebagai pekerjaan rumah. d. Doa tutup.	10 Menit

Penilaian

Penilaian Sikap

1. Teknik : Observasi
2. Instrumen : Jurnal
3. Pedoman Penskoran :Rubrik

No	Waktu	Nama	Kejadian/perilaku				Butir Sikap	Positif/ negatif	Tindak Lanjut
			PD	D	KS	BJ			

PD = Percaya Diri

D = Disiplin

KS = Kerja Sama

BJ = Bijaksana

Penilaian Pengetahuan

1. Teknik : Membaca
2. Bentuk Instrumen : Tertulis (Essay)

Indikator Pencapaian Kompetensi	Teknik	Bentuk	Contoh
1. Students are able to identify the social function of the text 2. Students are able to identify language feature of the text 3. Students are able to identify the structure of the text 4. Students are able to find meaning of a certain word from the text	Tes Tertulis	Essay	Answer the questions by correct sentences

Instrumen Penilaian

Makassar

Makassar is the provincial capital of South Sulawesi, Indonesia, and the largest city on Sulawesi Island. From 1971 to 1999, the city was named Ujung Pandang, after a pre-colonial fort in the city, and the two names are often used interchangeably. The port city is located at 5°8′S 119°25′E, on the southwest coast of the island of Sulawesi, facing the Makassar Strait. Its area is 175.77 km2 and has population of around 1.4 million.

Makassar is home to several prominent landmarks including the 16th century Dutch fort Fort Rotterdam, Trans Studio Makassar the third largest indoor theme park in the world and the Karebosi Link the first underground shopping center in Indonesia.

Makassar has several famous traditional foods. The most famous is Coto Makassar. It is a stew made from the mixture of nuts and spices with beef parts which include beef brain, tongue and intestine. Konro rib dish is also popular traditional food in Makassar. Both Coto Makassar and Konro are usually eaten with Burasa, glutinous rice with coconut milk and sauted coconut granule.
In addition, Makassar is the home of pisang epe, or pressed bananas. These are bananas which are pressed, grilled, and covered with palm sugar sauce and sometimes eaten with Durian. Many street vendors sell pisang epe, especially around the area of Losari beach.

Answer the questions by correct sentences

1. What does the text tell about?
2. Why the text is called descriptive text?
3. What is the generic structure of the text?
4. Where is Makassar located?
5. What is the purpose of the text?
6. Based on the text, what is the biggest city on Sulawesi Island?
7. According to the text, what is the first underground shopping center in Indonesia?
8. What is the most well-known food in Makassar?

Pedoman Penilaian

Nilai peserta didik : $\frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$

Pertemuan Kedua

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Engage	a. Menciptakan suasana kelas yang menyenangkan. b. Mengucapkan salam dan berdoa bersama c. Menginformasikan tujuan yang akan dicapai selama pembelajaran d. Membangkitkan semangat siswa dengan bermain branstorming game. e. Menyampaikan secara singkat garis besar dan menanyakan latar belakang pengetahuan siswa tentang materi yang akan disajikan selama pembelajaran. f. Menyampaikan tehnik yang akan digunakan serta aspek penilaian	10 Menit
Study	a. Dengan bimbingan guru, siswa dibagi menjadi berpasangan. b. Siswa mengamati teks dengan mensurvei judul, ilustrasi, dan struktur teks. c. Dengan bimbingan guru, siswa mempertanyakan hal hal umum yang terkait dengan teks deskriptif teks. d. Dengan bimbingan guru, siswa menanyakan tentang struktur text dan kata-kata dalam teks descriptive text. e. Dengan bimbingan guru, siswa mempertanyakan kata-kata yang sulit.	60 Menit

Activate	f. Guru meminta siswa mengitentifikasi struktur kalimat dalam deskriptif teks. g. Siswa merangkum tentang apa yang telah dipertanyakan. h. Siswa membuat hubungan antara pengetahuan yang mereka miliki dengan yang mereka dapatkan. i. Dengan bimbingan guru, siswa membaca teks deskriptif yang telah diberikan oleh guru. j. Secara berpasangan , siswa mendiskusikan inti dari teks descriptive. k. Guru memimbing diskusi tentang deskriptif text. l. Dengan bimbingan guru, siswa mengidentifikasi struktur teks dan unsure kebahasaan pada teks deskriptif. m. Siswa menceritakan kembali dengan kata-kata mereka sendiri tentang apa yang telah mereka baca tentang deskriptif teks. n. Siswa memperhatikan dan mengoreksi generic structure dari descriptive teks.	
Penutup	a. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan b. Memberikan umpan balik terhadap proses dan hasil pembelajaran. c. Memberikan tugas individu sebagai pekerjaan rumah. d. Doa tutup.	10 Menit

Penilaian

Penilaian Sikap

1. Teknik : Observasi
2. Instrumen : Jurnal

3. Pedoman Penskoran :Rubrik

No	Waktu	Nama	Kejadian/perilaku				Butir Sikap	Positif/ negatif	Tindak Lanjut
			PD	D	KS	BJ			

PD = Percaya Diri

D = Disiplin

KS = Kerja Sama

BJ = Bijaksana

Penilaian Pengetahuan

1. Teknik : Membaca
2. Bentuk Instrumen : Tertulis (Essay)

Indikator Pencapaian Kompetensi	Teknik	Bentuk	Contoh
1. Students are able to identify the social function of the text 2. Students are able to identify language feature of the text 3. Students are able to identify the structure of the text 4. Students are able to find meaning of a certain word from the text	Tes Tertulis	Essay	Answer the questions by correct sentences

Instrumen Penilaian

Taj Mahal

Taj mahal is regarded as one of the eight wonders of the world, and some Western historians have noted that its architectural beauty has never been surpassed. The taj is the most beautiful monument built by the Mughals, the Muslim rulers if India. Taj Mahal is built entirely of white marble. Its stunning architectural beauty is beyond adequate description, particularly at dawn and sunset. The taj seems to glow in the light of the full moon. On a foggy morning, the visitors experience the taj as if suspended when viewed from across the Jamuna River.

There is a mausoleum. It is a part of a vast complex xomprising of a main gateway, an elaborate garden, a mosque (to the left), a guest house (to the right), and several other palatial buildings. The taj is at the farthest end of this complex, with the river Jamuna behind. The large garden contains four reflecting polls dividing it at the center. Each of these four sections is further subdivided into four sections and the each into yet another four sections. Like the Taj, the garden elements serve like Arabesque, standing on their own and also constituting the whole.

Check the right answers in the provided table whether the statement is True or False.

Statement	True	False
1. Mughals, the muslims rulers in India, built a mosque inside Taj Mahal		
2. Taj Mahal is a part of vast complex		
3. Maosoleum is a wonder of the world		
4. The taj is built entirely of white marble		
5. The architectural beauty has been surpassed		

Find 5 (Five) adjectives in the text.

1. **4.**

2. **5.**

3.

Rubrik Penilaian

Uraian	Skor
Jawaban benar	**1**
Jawaban salah	**0**
Tidak menjawab	**0**

Pedoman Penilaian

1. Untuk tiap nomor, tiap jawaban benar skor 1
2. Jumlah skor maksimal 15x1 = 15
3. Nilai maksimal = 15
4. Nilai peserta didik : $\frac{\text{Skor Perolehan}}{2}+5$

Jember, 22 Juni 2019

Guru Mata Pelajaran Bahasa Inggris

INTAN NOVANI PUTRI S.Pd

Mahasiswa

IKA HARISAPUTRI

NIM: 1510231025

Mengetahui,

Kepala Sekolah

MAILA S.Pd

Appendix 7. Lesson Plan for Control Group

LESSON PLAN FOR CONTROL GROUP

School : Mts Arkanul Islam

Subject : English

Class/semester : VII / II

Topic : Descriptive Text

Language Skill : Reading Skill

Time Allocation : 2 meeting (2 x 40 minutes)

A. Main Competence

KI 4 : Memahami pengetahuan (factual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, terkait fenomena dan kejaian tampak mata.

B. Basic Competence and Indicators

Basic Competence	Indicators
3.7 Membandingkan fungsi sosial, struktur teks, dan unsure kebahasaan beberapa teks deskriptif lisan dan tulis dengan member dan meminta informasi terkait dengan deskripsi orang, binatang, dan benda sangat pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.7.1 Students are able to identify the social function of the text 3.7.2 Students are able to identify language feature of the text 3.7.3 Students are able to identify the structure of the text 3.7.4 Students are able to find meaning of a certain word from the text.

C. Tujuan Pembelajaran

Setelah belajar materi ini, siswa diharapkan bisa:

1. Diberikan teks deskriptif sederhana siswa dapat mengidentifikasi fungsi sosial dengan benar
2. Diberikan teks deskriptif sederhana siswa dapat mengidentifikasi struktur teks dengan benar
3. Diberikan teks deskriptif sederhana siswa dapat mengidentifikasi ciri kebahasaan dengan benar
4. Diberikan teks deskriptif sederhana siswa dapat memahami isi dalam teks.

D. Materi Pembelajaran

Fungsi Sosial

Teks deskriptif berfungsi untuk menggambarkan orang, hewan, tempat atau benda.

StrukturTeks

Identification	Memperkenalkan orang, hewan,tempat atau benda yang akan digambarkan. Example : My favorite teacher is Miss Neneng
Description	Gambaran tentang orang, hewan, tempat atau benda yang digambarkan dengan menyebutkan cirri-ciri khusus atau sifat tertentu Example : She teaches science. She is beautiful and slim. She has long and straight hair. She is a friendly teacher. She likes reading novels Her favorite writer is Andre Hirata

Unsur Kebahasaan

Noun:

Menggunakan kata benda yang spesifik, seperti my *cat, my my boyfriend, National Monument.* Selain itu juga sering menggunakan *adjective* (kata sifat) untuk memperjelas penggunaan *Noun* (kata benda), *seperti a big house, a smart student, an independence woman.*

Simple Present Tense:

Menggunakan kata kerja dasar atau bentuk pertama (verb 1) serta menggunakan kata kerja yang dapat menunjukkan kepemilikan atau keadaan sebuah objek. Descriptive text menggunakan simple present tense karena *descriptive text* menceritakan sebuah fakta dari objek yang dideskripsikan. Misalnya *My office has 22 floors, Azka is pretty,* dan lain-lain.

Action Verb:

Menggunkan kata kerja yang menunjukkan sebuah kegiatan atau sebuah aktifitas yang bisa dilihat. Misalnya *sleep, walk, sing, dance,* dll

Topik

Menggambarkan guru untuk memberikan keteladanan tentang perilaku disiplin, percaya diri, bertanggung jawab , cinta dan kerjasama.

E. MetodePembelajaran

Pendekatan : Scientific
Model : Cooperative Learning
Metode : *Discussion*

F. Media, tools and sources learning

1. Alat/Bahan : Buku paket siswa, LKS (Lembar Kerja Siswa), Audio, Laptop
2. Sumber Belajar : Buku Teks wajib

G. Langkah- LangkahKegiatanPembelajaran

Pertemuan 1

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	a. Menciptakan suasana kelas yang menyenangkan. b. Mengucapkan salam dan berdoa bersama c. Menginformasikan tujuan yang akan dicapai selama pembelajaran d. Menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran e. Menyampaikan tehnik yang akan digunakan serta aspek penilaian	5 Menit
Inti	**Mengamati** a. Dengan bimbingan guru, siswa dibagi menjadi beberapa grup. b. Siswa membaca teks descriptive yang diberikan oleh guru **Menanya** a. Dengan bimbingan guru, siswa mempertanyakan tentang kata-kata yang sulit dan struktur teks descriptive. b. Guru menjelaskan tentang struktur teks dan trktur bahasa yang ada pada descriptive teks. **Mengeksplorasi** a. Dengan bimbingan dan arahan guru, siswa mempertanyakan tentang bagaimana cara menemukan gagasan pokok, informasi rinci dari informasi tertentu dalam teks descriptive. b. Siswa dapat menemukan gagasan pokok, informasi rinci dari informasi tertentu dalam teks descriptive. **Mengasosiasi**	60 Menit

	a. Secara berpasangan, siswa mendiskusikan kata sifat yang terdapat pada teks descriptive teks. b. Secara berpasangan, siswa menyimpulkan isi dari teks descriptive teks. **Mengkomunikasikan** a. Setiap kelompok membacakan hasil diskusi b. Siswasiswa memperhatikan dan mengoreksi generic structure	
Penutupan	a. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan b. Memberikan umpan balik terhadap proses dan hasil pembelajaran. c. Memberikan tugas individu sebagai pekerjaan rumah. d. Doa Tutup.	5 Menit

Penilaian

Penilaian Sikap

1. Teknik : Observasi
2. Instrumen : Jurnal
3. Pedoman Penskoran :Rubrik

No	Waktu	Nama	Kejadian/perilaku				Butir Sikap	Positif/ negatif	Tindak Lanjut
			PD	D	KS	BJ			

PD = Percaya Diri
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KS = Kerja Sama
BJ = Bijaksana

Penilaian Pengetahuan

1. Teknik : Membaca
2. Bentuk Instrumen : Tertulis (Essay)

Indikator Pencapaian Kompetensi	Teknik	Bentuk	Contoh
1. Students are able to identify the social function of the text 2. Students are able to identify language feature of the text 3. Students are able to identify the structure of the text 4. Students are able to find meaning of a certain word from the text	Tes Tertulis	Essay	Answer the questions by correct sentences

Instrumen Penilaian

Makassar

Makassar is the provincial capital of South Sulawesi, Indonesia, and the largest city on Sulawesi Island. From 1971 to 1999, the city was named Ujung Pandang, after a pre-colonial fort in the city, and the two names are often used interchangeably. The port city is located at 5°8′S 119°25′E, on the southwest coast of the island of Sulawesi, facing the Makassar Strait. Its area is 175.77 km2 and has population of around 1.4 million.

Makassar is home to several prominent landmarks including the 16th century Dutch fort Fort Rotterdam, Trans Studio Makassar the third largest indoor theme park in the world and the Karebosi Link the first underground shopping center in Indonesia.

Makassar has several famous traditional foods. The most famous is Coto Makassar. It is a stew made from the mixture of nuts and spices with beef parts

which include beef brain, tongue and intestine. Konro rib dish is also popular traditional food in Makassar. Both Coto Makassar and Konro are usually eaten with Burasa, glutinous rice with coconut milk and sauted coconut granule.
In addition, Makassar is the home of pisang epe, or pressed bananas. These are bananas which are pressed, grilled, and covered with palm sugar sauce and sometimes eaten with Durian. Many street vendors sell pisang epe, especially around the area of Losari beach.

Answer the questions by correct sentences

1. What does the text tell about?
2. Why the text is called descriptive text?
3. What is generic structure of the text?
4. Where is Makassar located?
5. What is the purpose of the text?
6. Based on the text, what is the biggest city on Sulawesi Island?
7. According to the text, what is the first underground shopping center in Indonesia?
8. What is the most well-known food in Makassar?

Pedoman Penilaian

$$\text{Nilai peserta didik} : \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 100$$

Pertemuan Kedua

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	f. Menciptakan suasana kelas yang menyenangkan. g. Mengucapkan salam dan berdoa bersama h. Menginformasikan tujuan yang akan dicapai selama pembelajaran i. Menyampaikan secara singkat garis besar materi yang akan disajikan selama pembelajaran j. Menyampaikan tehnik yang akan digunakan serta aspek penilaian	5 Menit
Inti	**Mengamati** c. Dengan bimbingan guru, siswa dibagi menjadi beberapa grup. d. Siswa membaca teks descriptive yang diberikan oleh guru **Menanya** c. Dengan bimbingan guru, siswa mempertanyakan tentang kata-kata yang sulit dan struktur teks descriptive. d. Guru menjelaskan tentang struktur teks dan trktur bahasa yang ada pada descriptive teks. **Mengeksplorasi** c. Dengan bimbingan dan arahan guru, siswa mempertanyakan tentang bagaimana cara menemukan gagasan pokok, informasi rinci dari informasi tertentu dalam teks descriptive. d. Siswa dapat menemukan gagasan pokok, informasi rinci dari informasi tertentu dalam teks descriptive. **Mengasosiasi** c. Secara berpasangan, siswa mendiskusikan kata sifat	60 Menit

	yang terdapat pada teks descriptive teks. d. Secara berpasangan, siswa menyimpulkan isi dari teks descriptive teks. **Mengkomunikasikan** c. Setiap kelompok membacakan hasil diskusi d. Siswasiswa memperhatikan dan mengoreksi generic structure	
Penutupan	e. Melakukan penilaian dan/atau refleksi terhadap kegiatan yang sudah dilaksanakan f. Memberikan umpan balik terhadap proses dan hasil pembelajaran. g. Memberikan tugas individu sebagai pekerjaan rumah. h. Doa Tutup.	5 Menit

Penilaian

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Penilaian Pengetahuan

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There is a mausoleum. It is a part of a vast complex xomprising of a main gateway, an elaborate garden, a mosque (to the left), a guest house (to the right), and several other palatial buildings. The taj is at the farthest end of this complex, with the river Jamuna behind. The large garden contains four reflecting polls

dividing it at the center. Each of these four sections is further subdivided into four sections and the each into yet another four sections. Like the Taj, the garden elements serve like Arabesque, standing on their own and also constituting the whole.

Check the right answers in the provided table whether the statement is True or False

Statement	True	False
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2. Taj Mahal is a part of vast complex		
3. Maosoleum is a wonder of the world		
4. The taj is built entirely of white marble		
5. The architectural beauty has been surpassed		

Find 5 (Five) adjectives in the text.

1.

2.

3.

4.

5.

Rubrik Penilaian

Uraian	Skor
Jawaban benar	**1**
Jawaban salah	**0**
Tidak menjawab	**0**

Pedoman Penilaian

1. Untuk tiap nomor, tiap jawaban benar skor 1
2. Jumlah skor maksimal 15x1 = 15
3. Nilai maksimal = 15
4. Nilai peserta didik : $\frac{\text{Skor Perolehan}}{2}+5$

Jember, 22 Juni 2019

Guru Mata Pelajaran Bahasa Inggris

Intan Novani Putri S.Pd

Mahasiswa

IKA HARISA PUTRI

NIM: 1510231025

Mengetahui,

Kepala Sekolah

Maila S.Pd

Appendix 8. The Students' Reading Test Score in Try Out

Reading Test Score

NO	Name	Score
1	Ach Mudarrisul Fahmi	68
2	Ahmat Mifahul Huda	86
3	Amelia Fitri Shabilla	78
4	Aprilia Diana Putri Ayu	60
5	Diki Rahmadani	82
6	Fifi Imelda Sari	40
7	Galuh Prayogi	62
8	Indi Wulandari	70
9	M. Aril Wahyuda	60
10	M. Bagus Revaldi	74
11	Moh. Hafit Ferdianto	72
12	Muhammad Nur Alamsyah	32
13	Silvi Dwi Melina Putri	24
14	Siti Al Mukarromah	66
15	Siti Nur Diana	84
16	Tafada Al Khoir	26
17	Uswan Hasanah	24
18	Vian Apriyanto	28
19	Yoga Taufiqurrahman	24
20	Zahro Nabila	76

Appendix 9. External Validity of the Test

External Validity of the Test

No	Nama	Right Answer				
		MID (X)	Try out (Y)	XY	X^	Y^
1	Ach Mudarrisul Fahmi	60	68	4080	3600	4624
2	Ahmat Mifahul Huda	48	86	4128	2304	7396
3	Amelia Fitri Shabilla	48	78	3744	2304	6084
4	Aprilia Diana Putri Ayu	40	60	2400	1600	3600
5	Diki Rahmadani	80	82	6560	6400	6724
6	Fifi Imelda Sari	44	40	1760	1936	1600
7	Galuh Prayogi	52	62	3224	2704	3844
8	Indi Wulandari	62	70	4340	3844	4900
9	M. Aril Wahyuda	40	60	2400	1600	3600
10	M. Bagus Revaldi	32	74	2368	1024	5476
11	Moh. Hafit Ferdianto	60	72	4320	3600	5184
12	Muhammad Nur Alamsyah	44	32	1408	1936	1024
13	Silvi Dwi Melina Putri	44	24	1056	1936	576
14	Siti Al Mukarromah	40	66	2640	1600	4356
15	Siti Nur Diana	78	84	6552	6084	7056
16	Tafada Al Khoir	68	26	1768	4624	676
17	Uswan Hasanah	20	24	480	400	576
18	Vian Apriyanto	20	28	560	400	784
19	Yoga Taufiqurrahman	24	24	576	576	576
20	Zahro Nabila	74	76	5624	5476	5776
	SUM	454	1136	59988	53948	74432

N = 20
∑X = 454
∑Y = 1136
∑XY` = 59988
∑X^ = 53948
∑Y^ = 74432

$$r_{xy} = \frac{\Sigma XY - \frac{(\Sigma X)(\Sigma Y)}{N}}{\sqrt{\left\{\Sigma X^2 - \frac{(\Sigma X)^2}{N}\right\}\left\{\Sigma Y^2 - \frac{(\Sigma Y)^2}{N}\right\}}}$$

$$r_{xy} = \frac{59988 - \frac{(454)(1136)}{20}}{\sqrt{\left\{53948 - \frac{(454)^2}{20}\right\}\left\{74432 - \frac{(1136)^2}{20}\right\}}}$$

$$r_{xy} = \frac{59988 - 25787{,}2}{\sqrt{\{53948 - 10305{,}8\}\{74432 - 64524{,}8\}}}$$

$$r_{xy} = \frac{34203{,}8}{\sqrt{432372004}}$$

$$r_{xy} = \frac{34203{,}8}{20793{,}55}$$

$$r_{xy} = 1{,}64$$

Appendix 10. Internal Validity

No	Nama	Kelas	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	Jumlah	Nilai	Keterangan
1	Ach Mudarrisul Fahmi	VII A	0	1	1	0	1	0	0	0	1	0	0	1	1	1	0	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	34	68	lulus
2	Ahmat Miftahul Huda	VII A	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	0	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	43	86	lulus
3	Amelia Fitri Shabilla	VII A	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	0	1	1	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	0	1	1	41	82	lulus
4	Aprilia Diana Putri Ayu	VII A	1	1	1	0	1	1	1	1	0	1	1	1	1	1	0	0	0	1	1	1	0	1	0	1	1	1	0	0	0	1	1	0	0	0	1	0	1	1	0	0	0	1	1	1	0	1	1	0	0	1	30	60	lulus
5	Diki Rahmadani	VII A	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	0	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	0	1	1	42	84	lulus
6	Fifi Imelda Sari	VII A	1	1	0	0	1	1	1	1	1	1	1	1	0	1	0	1	0	1	1	0	1	0	0	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	20	40	lulus
7	Galuh Prayogi	VII A	1	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	0	1	0	1	1	0	0	1	1	0	0	1	0	0	1	1	1	1	1	1	1	0	1	0	0	0	0	1	0	33	66	lulus
8	Indi Wulandari	VII A	0	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	0	0	1	0	1	1	0	1	1	1	1	1	0	0	0	0	1	0	35	70	lulus
9	M. Arif Wahyuda	VII A	0	1	0	1	1	1	1	1	0	1	1	1	0	0	1	1	0	1	1	1	0	1	1	1	0	1	1	0	1	1	0	1	0	1	1	0	1	1	0	0	1	1	1	1	0	0	0	0	0	1	31	62	lulus
10	M. Bagus Revaldi	VII A	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	0	1	1	0	1	1	1	1	0	0	1	0	1	1	1	1	0	1	1	1	0	0	1	0	1	1	38	76	lulus
11	Moh. Hafit Ferdianto	VII A	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	0	1	1	1	0	0	1	0	1	1	38	76	lulus
12	Muhammad Nur Alamsyah	VII A	0	1	0	1	0	1	0	1	0	0	1	0	0	1	0	1	0	0	1	1	0	0	0	0	0	1	0	0	0	1	0	0	1	0	1	0	1	0	0	0	0	0	0	0	1	0	0	0	1	0	16	32	lulus
13	Silvi Dwi Melina Putri	VII A	0	1	0	0	1	0	1	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	1	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	1	0	12	24	lulus
14	Siti Al Mukarromah	VII A	1	0	1	1	0	0	1	1	1	0	1	0	0	1	1	1	0	1	1	0	1	1	1	0	1	1	0	0	1	0	1	1	1	0	1	0	1	0	1	1	1	1	0	1	1	1	1	0	1	1	33	66	lulus
15	Siti Nur Diana	VII A	1	0	1	1	1	1	1	1	1	1	0	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	0	1	42	84	lulus
16	Tafada Al Khoir	VII A	0	0	1	0	1	0	1	1	1	0	0	1	0	1	1	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	13	26	lulus
17	Uswatun Hasanah	VII A	0	1	1	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	1	0	0	0	1	0	0	0	1	0	1	1	0	0	0	0	0	0	0	0	0	11	22	lulus
18	Vian Apriyanto	VII A	1	0	0	0	0	0	1	1	0	0	1	0	0	0	0	1	0	0	0	1	0	1	0	0	0	1	0	0	0	1	0	1	0	0	1	0	0	0	0	1	0	0	0	1	0	0	1	0	0	0	14	28	lulus
19	Yoga Taufiqurrahman	VII A	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	1	1	0	0	0	0	0	1	0	0	0	1	0	1	0	0	1	0	0	1	12	24	lulus
20	Zahro Nabila	VII A	1	1	1	0	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	1	1	0	0	1	0	1	1	1	1	1	0	0	1	1	1	1	1	0	38	76	lulus
	r tabel		0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44	0,44			
	r hitung		0.499	0.3	0.511	0.617	0.31	0.535	0.46	0.5	0.525	0.64	0.36	0.509	0.377	0.51	0.67	0.49	0.35	0.47	0.72	0.562	0.449	0.557	0.325	0.409	0.582	0.491	0.504	0.542	0.44	0.491	0.54	0.442	0.494	0.3	0.509	0.454	0.743	0.481	0.504	0.48	0.46	0.529	0.495	0.595	0.49	0.557	0.461	0.454	0.509	0.54			
			valid	invalid	valid	valid	invalid	valid	valid	valid	valid	valid	invalid	valid	invalid	valid	valid	valid	invalid	valid	valid	valid	valid	valid	invalid	invalid	valid	valid	valid	valid	valid	valid	valid	valid	invalid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid			

Appendix 11. Upper and Lower

Upper and Lower Group

Upper Group

No	Nama	Kelas	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	umla	Nilai	Keterangan
1	Ach Mudarrisul Fahmi	VII A	0	1	1	0	1	0	0	0	1	0	0	1	1	1	0	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0	0	1	1	1	0	1	1	1	1	1	0	1	1	1	1	0	34	68	lulus
2	Ahmat Mifahul Huda	VII A	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	0	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	43	86	lulus
3	Amelia Fitri Shabilla	VII A	1	1	1	1	1	0	1	1	1	0	1	1	1	1	1	0	1	0	1	1	0	0	1	0	1	1	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	39	78	lulus
4	Diki Rahmadani	VII A	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	0	1	1	0	0	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	0	1	41	82	lulus
5	Indi Wulandari	VII A	0	1	1	1	1	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	0	0	1	0	1	1	0	1	1	1	1	1	0	0	0	0	1	35	70	lulus
6	M. Bagus Revaldi	VII A	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	0	1	1	0	1	1	1	1	1	0	0	1	0	1	1	1	1	0	1	1	1	0	0	0	0	1	37	74	lulus
7	Moh. Hafit Ferdianto	VII A	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	0	0	1	0	1	1	0	1	0	1	1	1	0	0	0	0	1	36	72	lulus
8	Siti Al Mukarromah	VII A	1	0	1	1	0	0	1	1	1	0	1	0	0	1	1	1	0	1	1	0	1	1	1	0	1	1	0	0	1	0	1	1	1	0	1	0	1	0	1	1	1	1	0	1	1	1	1	0	1	33	66	lulus
9	Siti Nur Diana	VII A	1	0	1	1	1	1	1	1	1	1	0	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	0	1	42	84	lulus
10	Zahro Nabila	VII A	1	1	1	0	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	0	1	1	0	0	1	0	1	1	1	1	1	0	0	1	1	1	1	1	38	76	lulus
			7	7	9	8	7	7	9	9	7	7	8	7	6	9	9	7	4	7	9	8	5	8	7	4	6	9	6	4	6	8	7	9	6	4	8	3	8	8	5	8	6	8	6	8	6	6	6	3	8	7			

Lower Group

1	Aprilia Diana Putri Ayu	VII A	1	1	1	0	1	1	1	1	0	1	1	1	1	1	0	0	0	1	1	1	0	1	0	1	1	1	0	0	0	1	1	0	0	0	1	0	1	1	0	0	0	1	1	1	0	1	1	0	0	1	30	60	lulus
2	Fifi Imelda Sari	VII A	1	1	0	0	1	1	1	1	1	1	1	1	0	1	0	1	0	1	1	0	1	0	0	1	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	1	20	40	lulus
3	Galuh Prayogi	VII A	1	1	1	0	1	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1	1	0	1	0	1	1	0	0	1	1	0	0	0	0	0	1	1	1	1	1	1	0	1	0	0	0	0	1	0	31	62	lulus
4	M. Aril Wahyuda	VII A	0	1	0	1	1	1	1	1	0	1	1	1	0	0	1	1	0	1	1	1	0	1	1	1	0	1	1	0	1	1	0	1	0	0	1	0	1	1	0	0	1	1	1	1	0	0	0	0	1	30	60	lulus
5	Muhammad Nur Alamsyah	VII A	0	1	0	1	0	1	0	1	0	0	1	0	0	1	0	1	0	0	1	1	0	0	0	0	0	1	0	0	0	1	0	1	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	1	0	16	32	lulus
6	Silvi Dwi Melina Putri	VII A	0	1	0	0	1	0	1	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	1	0	0	1	0	0	1	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	0	1	0	12	24	lulus
7	Tafada Al Khoir	VII A	0	0	1	0	1	0	1	1	1	0	0	1	0	1	1	0	1	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	13	26	lulus
8	Uswatun Hasanah	VII A	0	1	1	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	1	0	0	0	1	0	0	0	1	0	1	1	0	0	0	0	0	1	0	0	12	24	lulus
9	Vian Apriyanto	VII A	1	0	0	0	0	0	1	1	0	0	1	0	0	0	0	1	0	0	0	1	0	1	0	0	0	1	0	0	0	1	0	1	0	0	1	0	0	0	1	0	0	0	1	0	0	1	0	0	0	14	28	lulus
10	Yoga Taufiqurrahman	VII A	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	1	1	0	0	0	0	0	1	0	1	0	0	1	0	1	0	0	1	0	0	12	24	lulus
			4	7	5	2	7	5	7	7	3	4	7	4	4	5	2	5	2	5	6	6	2	5	3	4	1	7	3	0	3	7	3	4	1	2	4	0	4	6	1	3	3	5	3	5	1	2	5	0	3	3			

Appendix 12. Difficulty Level and Discriminating Power of the Test

Difficulty Level and Discriminating Power of the Test									
NO	**U**	**L**	**T**	**DL**	**DL Conclusion**	**1/2 T**	**DP**	**DP Conclusion**	**Result**
1	7	4	20	0.55	Accepted	10	0.3	Accepted	Accepted
2	7	7	20	0.7	Accepted	10	0	Omitted	Omitted
3	9	5	20	0.7	Accepted	10	0.4	Accepted	Accepted
4	8	2	20	0.5	Accepted	10	0.6	Accepted	Accepted
5	7	7	20	0.7	Accepted	10	0	Omitted	Omitted
6	7	5	20	0.6	Accepted	10	0.2	Accepted	Accepted
7	9	7	20	0.8	Omitted	10	0.2	Accepted	Accepted
8	9	7	20	0.8	Omitted	10	0.2	Accepted	Accepted
9	7	3	20	0.5	Accepted	10	0.4	Accepted	Accepted
10	7	4	20	0.55	Accepted	10	0.3	Accepted	Accepted
11	8	7	20	0.75	Accepted	10	0.1	Accepted	Accepted
12	7	4	20	0.55	Accepted	10	0.3	Accepted	Accepted
13	6	4	20	0.5	Accepted	10	0.2	Accepted	Accepted
14	9	5	20	0.7	Accepted	10	0.4	Accepted	Accepted
15	9	2	20	0.55	Accepted	10	0.7	Accepted	Accepted
16	7	5	20	0.6	Accepted	10	0.2	Accepted	Accepted
17	4	2	20	0.3	Accepted	10	0.2	Accepted	Accepted
18	7	5	20	0.6	Accepted	10	0.2	Accepted	Accepted
19	9	6	20	0.75	Accepted	10	0.3	Accepted	Accepted
20	8	6	20	0.7	Accepted	10	0.2	Accepted	Accepted
21	5	2	20	0.35	Accepted	10	0.3	Accepted	Accepted
22	8	5	20	0.65	Accepted	10	0.3	Accepted	Accepted
23	7	3	20	0.5	Accepted	10	0.4	Accepted	Accepted
24	4	4	20	0.4	Accepted	10	0	Omitted	Omitted
25	6	1	20	0.35	Accepted	10	0.5	Accepted	Accepted
26	9	7	20	0.8	omitted	10	0.2	Accepted	Accepted
27	6	3	20	0.45	Accepted	10	0.3	Accepted	Accepted
28	4	0	20	0.2	Accepted	10	0.4	Accepted	Accepted
29	6	3	20	0.45	Accepted	10	0.3	Accepted	Accepted
30	8	7	20	0.75	Accepted	10	0.1	Accepted	Accepted
31	7	3	20	0.5	Accepted	10	0.4	Accepted	Accepted
32	9	4	20	0.65	Accepted	10	0.5	Accepted	Accepted
33	6	1	20	0.35	Accepted	10	0.5	Accepted	Accepted
34	4	2	20	0.3	Accepted	10	0.2	Accepted	Accepted
35	8	4	20	0.6	Accepted	10	0.4	Accepted	Accepted
36	3	0	20	0.15	Accepted	10	0.3	Accepted	Accepted
37	8	4	20	0.6	Accepted	10	0.4	Accepted	Accepted
38	8	6	20	0.7	Accepted	10	0.2	Accepted	Accepted

39	5	1	20	0.3	Accepted	10	0.4	Accepted	Accepted
40	8	3	20	0.55	Accepted	10	0.5	Accepted	Accepted
41	6	3	20	0.45	Accepted	10	0.3	Accepted	Accepted
42	8	5	20	0.65	Accepted	10	0.3	Accepted	Accepted
43	6	3	20	0.45	Accepted	10	0.3	Accepted	Accepted
44	8	5	20	0.65	Accepted	10	0.3	Accepted	Accepted
45	6	1	20	0.35	Accepted	10	0.5	Accepted	Accepted
46	6	2	20	0.4	Accepted	10	0.4	Accepted	Accepted
47	6	5	20	0.55	Accepted	10	0.1	Accepted	Accepted
48	3	0	20	0.15	Accepted	10	0.3	Accepted	Accepted
49	8	3	20	0.55	Accepted	10	0.5	Accepted	Accepted
50	7	3	20	0.5	Accepted	10	0.4	Accepted	Accepted

Appendix 13. Reliability of the Test

Reliability of the Text

No	Nama	Right Answer				
		0dd (X)	Even (Y)	XY	X^	Y^
1	Ach Mudarrisul Fahmi	17	17	289	289	289
2	Ahmat Mifahul Huda	21	22	462	441	484
3	Amelia Fitri Shabilla	22	17	374	484	289
4	Aprilia Diana Putri Ayu	13	17	221	169	289
5	Diki Rahmadani	20	21	420	400	441
6	Fifi Imelda Sari	8	12	96	64	144
7	Galuh Prayogi	16	15	240	256	225
8	Indi Wulandari	16	19	304	256	361
9	M. Aril Wahyuda	12	18	216	144	324
10	M. Bagus Revaldi	18	19	342	324	361
11	Moh. Hafit Ferdianto	16	20	320	256	400
12	Muhammad Nur Alamsyah	6	10	60	36	100
13	Silvi Dwi Melina Putri	7	5	35	49	25
14	Siti Al Mukarromah	20	13	260	400	169
15	Siti Nur Diana	20	22	440	400	484
16	Tafada Al Khoir	8	5	40	64	25
17	Uswan Hasanah	6	6	36	36	36
18	Vian Apriyanto	5	9	45	25	81
19	Yoga Taufiqurrahman	5	7	35	25	49
20	Zahro Nabila	18	20	360	324	400
	SUM	274	294	4595	4442	4976

N = 20
∑X = 274
∑Y = 294
∑XY` = 4595
∑X^ = 4442
∑Y^ = 4976

$$r_{xy} = \frac{\Sigma XY - \frac{(\Sigma X)(\Sigma Y)}{N}}{\sqrt{\left\{\Sigma X^2 - \frac{(\Sigma X)^2}{N}\right\}\left\{\Sigma Y^2 - \frac{(\Sigma Y)^2}{N}\right\}}}$$

$$r_{xy} = \frac{4595 - \frac{(274)(294)}{20}}{\sqrt{\left\{4442 - \frac{(274)^2}{20}\right\}\left\{4976 - \frac{(294)^2}{20}\right\}}}$$

$$r_{xy} = \frac{4595 - \frac{80556}{20}}{\sqrt{\{4442 - 3753{,}8\}\{4976 - 4321{,}8\}}}$$

$$r_{xy} = \frac{567{,}2}{\sqrt{\{688{,}2\}\{654{,}2\}}}$$

$$r_{xy} = \frac{567{,}2}{\sqrt{450220{,}44}}$$

$$r_{xy} = \frac{567{,}2}{670{,}98}$$

$$r_{xy} = 0.84$$

$$r_{11} = \frac{2(0.84)}{(1+0.84)}$$

$$r_{11} = \frac{1.68}{1{,}84}$$

$$r_{11} = 0.91$$

Appendix 15. Answer Keys of Pre-test and Post-test

Answer Keys

1.	B	22.	D
2.	C	23.	B
3.	D	24.	C
4.	B	25.	B
5.	A	26.	A
6.	D	27.	D
7.	C	28.	C
8.	C	29.	A
9.	A	30.	C
10.	C	31.	B
11.	A	32.	A
12.	B	33.	B
13.	D	34.	D
14.	C	35.	A
15.	B	36.	B
16.	B	37.	B
17.	A	38.	A
18.	C	39.	C
19.	B	40.	A
20.	A	41.	A
21.	A	42.	B

Appendix 16. Absent for Experimental Group

Nama Madrasah : MTs Arkanul Islam

Status Madrasah : Swasta

Alamat Madrasah : Kp. Semek Sawo RT. 02 RW 01 Desa Selomukti.

Kecamatan : Mlandingan

Kabupaten : Situbondo

Absensi Siswa-Siswi Kelas VII A

No	Nama	Meeting 1	Meeting 2	Meeting 3	Meeting 4
1	Desi Amiliya Putri	✓	✓	✓	✓
2	Elisa Anis Rohmawatun	✓	✓	✓	✓
3	Reni Fatmawati	✓	✓	✓	✓
4	Siti Aminatuz Zahroh	✓	✓	✓	✓
5	Desi Ratnasari	✓	✓	✓	✓
6	Kipyati	✓	✓	✓	✓
7	Lilik Indrayani	✓	✓	✓	✓
8	Nur Jamila	✓	✓	✓	✓
9	Raudatul Jannah	✓	✓	✓	✓
10	Riska Febriyanti	✓	✓	✓	✓
11	Sherly Wahyu Anggraeni	✓	✓	✓	✓
12	Adi Purnomo	✓	✓	✓	✓
13	Defrianto	✓	✓	✓	✓
14	Ita Ratnasari	✓	✓	✓	✓
15	M. Faisol	✓	✓	✓	✓
16	Muhammad Feri	✓	✓	✓	✓
17	Putri Nur Aisyah	✓	✓	✓	✓
18	Radiatul Munawaro	✓	✓	✓	✓
19	Yuliana	✓	✓	✓	✓
20	Yuliani	✓	✓	✓	✓

Situbondo, 25 Juni 2019
Kepala Madrasah
MTs. Arkanul Islam

Maila, S.Pd

Appendix 17. Absent for Control Group

Nama Madrasah : MTs Arkanul Islam

Status Madrasah : Swasta

Alamat Madrasah : Kp. Semek Sawo RT. 02 RW 01 Desa Selomukti.

Kecamatan : Mlandingan

Kabupaten : Situbondo

Absensi Siswa-Siswi Kelas VII B

No	Nama	Meeting 1	Meeting 2	Meeting 3	Meeting 4
1	Ahmad Zailani	✓	✓	✓	✓
2	Fitria Handayani	✓	✓	✓	✓
3	Kholifah	✓	✓	✓	✓
4	Mohammad Rohim	✓	✓	✓	✓
5	Muhammad Rifa'i	✓	✓	✓	✓
6	Zaenal Abidin	✓	✓	✓	✓
7	Fitriayul Lailiya	✓	✓	✓	✓
8	Kholifatur Riskiyah	✓	✓	✓	✓
9	Nur Ayuni	✓	✓	✓	✓
10	Siti Musyarrofah	✓	✓	✓	✓
11	Yuli Fatmawati	✓	✓	✓	✓
12	Anggi Yushimnia	✓	✓	✓	✓
13	Yanto	✓	✓	✓	✓
14	Suriyanto	✓	✓	✓	✓
15	Pandi	✓	✓	✓	✓
16	Nardiyono	✓	✓	✓	✓
17	Maulidia	✓	✓	✓	✓
18	Ningsih	✓	✓	✓	✓
19	Nur Halima	✓	✓	✓	✓
20	Nur Izayati	✓	✓	✓	✓

Situbondo, 25 Juni 2019
Kepala Madrasah
MTs. Arkanul Islam

Maila, S.Pd

Appendix 18. Pre-test and Post-test Score

Pre-test and Post-test Score of Experimental and Control Group

VII A Class (Experimental Group)			
No	Name	Pre-test Score	Post-test Score
1	Desi Amiliya Putri	50	83
2	Elisa Anis Rohmawatun	48	69
3	Reni Fatmawati	45	71
4	Siti Aminatuz Zahroh	43	79
5	Desi Ratnasari	40	64
6	Kipyati	38	60
7	Lilik Indrayani	40	57
8	Nur Jamila	38	62
9	Raudatul Jannah	48	71
10	Riska Febriyanti	45	71
11	Sherly Wahyu Anggraeni	43	64
12	Adi Purnomo	40	67
13	Defrianto	48	76
14	Ita Ratnasari	45	74
15	M. Faisol	43	79
16	Muhammad Feri	40	69
17	Putri Nur Aisyah	40	69
18	Radiatul Munawaro	40	67
19	Yuliana	43	60
20	Yuliani	45	62

VII B Class (Control Group)			
No	Name	Pre-test Score	Post-test Score
1	Ahmad Zailani	50	60
2	Fitria Handayani	48	55
3	Kholifah	43	48
4	Mohammad Rohim	43	45
5	Muhammad Rifa'i	38	43
6	Zaenal Abidin	38	38
7	Fitriayul Lailiya	38	43
8	Kholifatur Riskiyah	40	48
9	Nur Ayuni	48	43
10	Siti Musyarrofah	45	45
11	Yuli Fatmawati	43	48
12	Anggi Yushimnia	40	48
13	Yanto	38	50
14	Suriyanto	40	48
15	Pandi	40	45
16	Nardiyono	45	52
17	Maulidia	43	50
18	Ningsih	45	52
19	Nur Halima	38	43
20	Nur Izayati	43	52

Appendix 19. Statement of Originality of Sarjana Thesis

STATEMENT OF ORIGINALITY OF SARJANA THESIS

The under designed:

Name	: Ika Harisa Putri
Students Number	: 1510231025
Program	: English Education
Faculty	: Teacher Training and Education

I state that this thesis is my own creation. It doesn't copy from other resources that I claim as my own creation.

If it is proved tomorrow, or it could that the thesis is from only copy and paste, I will be ready to all of the consequences.

Jember, July 8th 2019

Writer

Ika Harisa Putri
NIM 1510231025

Appendix 20. Curriculum Vitae

CURRICULUM VITAE

Ika Harisa Putri is the first daughter of both Mr. Haryono and Mrs. Hanisa. She was born on April 3rd 1997 in Situbondo.

She began her study at Elementary School of 2 Pokaan, Situbondo in 2003 until 2009. Then she continued at study at Junior High School namely SMPN 1 Prajekan, Bondowoso which was started in 2009 until 2012. After that, she continued her study at Senior High School in SMAN 1 Prajekan, Bondowoso. She then continued to study at one of the college in Jember, namely Muhammadiyah University of Jember. She took English Education Program in Muhammadiyah University of jember in 2015.

YAYASAN PONDOK PESANTREN BAITUL ARQOM
NOMOR AHU-0007564.AH.01.12.TAHUN 2015
SMP BAITUL ARQOM
(STATUS TERAKREDITASI)
NSS : 204052427092 NDS : 2005111401 NPSN : 20523781
BALUNG – JEMBER

Alamat : Jalan Karangduren No. 32 Balung Telp. 0331 3433022 Kode Pos 68161

SURAT KETERANGAN

NOMOR : 515/SMP.BA/B.4/IV/2019

Yang bertanda tangan di bawah ini Kepala SMP Baitul Arqom menerangkan bahwa :

Nama : Ika Harisa Putri

NIM : 1510231025

Prodi : Pendididikan Bahasa Inggris

Fakultas : Keguruan Ilmu Pendidikan

Universitas : Universitas Muhammaddiyah Jember

Telah melakukan Try Out tes di SMP Baitul Arqom untuk penyelesaian studinya try out tes tersebut dilaksanakan selama satu hari, tanggal 27 April 2019.

Demikian surat ini saya buat dengan sebenar benarnya dan dapat digunakan sebagai bukti pengadaan try out di SMP Baitul Arqom Balung-Jember.

Balung, 30 April 2019

Mengetahui,

SMP BAITUL ARQOM NSS : 204052427092 TERAKREDITASI SEKOLAH MENENGAH PERTAMA BALUNG - JEMBER

SYAMSUL ARIFIN, S.Pd.I

PONDOK PESANTREN ARKANUL ISLAM

MTs. ARKANUL ISLAM

Selomukti Mlandingan Situbondo

Sekretariat : Kp. Semek Sawo RT/RW : 002/001 Selomukti Mlandingan Situbondo Telp. 085204956645

SURAT KETERANGAN

NOMOR : 002/YAI/MTs.AIS/VI/2019

Yang bertanda tangan di bawah ini kami Kepala MTS Arkanul Islam Mlandingan menerangkan bahwa :

Nama : Ika Harisa Putri

NIM : 1510231025

Fakultas : Pendidikan Bahasa Inggris

Universitas : Universitas Muhammadiyah Jember

Telah melakukan penelitian di MTS Arkanul IslamMlandingan mulai tanggal 19Juni 2019 – 25Juni 2019 tentang " **The Effect of Engage, Study and Activate (ESA) to Improve Student'"**

Demikian surat ini saya buat dengan sebenar benarnya dan dapat digunakan sebagai bukti penelitian di MTS Arkanul Islam Mlandingan – Situbondo.

Situbondo, 25 Juni 2019

MADRASAH TSANAWIYAH MTS ARKANUL ISLAM SITUBONDO SELOMUKTI

MAILA,S.Pd

TATA TERTIB SEMINAR

PENDAFTARAN

1. Minimal satu minggu sebelum seminar berkas harus sudah masuk di Sub. Bag. Akademik.
2. Menyerahkan bahan yang akan di seminarkan kepada Sub. Bag. Akademik, dosen pembimbing dan koordinator seminar masing-masing 1 (satu) set.
3. Menyerahkan abstrak bahan yang akan diseminarkan sebanyak 30 buah ke Sub. Bag. Akademik, untuk dibagikan kepada calon peserta seminar.
4. Membuat pengumuman seminar dan menempelkannya di papan pengumuman dengan sepengetahuan Sub. Bag. Akademik.
5. Sudah melaksanakan / menghadiri seminar minimal 15 kali.

PELAKSAAN SEMINAR

1. Dihadiri minimal oleh seorang dosen pembimbing dan koordinator seminar, serta 20 orang pembanding umum.
2. Waktu seminar 1,5 - 2 jam
3. Meminta hasil penilaian sesaat setelah seminar usai, kepada dosen pembimbing dan ketua Jurusan.

KEHADIRAN

1. Mahasiswa program studi ini diwajibkan mengikuti kegiatan seminar minimal sebagi:
   - Pemrasaran : 1 kali
   - Sekretaris Sidang : 1 kali
   - Ketua Sidang : 1 Kali
   - Pembanding Utama : 3 Kali
   - Pembanding Umum : 15 Kali
2. Paling lambat 14 hari setelah seminar, mahasiswa wajib menyerahkan laporan hasil seminar.

LAIN-LAIN

Peraturan / persyaratan lain yang lebih rinci dapat dibaca pada Buku Layanan Akademik FKIP dan / atau panduan seminar.

KARTU SEMINAR

MAHASISWA FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH JEMBER

Nama	:	IKA HARISA PUTRI
Program Studi	:	BAHASA INGGRIS
N I M	:	191023025
Alamat	:	

MAHASISWA FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH JEMBER

Foto
3 X 4 cm

Nama Mahasiswa : IKA HARISA PUTRI
Program : BAHASA INGGRIS
NIM : 1510231025
Angkatan : 2015
Alamat :

DAFTAR KEGIATAN SEMINAR

Kegiatan yang Dilaksanakan	Tanggal Seminar	Nama / Paraf Pemrasaran	Nama & Paraf Dosen Koord. Seminar
Pemrasaran	9-5-2019	Ika Harisa.P.	
Ketua Sidang	17-05-2019	Lailatul R.	
Sekretaris Sidang	17-5-2019	Hayyun Zahrin	
Pembanding Utama	17-5-2019	Lupsul Jannah	
Pembanding Utama	21-5-2019	Rica Waktyu	
Pembanding Utama	27-5-2019	Yuan Handa	

CATATAN :

1. Isilah Nama pada kolom yang tersedia dan segera mintakan tanda tangan / paraf yang bersangkutan.
2. Kartu ini merupakan persyaratan untuk mendaftar seminar pada Sub. Bag. Akademik FKIP dan menempuh Ujian Skripsi serta meminta ijin Penelitian.

PEMBANDIN UMUM

No.	Nama Pemrasaran	N I M	Tanggal Seminar	Nama & Paraf Dosen Koord. Seminar
1	Ayu Rizalatul	1510231013	9-5-2019	
2	Laras	1510231009	"	
3	Dini	1510231034.	"	
4	Afiyah R.A	1510231030	13-5-2019	
5	Eli Yuliani	1510231028	"	
6	Atika.R.	1510231003	16-5-2019	
7	Alif Mafti.A	1510231058	"	
8	Hayyun Z.	1510231010	17-5-2019	
9	Lupsul J	1510231026	"	
10	Lailatur R	1510231001	"	
11	Sholikatun.H.	1510231033	18-5-2019	
12	Rica W.W	1510231027	21-5-2019	
13	Martyae.C.	1510231009.	"	
14	Eslika.M.	1510231005	"	
15	M. Arnas	1510231053	"	

DAFTAR HADIR
MAHASISWA PESERTA SEMINAR

HARI : Kamis
TANGGAL : 09 Mei 2019

No.	NIM	NAMA	TANDA TANGAN
1	1510231029	Amelia Makrufah Febriana	
2	1510231030	Afiyah Rohadatul Arsy	
3	1510231028	Eli Yulfani	
4	1510231020	Yuan Manda Sari	
5	1510231003	Atika Rohmah	
6	1510231005	Estika Maulido	
7	1510231001	Lailatur Rosyida	
8	1510231009	Mariyse Chelong	
9	1510231027	Rica Wakhyu Wida.	
10	1510231011	Elok Rikiyah	
11	1510231007	NOVIA AYU WAFROHANI	
12	1510102010031	Angga Murwanti	
13	1510231017	Nuril HASANAH	
14	1510231004	Dwi Laras Nurpadilla	
15	1510231009	Ruhita Saridewi H	
16	1510231031	Siti ftur Amaliatus	
17	1510231013	Ayu Rizalatun N	
18	1510231029	Febriyanti Arisandini	
19			
20			
21			
22			
23			
24			
25			

Jember, 9 Mei 2019

(Ika Harisa Putri)