THE EFFECTIVENESS OF TASK-BASED LANGUAGE TEACHING
TO TEACH READING AT THE TENTH GRADE OF MAN SUKOHARJO
IN THE ACADEMIC YEAR OF 2016/2017

THESIS
Submitted as A Partial Requirements
for Undergraduate Degree in English Education Department

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DEDICATION

This thesis dedicated to:

1. My Parents (Riyadi & Tri Rahayu)
2. My little sister (Candra Adi Puspita)
3. My big family
4. My Almamater IAIN Surakarta
MOTTO

Is there any reward for good other than good?

(Q.S Ar-Rahman : 60)

If Allah helps you, none can overcome you; If He forsakes you, who is there, after that, that can help you? In Allah, then, Let believers put their trust

(Q.S Ali-Imran : 160)

Everybody is genius. But if you judge a fish by ability of climb a tree, it will spend its whole life believing that it is stupid

(Albert Einstein)

When someone abuses you, it is a compliment that so far they spend a lot of time thinking about you, even when you do not think about them

(B.J Habibie)
PRONOUNCEMENT

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I hereby declare that the Thesis titled “THE EFFECTIVENESS OF TASK-BASED LANGUAGE TEACHING TO TEACH READING AT THE TENTH GRADE OF MAN SUKOHARJO IN THE ACADEMIC YEAR OF 2016/2017” is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, November 2017

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The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for researcher in particular and the readers in general.

Surakarta, November 2017
The Researcher

Atika Cahya Pratiwi
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ABSTRACT

Atika Cahya Pratiwi. 2017. The Effectiveness of Task-Based Language Teaching to Teach Reading at the Tenth Grade of MAN Sukoharjo in the academic year of 2016/2017. Thesis. Islamic Education and Teacher Training Faculty. State Islamic Institute of Surakarta.

Advisors: Budiasih, S.Pd., M.Hum

Key Words: Task-Based Language Teaching, Reading Comprehension.

This research starts from an idea to apply a new method as the expansion in teaching reading model. The objective of this research is to know whether Task-Based Language Teaching is effective to teach reading at tenth grade students of MAN Sukoharjo in the academic year of 2016/2017.

This research was carried out in MAN Sukoharjo from February to May 2017. The researcher used Quasi-Experimental Design. The samples of this research were tenth grade students of X.Alam 3 as experiment class and X.Alam 4 as control class. In experiment class consist of 25 students while the control class consists of 23 students. X.Alam 3 as the experiment class was taught by using Task-Based Language Teaching and X.Alam 4 as the control class was taught by using Direct Method. The data was taken by test, and analyzed by t-test.

The mean score of students in experiment class taught by using Task-Based Language Teaching is 72.6. In control class, the mean score of students taught by using Direct Method is 66.7. The result of t-test computation, t_o is 2.054 while t_t is 2.019 with degree of freedom 46 in level of significance 0.05; therefore t_o was higher than t_t. It means, the alternative hypothesis is accepted; Task-Based Language Teaching is effective to teach reading at tenth grade students of MAN Sukoharjo in the academic year of 2016/2017 especially in recount text.
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CHAPTER I
INTRODUCTION

A. Background of the Study

Many areas of education are undergoing changes in the way teaching learning process is understood. Teacher centered in teaching learning process is changing to a more student-centered. The traditional method has been replaced by communicative language teaching. There are several proposal and models in Communicative Language Teaching. Task-Based Language Teaching is one of those.

Task-Based Learning was popularized by N Prabhu. Task-Based Language Teaching proposes the notion of “task” as a central unit of planning and teaching. The use of task in this sense as the core unit teaching learning process always carries out task as the main activity. According to Prabhu a task defined as an activity which requires learners to arrive at an outcome from given information through some process of thought. Task could be achievement instruments in learning. Success in task is evaluated in terms of achievement of an outcome, and tasks generally bear some resemblance to real-life language use (Skehan in Richard and Rodgers, 2001: 224).

Proponents of Task-Based Language Teaching argue that the most effective way to teach a language is by engaging learners in real language use in the classroom (Willis and Willis, 2007: 1). Task-Based Language
Learning is more beneficial to the students because it is more learners centered, allow for meaningful communication and bring the learners to the real life by using task. Doing task in teaching learning process makes the learner familiar with some kinds of exercises and language acquisition. The use of task also integrates some skills in language learning.

There are various skills involved in the mastery of a language: receptive skill, listening (understanding the spoken language) and reading (understanding the written language); and productive skills – speaking and writing (Haycraft, 1986: 8). For more than six decades now, research and practice in English language teaching has identified the “four skills” – listening, speaking, reading and writing – as of paramount importance (Brown, 2000: 232). From the arguments above it can be said that in English language include four skills there are listening, speaking, reading and writing. The fourth skills are important and learners should be master those are.

Reading is one of the important skills in language learning. This skill will help learners to get much knowledge from written source, for examples: books, magazines, newspapers, and articles. Reading is useful for other purpose too; any exposure to English is a good thing for language students (Harmer, 2001: 68). Reading is a process of getting meaning from printed form, understanding information in the text. Reading comprehension has been described as ‘a complex intellectual process
involving a number of abilities’ (Rubin in Westwood, 2001: 10). In the other word, comprehension in reading becomes important because it makes the readers understand what they read.

Teaching English language that includes four skills need some variation so that the learners can be good in those skills. Students in senior high school as the last level of school are assumed have been good enough in facing English in spoken or written form. MAN Sukoharjo is the one and only state Islamic senior high school in Sukoharjo. This school is not the great one and also not the worst one, but it is general school level in Sukoharjo regency. This school could represent Islamic school for senior high school in generally.

English teaching learning process in that school is still limit in variation of method or strategy. Whereas, the concept of teaching method which used by teacher in the classroom plays a significant role in the process of language learning. The method used will impact to the learners’ activities in classroom. Variety of activities learning in classroom is assumed give different process in comprehending material. Task which defined in terms of what the learner will do in the classroom should be modified so that the learners can be familiar in doing some kinds of tasks. The used of variation tasks can be an alternative way in teaching learning process especially in reading. It means it is very important to seek a method or strategy which have variation tasks and appropriate for reading
comprehension. Here, the researcher comes up with an idea to use Task-Based Language Teaching to teach reading.

In Task-Based Language Teaching method task is as the core unit for teaching-learning. Task-Based Language Teaching (TBLT) refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching (Willis in Richards, 2001: 223). With Task-Based, the learners have opportunities to experiment with and explore both written and spoken language. Task can help them in comprehending material and they will work in group to solve the problem in task so that they can use their language competence to solve it.

The researcher adopts Task-Based Language Teaching to teach reading. In this study, the researcher focuses on the effectiveness of Task-Based Language Teaching to teach reading at tenth grade of MAN Sukoharjo especially in recount text. According to Nunan (2004: 1), Task-Based Language Teaching has strengthened as follows: 1) a need-based approach to content selection, 2) an emphasis on learning to communicate through interaction in the target language, 3) the introduction of the authentic texts into the learning situation, 4) the provision of opportunities for learners to focus not only on language but also on the learning process itself, 5) an enhancement of the learner’s own personal experience as important contributing elements to classroom learning, and 6) the linking of classroom language learning with language use outside the classroom.
This research aimed for finding out the effectiveness of Task-Based Language Teaching toward reading comprehension. Therefore, the researcher is interested to conduct an experimental study entitled “The Effectiveness of Task-Based Language Teaching to Teach Reading at the Tenth Grade of MAN Sukoharjo in the academic year of 2016/2017”.

B. Identification of the Problem

Based on the background study above, the researcher identifies the problems as follow:

1. The students are less in English reading practice in the classroom and in daily life.
2. The students always become passive learners in learning English text.
3. The varieties of English reading teaching model are limited and the teacher at the tenth grade in MAN Sukoharjo could not find an appropriate method for reading comprehension.
4. Variation of English learning activities in reading is needed to make the learners familiar in facing English tasks.

C. Limitation of the Problem

The researcher limited this research on the teaching reading in recount text using Task-Based Language Teaching (TBLT) viewed from
students’ reading achievement at tenth grade students of MAN Sukoharjo in the academic year of 2016/2017.

D. Problem Formulation

Based on the background above, the researcher formulates the problem in this research is, “Is the use of Task-Based Language Teaching effective to teach reading at the tenth grade of MAN Sukoharjo in the academic year of 2016/2017?”.

E. The Objectives of the Study

In line with problem formulation above, the objectives of this study is to know whether the Task-Based Language Teaching is effective to teach reading at tenth grade students of MAN Sukoharjo in the academic year of 2016/2017.

F. The Benefits of the Study

The significance of the study is hopefully used:

1. For Students

   Students will be motivated in learning English by using Task-based Language Teaching and the students will be interest in doing every tasks. Furthermore, they can master other skill in English language.
Besides that, it may help them to disappear their bored in learning English.

2. For Teachers

The English teachers get references in teaching learning model, especially in teaching reading.

3. For School

It can be a supported way to improve teaching and learning process especially in English subject.

4. For Readers

The readers hoped get more information and knowledge from this study.

5. For Researcher

The researcher knows how to teach in any other method that can be applied in teaching reading and the researcher can get knowledge and new experience in teaching reading.

G. Definition of Key Terms

The definitions of the key terms used in this study are as follows:

1. The Effectiveness

“Effectiveness” comes from word “effective” and based on Oxford Dictionary (2008), effective; producing the result that is wanted or intended. Effectiveness is the degree to which something is successful in producing a desired result; success.
2. Task-Based Language Teaching

Task-Based Language Teaching (TBLT) refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching. Some proponents present it as a logical development of Communicative Language Teaching since it draws on several principles that formed part of communicative language teaching movement from the 1980s (Richards, 2001: 223).

3. Teaching

Teaching defined as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand (Brown, 2007: 8).

4. Reading

Reading is an active and complex process which draws on the application of a number of skills and knowledge about language and print. The skills that are needed include the ability to recognize letters and words, to match letters with sounds and to combine a series of sounds to create words. Reading also relies on the reader’s ability to predict words in a text using knowledge about language such as sentence structure, word meaning and the meaning of the text (Browne, 2001: 27).
CHAPTER II
REVIEW ON RELATED LITERATURE

A. Theoretical Description

1. Review on Reading Comprehension

a. Definition of Reading Comprehension

Reading is one of the skills in English language. Reading is the ability to draw meaning from the printed page and interpret this information appropriately (Grabe and Stoller, 2011: 3). According to Browne (2001: 27) reading is an active and complex process which draws on the application of a number of skills and knowledge about language and print. There are many definition of reading, Smith (in Fauziati, 2002: 139) stated it defines reading more pragmatically as an understanding a message conveyed by the writer through visual and non-visual information. Reading comprehension be seen as something that begins as early the beginning of reading, people usually ask reader questions about stories or text they have just read. Reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Snow, 2002: 11). The word extracting and constructing are emphasizing both the importance and the insufficiency of the text as the determinant of reading comprehension.
The elements of reading comprehension include reader, text and activity in which comprehension is a part.

For student’s level, reading defines as the activities for understanding text. In Reading, the student is expected to read short passage and understand everything. With the bottom-up approach, reading is viewed as a process of decoding written symbols, working from smaller units (individual letters) to large ones (words, clauses and sentences) (Nunan, 2001: 32-33). In bottom-up approach, Smith (in Nunan, 2001: 33) argued that reading actually works in the reserve order from that proposed by the bottom-up approach. Nunan explained it that we need to comprehend meanings in order to identify words, and that we generally need to identify words in order to identify letters.

From the arguments above, it can be concluded that reading is an activity to get information and comprehend written language so that giving impact to the reader’s prior knowledge and thinking. The elements in reading includes reader, text and activity.

b. Different Kinds of Reading

According to Harmer (2010: 99) there is a distinction between extensive and intensive reading:

1) Extensive reading

The term extensive reading refers to reading which students do often (but not exclusively) away from the classroom. Where
possible, extensive reading should involve reading for pleasure – what Richard Day calls joyful reading. Haycraft (1986: 119) stated that extensive reading where the student read to understand the main idea of a passage, but it not concerned with understanding every words.

2) Intensive reading

The term intensive reading refers to detailed focus on the construction of reading texts which takes place usually (but not always) in classrooms. The exact choice of genres and topics may be determined by the specific purposes that students are studying for. Intensive reading is usually accompanied by study activities. According to Haycraft (1986: 119) “intensive reading, where the student is expected to read short passage and understand everything”. Reading passage can be used for introducing and consolidating structure and vocabulary.

Reading skill has different kind of activities dealing with getting information from text. The first one is *Scanning*, this skill means that readers do not have to read every word and line (Harmer, 2010: 100). Sometimes readers need to be able skim. *Skimming* means running your eyes over a text to get quick idea of the gist of a text (Harmer, 2001: 202). *Reading for detailed comprehension*, whether this entails looking for detailed information or picking out
particular examples of language use, should be seen by students (Harmer, 2010: 101).

The main point of reading activity is viewed from the usefulness. The readers do some kinds of reading depends on their requirement, what they want to get in reading activity.

c. Purpose of Reading

Grabe and Stoller (2002: 6) stated some purposes for reading, as follows:

1) Reading to search for simple information

Guthrie and Kirsch stated that reading for search for simple information is a common reading ability, though some researchers see it as a relatively independent cognitive process. This reading ability usually scans the text for specific information. In reading to search, we typically scan the text for a specific word, or a specific piece of information, or a few representative phrases.

2) Reading to skim quickly

Reading to skim is a common part of many reading tasks and a useful skill in its own right. It involves, in essence, a combination of strategies for guessing where important information might be located in the text, and then using basic reading comprehension skills on those segments of the text until a general idea is formed.
3) Reading to learn from texts

Reading to learn is usually carried out at a reading rate somewhat slower than general reading comprehension (primarily due to rereading and reflection strategies to help remember information). In addition, it makes stronger inferencing demands than general comprehension to connect text information with background knowledge.

4) Reading to integrate information

Reading to integrate information requires additional decision about relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources.

5) Reading to write and critique texts

Reading to write and reading to critique require abilities to select, critique, and compose information from a text. Both purpose represent common academic tasks that call upon the reading abilities needed to integrate information.

6) Reading for general comprehension

Reading for general comprehension, when accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skill in forming a general meaning representation
of main ideas, and efficient coordination of many processes under very limited time constraints.

d. Level of Reading Comprehension

Reading comprehension is considered to occur at four levels of complexity. Smith (in Westwood, 2001: 21) the levels are often offered to:

1) Literal level
At the literal level the basic facts are understood. Knowing the information is contained explicitly within the text.

2) Inferential level
At the inferential level the reader is able to go beyond what is written on the page and add meaning or draw conclusion.

3) Critical level
At the critical level the reader assesses the good sense of what he or she is reading, its clarity, accuracy and any apparent exaggeration or bias.

4) Creative level
At the creative level the reader can take information or ideas from what has been and develop new ideas from them. The creative level stimulated the reader to new and original thinking.

e. Teaching Reading

Teaching is the transferring process the knowledge and making the students understand the material. There are many principles,
problem and strategies in teaching especially in teaching reading. Teacher should know some principle in teaching reading before they start to teach. Here are some principles in teaching reading. Principles behind the teaching of reading according to Harmer (2001: 70-71) include:

*Principle 1. Reading is not a passive skill.*

Reading is an incredibly active occupation. To do it successfully, teachers have to understand what the words mean, see the pictures the words are panting, understand the arguments, and work out if teachers agree with students.

*Principle 2. Students need to be engaged with what they are reading.*

As with everything else in lessons, students who are not engaged with the reading text – not activity interested in what they are doing – are less likely to benefit from it. When they are really fired up by the topic or the task, they get much more from what is in front of them.

*Principle 3. Students should be encouraged to respond to the content of a reading text, not just to the language.*

The meaning, the message of the text, is just as important and teachers must give students a chance to respond to that message in some way. It is especially important that they should be allowed to express their feelings about the topic – thus provoking personal engagement with it and the language.
**Principle 4. Prediction is a major factor in reading.**

The book cover, the headline, the word of the passage make students’ brain starts predicting what are going to read. Expectations are set up and the active process of ready to begin. Teachers should give students ‘hints’ so that they can predict what’s coming too. It will make them better and more engaged readers.

**Principle 5. Match the task to the topic.**

Once a decision has been taken about what reading text the students are going to read, teachers need to choose good reading tasks – the right kind of questions, engaging and useful puzzle etc. The most interesting text can be undermined by asking boring and inappropriate questions, the most commonplace passage can be made really exciting the imaginative and challenging tasks.

**Principle 6. Good teachers exploit reading texts to the full.**

Any reading text is full of sentences, words, ideas, descriptions etc. It doesn’t make sense just to get students to read it and then drop it to move on the something else. Good teachers integrate the reading text into interesting class sequences, using topic for discussion and further tasks, using the language for study and later activation.

From the explanation above, the red line is the many principles in teaching reading that make the students and teacher can implement reading activity correctly. The principles above should be carried out
in teaching learning process so that the reading teaching does not out of rule.

f. Assessing Reading

Assessment becomes one of the ways to measure the achievement of teaching learning process. In reading teaching learning process also need to do assessment. Assessment that attempt to look at separate aspects of reading ability, such as basic sight vocabulary, phonic knowledge, sound–blending ability, decoding and comprehension have been criticized by many reading educators (Westwood, 2001: 77). In line with that argument, cited from Nation (2009: 76) goals, purpose and means of reading assessment can be drawn in table as follow:

<table>
<thead>
<tr>
<th>Goals of assessment</th>
<th>Purposes</th>
<th>Ways of assessing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motivate</td>
<td>Encourage learning</td>
<td>Reading logs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Book report</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Comprehension tests</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Speed reading graphs</td>
</tr>
<tr>
<td>Measure achievement</td>
<td>Monitoring progress</td>
<td>Comprehension tests</td>
</tr>
<tr>
<td></td>
<td>Guide teaching</td>
<td>Speed reading graphs</td>
</tr>
<tr>
<td></td>
<td>Provide feedback to the learners</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Award a grade</td>
<td></td>
</tr>
<tr>
<td>Diagnose problems</td>
<td>Isolate reading difficulties</td>
<td>Reading aloud</td>
</tr>
<tr>
<td></td>
<td>Provide focused help</td>
<td>Vocabulary tests</td>
</tr>
<tr>
<td>Measure proficiency</td>
<td>Receptive grammar tests</td>
<td>Translation</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Award grade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>See if standard are achieved</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on the table above, measure achievement of reading teaching learning process has purpose to monitor progress, guide teaching, provide feedback to the learners (students), award a grade and the way to assess could use comprehension tests or speed reading graphs. The ways of assessing is decided by the focus of the teaching learning process/course. If the course has focused on reading academic texts, the achievements measure could be a comprehension measure using academic texts (Nation, 2009: 77). Comprehension test according to Nation can use a variety question forms as follow:

1) Pronominal questions, imperative

These questions require learners to make a written answer which can range in length from a single word to several paragraphs. Usually for comprehension, short answers are required and these forms of questions are called short questions (Nation, 2009: 77).

2) Multiple-choice

Typically there is a stem with four choices, one of which is correct. Burgess and Head (2005: 27) explained multiple-choice clearly:
This reading task that is likely to be most familiar to students. It consist of a text (or texts), which can be of almost any type (narrative, argument, descriptive etc) and genre (stories, letters, articles, signs etc), accompanied by one or more multiple choice items (where students have to choose between alternatives). These may be in the form of a series of statements, a question plus answers, or an incomplete statement with a choice of phrase or words with which to complete it. There are usually three or four options, only one of which is correct.

3) True or false item,

Students circle “T” or “F” nest to statement concerning material they have just read or listened to (Harmer, 2010: 169). There is a text or a group of texts accompanied by a series of statements. Candidates determined whether the statements are correct (true) or incorrect (false) according to the text (Burgess and Head, 2005: 27-28).

4) Yes/No Question and Alternative Question

These questions only need short answer so the learners do not need to have a high level of writing because the answer is short and simple.

5) Information transfer

Incomplete information transfer diagrams can be used to measure comprehension of a text. The learners read the text and fill in the diagram with short notes (Nation, 2009: 79). Palmer (in Nation, 2009: 33) stated the learners complete an information transfer diagram based on the information in the text.
That comprehension test can be used to measure achievement of teaching learning process. In fact, the most familiar type used is multiple choices because it can focus on detail and on more general aspect. Although, this type less affected to writing skill because students do not need to write the answer.

2. Review on Task-Based Language Teaching
   
a. Definition of Task

   Task-Based Language Teaching has close relation with task. Before discussing the concept of Task-Based Language Teaching, it is need to define the task itself. Task-Based Language Teaching proposes the notion of “task” as a central unit of planning and teaching (Richard and Rodgers, 2001: 224). As mentioned above, the core unit of Task-Based Language Teaching is the use of task as a way in learning language process. Tasks are defined in terms of what the learners will do in class rather than in the world outside the classroom (Nunan, 2004: 2). Ellis (in Branden, 2006: 8) explained:

   A work plan that requires learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate prepositional content has been conveyed. To this end, it requires them to give primary attention to meaning and to make use of their own linguistic resource, although the design of the task may dispose them to choose particular forms. A task is intended to result in language use that bears a resemblance, direct or indirect, to the way language is used in the real world. Like other language activities, a task can engage productive or receptive, and oral or written skills, and also various cognitive processes.
Breen (in Willis and Willis, 2007: 12) stated that task is therefore assumed to refer to a range of work-plans which have the overall purpose of facilitating language learning—form the brief and simple exercise type to more complex and lengthy activities such as group problem-solving or simulations and decision-making. Prabhu (in Richard and Rodgers, 2001: 233) a task is “an activity which requires learners to arrive at an outcome from given information through some process of thought, and which allows teachers to control and regulate that process”.

According to Nunan there are two kinds of task, those are pedagogical task and real-world task or target task. A pedagogical task is a piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than manipulate form (Nunan, 2004: 4). While, real-world tasks are task that reflect real-world uses of language and which might be considered a rehearsal for real-world tasks.

Task has five key characteristics, according to Skehan (in Nunan, 2004: 3) the characteristic are:

1) Meaning is primary
2) Learners are not given other people’s meaning to regurgitate
3) There is some sort of relationship to comparable real-world activities

4) Task completion has some priority

5) The assessment of the task is in term of outcome.

   From the explanation above, the red line is the way to define a task will depend on to a certain extent on the purpose the task is used. The researcher makes conclusion, task is activities in the classroom which has relationship with real world and facilitate the learners do exercise such as group problem-solving or simulations and decision-making whereas this activity is to arrive outcome.

b. Conceptualization of Task

   The minimum specification of task include goals, input, and procedures, and these will be supported by roles include the teacher role and learner role, and settings. Cited from Nunan (2004: 41), the simple model of these is represented diagrammatically below.

   Goals → TASK ← Teacher role
   Input → TASK ← Learner role
   Procedures → ← Settings

_Goals_

Goals are the vague, general intentions behind any learning task. They provide a link between the task and the broader curriculum.
*Input*

Input refers to the spoke, written and visual data that learners work with in the course of completing a task. Data can be provided by a teacher, a textbook or some other source.

*Procedures*

Procedures specify what learners will actually do with the input that forms the point of departure for the learning task.

*Teacher role*

The teacher as teacher is necessary only when the class is attempting to resolve a language problem, for it is only in this situation that the teacher is automatically assumed to possess more knowledge than the students. This role can be minimized if the students’ attack strategies and reading skill have been effectively developed. If the task is realistic and the students have learned to adjust their reading strategies according to the task, there should be little need for teacher intervention.

*Learner role*

The learner roles that they entail include:

1) The learner is a passive recipient of outside stimuli.
2) The learner is an interactor and negotiator who is capable of giving as well as taking.
3) The learner is a listener and performer who has little control over the content of learning.
4) The learner is involved in a process of personal growth.

5) The learner is involved in a social activity, and the social and interpersonal roles of the learner cannot be discovered from psychological learning process.

6) The learner must take responsibility for his or her own learning, developing autonomy and skills in learning-how-to-learn.

*Settings*

Setting refers to the classroom arrangements specified or implied in the task. It also requires consideration of whether the task is to be carried out wholly or partly outside the classroom. In considering settings of task-based learning, it is useful to distinguish between ‘mode’ and ‘environment’. Learning ‘mode’ refers to whether the learner is operating on an individual or a group basis. ‘Environment’ refers to where the learning actually takes place.

c. Types of Task

There are six type of task according to Willis (1996: 26-27):

1) Listing

Listing may seem unimaginative, but in practice, listing tasks tend to generate a lot of talk as leaners explain their ideas. The processes involved are:

a) Brainstorming, in which learners draw on their own knowledge and experience either as a class or in pairs/groups.
b) Fact-finding, in which learners find things out by asking each other or other people and referring to books, etc.

The outcome would be the complete list, or possibly a draft mind map.

2) Ordering and Sorting

These tasks involve four main processes:

a) Sequencing items, actions or events in a logical or chronological order.

b) Ranking items according to personal values or specified criteria.

c) Categorizing items in given groups or grouping them under given headings.

d) Classifying items in different ways, where the categories themselves are not given.

3) Comparing

These tasks involve comparing information of a similar nature but from different sources or versions in order to identify common points and/or differences. The processes involved are:

a) Matching to identify specific points and relate them to each other.

b) Finding similarities and things in common.

c) Finding differences.
4) Problem solving

Problem-solving tasks make demands upon people’s intellectual and reasoning powers, and though challenging they are engaging and often satisfying to solve. The processes and time scale will vary enormously depending on the type and complexity of the problem.

5) Sharing personal experiences

These tasks encourage learners to talk more freely about themselves and share their experiences with others.

6) Creative tasks

These are often called projects and involve pairs or groups of learners in some kind of freer creative work. They also tend to have more stages than other tasks, and can involve combinations of task types: listing, ordering and sorting, comparing and problem solving.

There is a range of task designs than can be applied to text (Willis, 1996: 75-76):

1) Prediction tasks : 1) from headline and early text

2) from selected parts of text

3) from pictures or video

   with/without words or sound track

2) Jumbles : 1) jumbled sections of text
2) jumbled key points of a summary

3) jumbled pictures from a series

3) Restoration task : 1) identifying words/ phrases/ sentences omitted from of added to a text

4) Jigsaw/split information task: 1) each student in a group reads/ hears a different part of a whole text or researches an angel of a theme. These are then combined to form a whole.

5) Comparison task : 1) two accounts of the same incident/events

2) a diagram/picture to compare with a written account/ description

6) Memory challenge tasks : 1) after a single brief exposure to the text, students list/ describe/ write quiz questions about what they can remember to show other pairs
d. Definition of Task-Based Language Teaching

Task-Based Language Teaching (TBLT) start from the idea of Task-Based Learning (TBL), it was greatly popularized by N Prabhu who, working with schools in Bangalore, southern India (Harmer, 2001: 86). TBLT aims to provide learners with a natural context for language use. This method brings the learners to the real-world and using the task as the vehicle and core unit in learning. This method includes in Communicative Language Teaching (CLT) because it has drawn several principle of CLT. Communicative Language Teaching is a broad, philosophical approach to the language curriculum that draws on theory and research in linguistics, anthropology, psychology and sociology. Task-Based Language Teaching represents a realization of this philosophy at the levels of syllabus design and methodology (Nunan, 2004: 10). Because TBLT links to CLT methodology and support from some prominent Second Language Acquisition (SLA) theorist, TBLT has gained considerable attention within applied linguistic, thought there have been few large-scale practical applications of it and little documentation concerning its implications or effectiveness as a basis for syllabus design, material development, and classroom teaching (Richard and Rodgers, 2001: 224).
According to (Richard and Rodgers, 2001: 223) TBLT is a logical development of Communicative Language Teaching since it draws on several principles, for example:

1) Activities that involve real communication are essential for language learning.

2) Activities in which language is used for carrying our meaningful tasks promote learning.

3) Language that is meaningful to the learner supports the learning process.

TBLT refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching (Richard and Rodgers, 2001: 223). TBLT has become a corner stone in many educational institutions around the world. It was a central principle in English language curricula. Cited from Nunan (2004: 13) The Hong Kong Ministry of Education stated that the task based approach aims at providing opportunities for learners to experiment with and explore both spoken and written language through learning activities that are designed to engage learners in the authentic, practical and functional use of language for meaningful purpose. He reinforced that learners are encouraged to active and use whether language they already have in the process of completing task and the role of task-based language learning is to stimulate a natural desire in learners to improve their
language competence by challenging them to complete meaningful task.

From the all arguments above, the researcher can make conclusion, Task-Based Language Teaching methodology based on the tasks as core unit that give opportunities to the learners engaged with real world, so that the learners will be active in the teaching process to complete the task. Pedagogically, Task-Based Language Teaching has strengthened the following principles and practices based on Nunan (2004: 1) as follow:

1) A needs-based approach to content selection
2) An emphasis on learning to communicate through interaction in the target language
3) The introduction of authentic texts into the learning situation
4) The provision of opportunities for learners to focus not only on language but also on the learning process itself
5) An enhancement of the learner’s own personal experience as important contributing elements to classroom learning
6) The linking of classroom language learning with language use outside the classroom.

e. Principles for Task-Based Language Teaching

Nunan in his book (2004: 35-37) explained seven principles for Task-Based Language Teaching as follow:
1) Scaffolding
   Lessons and materials should provide supporting frameworks within which the learning takes place. At the beginning of the learning process, learners should not be expected to produce language that has not been introduced either explicitly or implicitly.

2) Task dependency
   Within a lesson, one task should grow out. And build upon, the ones that have gone before.

3) Recycling
   Recycling language maximizes opportunities for learning and activates the ‘organic’ learning principle.

4) Active learning
   Learners learn best by actively using the language they are learning.

5) Integration
   Learners should be taught in ways that make clear the relationships between linguistic form, communicative function and semantic meaning.

6) Reproduction to creation
   Learners should be encouraged to move from reproductive to creative language use.
7) Reflection

Learners should be given opportunities to reflect on what they have learned and how well they are doing.

f. Teaching Procedure of Task-Based Language Teaching

Task-Based Instruction the focus shifts to using tasks for create interaction and the building language awareness and language development around task performance. Willis (in Richard, 2006: 29) explained the sequence of activities include pre-task activities, the task cycle, the language focus.

1) Pre-task activities

*Introduction to topic and task*

a) Teacher helps students understand the theme and objectives of the task, for example, brainstorming ideas with the class, using pictures, mime or personal experience to introduce the topic.

b) Students may do a pre-task, for example, topic-based-odd-word-out game. Teacher may highlight useful words and phrases, but would not pre-teach new structures.

c) Students can be given preparation time to think about how to do the task.

d) Students can hear a recording of a parallel task being done (so long as this does not give away the solution of the problem).
e) If the task is based on a text, students read a part of it.

2) The task cycle

Task

a) The task is done by students (in pairs or groups) and gives students a chance to use whatever language they already have to express themselves and say whatever they want to say. This may be in response to reading a text or hearing a recording.

b) Teacher walks around and monitors, encouraging in a supportive way everyone’s attempt at communication in the target language.

c) Teacher helps students to formulate what they want to say, but will not intervene to correct errors of form.

d) The emphasis is on spontaneous, exploratory talk and confidence building, within the privacy of the small group.

e) Success in achieving the goals of the tasks helps students’ motivation.

Planning

a) Planning prepares for the next stage where students are asked to report briefly to the whole class how they did the task and what the outcome was.

b) Students draft and rehearse what they want to say or write
c) Teacher goes around to advise students on language, suggesting phrases and helping students to polish and correct their language.

d) If the reports are in writing, teacher can encourage peer editing and use of dictionaries.

e) The emphasis is on clarity, organization, and accuracy, as appropriate for a public presentation.

f) Individual students often take this chance to ask questions about specific language items.

Report

a) Teacher asks some pairs to report briefly to the whole class so everyone can compare findings, or begin a survey.

b) Teacher chairs, comments on the content of their reports, rephrase perhaps, but gives no overt public correction.

3) The language focus

Analysis

a) Teacher sets language-focused tasks, based on the texts students read or on the transcript of the recordings they heard.

Examples include the following:

(1) Find words and phrases related to the topic or text.

(2) Read the transcript, find words ending in “s” and say what the s means.
(3) Find all the words in the simple past form. Say which refer to past time and which do not.

(4) Underline and classify the questions in the transcript.

b) Teacher starts students off, then students continue, often in pairs.

c) Teacher goes round to help; students can ask individual questions.

d) In plenary, then reviews the analysis, possibly writing relevant language up on the board in list.

Practice

a) Teacher conducts practice activities as needed, based on the language analysis work already on the board, or using examples from the text or transcript.

b) Practice activities can include:

(1) Choral repetition of the phrase identified and classified.

(2) Memory challenge games based on partially erased examples or using list already on the blackboard for progressive deletion.

(3) Sentence completion (set by one team for another)

(4) Matching the past-tense verbs (jumbled) with the subject or objects hey had in the text.

(5) Dictionary reference with words from the text or transcript.
g. Teaching Reading by Using Task-Based Language Teaching

Teaching learning process by using Task-Based Language Teaching is depended on the task used. The sequences of the activities include pre-task activities, the task cycle and the language focus.

1) Pre-task activities

*Introduction to the topic and task*

a) Teacher help the students understand the theme and objective of task, for example: brainstorming ideas with the class or personal experience.

b) Students can be given time to think about how to do the task.

c) Students read a part of text that will be the material in learning.

2) Task cycle

*Task*

a) The task is done by students in pairs or group, it depends on the kind of the task.

b) Teacher walks around and monitors.

*Planning*

a) Planning prepares for the next stage where the students are asked to report briefly to the whole class how they did the task and what the outcome was.

b) Students draft and rehearse what they want to say or write.
Report

Teacher asks some pairs to report briefly to the whole class so everyone can compare finding, or begin a survey.

3) The language focus

Analysis

Teacher sets language-focused tasks, based on the text students read.

Practice

Teacher conducts practice activities as needed, based on the language analysis work already on the board, or using examples from the text.

h. Advantages and Disadvantages of Task-Based Language Teaching

The advantages of Task-Based Language Teaching as follow:

1) Useful for moving the focus of the learning process from the teacher to the students.

2) Gives the students a different way of understanding language as a tool instead of as a special goal.

3) Can bring teaching from abstract knowledge to real world application.

4) A task is helpful in meeting the immediate needs to the learners and provides a framework for creating classes, interesting and able to address to the students’ needs.
5) Task-Based Language Teaching allows meaningful communication.

6) The psychology dynamics of the group which works together to complete a task will have a great influence on the success.

The disadvantages of Task-Based Language Teaching as follows:

1) There is no acquisition of new grammar or vocabulary features.
2) Everything is left to the teacher.
3) Not all students are or will be motivated by Task-based Language Teaching or cannot notice language forms (grammar) or other elements of accuracy.
4) Students typically translate and use a lot of their first language rather than the target language in completing the tasks.
5) Task-Based Language teaching is not teacher centered and it requires individual and group responsibility and commitment on the part of students. If students are notably lacking in these qualities, task-based language teaching may indeed be difficult to implement.
3. Review on Direct Method

a. The Definition of Direct Method

Direct method is known as natural method. One of the direct methods called natural method because it is learnt naturally like other tongue or first language. An attempt to teach the language as one could in learning mother tongue is known as the Direct Method (Patel and Jain, 2008: 77). In this method, a foreign language could be taught without translation or the use of the learner’s native tongue. According to Webster’s New International Dictionary in Patel & Jain, 2008: 78) notes:

Direct method is a method of teaching a foreign language, especially a modern language through conversation, discussion and reading in the target language itself, without translation, and without the study of formal grammar. The first words are taught by pointing the objects or picture or performing actions.

b. The Characteristics of Direct Method

Cited from (Patel and Jane, 2008: 80) there are some characteristics of Direct Method:

1) There is no inference of mother tongue.

2) In this method, there is direct bond of target language. Child thinks into target language and express into target language.

3) Unit of teaching is sentence. Teaching performs such activities which tell the meaning of the sentence in the context. Teacher performs an action related to the sentence which shows meaning of the sentence.
4) Direct method is full of activities. The teacher shows object or performs the action to clear his concept.

5) Direct method is interesting and natural for learners.

6) Teacher shows the meaning of the sentence with help or gestures, postures, and action. It enable student to establish direct bond between words and expression.

7) The teaching learning process is carried out in English environment.

c. The Technique in Direct Method

There are some techniques that can be used in teaching English by using the direct method, there are:

1) Reading aloud

The students take runs reading sections of passage, play, or dialog out load. At the end of each student’s turn, the teacher uses gesture, pictures, reality, examples, of the other name means to make the meaning of the section clear.

2) Question and answer exercise

The exercise is conducted only in target language. Students are asked questions and answer in full sentence so that they practice with new words and grammatical structure they have the opportunity to ask questions as well as answer them.

3) Getting students to self-correct
The teacher of this class has the students self-correct by asking them to make a choice between what they said and an alternative answer he supplied. There are, however, other ways of getting students self-correct. For example, a teacher might simply repeat what a student’s has just said; using questioning voice to signal to the students that something was wrong with it. Another possibility is for the teacher to repeat what the students said, stopping just before the error.

4) Conversation practice

The teacher asks students a number of questioning in the target language, which the students have to able to answer correctly. In the class observed, the teacher asked individual students questions about themselves. The questioning contained a particular grammar structure. Later, the students were able to ask each other their own questions using game grammar structure.

d. The Advantages and Disadvantages of Direct Method

The advantages of direct method as follow:

1) This method is called natural method. The English is taught as the child learns his mother tongue.

2) The pronunciation, accent, intonation and rhythm are essential for better and effective communication. This method helps to speak language effectively.
3) This method is based on the principle of the “Learning by Doing”.
   Thus this method is scientific and very effective.

4) New teaching points were introduced orally.

5) Both comprehension and speech were taught.

6) It observes scientific path of language acquisition.

7) To learn any language means speak that language with fluently.
   This method creates this ability in students.

The disadvantages of direct method mentioned above:

1) For every sentence or subject matter, the teacher cannot perform
   an action and show any subject. It means that every subject matter
   cannot be explained by an action or showing any subject.

2) This method is not useful in over crowded classes.

3) This method does not help in important aspect of language
   learning like reading and writing.

4) To use this method in the class, the teacher should be mastered in
   subject. He should be a perfect teacher.

5) This method requires many audio visual aids, which are very
   expensive so our school cannot afford such equipment.

4. Review of Genre Text

   Text as the written language source has the important role in
   reading comprehension. Text becomes one of the elements in reading
   comprehension beside the reader and the activity. The features of text have
a large effect on comprehension (Snow, 2002: 14). There many types of text defined as a genre which has purpose as the frame of reference. According to Pardiyono (2007: 2), the genre of the text as follow:

a. Descriptive

Descriptive is a type of written text, which has the specific function to give description about an object (human or non-human).

b. Recount

A recount defined as a text which has purpose to retell and give information which happened in the past.

c. Narrative

Narrative is a kind of text that tells about past experience that shows up the problematic experience and resolution purposes to amuse and give moral value.

d. Exposition

Exposition text is a text that is effective to uncover arguments which has purpose to argue that something is the case (analytical exposition), to argue that something should be or ought to be (hortatory exposition).

e. Procedure

Procedure text has communicative purpose to show the sequences of something done. Rhetorical structure of procedure text is topic and description of steps to accomplish.
f. Anecdote

Anecdote is a text which tells about ridiculous events which invite the reader to share emotions.

g. News item

It is a type of written text that has the main function or communicative purpose is to inform readers or listeners about events of the day that are considered newsworthy or important.

h. Discussion

It is a type of written text that contains idea, perception or arguments to perceive social issue or social phenomena.

5. Review on Recount text

a. Definition of Recount Text

A recount defined as a text which has purpose to retell and give information which happened in the past (Pardiyono, 2007: 63). In the other word, recount is a text which retells events or experiences in the past. A recount text has an orientation, a series of events in chronological order, personal remarks on the events, and a reorientation that “rounds off” the sequence of events.

b. Generic Structure of Recount Text

According to Doddy et.al (2008: 15), there are three points the generic structure of recount text:

1) Orientation: provides the setting and introduce participants.
2) Events: tell what happened, in what sequence.

3) Re-orientation: optional closure of events

c. Language Features of Recount Text

Language feature of recount text are:

1) Using past tense.

2) Introducing personal participant or noun as a personal pronoun, for examples: I, my group, Hany, Andi etc.

3) Using chronological connection, for example: then, before, after, first and so on.

4) Using linking verb, such as: was, were, saw, heard etc.

5) Using action verb, for example: went, visited, saw, changed etc.

6) Adverb and adverb phrase to show place, time, and manner, such as yesterday, last week, at home, slowly, carefully etc.

d. Example of Recount Text

Cited from Pardiyono (2007: 74) here is the example of recount text:

<table>
<thead>
<tr>
<th>Orientation</th>
<th>The day that I will never forget in my life is my birthday. I celebrated my 18th birthday last month; it was fun and really unforgettable.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Events</td>
<td>It was very fun when I had my birthday party. I invited some friends over. When the time for the party came, I began to put on my fancy dress, which was special to have been designed. I went in to the room where everybody was waiting for me. I saw lots smile and heard hands clapping</td>
</tr>
</tbody>
</table>
while singing ‘Happy Birthday to You’. In addition, I saw many lovely presents on the table with colorful tapes on. While I was standing in the middle of the room, some girls gave nice kisses on my cheeks after the song was over. I was really happy then.

A few minute later, my parents who were very nice their smiles brought me a nice birthday cake with 18 candles on, to mark that I was completely 16 years grown up now. Before I cut the cake, I blew out the candles. Though I felt uneasy as many eyes were staring on me, I could manage to blow them out. While some friends were waiting to taste, I cut the cake into some pieces for them.

The music was played and few friends came up walking into the middle of the room. One by one, they began to sing different songs for me. I was very happy when my boyfriend sang me a love song; ‘The Power of Love’, and gave me soft kisses on my fingers and my cheeks.

It was really fun, although I had to spend much money. It was really glad and will never forget it. I hope that I can do the more in the coming celebration.
B. Previous Study

In this research, the researcher used two previous studies that related to this research:

The first previous study was conducted by Uut Dwi Riyanto (2014) has been used method entitled “Improving Students’ Reading Ability Through The Task-Based Language Teaching (A Classroom Research Conducted at Eight Grade of MTsN Gondangrejo in Academic Year 2013/2014)”

The result of the study was positive, there were improvement showed from the result of both observations on the students’ activity during the actions and the pre-test and post-test. The students’ mean score in the pre-test was 56.8, after the research was done, the mean score improved to 70.37. The result of the observation also found the positive effect, the students more active and focused on the lesson. They felt more interested and enjoyed joining the class. From the result of the research it means that Task-Based Language Teaching method could improve the study result of the students especially in reading ability. There are some similarities and differences of this research:

1. The similarities between previous study and this study is:

   The previous study and this study have the same method, which is the use of Task-Based Language Teaching toward reading.

2. The differences between previous study and this study are:

   The grade of the students, the previous study conducted in eight grade students of MTsN Gondangrejo while this study conducted at tenth grade
students of MAN Sukoharjo. The research design of the previous study was Classroom Action Research while this study is Experimental research.

The second previous study was conducted by Dewi Purwanti (2016) entitled “The Effectiveness of Using Know, Want, Learned (KWL) Strategy in Teaching Reading Comprehension at the Eleventh Grade Students of MAN Sukoharjo in the Academic Year 2015/2016”.

The result of the research was positive respond toward KWL Strategy in teaching reading comprehension. The average score of students who are taught with KWL Strategy were 76.22 while the students who taught by Lecturing Strategy were 65.96. The result of t-test computation is \( t_t > t_o \).

There are similarity and the difference of this research:

1. The similarity between previous study and this study is:

   The previous study and this study have the same research methodology, those are Experimental research and conducted in the same school in MAN Sukoharjo. The research and this research have same dependent variable that is reading comprehension.

2. The differences between previous study and this study are:

   The previous study used KWL Strategy toward reading comprehension at eleventh grade while this research used Task-Based Language Teaching toward reading at tenth grade.
C. Rationale

There are some problems and these are classified into two main problems. The first problem is student’s difficulties. They were difficult in understanding and comprehending text because they law in reading. Furthermore they cannot fulfill some indicators in reading comprehension. In addition, the students are less practice in reading the classroom and in daily life, so that they are not familiar in doing exercises. The second problem, the teaching model is monotonous and uninterested that make them become passive learners. The teacher does not use an appropriate method yet in teaching reading and the new method and media rarely used in their English teaching-learning process. Therefore, the researcher decided to use Task-Based Language Teaching an alternative way and as a new method.

By using this method, they will be brought to the real-word through tasks. Furthermore, they will usual facing tasks. The use of task will give a clear and purposeful context for teaching learning grammar and other skills. The strength of Task-Based Language Teaching has been explained above, and its role is to stimulate the learners’ language competence in completing meaningful task. Based on the explanation above, it can be assumed that Task-Based Language Teaching is one of the effective methods to teach reading at the tenth grade of MAN Sukoharjo in the academic year of 2016/2017, especially in recount text.
D. Hypothesis

Based on the theory and explanation above, the hypothesis can be formulated as follow:

1. $H_0$ in this research is The use of Task-Based Language Teaching (TBLT) is not effective to teach reading at the tenth grade of MAN Sukoharjo in the academic year of 2016/2017.

2. $H_a$ in this research is The use of Task-Based Language Teaching (TBLT) is effective to teach reading at the tenth grade of MAN Sukoharjo in the academic year of 2016/2017.
CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

This research was categorized as an experimental research with a quantitative approach. Quantitative research is an approach for testing objectives theories by examining the relationship among variables (Creswell, 2014: 4). Aliaga and Gunderson (in Muijs, 2004: 1) stated that quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistic). This research was an experimental research because the researcher established possible cause and effect between independent and dependent variable. The independent variable “caused” or “probably caused” the dependent variable or in the word the independent variable influences the dependent variable (Creswell, 2012: 295). The independent variable was Task-Based Language Teaching, while the dependent variable was Reading Comprehension.

Experimental research seeks to determine if a specific treatment influences an outcome (Creswell, 2014: 13). There are several different kinds of experimental design: the true experiment, the field or quasi experiment, the natural experiment (Cohen et.al, 2007: 274). This research was quasi-experimental design and used pretest-posttest non-equivalent group design. Quasi-experiment included assignments, but not random assignments of participants to groups. The design as followed:
The dashed line separating the parallel rows in the diagram of the non-equivalent control group indicates that the experimental and control groups have not been equated by randomization – hence the term ‘non-equivalent’ (Cohen et.al, 2007: 283). Both the classes were given pre-test and post-test, but they got different treatment. The experiment class was taught by using Task-Based Language Teaching, while the control class was taught by Direct Method. Both the classes would be given pre-test and post-test.

B. Setting of The Research

1. Place of The Research

   The research was conducted in MAN Sukoharjo in the academic year of 2016/2017 in second semester. The school located in Jl. KH. Samanhudi, Jetis, Sukoharjo.

2. Times of The Research

   The experimental research was conducted in four meetings at the tenth grade of MAN Sukoharjo in the academic year of 2016/2017. The research was conducted in Februari 2017 to August 2017, here was the timetable of the research:
Table. 3.1 Research Timeline

<table>
<thead>
<tr>
<th>Activity</th>
<th>Feb</th>
<th>Mar</th>
<th>Apr</th>
<th>May</th>
<th>Jun</th>
<th>Jul</th>
<th>Aug</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposal Consultation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposal Seminar</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Try Out Instrument</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Giving Treatment and collecting data</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accomplished research report</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

C. Population, Sample, and Sampling

1. Population

Population is a group of individuals who have the same characteristic (Creswell, 2012: 142). In this research, researcher chose the tenth grade students of MAN Sukoharjo in the academic year of 2016/2017. The population in this research was all of students at tenth grade students in MAN Sukoharjo in the academic year of 2016/2017 included 4 science classes, 3 social classes and 1 religion class, and the total of the population was 214 students.

2. Sample

A sample is a subgroup of the target population that the researcher plans to study for generalizing about the target population (Creswell, 2012: 142). In this research, the sample was two classes, the first class as an experiment class was taught by using Task-Based Language Teaching,
while the second class as a control class was taught by using Direct Method. The two classes were tenth grade students of X.Alam 3 as experiment class with 25 students and X.Alam 4 as control class with 23 students. The both classes were science class, so the researcher took 48 students as the sample from the total number of both classes.

3. Sampling

Sampling was the way to take the sample of the research. There were two kinds of sampling technique, those were probability sampling and non-probability sampling. The difference between them in this: in a probability sample the chances of members of the wider population being selected for the sample are known, whereas in a non-probability sample the chances of members of the wider population being selected for the sample are unknown (Cohen, 2007: 110).

In this research, the researcher used cluster random sampling in which every class had an equal chance. Cluster sampling involves randomly selecting or assigning groups of people, rather than individuals, based on membership in a group, geography, or some other variable (Vanderstoep and Johnston, 2008: 33) The steps in cluster random sampling were: Define the population, list all classes of the population, and select the sample by employing a procedure where sheer chance determines which classes on the list were drawn for the sample.
In the opportunity, the researcher used lottery. It intended to determine classes. The procedures of randomizing sample by lottery were:

a. Making a list of all classes.

b. Writing the name of each class on a piece of paper.

c. Rolling the pieces of paper, and then putting them into a can and shaking well.

d. Dropping the rolled pieces of paper as many as needed.

By using lottery, X.Alam 3 and X. Alam 4 classes were the sample of the research to get the data. After getting two classes, the researcher determined randomly which class was used as the experimental class and which was used as the control class. By using lottery again, the experiment class was X.Alam 3 class and X.Alam 4 was control class.

D. Technique of Collecting Data

The researcher used quantitative research method, so the data was in the form of number. The data was the result of students’ reading score taken from pre-test and post-test. The researcher used test as a technique of collecting the data. The test was multiple-choice type. The test was used to know the students’ achievement in reading comprehension before and after given treatment. Before giving the pre-test and post-test to the control and experimental class, the researcher should check whether the instrument of the tests were valid and reliable or not by using try out to another class beside the
experimental and control class. The try out was held to the X.Alam 2 class that consisted of 25 students. The result of the try out test was analyzed to know the instruments’ validity and reliability and to know whether any items should be revised or not.

In the process of conducting the try out test, the students were assigned to read some recount text which contains at least three paragraphs functioning as orientation, events, and re-orientation. The items of try out test were 40 questions. After got the valid and reliable instruments that was pre-test and post-test task for experimental and control class. The post-test was held after giving treatment in 4 meetings, every meeting was about 80 minutes.

The formula to test the validity and reliability of the instruments as followed:

1. Validity test

The validity was probably the single most important aspect of the design of any measurement instrument in education research. Validity was defined as the extent to which an instrument measured what it claimed to measure (Ary et.al, 2010: 225). The validity of an item could be shown by doing item analysis. It was counted using point biserial product-moment formula.
Where:

\[ r_o = \frac{x_i - x_t}{s_t} \sqrt{\frac{p_i}{q_i}} \]

Where:

- \( r_o \) = the coefficient of validity
- \( x_i \) = mean score of correct answer
- \( x_t \) = mean of total score
- \( p_i \) = the proportion of correct answer
- \( q_i \) = the proportion of incorrect answer
- \( s_t \) = standard deviation of total score

2. Reliability test

Reliability in quantitative research is essential a synonym for dependability, consistency and replicability over time, over instruments and over groups of respondents (Cohen et.al, 2007: 146). Reliability referred to the stability or the consistency of the test score obtained. Besides having high validity, a good test should have high reliability too. Reliability refers to the extent to which test scores are free of measurement error (Muijs, 2004: 71). Kuder-Richardson (KR-20) formula was used to count the reliability of the instrument, and the formula as followed:

\[ r_{kk} = \frac{k}{k - 1} \left( 1 - \frac{\sum pq}{s t^2} \right) \]

Where:

- \( r_{kk} \) = reliability the instruments
\[ k \] = the total number of test items
\[ \sum \] = indicates to sum
\[ p \] = proportion of the test takers who pass an item
\[ q \] = proportion of test takers who fail an item
\[ st^2 \] = variations of the entire test

Calculation result of \( r_{kk} \) was compared with \( r_{table} \) of product moment by 5% significant level. If the \( r_{kk} \) was higher than \( r_{table} \) the item of question was reliable.

E. Technique of Analyzing The Data

Data analysis was a way which done by the researcher to embrace the data accurately. The data was quantitative, because there was numeric and would be analyzed by using statistic computation. To analyze the data, the researcher used data description, pre-requisite test, and hypothesis testing.

1. Data description
   a. Mean
      \[ \bar{X} = \frac{\sum f_i x_i}{n} \]

      Where:
      \[ \sum f_i \] = frequency of students score
      \[ X_i \] = mid points of students score
      \[ n \] = the sum of students
b. Mode

\[ M_o = L + i \left( \frac{f_1}{f_1 + f_2} \right) \]

Where:

\( L \) = the lower limit of the interval within which the mode lies
\( i \) = interval (class width)
\( f_1 \) = the frequency of the interval containing mode reduced by that of the previous interval
\( f_2 \) = the frequency of the interval containing mode reduced by that of the following interval

c. Median

\[ M_e = L + i \left( \frac{n/2 - cfb}{fw} \right) \]

Where:

\( L \) = the lower limit of the interval within which the median lies
\( i \) = interval (class width)
\( cfb \) = the cumulative frequency in all interval below the interval containing the median
\( fw \) = the frequency of cases within the interval containing the median

d. Standard deviation

\[ s = \sqrt{\frac{\sum(X_i - \bar{X})^2}{n - 1}} \]
Where:

\[ S = \text{standard deviation} \]

\[ X_i = \text{students score} \]

\[ \bar{X} = \text{mean of students score} \]

\[ n = \text{sum of students} \]

2. Pre-request test

a. Normality test

It is used to know the data distribution was normal or not. The steps as followed:

1) Calculating s value with the following formula:

\[
s = \sqrt{\frac{(X - \bar{X})^2}{n - 1}}
\]

Where:

\[ X = \text{student’s score} \]

\[ \bar{X} = \text{the average of student’s score} \]

\[ n = \text{sum of students} \]

2) Calculating z, with the following formula:

\[
z = \frac{X - \bar{X}}{s}
\]

3) Comparing the maximum result of L for each item of questions with \( L_{\text{table}} \) and the normality test could be found. If \( L_{\text{max}} > L_{\text{table}} \) the distribution of the test does not run normally but if \( L_{\text{max}} \leq L_{\text{table}} \) the distribution of the test run normally.
b. Homogeneity test

Homogeneity was used to determine that the data was homogeneity or not, the steps as followed:

1) Determining variance ($si^2$):

$$si^2 = \frac{n\sum X_i^2 - (\sum X_i)^2}{n - 1}$$

2) Seeking $S^2$

$$S^2 = \{\sum(n_1 - 1)s_i^2 / \sum(n_1 - 1)\}$$

3) Determining $\log S^2$

4) Seeking $B$ value

$$B = (\log S^2)\sum(n_i - 1)$$

5) Seeking $X_o^2$ value

$$X_o^2 = (ln10)\{B - \sum(n_1 - 1)\log s_i^2\}$$

6) $X_o^2$ compare with $X_i^2$ in table chi-square

If $X_o^2 < X_i^2$ so that the data was homogeneous.

3. Hypothesis testing

Hypothesis test was used to prove whether the hypothesis was accepted or not. To measure the hypothesis used t-test to know the significance differences in teaching reading by using Task-Based Language Teaching. To determine t-test result was in below:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S_{x1-x2}}$$

Where:

$t$ = the effectiveness of the treatment (the t-value)
$\bar{X}_1$ = means of group 1 (experimental group)

$\bar{X}_2$ = means of group 2 (control group)

$S_{x_1-x_2}$ = variant

If $t_{obtained} > t_{table}$ with the degree of freedom = $(n_1 + n_2 - 1)$ on the significant level 5%, it could be concluded that there was significant influence of Task-Based Language Teaching in teaching reading at tenth grade students of MAN Sukoharjo in the academic year of 2016/2017.
CHAPTER IV
RESEARCH FINDING AND DISCUSSION

This chapter discusses about the result of the study. The result is divided as follows: Research finding, data analysis and the discussion.

A. Research Finding

The purpose of this research was to know whether Task-Based Language Teaching is effective to teach reading at the tenth grade of MAN Sukoharjo in the academic year of 2016/2017. The researcher took two classes as the sample, there were X.Alam 3 and X.Alam 4. The students of X.Alam 3 as the experiment class consisted of 25 students, while the control class was X.Alam 4, consisted of 23 students. The experiment class treated by using Task-Based Language Teaching, while the control class treated by using Direct Method.

The data were obtained after the pre-test and post-test were given. The process before the test was given to the students, the researcher should check the instrument test to the other students out of sample but still in the same level, so that it could be known the validity and the reliability of the instrument test.

After giving the pre-test, the treatment was given to the experiment class by using Task-Based Language Teaching in teaching reading comprehension in recount text once a week for duration 80 minutes. The first treatment was conducted on Wednesday, 26th April 2017, the second
treatment was conducted on 3\textsuperscript{rd} May 2017, the third treatment was conducted on 10\textsuperscript{th} May 2017, and the last treatment was conducted on 17\textsuperscript{th} May 2017.

The control class was taught by using Direct Method. The teaching learning process also conducted once a week for duration 80 minutes. The first meeting was conducted on Saturday, April 29\textsuperscript{th} 2017, the second meeting was conducted on 6\textsuperscript{th} May 2017, the third meeting was conducted on 13\textsuperscript{th} May 2017, and the last meeting was conducted on 23\textsuperscript{rd} May 2017.

After giving the treatment, the researcher gave post-test to the students in experiment and control class. The result of post-test would be data analyzed. The scores of the two classes were compared by using t-test formula. The researcher found out the difference score between the experiment and control class. The data description of each class could be seen as followed:

1. The Experimental Class ($X_1$)
   a. Pre-Test Scores

   The data of the test showed that the highest score of the pre-test was 90, while the lowest one was 45. The mean of the scores was 67,02, the median was 66,9 and the mode was 68,5. Standard deviation of the data was 11,63. The frequency distribution of pre-test of experimental class was presented at the table 4.1 and the histogram and polygon was given at figure 4.1.
Table. 4.1 Frequency Distribution of Pre-test in Experimental Class

<table>
<thead>
<tr>
<th>Class limit</th>
<th>Class boundaries</th>
<th>Mid point ($X_1$)</th>
<th>Tally</th>
<th>Frequency ($f_1$)</th>
<th>Percentage</th>
<th>$f_1X_1$</th>
</tr>
</thead>
<tbody>
<tr>
<td>44 - 51</td>
<td>43,5 - 51,5</td>
<td>47,5</td>
<td>II</td>
<td>2</td>
<td>8</td>
<td>95</td>
</tr>
<tr>
<td>52 - 59</td>
<td>51,5 - 59,5</td>
<td>55,5</td>
<td>III</td>
<td>4</td>
<td>16</td>
<td>222</td>
</tr>
<tr>
<td>60 - 67</td>
<td>59,5 - 67,5</td>
<td>63,5</td>
<td>IV</td>
<td>7</td>
<td>28</td>
<td>444,5</td>
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<td>68 - 75</td>
<td>67,5 - 75,5</td>
<td>71,5</td>
<td>IIII</td>
<td>8</td>
<td>32</td>
<td>572</td>
</tr>
<tr>
<td>76 - 83</td>
<td>75,5 - 83,5</td>
<td>79,5</td>
<td>I</td>
<td>1</td>
<td>4</td>
<td>79,5</td>
</tr>
<tr>
<td>84 - 91</td>
<td>84,5 - 91,5</td>
<td>87,5</td>
<td>III</td>
<td>3</td>
<td>12</td>
<td>262,5</td>
</tr>
</tbody>
</table>

(See Appendix 10)

[Figure. 4.1 Histogram and Polygon of Pre-Test in Experimental Class]

b. Post-Test Scores

The data of the test showed that the highest score of the post-test was 95, while the lowest one was 60. The mean of the scores was 72,82, the median was 73,2 and the mode was 74,9. Standard
deviation of the data was 9.69. The frequency distribution of pre-test of experimental class was presented at the table 4.2 and the histogram and polygon was given at figure 4.2.

Table. 4.2 Frequency Distribution of Post-Test in Experimental Class

<table>
<thead>
<tr>
<th>Class limit</th>
<th>Class boundaries</th>
<th>Mid point $(X_i)$</th>
<th>Tally</th>
<th>Frequency $(f_1)$</th>
<th>Percentage</th>
<th>$f_1X_1$</th>
</tr>
</thead>
<tbody>
<tr>
<td>60 - 65</td>
<td>59.5 - 65.5</td>
<td>62.5</td>
<td>I II II</td>
<td>8</td>
<td>32</td>
<td>500</td>
</tr>
<tr>
<td>66 - 71</td>
<td>65.5 - 71.5</td>
<td>68.5</td>
<td>III</td>
<td>3</td>
<td>12</td>
<td>205.5</td>
</tr>
<tr>
<td>72 - 77</td>
<td>71.5 - 77.5</td>
<td>74.5</td>
<td>III I I</td>
<td>7</td>
<td>28</td>
<td>521.5</td>
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<tr>
<td>78 - 83</td>
<td>77.5 - 83.5</td>
<td>80.5</td>
<td>III</td>
<td>4</td>
<td>16</td>
<td>322</td>
</tr>
<tr>
<td>84 - 89</td>
<td>83.5 - 89.5</td>
<td>86.5</td>
<td>I</td>
<td>1</td>
<td>4</td>
<td>86.5</td>
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<td>90 - 95</td>
<td>89.5 - 95.5</td>
<td>92.5</td>
<td>II</td>
<td>2</td>
<td>8</td>
<td>185</td>
</tr>
</tbody>
</table>

(See Appendix 10)

Figure. 4.2 Histogram and Polygon of Post-test in Experimental Class
2. The Control Class (X₂)

a. The Pre-Test Scores

The data of the test showed that the highest score of the pre-test was 90, while the lowest one was 45. The mean of the scores was 65.89, the median was 68.05 and the mode was 71.3. Standard deviation of the data was 11.14. The frequency distribution of pre-test of experimental class was presented at the table 4.3 and the histogram and polygon was given at figure 4.3.

Table. 4.3 Frequency Distribution of Pre-Test in Control Class

<table>
<thead>
<tr>
<th>Class limit</th>
<th>Class boundaries</th>
<th>Mid point (Xᵢ)</th>
<th>Tally</th>
<th>Frequency (fᵢ)</th>
<th>Percentage</th>
<th>fᵢXᵢ</th>
</tr>
</thead>
<tbody>
<tr>
<td>45 - 52</td>
<td>44.5 - 52.5</td>
<td>48.5</td>
<td>III</td>
<td>3</td>
<td>13.04347826</td>
<td>145.5</td>
</tr>
<tr>
<td>53 - 60</td>
<td>52.5 - 60.5</td>
<td>56.5</td>
<td>IIIII</td>
<td>5</td>
<td>21.73913043</td>
<td>282.5</td>
</tr>
<tr>
<td>61 - 68</td>
<td>60.5 - 68.5</td>
<td>64.5</td>
<td>III</td>
<td>4</td>
<td>17.39130435</td>
<td>258</td>
</tr>
<tr>
<td>69 - 76</td>
<td>68.5 - 76.5</td>
<td>72.5</td>
<td>IIIIII</td>
<td>9</td>
<td>39.13043478</td>
<td>652.5</td>
</tr>
<tr>
<td>77 - 84</td>
<td>76.5 - 84.5</td>
<td>80.5</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>85 - 92</td>
<td>84.5 - 92.5</td>
<td>88.5</td>
<td>II</td>
<td>2</td>
<td>8.695652174</td>
<td>177</td>
</tr>
</tbody>
</table>

(See Appendix 10)
Figure. 4.3 Histogram and Polygon of Pre-Test in Control Class

b. Post-Test Scores

The data of the test showed that the highest score of the post-test was 85, while the lowest one was 50. The mean of the scores was 66.73, the median was 66.9 and the mode was 67.5. Standard deviation of the data was 9.95. The frequency distribution of pre-test of experimental class was presented at the table 4.4 and the histogram and polygon was given at figure 4.4.

Table. 4.4 Frequency Distribution of Post-Test in Control Class

<table>
<thead>
<tr>
<th>Class limit</th>
<th>Class boundaries</th>
<th>Mid point ((X_i))</th>
<th>Tally</th>
<th>Frequency ((f_1))</th>
<th>Precentage</th>
<th>(f_1X_1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>50 - 55</td>
<td>49.5 - 55.5</td>
<td>52.5</td>
<td>IIIII</td>
<td>5</td>
<td>21,73913</td>
<td>262.5</td>
</tr>
<tr>
<td>56 - 61</td>
<td>55.5 - 61.5</td>
<td>58.5</td>
<td>II</td>
<td>2</td>
<td>8,6956522</td>
<td>117</td>
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<tr>
<td>62 - 67</td>
<td>61.5 - 67.5</td>
<td>64.5</td>
<td>IIIII</td>
<td>5</td>
<td>21,73913</td>
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<td>68 - 73</td>
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<td>74 - 79</td>
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<td>82.5</td>
<td>III</td>
<td>3</td>
<td>13,043478</td>
<td>247.5</td>
</tr>
</tbody>
</table>

(See Appendix 10)
Figure 4.4: Histogram and Polygon of Post-test in Control Class

B. Data Analysis

1. Pre-Requisite Test

   a. Normality Test

   Normality test was used to test that the data distribution was normal or not. The normality testing was used in this research was Liliefors test. The sample was on normal distribution if $L_{obtained}$ ($L_o$) is lower than $L_{table}$ ($L_t$), at the level of significance $\alpha = 0.05$. Further explanation on normality test was presented at the table 4.5 as followed:
Table 4.5 Normality Testing

<table>
<thead>
<tr>
<th>No</th>
<th>Data</th>
<th>Number of Sample</th>
<th>( L_{obtained} (L_o) )</th>
<th>( L_{Table} (L_t) )</th>
<th>Distribution of population</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Pre-Test of Experimental Class</td>
<td>25</td>
<td>0.126</td>
<td>0.173</td>
<td>Normal</td>
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<tr>
<td>2</td>
<td>Post-Test of Experimental Class</td>
<td>25</td>
<td>0.1406</td>
<td>0.173</td>
<td>Normal</td>
</tr>
<tr>
<td>3</td>
<td>Pre-Test of Control Class</td>
<td>23</td>
<td>0.119</td>
<td>0.184</td>
<td>Normal</td>
</tr>
<tr>
<td>4</td>
<td>Post-Test of Control Class</td>
<td>23</td>
<td>0.110</td>
<td>0.184</td>
<td>Normal</td>
</tr>
</tbody>
</table>

(See Appendix 11)

The table above showed the result of normality test. The samples were in normal distribution because the \( L_o \) were lower than \( L_t \) in the experimental class in the pre-test scores that the number of sample was 25, \( L_o \) was 0.126 which was lower than \( L_t = 0.173 \). In the post-test, \( L_o = 0.1406 \) which was lower than \( L_t = 0.173 \). It could be concluded that the samples in experimental class were normal.

Then, in the control class in the pre-test that the number of samples was 23, \( L_o \) was 0.119 which was lower than \( L_t = 0.184 \). In the post-test, \( L_o = 0.1801 \) which was lower than \( L_t = 0.184 \). It could be concluded that the samples in control class were normal.

b. Homogeneity Test

Homogeneity test was used to know whether the data was homogeneity or not. If \( (X_o)^2 \) was lower than \( (X_t)^2 \), it could be
concluded that the data was homogeneous. Further explanation on homogeneity was presented in the table 4.6 as followed:

Table 4.6 Homogeneity Testing

<table>
<thead>
<tr>
<th>Data</th>
<th>( (X_o)^2 )</th>
<th>( (X_t)^2 )</th>
<th>( \alpha )</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Test</td>
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<td>3.841</td>
<td>0.05</td>
<td>Homogeneous</td>
</tr>
<tr>
<td>Post-Test</td>
<td>0.0055</td>
<td>3.841</td>
<td>0.05</td>
<td>Homogeneous</td>
</tr>
</tbody>
</table>

(See Appendix 12)

Based on the table above, it could be seen that the \( (X_o)^2 \) in pre-test of experimental and control class 0.042 was lower than \( (X_t)^2 = 3.841 \) at the level of significance \( \alpha \) 0.05. While the result in post-test of experimental and control class was \( (X_o)^2 \) was 0.0055 was lower than \( (X_t)^2 = 3.841 \) in the same level of significance 0.05. It could be concluded that both the data were homogeneous.

2. Hypothesis Test

Hypothesis test could be done after the result of normality and homogeneity test were fulfilled. The test was done by using independent sample t-test. If \( t_{obtained} \) (\( t_o \)) was higher that \( t_{table} \) (\( t_t \)) for degree of freedom (df) = \( n_1 + n_2 - 2 \) and the level of significance (\( \alpha \)) was 0.05, it meant that alternative hypothesis (\( H_a \)) was accepted. Further explanation was presented at the table 4.7 as followed:
Table 4.7 Hypothesis Testing

<table>
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<tr>
<th>df</th>
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<th>$t_1$</th>
<th>$\alpha$</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>46</td>
<td>2.054</td>
<td>2.019</td>
<td>0.05</td>
<td>Significant</td>
</tr>
</tbody>
</table>

(See Appendix 13)

The result of $t$ computation showed that $t_0$ was 2.054 while the $t_1$ for the degree of freedom $(n1+n2-2)$ was 46 and at the level of significant 0.05 was 2.019. It could be seen that $t_0$ was higher than $t_1$ ($2.054 > 2.019$). It meant that the alternative hypothesis was accepted.

Task-Based Language Teaching was effective to teach reading in recount text at the tenth grade of MAN Sukoharjo in the academic year of 2016/2017.

C. Discussion

After data calculation, the researcher found the different mean score between experiment and control class. The pre-test score of experiment class was 67 and the control class was 65.8. After the treatment was conducted the researcher administered the post-test. From the data calculation, the researcher found the different mean score of the post-test in both class. The experimental class got 72.6 while the control class got 66.7.

From $t$-test calculation, it was known that the value of $t_0 = 2.054$ was higher than $t_1 = 2.019$, for the degree of freedom $(n1+n2-2) = 46$ and in significant level 0.05. Based on the data calculation, the researcher concluded that there was a significant difference on the reading comprehension.
achievement of the students taught by using Task-Based Language Teaching (TBLT) method than those who taught by using Direct Method. It meant that the research hypothesis was accepted. The use of task as the core unit of Task-Based Language Teaching gave better outcome for the learners. TBLT also gave opportunities for the teacher to give different kinds of task in every meeting. It could be clarified with related theory that had been discussed in chapter II that Task-Based Language Teaching has gained considerable attention within applied linguistic, though there have been few large-scale practical applications of it and little documentation concerning its implications or effectiveness as a basis for syllabus design, material development, and classroom teaching (Richard and Rodgers, 2001: 224).

The data calculation shown that, there was significant difference on reading achievement between students taught by using TBLT and students taught by using Direct Method. It was proven by the significant different in students mean score of post-test. The mean of post-test in experimental class was 72,6 and the control class was 66,7. It meant that the use of TBLT was effective for teaching reading comprehension especially in recount text. The result of the research could prove the statement from the Hong Kong Ministry of education that task-based approach aims at providing opportunities for students to experiment with and explore both spoken and written language through learning activities that were designed to engage learners in the authentic, and practical and functional used of language for meaningful purposes (Nunan, 2004: 13-14). The result of this research was supported by
the theory above. It was known that Task-Based Language Teaching was
effective to teach reading comprehension on recount text at the tenth grade of
MAN Sukoharjo in the academic year of 2016/2017.
CHAPTER V
CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

This experimental research was carried out in the tenth grade students of MAN Sukoharjo. The result of t-test computation showed that \( t_{obtained} \) was 2,054 and \( t_{table} \) was 2,019 with degree of freedom \( (n_1+n_2-2) \) 46 and in the level of significance was 0,05. The result provided that \( t_o \) was higher than \( t_t \) so the alternative hypothesis was accepted. It meant that there was a significant difference in reading comprehension on recount text achievement between students taught by using Task-Based Language Teaching and students taught by using Direct Method. It could be seen from students’ score. The mean score of experiment class was 72,6 and the mean score of control class was 66,7. It meant that the experimental class (X. Alam 3) was better than the control class (X.Alam 4). It could be concluded that the use of Task-Based Language Teaching in teaching reading recount text was effective.

B. Implication

The result of this research showed that the students taught by using Task-Based Language Teaching (TBLT) could give better achievement in reading comprehension on recount text than students taught by using direct method. It meant that TBLT was appropriate to be applied in teaching reading
comprehension in recount text for students in MAN Sukoharjo especially at the tenth grade in the academic year of 2016/2017. The conclusion had an implication that TBLT could be applied to teach reading recount text to the students of senior high school especially for the tenth grade of MAN Sukoharjo.

C. Suggestion

Based on the result, the researcher would like to present some suggestions as followed:

1. For the teacher
   a. English teacher should use Task-Based Language Teaching as the innovation in teaching reading especially in recount text.
   b. English teacher had to monitor the use of task in teaching learning process so that the students easily in learning by using task.
   c. The teacher had to give motivation and innovation in teaching-learning process.

2. For the students
   a. The students should be often doing task and exercise, and made it as the daily activity.
   b. The students should be more active and practice in learning English, especially in reading.
3. For other researcher
   a. The other researcher could implement Task-Based Language Teaching in other field.
   b. The other researcher could use it as a reference for others studies.
BIBLIOGRAPHY


Riyanto, Uut Dwi. 2014. *Improving Students’ Reading Ability Through the Task Based Language Teaching (A Classroom Action Research at eight grade students of MTsN Gondangrejo in the academic year of 2013/2014)*. Surakarta: IAIN Surkarta.


Appendix 1

THE EXPERIMENT CLASS

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</tr>
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# Appendix 3

## THE BLUE PRINT OF TRY OUT FOR PRE-TEST INSTRUMENT

Subject: English Language  
Grade: Tenth grade of Senior High School  
Material: Recount text  
Type: Multiple choices

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<thead>
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| 3.7 Differentiating social function, text structure, and linguistic elements in the form of spoken and written recount text by giving and asking information related to historical events according to the context. | - Main idea (topic)  
- Expression/idioms/phrase in context  
- Inference (implied detail)  
- Grammatical features  
- Detail (scanning for a specifically stated details)  
- Supporting idea(s)  
- Vocabulary in context | 11, 21, 28, 34  
1, 39 |
| 4.7 Recount text – historical events | | 10, 12, 13, 22, 29, 35  
6, 15, 17, 23, 24 |
| 4.7.1 Comprehending the meaning contextually related to social function, text structure, and linguistic elements in the form of spoken and written recount text related to historical events. Adapted from: English Language subject Syllabus of MAN Sukoharjo | Adapted from: (Brown, 2003: 206) | 2, 8, 14, 16, 18, 19, 25, 36  
3, 4, 5, 7, 20, 26, 27, 30, 31  
9, 32, 33, 37, 38, 40 |
### THE BLUE PRINT OF TRY OUT FOR POST-TEST INSTRUMENT

**Subject**: English Language  
**Grade**: Tenth grade of Senior High School  
**Material**: Recount text  
**Type**: Multiple choices

<table>
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| 3.7 Differentiating social function, text structure, and linguistic elements in the form of spoken and written recount text by giving and asking information related to historical events according to the context. | - Main idea (topic)  
- Expression/idioms/phrase in context  
- Inference (implied detail)  
- Grammatical features  
- Detail (scanning for a specifically stated details)  
- Supporting idea(s)  
- Vocabulary in context | 1, 11, 15, 26  
3, 4, 17, 21, 30  
8, 22, 27, 29, 39  
5, 25  
2, 7, 10, 12, 14, 19, 23, 31, 32, 33, 34, 35, 36, 37  
6, 16, 18, 20, 24, 28  
9, 13, 38, 40 |
| 4.7 Recount text – historical events | Adapted from: English Language subject Syllabus of MAN Sukoharjo |
| 4.7.1 Comprehending the meaning contextually related to social function, text structure, and linguistic elements in the form of spoken and written recount text related to historical events. | Adapted from: (Brown, 2003: 206) |
Appendix 4

TRY OUT OF PRE-TEST INSTRUMENT

Answer the questions below by choosing the correct answer!

Text 1 for questions 1 – 7.

My brother, sisters and I went to spend our holiday in Bali. Each of us should ride the car at least three hours. It was the last week of December 2008. We left Solo on Saturday afternoon. We also didn’t forget to bring our camera. On Sunday morning we arrived in Gilimanuk. We dropped for one day at my uncle’s house. They had prepared breakfast when we arrived at his house. We had rice and “ayam betutu”; really It was very hot but delicious.

In Monday we went to Dempasar. First we visited “Sanur” beach. As it was still early in the morning we could see the sunrise. We also prayed some moment on the sand then we looked for a hotel because we have no relative who stayed there.

On that day we also visited “Kuta” beach, Garuda Wisnu Kencana” and also “Sukawati” market. We had our lunch on the way when we felt hungry. At night we also enjoyed “Barong” dance. Something that we never forgot was taking pictures at any tourist resort.

On the last day we visited “Sangeh”, where we could see many monkeys. Many of them are still wild and they sometimes bite visitor, from here we went straight to “Bedugul” lake, we went around it by a small boat to see some temples at the other side. Unfortunately, it was raining so hard that we all so wet. We changed our clothes there because we could also buy clothes at wht shop near the lake. Really it was so wonderful that I promise I want to visit Bali again next time.

1. The communicative purpose of the text above is……..
   a. Tell the readers about writer’s holiday in Bali
   b. To inform the reader where the Bali is
   c. To discuss the writer’s holiday
   d. To amuse the readers by telling the trip to Bali
   e. To explain the reader’s in detail about the holiday

2. When was the trip happened?
   a. Last week
   b. Last week of December 2009
   c. Last week of 2008
   d. Last week of December 2008
   e. Every week

3. Who drove the car?
   a. The writer
b. The writer’s brother
c. The drove is turn
d. The writer’s sister
e. The driver

4. Where do they drop first?
   a. At Sanur beach
   b. At their uncle’s house
c. At Kuta beach
d. At Sangeh
e. At Bedugul Lake

5. The first paragraph function as……
   a. Orientation
   b. Re-orientation
c. Complication
d. Event
e. Procedure

6. To tell the condition as, what is the writer mostly expresses them in……
   a. Passive voice
   b. Modals
c. Past tense
d. Presents tense
e. Direct speech

7. The structure of the text above is……
   a. Orientation, events, re-orientation
   b. Goal, materials, steps
c. Events, orientation
d. Orientation, identification, resolution
e. Orientation, steps, re-orientation

Text 2 for questions 8 – 10

I think my first memories started when I was about three or perhaps four years old. I remember falling from a tree and breaking my arms. I think I was playing in the garden of the big, old house we lived in. It was in a suburb of London. I can remember starting school when I was five.

There was a little boy called Thomas in the same class. He used to pull my hair when the teacher was not looking. One day I hit him on the head with a book and he began to
cry. The teacher was very angry with me. I remember him saying, “Little girls don’t do things like that.” But since then Thomas never pulled my hair again.

8. Thomas never pulled the writer’s hair again because…..
   a. He was afraid of the writer
   b. The writer was bigger than he was
   c. He was afraid of the teacher
   d. The teacher was angry with the writer
   e. He moved to another school

9. “One day I hit him on the head with…..” (Paragraph 2).
   The underlined word means…..
   a. Broke
   b. Attacked
   c. Offended
   d. Struck
   e. Bumped

10. “He used to pull my hair when the teacher was not looking” (paragraph 2). The underlined word refers to…..
    a. The writer
    b. The teacher
    c. Thomas
    d. Little girl
    e. Friends

Text 3 for questions 11–15

A Visit to a Wildlife Park

I recently visited Sydney with my parents. We visited many interesting places. The one I enjoyed best was the Wildlife Park.

The Wildlife Park has a lot different Australian animals and birds. There are over 600 animals, including kangaroos, wallabies, koala and crocodiles. They are kept in their natural surroundings. I much preferred the Wildlife Park to a zoo where a lot of animals are in cages.

We were able to walk along the kangaroos and wallabies. We were even allowed to touch them and to feed them. It was very exciting to be very so close to them.

We saw koala bears. They looked very cuddly. I got my photograph taken with one of them. It is a wonderful souvenir of my holiday in Sydney.

We also went to see the crocodiles. The Wildlife Park has a lot of fresh-water and salt-water crocodiles. Some of them were very big and scary with, huge teeth. I did not get very close to them.
We also visited the aviary. There were some very colorful birds there. I really liked an old parrot which could talk. I wish we could have spent more time in the Wildlife Park. There were so much to see.

11. What is the main idea of paragraph 2?
   a. The wild life park has a lot a fresh water and salt water crocodiles
   b. We were able to walk along kangaroos, and wallabies
   c. The writer much preferred the wildlife park to a zoo
   d. The wildlife park has a lot different Australian animals and birds
   e. The writer recent visited sonly with my parents

12. What is generic structure of the text?
   a. Orientation → complication → resolution
   b. Goal → material → steps
   c. Orientation → events → re-orientation
   d. Identification → description → Re-solution
   e. General classification → description → resolution

13. “…..allowed to touch them and to feed….”

   The word them in paragraph 3 refer to?
   a. The writer’s family
   b. The visitors of wildlife park
   c. Fresh water and salt water crocodiles
   d. The kangaroos and wallabies
   e. Koala and wallabies

14. Which statement is not true according to the text?
   a. There are over 600 animals in Wildlife Park.
   b. The visitors allow touching and feeding kangaroos and wallabies.
   c. The visitor can take a photo with Koala.
   d. Wildlife Park has three kinds of crocodile.
   e. The writer very like a parrot which could talk.

15. What are the tense used in the text above?
   a. Present
   b. Present continuous
   c. Past
   d. Future
   e. Future continuous
Dear grandpa and grandma,

Yesterday at my school, we had International Day. We had performances, food stalls, displays, Raffle ticket draw and some of us were dressed in costumes.

We started our day off with performances but the one I liked best was the one from fourth grade. It was about games. The performances but I was in was called Labamba.

Straight after performance, we had our lunch there were food stalls. They came from Australia, Asia, Arab, and Greece. Everyone had a job. I did my job after I had lunch. My job was to sell International Day books.

We had displays in the hall. The displays were good but I didn’t get to see them. The displays came from a lot of countries.

There was also a Trash & Treasure stall where they sell toys. The school get them by asking children to bring them in. after lunch, we had a raffle ticket draw, I didn’t win anything but a lot of people did.

Although I didn’t win anything, International Day was still fun.

Love from Hellen

16. What happened at Hellen’s school?
   a. They have a party
   b. They had a farewell party
   c. They had International day
   d. They have a birthday party
   e. They had an inauguration party

17. Does the last paragraph express a personal opinion, regarding the events described?
   a. Yes, it was
   b. Yes, it is
   c. Yes, it does
   d. No, it doesn’t
   e. No, it isn’t

18. When did the International day happen?
   a. Yesterday
   b. Two day ago
   c. September 19th
   d. September 20th
   e. September 21st

19. What was the she like best?
a. Games
b. Labamba
c. Displays
d. Raffle ticket draw
e. Food stalls

20. What is the writer job desk in that event?
   a. Organizing the International Day event
   b. Preparing the games
   c. Preparing the display agenda
   d. Selling toys
   e. Selling International Day books

Text 5 for question 21 – 27

The Day I Became a Hero

I was as amazed as anyone else when I found Brian. I was flying low over an area of forest, miles from anywhere, when I noticed smoke.

After that I pulled round and flew in low for a better look. First, I noticed that someone had cleared an area of trees. Then I saw the camp. I had to circle round a couple of times. After a while I was ready to fly in low and put the plane down on the lake. Next I paddled across to where Brian was standing, staring at me as if I was a ghost. Suddenly, he spoke and said his name.

You could have knocked me flat when I realized that I had found the kid!

21. What is the purpose of this kind of text?
   a. To retell events for the purpose of informing or entertaining
   b. To present two points of view about an issue
   c. To amuse or entertain and to deal with actual or vicarious experience in different ways
   d. To describe how something accomplished through a sequence of steps
   e. To describe a peculiar person, place or things

22. How is the generic structure of the kind of text?
   a. Goal, events, re-orientation
   b. Goal, materials and equipment, resolution
   c. Orientation, events, re-orientation
   d. Orientation, steps, goal
   e. Goal, material and equipment, steps

23. What kind of verb is mainly used in the text?
   a. Metal verbs
b. Thinking verbs
c. Linking verbs
d. Action verbs
e. Saying verbs

24. The material processes used in the text mainly are in…..
   a. Infinitive form
   b. Past form
   c. Participle form
   d. –ing form
   e. To infinitive form

25. Who flew over the forest?
   a. I
   b. The writer
   c. The reader
   d. Brian
   e. The Kid

26. The first paragraph is called as…..
   a. Twist
   b. Events
   c. Orientation
   d. Resolution
   e. Re-orientation

27. Which paragraph tells us the “events”?
   a. Paragraph 1
   b. Paragraph 2
   c. Paragraph 3
   d. Paragraph 4
   e. Paragraph 2 and 3

Text 6 for question 28 – 33

I am so glad that today is over. So many things have gone wrong. For some reasons I didn’t sleep a wink last night. I was very tired when Mum called me this morning. I fell asleep again until Mum called me again. That snooze made me late.

I did not have time for breakfast. I was starving as I ran to catch the school bus. I just missed it. Dad had to ride me to school. He was late for teaching at his school and he was furious with me. He scolded me for being late.
I arrived at school on time. The teacher asked us to hand in our homework. My homework was not in my bag. I had forgotten to put it in my bag the night before. I usually check my bag in the morning. I did not do this because I was late I had to do extra assignment as a punishment.

After Biology lesson, I did not tie my shoelace properly. I tripped over it. And fell down the stairs. I hurt my knee and had to have a bandage on it.

What a terrible day! I hope that I have much better one tomorrow.

28. What is the main idea of the first paragraph text above?
   a. The writer was late waking up
   b. The writer was late going to school
   c. The writer had forgotten to put his homework
   d. The writer missed the bus school
   e. The writer got a punishment

29. What was the writer’s profession?
   a. A teacher
   b. A principal
   c. A worker
   d. A librarian
   e. A student

30. What made everything went wrong?
   a. He got up late in the morning
   b. His father was late to ride him
   c. His bag was left at home
   d. He came to school on time
   e. He got punishment

31. What made the writer’s father furious?
   a. The writer didn’t do homework yet
   b. The writer forgot to bring his homework
   c. The writer didn’t tie his shoelace properly
   d. The writer’s father was late for teaching
   e. The writer’s father missed the bus

32. “…… he was furious with me” (paragraph 2). The underlined word is synonymous with……
   a. Angry
   b. Proud
Joining the Traditional Dance Competition

I joined the Traditional Dance Competition in Jakarta last year. I represented my Junior High School. It was my biggest competition. I practiced hard with my teacher for a month. We also prepared the best costume we had.

We only had one day in Jakarta. We went there by plane. We left at 6 a.m. and arrived in Jakarta at 7 a.m. We took a taxi to take us to the place where the competition was held. It took an hour to get there. There were already some participants when we arrived. The competition would start in an hour.

First, my teacher and I went to the dressing room. My teacher helped me do the make-up and the costume. We spent almost an hour for the preparation. I told my teacher that I was really nervous. I was not ready for this. However, she told me that everything was alright, and I felt better.

Then, the time came for me to perform on stage. There were five judges and about two hundred people watching me. However, I did not feel nervous anymore. I performed on the stage confidently. I really did the best I could. I was glad when it ended smoothly.

After that, we waited for the announcement of the result. It was 4 p.m. when the judges finished making their final decision. I was so impatient to hear the result. I still could not believe when they called my name as the first winner. I was so happy to be given the trophy. My teacher was also proud of my achievement. Finally, we went back to Yogyakarta in the evening. We were so tired. However, we were satisfied because our effort was not useless.

34. The topic of paragraph two is about….
   a. The writer’s journey to Jakarta
   b. The writer’s preparation for the competition
   c. The writer’s moment on the plane
   d. The writer’s arrival in Jakarta
   e. The participants of the competition

35. Which of the following statement is not true?
a. The writer joined the Traditional Dance Competition
b. The writer went to Jakarta with her teacher
c. The writer performed on the stage confidently
d. The writer was the runner up of competition
e. The writer took one hour by plane to Jakarta

36. How did the writer perform on the stage?
   a. Nervously
   b. Impatiently
   c. Gladly
   d. Confidently
   e. Proudly

37. “…I did not feel nervous anymore”. What is the synonymous of the underlined word?
   a. Worried
   b. Satisfied
   c. Glad
   d. Confident
   e. Proud

38. “However, we were satisfied because our effort was not useless” (paragraph 5). The underlined word is similarly in meaning with…..
   a. Pride
   b. Attempt
   c. Talent
   d. Awareness
   e. Assignment

39. What do judges mean?
   a. People who organize in a competition
   b. People who perform in competition
   c. People who watch in a competition
   d. People who decide the winner in a competition
   e. People who help the competitor in competition

40. “I still could not believe when they called my name as the first winner” (paragraph 5). What does underlined pronoun refer to?
   a. The writer and her teacher
   b. Two hundred people
c. The judges and the participants

d. The judges

e. The participants
Answer the questions below by choosing the correct answer!

Text 1 for questions 1 – 5

One day I went to Surabaya with my friend for a vacation. We went there on a night bus. When we arrived in Lamongan, the bus stopped at a small restaurant for a rest. I got off the bus to get a cup of ginger tea, and my friend drank some cold lemonade. Then I went to the toilet. It took only a few minutes. When I came out again, the bus was not there too. Feeling shocked and confused, I asked a waiter about the bus. She said that the bus departed about five minutes ago, I tried to call my friend on my cell-phone, but the battery was running low. I couldn’t do anything but hope and pray. After several minutes, my wish came true. The bus came back! I got on the bus and walked to my seat. I was so ashamed when everybody on the bus looked at me. I could feel my face turn red.

1. What does the story tell us about?
   a. The writer and his friend enjoyed their trip to Surabaya
   b. The writer arrived in Lamongan to visit his relatives
   c. The writer could contact his friend with the cell-phone
   d. The writer went to Surabaya on a night train
   e. The writer was left by the bus on his trip to Surabaya

2. What did the writer do when the bus stop for rest in Lamongan?
   a. Ate some gingers
   b. Drank some cold lemonade
   c. Bought some souvenirs
   d. Went to the toilet
   e. Had a prayer in the mosque

3. I could feel my face turn red. The underlined expression means that the writer was……
   a. Angry
   b. Awkward
   c. Embarrassed
   d. Confuse
   e. Worried

4. What is the purpose of the text above?
   a. To amuse or to entertain readers
   b. To tell past events in sequences
   c. To describe a night bus
d. To express sorrow

e. To tell on going events

5. Fill in the blank spaces with the correct connectives to show events.

…….., the bus stopped at a small restaurant for a rest …. I got off the bus to get a cup of ginger tea but ….., I went to the toilet. It took only a few minutes …. I came out again but the bus was not there. It had gone! I called my friend on my cell-phone and …. The bus came back.

a. First, then, next, when, finally
b. First, then, when, next, finally
c. First, then, when, finally, next
d. First, next, when, finally, next
e. First, next, later, then, finally

Text 2 for question 6 – 9

Last holiday, my class made a trip to Anyer. We rented a bus to take us there. On the way, I felt the urgent need to use the bus toilet.

I was sure that I had locked the door by turning the handle, but as soon as I slipped off my pants, the bus hit a bump and then the door flew open. I stumbled out into the aisle, exposing myself to all the bus passengers. Everyone stared at me, I scrambled back into the toilet and didn’t come out for a long time. I was so embarrassed.

6. The crisis of the story above arose when….

a. The writer remembered the trip to Anyer
b. The writer could not forget his embarrassing trip to Anyer
c. The writer stumbled out into the aisle and all the passengers stared at him
d. The writer was in the bus toilet and sure that he had locked the door well
e. The writer slipped off his pants and the bus hit a bump

7. Where did the story happen?

a. In front of the bus door
b. Last holiday in Anyer
c. In the bus on the way to Anyer
d. During a vocation in Anyer
e. Inside a toilet in Anyer

8. According to the story which statement is true?

a. The writer went to Anyer alone
b. The writer felt ashamed during the trip to Anyer
c. The writer was shy to come out from the bus
d. The door of the bus flew open when the writer was slipping of his pants
e. The bus passengers stared at the writer because the writer didn’t come out for a long time

9. “I scrambled back into the toilet”. Scrambled means…..
a. Moved quickly
b. Run faster
c. Climbed soon
d. Competed hard
e. Raced rapidly

Text 3 for questions 10 – 13

I really enjoyed my holiday in Australia. Last Sunday I visited a marine park called Sea World which is at surfers’ Paradise near Brisbane. It’s Australia’s largest marine park and I had a wonderful day there.

The first thing I saw was the Oceanorium where you can watch all sorts of sea fish and animal under water. There were huge turtles, sharks, and a beautiful tropical sea fish. The most exciting thing was watching a man feeding the sharks. He wore a special diving suit. Then I watched the performance of sea animals. The saw was in a big outdoor swimming pool. There were killer whales, dolphins and sea lions, and they did all sort of fantastic things in the water. One of the girls in the show rode around the pool on the back of killing whale, and another girl rode underwater on the back of a big turtle. After the saw I had lunch. There were several big restaurant at the park and I had lunch in a restaurant that was shape like a ship! Then I watched a wonderful water-ski show which was held on a lake.

There were lots of other things to do at the park. There was lake cruising, a train ride, a big water slide, swimming pools, and an incredible roller coaster called the ‘corkscrew’- because it goes three loops upside down. But I wish I had gone on the roller coaster ride before lunch rather than after it!

10. Which of the following sea animals is known as “killer”?
a. Sea lions
b. Dolphins
c. Turtles
d. Whales
e. Seals

11. What is the main idea of the second paragraph?
a. There was a water-ski show held on a lake
b. The sea animals performed fantastic things in the water
c. The writer had lunch in one of the restaurant at the park
d. The Oceanorium displayed all sorts of fish and animals under water
e. The writer visited the Oceanorium to watch all sorts of fish and performance
12. Which of the following had made the writer very excited?
   a. Watching a girl riding on a back of a turtle
   b. Watching a girl riding on a back of a whale
   c. Watching a man feeding the shark
   d. Riding the roller coaster
   e. Water skiing on the lake

13. “There were huge turtles, sharks, and a beautiful tropical sea fish” (Paragraph 2).
   The antonym of the underlined word is…..
   a. Tiny
   b. Enormous
   c. Massive
   d. Wide
   e. Heavy

Text 4 for questions 14 – 17

My wonderful experience at the 2006 Asian Games in Doha

In December 2006, I went to Doha to participate in the 2006 Asian Games taking part in the Bach Volley Ball Championship. We prepared for a long time, training hard and fighting for approval of our participation. Nothing was easy. My partner, clear, my coach, King, and I were aiming to get into the top 8 at the Asian Games.

Unfortunately, I sprained my ankle one week before departure, which frustrated me beyond belief. I had physiotherapy every day following the injury, and tried to recover as quickly as possible. Of course, the ankle could not heal completely in a few days, so I had no choice but to just try my best and have my ankle taped when I played in matches.

We played against a team from Thailand, Mongolia, and Malaysia. The most difficult and important match was that against the Malaysian Team. We played well for the match and tried our very best. But finally we lost to them and ranked 9. It was so close. We nearly reached our goal - to be among the first 8 teams.

14. The writer’s team was bitten by the team from……
   a. Qatar
   b. Thailand
   c. Mongolia
   d. Malaysia
   e. Indonesian

15. What is the main idea of paragraph 2?
   a. The ankle could not heal
   b. The writer sprained her ankle
   c. The writer tried hard to recover
d. The ankle made the writer frustrated
e. It needs a long time to heal her ankle

16. According to the writer …..team was difficult to beat.
   a. Thai
   b. Qatari
   c. Indonesian
   d. Malaysian
   e. Mongolian

17. What is the purpose of the text above?
   a. To amuse or to entertain readers
   b. To tell past events in sequences
   c. To describe the Asian Game
   d. To express sorrow
   e. To tell on going events

Text 5 for questions 18 – 20

The Near-Death Story of Mellen-Thomas Benedict

In 1982, I died from terminal cancer. My condition was non-operable. I chose not to have chemotherapy. I was given six to eight months to live. Before this time, I had become increasingly despondent over the nuclear crisis, the ecology crisis, and so forth. I came to believe that nature had made a mistake—that we were probably a cancerous organism on the planet. And that is what eventually killed me.

Before my near-death experience, I tried all sort of alternative healing methods. None helped. So I determined that this was between me and God. I had never really considered God. Neither was I into any kind of spirituality and alternative healing. I read various religions and philosophies. They gave hope that there was something on the other side.

I had no medical insurance, so my life savings went overnight on tests. Unwilling to drag my family into this, I determined to handle this myself. I ended up in hospice care and was blessed with an angel for my hospice caretaker, whom I will call "Anne." She stayed with me through all that was to follow.

18. According to Mellen-Thomas Benedict, what is the reason for many people to die of cancer?
   a. The nuclear and ecology crises
   b. All sorts of alternative healing methods
   c. The do not believe in the existence of God
   d. Chemotherapy is too expensive for most people
   e. The nature’s mistake to make the human being cancerous organism
19. We know from the story that Mellen-Thoman Benedict believed that he eventually died……
   a. Because God decided so
   b. Because he was not operated
   c. Because he did not have chemotherapy
   d. Because of the alternative healing methods
   e. Because he did not have any medical insurance

20. Why did he choose to stay in a hospice care?
   a. They will take care of his health problem
   b. He had to do the medical checks there
   c. Anne asked his to stay there
   d. His family told him so
   e. He was broke

Text 6 for questions 21 – 26

I remember the day when I first got Sandy, my 7 year old cat. I wanted to name her because she was so cute. My older sister Michelle convinced me to name her Sandy Bucket instead; so we could call her Sandy for short. I was so attached to Sandy. Every time I saw her, I couldn’t walk away, I would just have to hug her. I even slept at the end of my bed, so I can hug her the whole night even though I was freezing.

I always remember so many fun times with Sandy. Like when we would run and jump off the end of our pier, and Sandy would chase after us. When I was scared or mad, I would just hug Sandy and everything wouldn’t be so bad.

But one night, right before I went to bed, my mom let her out. While I went to sleep, my mom went to call Sandy back in. But she didn’t come in, so I thought she maybe went inside my neighbor’s house. As my mom and dad went outside to look for Sandy, I became really worried. They couldn’t find her. Every ten minutes they would go out to look for her, so I went to bed hoping she was safe. I just thought she got lost and would come back tomorrow.

The next day was the worst. My mom woke up early and told me and my sister, Michelle, that Sandy died last night. I was so sad and did not want to do anything that day. When I was going to school, I could not stop crying. At school all my friends made me cards and tried to make me stop crying, but I couldn’t. my teacher would always look at me and ask why I was crying. Even my friends was crying with me.

When I got home I went to my room crying really loudly. I wanted to scream. I came downstairs and hugged my mom. She said we could get another cat. Then, she was trying to find a new cat on the internet. But I did not want another cat. I want Sandy. She never found one that looked like Sandy or at the same age or even in the same kind.

That night I slept with my mom and we prayed for Sandy. I kept thinking she was a ghost at the end of the bed, so I stayed closed to my mom. The next day I figured out that if Sandy was a ghost, she would not scare me or haunt me. She would be waiting for me to play with her.

I still think about Sandy every day and wish she could come back.
21. What is the purpose of the text?
   a. To tell the reader about past event
   b. To describe a place
   c. To tell the reader a joke
   d. To tell the reader a legend
   e. To persuade the reader to do something

22. What is the topic of the text?
   a. Sandy’s dead
   b. The loss of beloved cat
   c. The careless of the writer’s mom
   d. Looking for Sandy
   e. The writer slept with her mom

23. How the cat could get lost?
   a. The cat played with another cat
   b. The neighbor kept the cat in his/her house
   c. Someone took the cat to the remote area
   d. The thief took the cat
   e. The writer’s mom let the cat out one night

24. What did the writer’s mom do to support the writer?
   a. She slept with the writer
   b. She supported to the policeman
   c. She was trying to find a new cat on the internet
   d. She bought a new cat
   e. She gave the writer money

25. Which step does the writer use to write the text?
   a. Thesis → arguments → recommendation
   b. Orientation → events → re-orientation
   c. Abstract → orientation → crisis → reaction → coda
   d. Orientation → evaluation → complication
   e. Newsworthy events → background events → sources

26. What is the main idea of third paragraph?
   a. I went to bed hoping she was safe
   b. She would back tomorrow
   c. Mom and dad went outside to look for Sandy
d. The writer’s mom went to call Sandy back in

e. The writer’s mom let Sandy out

**Text 7 for questions 27 – 29**

Dear Santi,

Thank you for your letter. Going to Kepulauan Seribu for holiday sounds fun. Actually we wanted to go to Bidadari Island but something happened. On the night we were about to leave, our neighbor, Mrs. Rachma called for help. She is in wheelchair now.

When my mother and I went to her house, we were shocked. The house was very messy. Her maid just returned to her village and Mrs. Rachma's ten-year old twin daughters were too sick to clean the house. They also had high fever. So, my mother cooked and cleaned the house, I helped to give the girls their medicine.

I wipe their bodies with wet towels, my father helped vacuum the house. The whole week was spent helping Mrs. Rachma and her family.

That was how I spent the school holidays. My parents said when someone needs our help we have to help them first. We can always go for a holiday some other time. It was a good experience. I’ll see you soon.

Yours,

Fatma

27. What is the letter telling us about?
   a. How Fatma spent her holidays
   b. How Fatma’s mother did the housework
   c. How Santi’s family helped her neighbor
   d. How Fatma’s father helped her neighbor
   e. How Mrs. Rachma was paralyzed

28. Why couldn’t Mrs. Rachma’s daughters help their mother? Because…..
   a. They went to Kepulauan Seribu
   b. They had holidays in Bidadari
   c. They were too sick
   d. The house was in mess
   e. They were paralyzed

29. From the letter, we can conclude that....
   a. Fatma regretted having to cancel her holidays
   b. Fatma felt sorry to cancel her holidays
c. Fatma hated spending her holidays

d. Fatma was happy to sacrifice her holidays for helping others

e. Fatma didn’t like the way her family spent their holidays

Text 8 for questions 30 – 33

My brother, sisters and I went to spend our holiday in Bali. Each of us should ride the car at least three hours. It was the last week of December 2008. we Left Solo on Saturday afternoon. We also didn’t forget to bring our camera. On Sunday morning we arrived in Gilimanuk. We dropped for one day at my uncle’s house. They had prepared breakfast when we arrived at his house. We had rice and “ayam betutu”; really It was very hot but delicious.

In Monday we went to Dempasar. First we visited “Sanur” beach. As it was still early in the morning we could see the sunrise. We also prayed some moment on the sand then we looked for a hotel because we have no relative who stayed there.

On that day we also visited “Kuta” beach, Garuda Wisnu Kencana” and also “Sukawati” market. We had our lunch on the way when we felt hungry. At night we also enjoyed “Barong” dance. Something that we never forgot was taking pictures at any tourist resort.

On the last day we visited “Sangeh”, where we could see many monkeys. Many of them are still wild and they sometimes bite visitor, from here we went straight to “Bedugul” lake, we went around it by a small voat to see some temples at the other side. Unfortunately, it was raining so hard that we all so wet. We changed our clothes there because we could also buy clothes at wht shop near the lake. Really it was so wonderful that I promise I want to visit Bali again next time.

30. The communicative purpose of the text above is…..

a. Tell the readers about writer’s holiday in Bali

b. To inform the reader where the Bali is

c. To discuss the writer’s holiday

d. To amuse the readers by telling the trip to Bali

e. To explain the reader’s in detail about the holiday

31. When was the trip happened?

a. Last week

b. Last week of December 2009

c. Last week of 2008

d. Last week of December 2008

e. Every week

32. Who drove the car?

a. The writer

b. The writer’s brother

c. The drove is turn
d. The writer’s sister

e. The driver

33. Where do they drop first?

a. At Kuta beach
b. At Sanur beach
c. At their uncle’s house
d. At Sangeh
e. At Bedugul Lake

Text 9 for question 34 – 40

Fishing at Seribu Island

Last month, I left Jakarta for Seribu Island. I went there with some members of Jakarta Fishing Club, who organized the monthly fishing activity. Getting there was not quite easy. It needed two hours by speed boat in a bit rough wave.

Soon, after our arrival at Seribu Island, we got general briefing. The chief of the fishing club gave some information about fishing code. It included an explanation how to release out the hook from the fish mouth safely.

Then, we began our fishing. We set out to sea early in the morning. Around 4 kilometers from the beach, we started to fish. Apparently, no one caught any big fish. We caught mostly small yellowtail fish. After fishing for nearly four hours, I only got five fish; three yellowtail fish, one salmon and one little Merlin. It was not bad at all.

In summary, the trip was mostly enjoyable. Fishing is absolutely an interesting activity.

34. Where was the writer from?

a. Jakarta
b. Seribu Island
c. Fishing Club
d. Jakarta Fishing Club
e. Member of Jakarta Fishing Club

35. With whom did the writer go to Seribu Island?

a. His family
b. His friends
c. Seribu Island’s citizen
d. Jakarta Fishing Club
e. His parents

36. When did they sail for the sea?

a. In the twilight
b. In the afternoon
c. In the evening
d. In the mid night
e. In the morning

37. How long did the writer do fishing?
   a. 2 hours
   b. Almost 2 hours
   c. Almost 4 hours
   d. 4 hours
   e. Between 2 – 4 hours

38. Soon, after our arrival at Seribu Island, we got general briefing (paragraph 2).
The underlined word refers to…..
   a. The writer
   b. Member of Jakarta Fishing Club
   c. The fish
   d. The writer and member of Jakarta Fishing Club
   e. The writer and his family

39. Which statement is not true according to the text?
   a. The writer went with some members of Jakarta Fishing Club
   b. They got general briefing after their arrival
   c. They set out to sea early in the morning
   d. The writer gave some information about the fishing code
   e. The writer got five fish after fishing nearly 4 hours

40. The word “chief” (paragraph 2) has close meaning with…..
   a. Member
   b. Leader
   c. Fisherman
   d. Adjutant
   e. Crew
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## Appendix 5

### VALIDITY AND RELIABILITY OF PRE-TEST INSTRUMENT

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| q   | 0.4 | 0.08 | 0.44 | 0.36 | 0.12 | 0.28 | 0.16 | 0.36 | 0.6 | 0.72 | 0.12 | 0.36 | 0.24 | 0.24 | 0.24 | 0.52 | 0.28 | 0.12 | 0.48 |
| pq  | 0.24 | 0.0736 | 0.2464 | 0.2304 | 0.1056 | 0.2016 | 0.1344 | 0.2304 | 0.24 | 0.2016 | 0.1056 | 0.2304 | 0.1824 | 0.1824 | 0.2496 | 0.2016 | 0.1056 | 0.2496 |
| r_i | 0.948 | -4.238 | 1.3421 | 0.5472 | -2.917 | -0.314 | -2.035 | 0.5472 | 3.0072 | 4.6292 | -2.917 | 0.5472 | -0.802 | -0.802 | 2.1411 | -0.314 | -2.917 | 1.7373 |
| r_i | 0.396 | 0.396 | 0.396 | 0.396 | 0.396 | 0.396 | 0.396 | 0.396 | 0.396 | 0.396 | 0.396 | 0.396 | 0.396 | 0.396 | 0.396 | 0.396 | 0.396 |

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| \( \Sigma \) | 16 | 20 | 8 | 14 | 19 | 15 | 20 | 17 | 10 | 16 | 14 | 13 | 10 | 15 | 20 | 20 | 23 | 12 |
| p  | 0.64 | 0.8 | 0.32 | 0.56 | 0.76 | 0.6 | 0.8 | 0.68 | 0.4 | 0.64 | 0.56 | 0.52 | 0.4 | 0.6 | 0.8 | 0.8 | 0.92 | 0.48 |
| q  | 0.36 | 0.2 | 0.68 | 0.44 | 0.24 | 0.4 | 0.2 | 0.32 | 0.6 | 0.36 | 0.44 | 0.48 | 0.6 | 0.4 | 0.2 | 0.2 | 0.08 | 0.52 |
| pq | 0.2304 | 0.16 | 0.2176 | 0.2464 | 0.1824 | 0.24 | 0.16 | 0.2176 | 0.24 | 0.2304 | 0.2464 | 0.2464 | 0.24 | 0.24 | 0.16 | 0.16 | 0.0736 | 0.2496 |
| \( x_1 \) | 25.375 | 20.3 | 50.75 | 29 | 21.368 | 27.067 | 20.3 | 23.882 | 40.6 | 25.375 | 29 | 31.231 | 40.6 | 27.067 | 20.3 | 20.3 | 17.652 | 33.833 |
| \( r_s \) | 0.2261 | -1.882 | 3.9258 | 1.0863 | -1.258 | 0.6611 | -1.882 | -0.229 | 2.859 | 0.2261 | 1.0863 | 1.5104 | 2.859 | 0.6611 | -1.882 | -1.882 | -5.156 | 1.9414 |
| \( r_t \) | 0.396 | 0.396 | 0.396 | 0.396 | 0.396 | 0.396 | 0.396 | 0.396 | 0.396 | 0.396 | 0.396 | 0.396 | 0.396 | 0.396 | 0.396 | 0.396 | 0.396 | 0.396 |

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If \( r_kk \) higher than \( r_t \) \((r_kk > r_t)\), it means that the data is "reliable", if the \( r_kk \) is lower than \( r_t \), it means that the data is "unreliable"

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Appendix 6

PRE-TEST

Answer the questions below by choosing the correct answer!

Text 1 for questions 1 – 2

My brother, sisters and I went to spend our holiday in Bali. Each of us should ride the car at least three hours. It was the last week of December 2008. We left Solo on Saturday afternoon. We also didn’t forget to bring our camera. On Sunday morning we arrived in Gilimanuk. We dropped for one day at my uncle’s house. They had prepared breakfast when we arrived at his house. We had rice and “ayam betutu”; really it was very hot but delicious.

In Monday we went to Dempasar. First we visited “Sanur” beach. As it was still early in the morning we could see the sunrise. We also prayed some moment on the sand then we looked for a hotel because we have no relative who stayed there.

On that day we also visited “Kuta” beach, Garuda Wisnu Kencana” and also “Sukawati” market. We had our lunch on the way when we felt hungry. At night we also enjoyed “Barong” dance. Something that we never forgot was taking pictures at any tourist resort.

On the last day we visited “Sangeh”, where we could see many monkeys. Many of them are still wild and they sometimes bite visitor, from here we went straight to “Bedugul” lake, we went around it by a small voat to see some temples at the other side. Unfortunately, it was raining so hard that we all so wet. We changed our clothes there because we could also buy clothes at wht shop near the lake. Really it was so wonderful that I promise I want to visit Bali again next time.

1. The communicative purpose of the text above is……
   a. Tell the readers about writer’s holiday in Bali
   b. To inform the reader where the Bali is
   c. To discuss the writer’s holiday
   d. To amuse the readers by telling the trip to Bali
   e. To explain the reader’s in detail about the holiday

2. Where do they drop first?
   a. At Sanur beach
   b. At their uncle’s house
   c. At Kuta beach
   d. At Sangeh
   e. At Bedugul Lake

Text 2 for questions 3 – 5

I think my first memories started when I was about three or perhaps four years old. I remember falling from a tree and breaking my arms. I think I was playing in the garden.
of the big, old house we lived in. It was in a suburb of London. I can remember starting school when I was five.

There was a little boy called Thomas in the same class. He used to pull my hair when the teacher was not looking. One day I hit him on the head with a book and he began to cry. The teacher was very angry with me. I remember him saying, “Little girls don’t do things like that.” But since then Thomas never pulled my hair again.

3. Thomas never pulled the writer’s hair again because…..
   a. He was afraid of the writer
   b. The writer was bigger than he was
   c. He was afraid of the teacher
   d. The teacher was angry with the writer
   e. He moved to another school

4. “One day I hit him on the head with…..” (Paragraph 2).
   The underlined word means…..
   a. Broke
   b. Attacked
   c. Offended
   d. Struck
   e. Bumped

5. “He used to pull my hair when the teacher was not looking” (paragraph 2). The underlined word refers to…..
   a. The writer
   b. The teacher
   c. Thomas
   d. Little girl
   e. Friends

Text 3 for questions 6 – 7

**A Visit to a Wildlife Park**

I recently visited Sydney with my parents. We visited many interesting places. The one I enjoyed best was the Wildlife Park.

The Wildlife Park has a lot different Australian animals and birds. There are over 600 animals, including kangaroos, wallabies, koala and crocodiles. They are kept in their natural surroundings. I much preferred the Wildlife Park to a zoo where a lot of animals are in cages.

We were able to walk along the kangaroos and wallabies. We were even allowed to touch them and to feed them. It was very exciting to be very so close to them.

We saw koala bears. They looked very cuddly. I got my photograph taken with one of them. It is a wonderful souvenir of my holiday in Sydney.
We also went to see the crocodiles. The Wildlife Park has a lot of fresh-water and salt-water crocodiles. Some of them were very big and scary with huge teeth. I did not get very close to them.

We also visited the aviary. There were some very colorful birds there. I really liked an old parrot which could talk.

I wish we could have spent more time in the Wildlife Park. There were so much to see.

6. What is generic structure of the text?
   a. Orientation → complication → resolution
   b. Goal → material → steps
   c. Orientation → events → re-orientation
   d. Identification → description → Re-solution
   e. General classification → description → resolution

7. What are the tense used in the text above?
   a. Present
   b. Present continuous
   c. Past
   d. Future
   e. Future continuous

Text 4 for questions 8 – 9

Sept 20th, 2006

Dear grandpa and grandma

Yesterday at my school, we had International Day. We had performances, food stalls, displays, Raffle ticket draw and some of us were dressed in costumes.

We started our day off with performances but the one I liked best was the one from fourth grade. It was about games. The performances but I was in was called Labamba.

Straight after performance, we had our lunch there were food stalls. They came from Australia, Asia, Arab, and Greece. Everyone had a job. I did my job after I had lunch. My job was to sell International Day books.

We had displays in the hall. The displays were good but I didn’t get to see them. The displays came from a lot of countries.

There was also a Trash & Treasure stall where they sell toys. The school get them by asking children to bring them in. After lunch, we had a raffle ticket draw, I didn’t win anything but a lot of people did.

Although I didn’t win anything, International Day was still fun.

Love from Hellen

8. When did the International day happen?
   a. Yesterday
   b. Two day ago
   c. September 19th
   d. September 20th
e. September 21st

9. What was the she like best?
   a. Games
   b. Labamba
   c. Displays
   d. Raffle ticket draw
   e. Food stalls

Text 5 for question 10 – 13

The Day I Became a Hero

I was as amazed as anyone else when I found Brian. I was flying low over an area of forest, miles from anywhere, when I noticed smoke.

After that I pulled round and flew in low for a better look. First, I noticed that someone had cleared an area of trees. Then I saw the camp. I had to circle round a couple of times. After a while I was ready to fly in low and put the plane down on the lake. Next I paddled across to where Brian was standing, staring at me as if I was a ghost. Suddenly, he spoke and said his name.

You could have knocked me flat when I realized that I had found the kid!

10. What is the purpose of this kind of text?
   a. To retell events for the purpose of informing or entertaining
   b. To present two points of view about an issue
   c. To amuse or entertain and to deal with actual or vicarious experience in different ways
   d. To describe how something accomplished through a sequence of steps
   e. To describe a peculiar person, place or things

11. How is the generic structure of the kind of text?
   a. Goal, events, re-orientation
   b. Goal, materials and equipment, resolution
   c. Orientation, events, re-orientation
   d. Orientation, steps, goal
   e. Goal, material and equipment, steps

12. What kind of verb is mainly used in the text?
   a. Metal verbs
   b. Thinking verbs
   c. Linking verbs
   d. Action verbs
   e. Saying verbs
13. Who flew over the forest?
   a. I
   b. The writer
   c. The reader
   d. Brian
   e. The Kid

Text 6 for question 14 – 15

I am so glad that today is over. So many things have gone wrong. For some reasons I didn’t sleep a wink last night. I was very tired when Mum called me this morning. I fell asleep again until Mum called me again. That snooze made me late.

I did not have time for breakfast. I was starving as I ran to catch the school bus. I just missed it. Dad had to ride me to school. He was late for teaching at his school and he was furious with me. He scolded me for being late.

I arrived at school on time. The teacher asked us to hand in our homework. My homework was not in my bag. I had forgotten to put it in my bag the night before. I usually check my bag in the morning. I did not do this because I was late I had to do extra assignment as a punishment.

After Biology lesson, I did not tie my shoelace properly. I tripped over it. And fell down the stairs. I hurt my knee and had to have a bandage on it.

What a terrible day! I hope that I have much better one tomorrow.

14. What is the main idea of the first paragraph text above?
   a. The writer was late waking up
   b. The writer was late going to school
   c. The writer had forgotten to put his homework
   d. The writer missed the bus school
   e. The writer got a punishment

15. What made the writer’s father furious?
   a. The writer didn’t do homework yet
   b. The writer forgot to bring his homework
   c. The writer didn’t tie his shoelace properly
   d. The writer’s father was late for teaching

Text 7 for questions 16 - 20

Joining the Traditional Dance Competition

I joined the Traditional Dance Competition in Jakarta last year. I represented my Junior High School. It was my biggest competition. I practiced hard with my teacher for a month. We also prepared the best costume we had.

We only had one day in Jakarta. We went there by plane. We left at 6 a.m. and arrived in Jakarta at 7 a.m. We took a taxi to take us to the place where the competition
was held. It took an hour to get there. There were already some participants when we arrived. The competition would start in an hour.

First, my teacher and I went to the dressing room. My teacher helped me do the make-up and the costume. We spent almost an hour for the preparation. I told my teacher that I was really nervous. I was not ready for this. However, she told me that everything was alright, and I felt better.

Then, the time came for me to perform on stage. There were five judges and about two hundred people watching me. However, I did not feel nervous anymore. I performed on the stage confidently. I really did the best I could. I was glad when it ended smoothly.

After that, we waited for the announcement of the result. It was 4 p.m. when the judges finished making their final decision. I was so impatient to hear the result. I still could not believe when they called my name as the first winner. I was so happy to be given the trophy. My teacher was also proud of my achievement. Finally, we went back to Yogyakarta in the evening. We were so tired. However, we were satisfied because our effort was not useless.

16. Which of the following statement is not true?
   a. The writer joined the Traditional Dance Competition
   b. The writer went to Jakarta with her teacher
   c. The writer performed on the stage confidently
   d. The writer was the runner up of competition
   e. The writer took one hour by plane to Jakarta

17. How did the writer perform on the stage?
   f. Nervously
   g. Impatiently
   h. Gladly
   i. Confidently
   j. Proudly

18. “However, we were satisfied because our effort was not useless” (paragraph 5). The underlined word is similarly in meaning with…..
   a. Pride
   b. Attempt
   c. Talent
   d. Awareness
   e. Assignment

19. What do judges mean?
   a. People who organize in a competition
   b. People who perform in competition
   c. People who watch in a competition
d. People who decide the winner in a competition

e. People who help the competitor in competition

20. “I still could not believe when they called my name as the first winner” (paragraph 5).

What does underlined pronoun refer to?

a. The writer and her teacher

b. Two hundred people

c. The judges and the participants

d. The judges

e. The participants
KEY ANSWERS PRE-TEST

1. A
2. B
3. A
4. D
5. C
6. C
7. C
8. C
9. C
10. A
11. C
12. D
13. B
14. A
15. D
16. D
17. A
18. B
19. D
20. D
Appendix 7
SYLLABUS OF MAN SUKOHARJO
Mata Pelajaran : Bahasa Inggris
Kelas : X
Alokasi waktu : 2 jam pelajaran/minggu

Kompetensi Sikap Spiritual dan Sikap Sosial dicapai melalui pembelajaran tidak langsung (indirect teaching) pada pembelajaran Kompetensi Pengetahuan dan Kompetensi Keterampilan melalui keteladanan, pembiasaan, dan budaya sekolah dengan memperhatikan karsakteristik mata pelajaran serta kebutuhan dan kondisi peserta didik.

Penumbuhan dan pengembangan Kompetensi Sikap dilakukan sepanjang proses pembelajaran berlangsung dan dapat digunakan sebagai pertimbangan guru dalam mengembangkan karakter peserta didik lebih lanjut.

Pembelajaran untuk kompetensi pengetahuan dan kompetensi keterampilan sebagai berikut ini.

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<th>Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
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</table>
| 3.1 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dan hubungan keluarga, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *pronoun: subjective, objective, possessive*) | - Fungsional sosial Mengenalkan, menjalin hubungan interpersonal dengan teman dan guru  
- Struktur Teks  
  - Memulai  
  - Menanggapi (diharapkan/di luar dugaan) | - Menyimak dan menirukan beberapa contoh interaksi terkait jati diri dan hubungan keluarga, dengan ucapan dan tekanan kata yang benar  
- Mengidentifikasi ungkapan-ungkapan penting dan perbedaan antara beberapa cara yang ada  
- Menanyakan hal-hal yang tidak diketahui atau yang berbeda.  
- Mempelajari contoh teks interaksi terkait jati diri dan hubungan keluarganya yang dipaparkan figur-figur terkenal.  
- Saling menyimak dan bertanya jawab tentang jati diri masing-masing dengan teman-temannya  
- Melakukan refleksi tentang proses dan hasil belajarnya |
| 4.1 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks | - Verba: *be, have, go, work, live* (dalam *simple present tense*)  
- Subjek Pronoun: *I, You, We, They, He, She, It*  
- Kata ganti possessive *my, your, his, dsb.*  
- Nomina singular dan plural dengan atau tanpa *a, the, this, those, my, their, dsb.*  
- Ucapan, tekanan kata, intonasi, ejaan, tanda |
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<td>baca, dan tulisan tangan</td>
<td>• Topik</td>
<td>• Mencermati beberapa contoh interaksi terkait niat melakukan suatu tindakan/kegiatan dalam/dengan tampilan visual (gambar, video)</td>
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<td>Deskripsi diri sendiri sebagai bagian dari keluarga dan masyarakat yang dapat menumbuhkan perilaku yang termuat di KI</td>
<td>• Mengidentifikasi kembali berbagai kasus dari informasi yang ada dalam video tersebut,</td>
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<td>3.2 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), serta menanggapinya, sesuai dengan konteks penggunaannya</td>
<td>• Fungsi Sosial</td>
<td>• Menyimak dan menirukan beberapa contoh percakapan mengucapkan selamat dan memuji bersayap (extended) yang diperagakan guru/rekaman, dengan ucapan dan tekaan kata yang benar,</td>
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<td></td>
<td>Menjaga hubungan interpersonal dengan guru, teman dan orang lain.</td>
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<td>• Struktur Teks</td>
<td>• Membiasakan menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas.</td>
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<td>- Menulai</td>
<td>• Melakukan refleksi tentang proses dan hasil belajar</td>
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<td></td>
<td>- Menanggapi (diharapkan/diluar dugaan)</td>
<td>• Membiasakan menerapkan yang sedang dipelajari dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas.</td>
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<td>• Unsur Kebahasaan</td>
<td>• Memahami dan menirukan berbagai contoh percakapan mengucapkan selamat dan memuji bersayap (extended) yang diperagakan guru/rekaman, dengan ucapan dan tekaan kata yang benar,</td>
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<td>- Ungkapan memberikan ucapan selamat dan memuji bersayap (extended), dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks penggunaannya.</td>
<td>• Mempelajari berbagai kasus dari informasi yang ada dalam video tersebut,</td>
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<tr>
<td></td>
<td>• Topik</td>
<td>• Mengidentifikasi kembali berbagai kasus dari informasi yang ada dalam video tersebut,</td>
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<td>Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan ucapan selamat dan pujian yang dapat menumbuhkan perilaku yang termuat di KI</td>
<td>• Memahami dan menirukan berbagai contoh percakapan mengucapkan selamat dan memuji bersayap (extended) yang diperagakan guru/rekaman, dengan ucapan dan tekaan kata yang benar,</td>
</tr>
<tr>
<td>4.2 Menyusun teks interaksi interpersonal lisan dan tulis sederhana yang melibatkan tindakan memberikan ucapan selamat dan memuji bersayap (extended), dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks penggunaannya. (Perhatikan unsur</td>
<td>• Fungsi Sosial</td>
<td>• Memahami dan menirukan berbagai kasus dari informasi yang ada dalam video tersebut,</td>
</tr>
<tr>
<td></td>
<td>Menyatakan rencana, menyarankan, dsb.</td>
<td>• Mengidentifikasi kembali berbagai kasus dari informasi yang ada dalam video tersebut,</td>
</tr>
<tr>
<td></td>
<td>• Struktur Teks</td>
<td>• Memahami dan menirukan berbagai contoh percakapan mengucapkan selamat dan memuji bersayap (extended) yang diperagakan guru/rekaman, dengan ucapan dan tekaan kata yang benar,</td>
</tr>
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<td></td>
<td>- Memulai</td>
<td>• Memahami dan menirukan berbagai kasus dari informasi yang ada dalam video tersebut,</td>
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<td></td>
<td>- Menanggapi (diharapkan/diluar dugaan)</td>
<td>• Memahami dan menirukan berbagai contoh percakapan mengucapkan selamat dan memuji bersayap (extended) yang diperagakan guru/rekaman, dengan ucapan dan tekaan kata yang benar,</td>
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<td></td>
<td>• Unsur Kebahasaan</td>
<td>• Memahami dan menirukan berbagai contoh percakapan mengucapkan selamat dan memuji bersayap (extended) yang diperagakan guru/rekaman, dengan ucapan dan tekaan kata yang benar,</td>
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<td></td>
<td>- Ungkapan pernyataan niat</td>
<td>• Memahami dan menirukan berbagai contoh percakapan mengucapkan selamat dan memuji bersayap (extended) yang diperagakan guru/rekaman, dengan ucapan dan tekaan kata yang benar,</td>
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<td></td>
<td>• Topik</td>
<td>• Memahami dan menirukan berbagai contoh percakapan mengucapkan selamat dan memuji bersayap (extended) yang diperagakan guru/rekaman, dengan ucapan dan tekaan kata yang benar,</td>
</tr>
<tr>
<td></td>
<td>Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan ucapan selamat dan pujian yang dapat menumbuhkan perilaku yang termuat di KI</td>
<td>• Memahami dan menirukan berbagai contoh percakapan mengucapkan selamat dan memuji bersayap (extended) yang diperagakan guru/rekaman, dengan ucapan dan tekaan kata yang benar,</td>
</tr>
<tr>
<td>3.3 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. (Perhatikan unsur</td>
<td>• Fungsi Sosial</td>
<td>• Memahami dan menirukan berbagai kasus dari informasi yang ada dalam video tersebut,</td>
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<tr>
<td></td>
<td>Menyatakan rencana, menyarankan, dsb.</td>
<td>• Memahami dan menirukan berbagai kasus dari informasi yang ada dalam video tersebut,</td>
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<td></td>
<td>• Struktur Teks</td>
<td>• Memahami dan menirukan berbagai contoh percakapan mengucapkan selamat dan memuji bersayap (extended) yang diperagakan guru/rekaman, dengan ucapan dan tekaan kata yang benar,</td>
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<td>• Memahami dan menirukan berbagai kasus dari informasi yang ada dalam video tersebut,</td>
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<td>• Memahami dan menirukan berbagai contoh percakapan mengucapkan selamat dan memuji bersayap (extended) yang diperagakan guru/rekaman, dengan ucapan dan tekaan kata yang benar,</td>
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<td>• Unsur Kebahasaan</td>
<td>• Memahami dan menirukan berbagai kasus dari informasi yang ada dalam video tersebut,</td>
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<td>- Ungkapan pernyataan niat</td>
<td>• Memahami dan menirukan berbagai kasus dari informasi yang ada dalam video tersebut,</td>
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<td></td>
<td>• Topik</td>
<td>• Memahami dan menirukan berbagai kasus dari informasi yang ada dalam video tersebut,</td>
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<td></td>
<td>Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan ucapan selamat dan pujian yang dapat menumbuhkan perilaku yang termuat di KI</td>
<td>• Memahami dan menirukan berbagai kasus dari informasi yang ada dalam video tersebut,</td>
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<td>Kompetensi Dasar</td>
<td>Materi Pembelajaran</td>
<td>Kegiatan Pembelajaran</td>
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<tr>
<td>kebahasaan be going to, would like to</td>
<td>yang sesuai, dengan modal be going to, would like to</td>
<td>dilihat dari isi dan cara pengungkapannya</td>
</tr>
<tr>
<td>4.3 Menyusun teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait niat melakukan suatu tindakan/kegiatan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</td>
<td>- Nomina singular dan plural dengan atau tanpa a, the, this, those, my, their, dsb.</td>
<td>- Bertanya jawab tentang pernyataan beberapa tokoh tentang rencana melakukan perbaikan</td>
</tr>
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<td></td>
<td>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</td>
<td>- Bermain game terkait dengan niat mengatasi masalah</td>
</tr>
<tr>
<td></td>
<td>• Topik Interaksi antara guru dan peserta didik di dalam dan di luar kelas yang melibatkan pernyataan niat yang dapat menumbuhkan perilaku yang termuat di KI</td>
<td>- Membiasakan menerapkan yang sedang dipelajari. dalam interaksi dengan guru dan teman secara alami di dalam dan di luar kelas.</td>
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<td></td>
<td></td>
<td>- Melakukan refleksi tentang proses dan hasil belajar.</td>
</tr>
<tr>
<td>3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya</td>
<td>• Fungsi Sosial Membanggakan, menjual, mengenalkan, mengidentifikasi, mengkritik, dsb.</td>
<td>- Menyimak dan menirukan guru membacakan teks deskriptif sederhana tentang tempat wisata dan/atau bangunan bersejarah terkenal dengan intonasi, ucapan, dan tekanan kata yang benar.</td>
</tr>
<tr>
<td>4.4 Teks deskriptif</td>
<td>• Struktur Teks Dapat mencakup - Identifikasi (nama keseluruhan dan bagian) - Sifat (ukuran, warna, jumlah, bentuk, dsb.) - Fungsi, manfaat, tindakan, kebiasaan</td>
<td>- Mencermati dan bertanya tentang contoh menganalisis deskripsi dengan alat seperti tabel, mind map, dan kemudian menerapkannya untuk menganalisis beberapa deskripsi tempat wisata dan bangunan lain</td>
</tr>
<tr>
<td>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal</td>
<td>• Unsur kebahasaan - Kosa kata dan istilah terkait dengan tempat wisata dan bangunan bersejarah terkenal - Adverbia terkait sifat seperti quite, very, extremely, dst. - Kalimat dekalaratif dan interrogatif dalam tense yang benar - Nomina singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb. - Ucapan, tekanan kata,</td>
<td>- Mencermati cara mempresentasikan hasil analisis secara lisan, mempraktekkan di dalam kelompok masing-masing, dan kemudian mempresentasikan di kelompok lain</td>
</tr>
<tr>
<td>4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</td>
<td></td>
<td>- Mengunjungi tempat wisata atau bangunan bersejarah untuk menghasilkan teks deskriptif tentang tempat wisata atau bangunan bersejarah tempat.</td>
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<tr>
<td></td>
<td></td>
<td>- Menempelkan teks di dinding kelas dan bertanya</td>
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<tr>
<td>Kompetensi Dasar</td>
<td>Materi Pembelajaran</td>
<td>Kegiatan Pembelajaran</td>
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<tr>
<td>intonasi, ejaan, tanda baca, dan tulisan tangan</td>
<td>jawab dengan pembaca (siswa lain, guru) yang datang membacanya</td>
<td></td>
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<tr>
<td>• Topik</td>
<td>- Melakukan refleksi tentang proses dan hasil belajar.</td>
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<tr>
<td>Deskripsi tempat wisata dan bangunan bersejarah yang dapat menumbuhkan perilaku yang termuat di KI</td>
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<tr>
<td>3.5 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks khusus dalam bentuk pemberitahuan (announcement), dengan memberi dan meminta informasi terkait kegiatan sekolah, sesuai dengan konteks penggunaannya</td>
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<tr>
<td>Fungsi Sosial</td>
<td>Menyimak dan menirukan guru membacakan beberapa teks pemberitahuan (announcement) dengan intonasi, ucapan, dan tekanan kata yang benar.</td>
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</tr>
<tr>
<td>Menjalin hubungan interpersonal dan akademik antar peserta didik, guru, dan sekolah</td>
<td>- Bertanya dan mempertanyakan tentang persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaannya</td>
<td></td>
</tr>
<tr>
<td>Struktur Teks</td>
<td>- Mencermati dan bertanya tentang contoh menganalisisdeskripsi dengan alat seperti tabel dan kemudian menerapkannya untuk menganalisis beberapa teks pemberitahuan lain</td>
<td></td>
</tr>
<tr>
<td>- Istilah khusus terkait dengan jenis pemberitahuannya</td>
<td>- Membuat teks pemberitahuan (announcement) untuk kelas atau teman</td>
<td></td>
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<tr>
<td>- Informasi khas yang relevan</td>
<td>- Melakukan refleksi tentang proses dan hasil belajar.</td>
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<tr>
<td>- Gambar, hiasan, komposisi warna</td>
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<tr>
<td>Unsur Kebahasaan</td>
<td></td>
<td></td>
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<tr>
<td>- Ungkapan dan kosa kata yang lazim digunakan dalam announcement (pemberitahuan)</td>
<td></td>
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<tr>
<td>- Nomina singular dan plural secara tepat, dengan atau tanpa a, the, this, those, my, their, dsb.</td>
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<tr>
<td>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</td>
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<tr>
<td>Topik</td>
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<tr>
<td>Pemberitahuan kegiatan, kejadian yang dapat menumbuhkan perilaku yang termuat di KI</td>
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<tr>
<td>Multimedia</td>
<td></td>
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<tr>
<td>Layout dan dekorasi yang membuat tampilan teks pemberitahuan lebih menarik.</td>
<td></td>
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<tr>
<td>3.6 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait</td>
<td></td>
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<tr>
<td>Fungsi Sosial</td>
<td>Menyimak dan menirukan beberapa contoh percakapan terkait dengan intonasi, ucapan dan tekanan kata yang tepat</td>
<td></td>
</tr>
<tr>
<td>Menjelaskan, mendeskriskikan, menyanyangkal, menanyakan, dsb.</td>
<td>- Guru mendiktekan percakapan tersebut dan</td>
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<tr>
<td>Struktur Teks</td>
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<td>Kompetensi Dasar</td>
<td>Materi Pembelajaran</td>
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<tr>
<td>keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang</td>
<td>Keadaan/tindakan/kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan simple past tense vs present perfect tense)</td>
<td>Memulai didik menulisinya dalam buku catatannya untuk kemudian bertanya jawab terkait perbedaan dan persamaan makna kalimat-kalimat yang menggunakan kedua tense tersebut</td>
</tr>
<tr>
<td>merujuk waktu terjadinya dan kesudahannya, sesuai dengan konteks penggunaannya.</td>
<td>- Memulai</td>
<td>- Membaca beberapa teks pendek yang menggunakan kedua tense tersebut, dan menggunakan beberapa kalimat-kalimat di dalamnya untuk melengkapi teks rumpang pada beberapa teks terkait.</td>
</tr>
<tr>
<td>(Perhatikan unsur kebahasaan simple past tense vs present perfect tense)</td>
<td>- Menanggapi (diharapkan/di luar dugaan)</td>
<td>- Mencermati beberapa kalimat rumpang untuk menentukan tense yang tepat untuk kata kerja yang diberikan dalam kurung</td>
</tr>
<tr>
<td>4.6 Menyusun teks interaksi transaksional, lisan dan tulis, pendek dan sederhana,</td>
<td>• Unsur Kebahasaan</td>
<td>- Diberikan suatu kasus, peserta didik membuat satu teks pendek dengan menerapkan kedua tense tersebut</td>
</tr>
<tr>
<td>yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/</td>
<td>- Kalimat deklaratif dan interrogatif dalam simple past tense, present perfect tense.</td>
<td>- Melakukan refleksi tentang proses dan hasil belajar</td>
</tr>
<tr>
<td>kegiatan/kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya</td>
<td>- Adverbial dengan <em>since, ago, now</em>, clause dan adverbiai penunjuk waktu (atau tanpa <em>a, the, this, those, my, their</em>, dsb.).</td>
<td></td>
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<td>dan kesudahannya, dengan memperhatikan fungsi sosial, struktur teks, dan unsur</td>
<td>- Nomina singular dan plural secara tepat, dengan atau tanpa <em>a, the, this, those, my, their</em>, dsb.</td>
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<td>kebahasaan yang benar dan sesuai konteks</td>
<td>- Ucapan, tekanaan kata, intonasi, ejaan, tanda baca, dan tulisan tangan</td>
<td></td>
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<tr>
<td>• Topik</td>
<td>- Menyimak guru membacakan peristiwa bersejarah, menirukan bagian demi bagian dengan ucapan dan temakan kata yang benar, dan bertanya jawab tentang isi teks</td>
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<td>Kegiatan, tindakan, kejadian, peristiwa yang dapat menumbuhkan perilaku yang termuat di KI</td>
<td>- Mencermati beberapa teks recount lisan dan tulis terkait peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah</td>
<td>- Menyimak guru membacakan peristiwa bersejarah, menirukan bagian demi bagian dengan ucapan dan temakan kata yang benar, dan bertanya jawab tentang isi teks</td>
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<td>3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks recount</td>
<td>• Fungsi Sosial</td>
<td>- Menyalin teks tersebut dalam buku teks masing-masing mengikuti seorang siswa yang menuliskan di papan tulis, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks</td>
</tr>
<tr>
<td>lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah</td>
<td>Melaporankan, menceritakan, berbagi pengalaman, mengambil teladan, membanggakan</td>
<td>- Mencermati analisis terhadap fungsi sosial, rangkaian tindakan dan kejadian dengan menggunakan alat seperti tabel, bagan, dan kemudian mengerjakan hal sama dengan teks tentang</td>
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<td>sesuai dengan konteks penggunaannya.</td>
<td>• Struktur Teks</td>
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<td>4.7 Teks recount – peristiwa bersejarah</td>
<td>Dapat mencakup:</td>
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<tr>
<td>4.7.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan</td>
<td>- orientasi</td>
<td></td>
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<tr>
<td>unsur kebahasaan teks recount lisan dan tulis terkait peristiwa bersejarah</td>
<td>- urutan kejadian/kegiatan</td>
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<tr>
<td>4.7.2 Menyusun teks recount lisan dan tulis, pendek dan sederhana, terkait</td>
<td>- orientasi ulang</td>
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<tr>
<td>peristiwa bersejarah, dengan memperhatikan fungsi sosial, struktur</td>
<td>• Unsur Kebahasaan</td>
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<td></td>
<td>- Kalimat deklaratif dan interrogatif dalam simple past, past continuous, present perfect, dan lainnya yang diperlukan</td>
<td>- Menyalin teks tersebut dalam buku teks masing-masing mengikuti seorang siswa yang menuliskan di papan tulis, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan dalam teks</td>
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<td></td>
<td>- Adverbia penghubung waktu: <em>first, then, after that, before, when, at last,</em></td>
<td>- Mencermati analisis terhadap fungsi sosial, rangkaian tindakan dan kejadian dengan menggunakan alat seperti tabel, bagan, dan kemudian mengerjakan hal sama dengan teks tentang</td>
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<td>Kompetensi Dasar</td>
<td>Materi Pembelajaran</td>
<td>Kegiatan Pembelajaran</td>
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<td>teks, dan unsur kebahasaan, secara benar dan sesuai konteks</td>
<td>finally, dsb. - Adverbia dan frasa preposisional penujuk waktu - 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 Peristiwa bersejarah yang dapat menumbuhkan perilaku yang termuat di KI</td>
<td>peristiwa bersejarah lainnya - Mengumpulkan informasi untuk menguraikan peristiwa bersejarah di Indonesia - Menempelkan karyanya di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya - Melakukan refleksi tentang proses dan hasil belajar.</td>
</tr>
<tr>
<td>3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya</td>
<td>• Fungsi Sosial Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan • Struktur Teks Dapat mencakup: - Orientasi - Komplikasi - Resolusi - Orientasi ulang • Unsur Kebahasaan - Kalimat-kalimat dalam simple past tense, past continuous, dan lainnya yang relevan - Kosa kata: terkait karakter, watak, dan setting dalam legenda - Adverbia penghubung dan penujuk waktu - Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan • Topik Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI</td>
<td>• Menyimak guru membacakan legenda, sambil dilibatkan dalam tanya jawab tentang isinya • Didiktekan guru menulis legenda tersebut dalam buku catatan masing-masing, sambil bertanya jawab terkait fungsi sosial, struktur teks, dan unsur kebahasaan yang ada • Dalam kelompok masing-masing berlatih membacakan legenda tsb dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi • Membaca satu legenda lain, bertanya jawab tentang isinya, dan kemudian mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan • Melakukan refleksi tentang proses dan hasil belajar.</td>
</tr>
</tbody>
</table>
| 4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat | 3.9 Menafsirkan fungsi sosial dan unsur kebahasaan | • Fungsi sosial Mengembangkan nilai-nilai | • Membaca, menyimak, dan menirukan lirik lagu secara
<table>
<thead>
<tr>
<th>Kompetensi Dasar</th>
<th>Materi Pembelajaran</th>
<th>Kegiatan Pembelajaran</th>
</tr>
</thead>
<tbody>
<tr>
<td>lirik lagu terkait kehidupan remaja SMA/MA/SMK/ MAK</td>
<td>kehidupan dan karakter yang positif</td>
<td>lisan</td>
</tr>
</tbody>
</table>
| 4.9 Menangkap makna terkait fungsi sosial dan unsur kebahasaan secara kontekstual lirik lagu terkait kehidupan remaja SMA/MA/SMK/MAK | • Unsur kebahasaan  
- Kosa kata dan tata bahasa dalam lirik lagu  
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan | • Menanyakan hal-hal yang tidak diketahui atau berbeda  
• Mengambil teladan dari pesan-pesan dalam lagu  
• Menyebutkan pesan yang terkait dengan bagian-bagian tertentu  
• Melakukan refleksi tentang proses dan hasil belajarnya |
| | • Topik  
Hindal yang dapat memberikan keteladanan dan menumbuhkan perilaku yang termuat di KI | |
Appendix 8

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
(Experimental Class)

Satuan Pendidikan : Madrasah Aliyah Negeri Sukoharjo
Kelas/Semester : X /2
Mata Pelajaran : Bahasa Inggris
Pembelajaran Ke- : 1
Materi : Recount Text
Alokasi Waktu : 2 x 40 menit (1 Pertemuan)

A. KOMPETENSI INTI

KI-3 Memahami, menerapkan, menganalisis pengetahuan factual, 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 pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

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

B. KOMPETENSI DASAR

3.7 Membedakan fungsi social, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya.

4.7 Teks recount – peristiwa bersejarah

4.7.1 Menangkap makna secara kontekstual terkait fungsi social, struktur teks, dan unsur kebahasaan teks recount, lisan dan tulis terkait peristiwa bersejarah.

C. INDIKATOR

1. Menentukan struktur teks terkait recounte text dengan tema peristiwa bersejarah
2. Menentukan fungsi social dan unsur kebahasaan recount text terkait peristiwa bersejarah
3. Mendemonstrasikan pokok bahasan dari sebuah teks recount.

D. TUJUAN
1. Siswa dapat menentukan struktur teks terkait recount text dengan tema peristiwa bersejarah
2. Siswa dapat menentukan fungsi social dan unsur kebahasaan recount text terkait peristiwa bersejarah
3. Siswa dapat mendemonstrasikan pokok bahasan dari sebuah recount text

E. MATERI
Recount text is a text which has purpose to retell and give information which happened in the past.
Generic structure of the text:
- Orientation → provides the setting and introduce participants.
- Events → tell what happened, in what sequence.
- Re-orientation → optional closure of events.
Language features of recount text is past tense.

F. METODE
Metode : Task-based Language Teaching

G. KEGIATAN
Langkah-langkah Pembelajaran
1. Kegiatan Pendahuluan (7 menit)
   a. Praktikan menyiapkan peserta didik secara fisik dan psikis untuk mengikuti proses pembelajaran dengan senang hati dan penuh semangat.
   b. Praktikan melakukan presensi.
   c. Praktikan menjelaskan tujuan pembelajaran yang akan dicapai
   d. Parktikan menyampaikan cakupan materi dan penjelasan uraian kegiatan.
2. Kegiatan Inti (65 menit)
   a. Pre-Activity
      
      Introduction to topic
1) Praktikan membantu peserta didik memahami tema dan tujuan dari tugas yang akan diberikan

2) Siswa dituntun untuk membaca contoh teks sejenis yang akan digunakan pada tugas

3) Praktikan memberikan penjelasan tugas dan waktu persiapan bagi peserta didik untuk memikirkan tugas yang nanti akan diberikan

b. Task cycle

*Task*: Jenis tugannya adalah group dictation

1) Praktikan menyiapkan teks yang telah diperbanyak 5/6 kali lalu menempelkannya beberapa tempat didalam kelas

2) Membagi peserta didik menjadi beberapa kelompok

3) Anggota grup secara bergantian akan menuju ke teks yang telah ditempel didinding dan mencoba untuk mengingat sebanyak mungkin. Lalu dia kembali ke grupnya dan mendektiakan apa yang telah dibaca dan diingat. Setelah selesai anggota berikutnya melakukan hal yang sama

4) Praktikan memonitor pelaksanaan tugas

*Planning*

Peserta didik diminta untuk menyiapkan apa yang akan mereka laporan didepan terkait bagaimana kelompok mereka menjalankan tugas

*Report*

Praktikan meminta perwakilan dari tiap grup secara berpasangan melaporkan hasil tugasnya didepan kelas

Praktikan memberikan komentar pada isi dari laporan mereka

c. The language focus

*Analysis*

Praktikan mengoreksi penggunaan bahasa terkait laporan dan hasil tugas mereka

*Practice*

Menanggapi dari kegiatan analisis dapat memberikan pemahaman ataupun timbal balik dari hasil koreksi

3. Kegiatan Penutup (8 menit)

a. Praktikan bersama peserta didik membuat kesimpulan tentang materi dan pembelajaran yang sudah dipelajari hari itu
Praktikan bersama peserta didik melakukan refleksi terhadap jalannya
proses pembelajaran pada hari itu
Praktikan menutup kegiatan pembelajaran

H. SUMBER DAN MEDIA PEMBELAJARAN

Sumber Pembelajaran : Handout, Paper praktikan
Media pembelajaran : Text

I. INSTRUMENT TUGAS

Diana was born in 1961 as the third daughter of Edward John Spencer and his
wife Ruth Burke Roche. Diana grew up in a very privileged family that had a long
history of close ties with the royal family. When Diana’s paternal, grandfather passed
away in 1975, Diana’s father became the 8th Earl of Spencer and Diana gained the title
“Lady”.

In 1969, Diana’s parents divorced. Her mother’s affair helped court decide to
give custody of the couple’s four children to Diana’s father. Both of her parents
eventually remarried, but the divorce left an emotional scar on Diana.

Diana attended school at West Heath in Kent and spent a short time a finishing
school in Switzerland. Although she was not an excellent student academically, her
determined personality, caring nature, and cheerful outlook helped her through it.
After returning from Switzerland, Diana rented an apartment with two friends, worked
with children at the Young England Kindergarten, and watched movies and visited
restaurant in her free time.

It was about his time that Prince Charles in his early 30, was under increasing
pressure to choose a wife. Diana’s vibrancy, cheerfulness, and good family
background caught the attention of Prince Charles and the two began dating during in
mid-1980. It was a whirlwind romance for on February 24, 1981, Buckingham Palace
officially announces the couple’s engagement. At the time, Lady Diana and Prince
Charles seemed truly in love and whole world was awed by what seemed like fairytale
romance.

Sukoharjo, 22 April 2017

Guru Pamong                                      Praktikan

Heri Achmadi, M.Pd                               Atika Cahya Pratiwi
RENCAWA PELAKSANAAN PEMBELAJARAN (RPP)
(Experimental Class)

Satuan Pendidikan : Madrasah Aliyah Negeri Sukoharjo
Kelas/Semester : X /2
Mata Pelajaran : Bahasa Inggris
Pembelajaran Ke- : 2
Materi : Recount text
Alokasi Waktu : 2 x 40 menit (1 Pertemuan)

A. KOMPETENSI INTI

KI-3 Memahami, menerapkan, menganalisis pengetahuan factual, 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 pada bidang kajian yang spesifik sesua dengan bakat dan minatnya untuk memecahkan masalah.

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

B. KOMPETENSI DASAR

3.7 Membedakan fungsi social, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya.

4.7 Teks recount – peristiwa bersejarah

4.7.1 Menangkap makna secara kontekstual terkait fungsi social, struktur teks, dan unsur kebahasaan teks recount, lisan dan tulis terkait peristiwa bersejarah.

C. INDIKATOR

1. Menentukan struktur teks terkait recount text dengan tema peristiwa bersejarah
2. Menentukan fungsi social dan unsur kebahasaan recount text terkait peristiwa bersejarah
3. Mendemonstrasikan pokok bahasan dari sebuah teks recount.
D. TUJUAN
1. Siswa dapat menentukan struktur teks terkait recount text dengan tema peristiwa bersejarah
2. Siswa dapat menentukan fungsi social dan unsur kebahasaan recount text terkait peristiwa bersejarah
3. Siswa dapat mendemonstrasikan pokok bahasan dari sebuah recount text

E. MATERI
Recounts record a series of events in the order in which they occurred. There are three types of recount: personal recount text, historical recount text, and factual recount text. Similar to the other types of recounts, historical recounts usually start with orientation, followed with a series of events, and ends with re-orientation. The orientation part include information about who, what, when, and where. The series of events are presented in the order they really happened. The recount ends with a re-orientation which states personal comments about events.

F. METODE
Metode : Task-based Language Teaching

G. KEGIATAN
1. Kegiatan Pendahuluan (7 menit)
   a. Praktikan menyiapkan peserta didik secara fisik dan psikis untuk mengikuti proses pembelajaran dengan senang hati dan penuh semangat.
   b. Praktikan melakukan presensi.
   c. Praktikan mengajukan beberapa pertanyaan yang mengaitkan pengetahuan sebelumnya (background knowledge) dengan materi yang akan dipelajari
   d. Praktikan menjelaskan tujuan pembelajaran yang akan dicapai
2. Kegiatan Inti (65 menit)
   a. Pre-Activity
      Introduction to topic
      1) Praktikan membantu peserta didik memahami tema dan tujuan dari tugas yang akan diberikan
      2) Peserta didik ditunut untuk membaca contoh teks sejenis yang akan digunakan pada tugas
3) Praktikan memberikan penjelasan tugas dan waktu persiapan bagi peserta didik untuk memikirkan tugas yang nanti akan diberikan

b. Task cycle

*Task*: Jenis tugasnya adalah memory challenge task
1. Praktikan mempersiapkan teks lalu ditampilkan dilayar.
2. Peserta didik diminta untuk membaca dan mengingat inti sari dari teks yang ditampilkan dengan waktu yang telah ditentukan oleh praktikan.
3. Meminta peserta didik berpasangan dengan teman satu meja.

*Planning*

Peserta didik secara berpasangan diminta untuk membuat soal quiz sebanyak tiga nomor mengenai teks yang telah dibaca dimana pembuat soal harus mengetahui jawaban dari soal yang dibuatnya dengan benar.

*Report*

Pasangan kelompok menanyakan soal quiz yang telah dibuat kepada pasangan lain. Dan kelompok yang ditunjuk memberikan jawaban dan penjelasan.

c. The language focus

*Analysis*

Mendiskusikan soal quiz dan jawaban yang diuturakan.

*Practice*

Menampilkan kembali teks yang dibaca tadi dan mendiskusikan bersama.

3. Kegiatan Penutup (8 menit)

a. Praktikan bersama peserta didik membuat kesimpulan tentang materi dan pembelajaran yang sudah dipelajari hari itu
b. Praktikan bersama peserta didik melakukan refleksi terhadap jalannya proses pembelajaran pada hari itu
c. Praktikan menutup kegiatan pembelajaran

H. SUMBER DAN MEDIA PEMBELAJARAN

Sumber Pembelajaran : Internet, hand out, text
Media pembelajaran   : Projector, laptop
I. INSTRUMENTS TUGAS

On 10 November, Indonesia celebrates Hari Pahlawan or Heroes Day in remembrance of the Battle of Surabaya which started on that very date in the year 1945. The bloody battle took place because Indonesians refused to surrender their weaponry to British Army. British Army at that time was part of the Allied forces. The defiant Bung Tomo is the well-known revolutionary leader who played a very important role in this battle.

It all started because of a misunderstanding between British troops in Jakarta and those in Surabaya, under the command of Brigadier A. W. S. Mallaby. Brigadier Mallaby already had an agreement with Governor of East Java Mr. Surya. The agreement stated that British would not ask Indonesian troops and militia to surrender their weapons.

However, a British plane from Jakarta dropped leaflets all over Surabaya. The leaflet told Indonesians to do otherwise on 27 October 1945. This action angered the Indonesians troops and militia leaders because they felt betrayed.

On 30 October 1945, Brigadier Mallaby was killed as he was approaching the British troops’ post near Jembatan Merah or Red Bridge, Surabaya. There were many reports about the death, but it was widely believed that the Brigadier was murdered by Indonesian militia. Looking at this situation, Lieutenant General Sir Philip Christison brought the reinforcements to siege the city.

In the early morning of 10 November 1945, British troops began to advance into Surabaya with cover from both naval and air bombardment. Although the Indonesians defended the city heroically, the city was conquered within 3 days and the whole battle lasted for 3 weeks, in total between 6,000 and 16,000 Indonesians died while casualties on the British side were about 600 to 2,000.

Battle of Surabaya caused Indonesia to lose weaponry which hampered the country’s independence struggle. However, the battle provoked Indonesians and international mass to rally for the country’s independence which made this battle especially important for Indonesian national revolution.

Sukoharjo, 29 April 2017

Guru Pamong Praktikan

Heri Achmadi, M.Pd Atika Cahya Pratiwi
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
(Experimental Class)

Satuan Pendidikan : Madrasah Aliyah Negeri Sukoharjo
Kelas/Semester : X /2
Mata Pelajaran : Bahasa Inggris
Pembelajaran Ke- : 3
Materi : Recount text
Alokasi Waktu : 2 x 40 menit (1 Pertemuan)

A. KOMPETENSI INTI

KI-3 Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, procedural, berdasarkan rasa ingin tahuanya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab 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 menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. KOMPETENSI DASAR

3.7 Membedakan fungsi social, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya.

4.7 Teks recount – peristiwa bersejarah

4.7.1 Menangkap makna secara kontekstual terkait fungsi social, struktur teks, dan unsur kebahasaan teks recount, lisan dan tulis terkait peristiwa bersejarah.

C. INDIKATOR

1. Menentukan struktur teks terkait recounte text dengan tema peristiwa bersejarah

2. Menentukan fungsi social dan unsur kebahasaan recount text terkait peristiwa bersejarah

3. Mendemonstrasikan pokok bahasan dari sebuah teks recount.
D. TUJUAN

1. Siswa dapat menentukan struktur teks terkait recount text dengan tema peristiwa bersejarah
2. Siswa dapat menentukan fungsi social dan unsur kebahasaan recount text terkait peristiwa bersejarah
3. Siswa dapat mendemonstrasikan pokok bahasan dari sebuah recount text

E. MATERI

Macam-macam teks recount:
- Personal recount text → teks yang ditujukan untuk menceritakan pengalaman pribadi tentang suatu peristiwa
- Historical recount text → teks yang ditujukan untuk menceritakan suatu peristiwa bersejarah atau tentang seseorang
- Factual recount text → teks yang ditujukan untuk menceritakan suatu peristiwa yang layak dijadikan berita

F. METODE

Metode : Task-based Language Teaching

G. KEGIATAN

1. Kegiatan Pendahuluan (7 menit)
   a. Praktikan menyiapkan peserta didik secara fisik dan psikis untuk mengikuti proses pembelajaran dengan senang hati dan penuh semangat.
   b. Praktikan melakukan presensi.
   c. Praktikan mengajukan beberapa pertanyaan yang mengaitkan pengetahuan sebelumnya (background knowledge) dengan materi yang akan dipelajari
   d. Praktikan menjelaskan tujuan pembelajaran yang akan dicapai

2. Kegiatan Inti (65 menit)
   a. Pre-Activity
      Introduction to topic
      1) Praktikan membantu peserta didik memahami tema dan tujuan dari tugas yang akan diberikan
      2) Siswa dituntun untuk membaca contoh teks sejenis yang akan digunakan pada tugas
3) Praktikan memberikan penjelasan tugas dan waktu persiapan bagi peserta didik untuk memikirkan tugas yang nanti akan diberikan

b. Task cycle

Task: Jenis tugasnya adalah jigsaw task
1) Membagi satu teks recount menjadi 4 bagian.
2) Membagi kelas menjadi empat kelompok, setiap kelompok mendapat satu bagian teks
3) Peserta didik diminta untuk membaca dan memahami bagian teks yang telah diterima.

Planning
Peserta didik diminta membentuk kelompok baru yang terdiri dari 4 orang yang berasal dari kelompok yang berbeda-beda.

Report
Setiap anggota kelompok melaporkan apa yang telah dibaca dan dipahami sebelumnya.

c. The language focus

Analysis
Kelompok berdiskusi dan menyusun menjadi kesatuan teks.

Practice
Perwakilan kelompok melaporkan hasil diskusi dan penyusunan teks yang telah dilakukan.

3. Kegiatan Penutup (8 menit)

a. Praktikan bersama peserta didik membuat kesimpulan tentang materi dan pembelajaran yang sudah dipelajari hari itu
b. Praktikan bersama peserta didik melakukan refleksi terhadap jalannya proses pembelajaran pada hari itu
c. Praktikan menutup kegiatan pembelajaran

H. SUMBER DAN MEDIA PEMBELAJARAN

Sumber Pembelajaran : hand out, paper praktikan
Media pembelajaran : text
I. INSTRUMEN TUGAS

<table>
<thead>
<tr>
<th>Part</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>Aristotle (384 – 322 BC) was a student of Plato and a tutor to Alexander the Great. He was a genius Greek philosopher and scientist of the ancient age. Born on 384 BC Aristotle was a biologist, a zoologist, ethicist, a political scientist and the master of rhetoric and logic. He also gave theories in physics and metaphysics. Aristotle gained knowledge in different fields with his expansive mind and prodigious writings. However, only fractions of his writings are preserved at present.</td>
</tr>
<tr>
<td>II</td>
<td>Aristotle made collections of plant and animal specimens and classified them according to their characteristics which made a standard for future work. He further gave theories on the philosophy of science.</td>
</tr>
<tr>
<td>III</td>
<td>Aristotle also elaborated and estimated the size of the earth which Plato assumed to be a globe. Aristotle explained the chain of life through his study in flora and fauna where it turned from simple to more complex.</td>
</tr>
<tr>
<td>IV</td>
<td></td>
</tr>
</tbody>
</table>

Sukoharjo, 6 Mei 2017

Guru Pamong Praktikan

Heri Achmadi, M.Pd Atika Cahya Pratiwi
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
(Experimental Class)

Satuan Pendidikan : Madrasah Aliyah Negeri Sukoharjo
Kelas/Semester : X /2
Mata Pelajaran : Bahasa Inggris
Pembelajaran Ke- : 4
Materi : Recount text
Alokasi Waktu : 2 x 40 menit (1 Pertemuan)

A. KOMPETENSI INTI

KI-3 Memahami, menerapkan, menganalisis pengetahuan factual, 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 pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

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

B. KOMPETENSI DASAR

3.7 Membedakan fungsi social, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya.

4.7 Teks recount – peristiwa bersejarah

4.7.1 Menangkap makna secara kontekstual terkait fungsi social, struktur teks, dan unsur kebahasaan teks recount, lisan dan tulis terkait peristiwa bersejarah.

C. INDIKATOR

1. Menentukan struktur teks terkait recounte text dengan tema peristiwa bersejarah

2. Menentukan fungsi social dan unsur kebahasaan recount text terkait peristiwa bersejarah

3. Mendemonstrasikan pokok bahasan dari sebuah teks recount.
D. TUJUAN
1. Siswa dapat menentukan struktur teks terkait recount text dengan tema peristiwa bersejarah
2. Siswa dapat menentukan fungsi social dan unsur kebahasaan recount text terkait peristiwa bersejarah
3. Siswa dapat mendemonstrasikan pokok bahasan dari sebuah recount text

E. MATERI
Language features of recount text:
7) Using past tense.
8) Introducing personal participant or noun as a personal pronoun, for examples: I, my group, Hany, Andi etc.
9) Using chronological connection, for example: then, before, after, first and so on.
10) Using linking verb, such as: was, were, saw, heard etc.
11) Using action verb, for example: went, visited, saw, changed etc.
12) Adverb and adverb phrase to show place, time, and manner, such as yesterday, last week, at home, slowly, carefully etc.

F. METODE
Metode: Task-based Language Teaching

G. KEGIATAN
1. Kegiatan Pendahuluan (7 menit)
   a. Praktikan menyiapkan peserta didik secara fisik dan psikis untuk mengikuti proses pembelajaran dengan senang hati dan penuh semangat.
   b. Praktikan melakukan presensi.
   c. Praktikan mengajukan beberapa pertanyaan yang mengaitkan pengetahuan sebelumnya (background knowledge) dengan materi yang akan dipelajari
   d. Praktikan menjelaskan tujuan pembelajaran yang akan dicapai
2. Kegiatan Inti (65 menit)
   a. Pre-Activity
      Introduction to topic
      1) Praktikan membantu peserta didik memahami tema dan tujuan dari tugas yang akan diberikan
2) Siswa dituntun untuk membaca contoh teks sejenis yang akan digunakan pada tugas
3) Praktikan memberikan penjelasan tugas dan waktu persiapan bagi peserta didik untuk memikirkan tugas yang nanti akan diberikan

b. Task cycle
   *Task*: Jenis tugasnya adalah restoration task
   1) Membuat kelompok yang terdiri dari 3 orang.
   2) Berdiskusi mengerjakan tugas yaitu melengkapi teks yang telah dihilangkan beberapa kosa katanya.

   *Planning*
   Peserta didik menyiapkan diri untuk melaporkan bagaimana kelompok mereka mengerjakan tugas tersebut.

   *Report*
   Salah satu anggota kelompok melaporkan hasil kerja mereka.

c. The language focus
   *Analysis*
   Menganalisis jawaban secara bersama-sama dan mengkategorikan verb 2 dan verb 1.

   *Practice*
   Mengartikan kosa kata dan mengaitkan makna dengan konteks dari teks tersebut sehingga peserta didik dapat mengetahui maksud teks.

3. Kegiatan Penutup (8 menit)
   a. Praktikan bersama peserta didik membuat kesimpulan tentang materi dan pembelajaran yang sudah dipelajari hari itu
   b. Praktikan bersama peserta didik melakukan refleksi terhadap jalannya proses pembelajaran pada hari itu
   c. Praktikan menutup kegiatan pembelajaran

H. SUMBER DAN MEDIA PEMBELAJARAN
   Sumber Pembelajaran : Hand Out, Paper Praktikan
   Media pembelajaran : text
I. INSTRUMENT TUGAS

I have mixed feelings about my cousin. Yes, I love him, but his being careless many times gets me ______ (1), like this one.

It was Monday afternoon at that time. I was enjoying a TV show when I heard the bell of the ice cream vendor from a distance. That reminded me of something. I jumped from my seat and ______(2) my wallet. I opened my wallet, and I was surprised. There were only a few rupiahs in it. Just a week ago, my auntie gave me more than enough for what I did for her. I am good at computer so she asked me to ______(3) some photos from the last vacation.

I tried to ______(4) where I spent my money during the past week. I remembered going to Jatim Park with my cousin, buying two tickets, two bowls of meatball soup, and two glasses of iced lemon tea. That was all. What else did I ______(5)?

While I was busy thinking, my cousin ______(6) of the front door and called the ice cream man. He looked at me and said, “Hey, wanna grab some ice cream? It’s on me.” And I said to myself, “Well it’s free, so why not?” We both picked our ice cream and enjoyed it while we were chilling out in the living room. I asked him “It is strange that you actually ______(7) me ice cream”. He shrugged his shoulder and said “That’s because I got some money in my wallet.” “Where did you get it?” I asked him. He replied, “No idea, man. It was just suddenly there.” “What? Let me see your wallet!” I shouted. Then, I ______(8) it and learned that the wallet was mine. I just remembered that we ______(9) the same wallets and they even had the same color. “This is mine,” I told him. “No way! Are you sure?” he asked. I showed him a card from the wallet and said, “Look, this is my student ID card. Just a while ago I was thinking why my money was all gone.” “Sorry, man. I didn’t know that it wasn’t mine. But, don’t worry I haven’t ______(10) anything with that. Only this ice cream,” He ______(11) with an innocent look. I took my wallet and said, “It is okay. I’m sorry you don’t have any cash now. Here, take 20 thousands and buy some more ice cream with it. Oh, and here’s your wallet.” “Cool! Thanks, man!” he replied.

Yes, I ______(12) his being careless. Fortunately, he is honest. Well, perhaps that’s why I love him.
Fill in the blank with this words!

<table>
<thead>
<tr>
<th>Remember</th>
<th>Buy</th>
<th>Treated</th>
<th>Hate</th>
<th>Explained</th>
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Sukoharjo, 13 Mei 2017

Guru Pamong

Praktikan

Heri Achmadi, M.Pd

Atika Cahya Pratiwi
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
(Control Class)

Satuan Pendidikan : Madrasah Aliyah Negeri Sukoharjo
Kelas/Semester : X /2
Mata Pelajaran : Bahasa Inggris
Pembelajaran Ke- : 1
Materi : Recount text
Alokasi Waktu : 2 x 40 menit (1 Pertemuan)

A. KOMPETENSI INTI
KI-3 Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, procedural, berdasarkan rasa ingin tahuinya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab 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 menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. KOMPETENSI DASAR
3.7 Membedakan fungsi social, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya.
4.7 Teks recount – peristiwa bersejarah
4.7.1 Menangkap makna secara kontekstual terkait fungsi social, struktur teks, dan unsur kebahasaan teks recount, lisan dan tulis terkait peristiwa bersejarah.

C. INDIKATOR
1. Menentukan struktur teks terkait recount text dengan peristiwa bersejarah
2. Menentukan fungsi social dan unsur kebahasaan recount text terkait peristiwa bersejarah
3. Mendemonstrasikan pokok bahasan dari sebuah recount text
D. TUJUAN
1. Menentukan struktur teks terkait recount text dengan tema peristiwa bersejarah
2. Menentukan fungsi social dan unsur kebahasaan recount text terkait peristiwa bersejarah
3. Mendemonstrasikan pokok bahasan dari sebuah recount text

E. MATERI
Recount text is a text which has purpose to retell and give information which happened in the past.

Generic structure of the text:
- Orientation → provides the setting and introduce participants.
- Events → tell what happened, in what sequence.
- Re-orientation → optional closure of events.

Language features of recount text is past tense.

F. METODE
Metode : Direct Method

G. KEGIATAN
Langkah-langkah Pembelajaran
1. Kegiatan Pendahuluan (7 menit)
   4. Praktikan menyiapkan peserta didik secara fisik dan psikis untuk mengikuti proses pembelajaran dengan senang hati dan penuh semangat.
   5. Praktikan melakukan presensi.
   6. Praktikan menjelaskan tujuan pembelajaran yang akan dicapai
   7. Praktikan menyampaikan cakupan materi dan penjelasan uraian kegiatan.
2. Kegiatan inti (65 menit)
   a. Praktikan menjelaskan sekilas tentang recount text dan contoh.
   b. Siswa diberikan sebuah teks recount lalu dipahami secara individu.
   c. Siswa saling bertanya dan menjawab pertanyaan yang berkaitan dengan isi teks satu sama lain, dengan peraturan pertanyaan dan jawaban harus selalu menggunakan bahasa inggris.
3. Kegiatan penutup (8 menit)
a. Praktikan bersama peserta didik membuat kesimpulan tentang materi dan pembelajaran yang sudah dipelajari hari itu
b. Parkitikan bersama peserta didik melakukan refleksi terhadap jalannya proses pembelajaran pada hari itu
c. Parktikan menutup kegiatan pembelajaran

H. SUMBER DAN MEDIA PEMBELAJARAN
Sumber Pembelajaran : Hand out, Paper
Media pembelajaran : Text

I. INSTRUMENT KEGIATAN
Diana was born in 1961 as the third daughter of Edward John Spencer and his wife Ruth Burke Roche. Diana grew up in a very privileged family that had a long history of close ties with the royal family. When Diana’s paternal, grandfather passed away in 1975, Diana’s father became the 8th Earl of Spencer and Diana gained the title “Lady”.

In 1969, Diana’s parents divorced. Her mother’s affair helped court decide to give custody of the couple’s four children to Diana’s father. Both of her parents eventually remarried, but the divorce left an emotional scar on Diana.

Diana attended school at West Heath in Kent and spent a short time a finishing school in Switzerland. Although she was not an excellent student academically, her determined personality, caring nature, and cheerful outlook helped her through it. After returning from Switzerland, Diana rented an apartment with two friends, worked with children at the Young England Kindergarten, and watched movies and visited restaurant in her free time.

It was about his time that Prince Charles in his early 30, was under increasing pressure to choose a wife. Diana’s vibrancy, cheerfulness, and good family background caught the attention of Prince Charles and the two began dating during in mid-1980. It was a whirlwind romance for on February 24, 1981, Buckingham Palace officially announces the couple’s engagement. At the time, Lady Diana and Prince Charles seemed truly in love and whole world was awed by what seemed like fairytale romance.

Sukoharjo, 26 April 2017
Guru Pamong
Praktikan

Heri Achmadi, M.Pd
Atika Cahya Pratiwi
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
(Control Class)

Satuan Pendidikan : Madrasah Aliyah Negeri Sukoharjo
Kelas/Semester : X /2
Mata Pelajaran : Bahasa Inggris
Pembelajaran Ke- : 2
Materi : Recount text
Alokasi Waktu : 2 x 45 menit (1 Pertemuan)

A. KOMPETENSI INTI

KI-3 Memahami, menerapkan, menganalisis pengetahuan factual, 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 pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI-4 Mengelola, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajariinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. KOMPETENSI DASAR

3.7 Membedakan fungsi social, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya.

4.7 Teks recount – peristiwa bersejarah
4.7.1 Menangkap makna secara kontekstual terkait fungsi social, struktur teks, dan unsur kebahasaan teks recount, lisan dan tulis terkait peristiwa bersejarah.

C. INDIKATOR

1. Menentukan struktur teks terkait recount text dengan tema peristiwa bersejarah
2. Menentukan fungsi social dan unsur kebahasaan recount text terkait peristiwa bersejarah
3. Mendemonstrasikan pokok bahasan dari sebuah teks recount.
D. TUJUAN
1. Siswa dapat menentukan struktur teks terkait recount text dengan tema peristiwa bersejarah
2. Siswa dapat menentukan fungsi social dan unsur kebahasaan recount text terkait peristiwa bersejarah
3. Siswa dapat mendemonstrasikan pokok bahasan dari sebuah recount text

E. MATERI
Recounts record a series of events in the order in which they occurred. There are three types of recount: personal recount text, historical recount text, and factual recount text. Similar to the other types of recounts, historical recounts usually start with orientation, followed with a series of events, and ends with re-orientation. The orientation part include information about who, what, when, and where. The series of events are presented in the order they really happened. The recount ends with a re-orientation which states personal comments about events.

F. METODE
Metode : Direct Method

G. KEGIATAN
Langkah-langkah Pembelajaran
1. Kegiatan Pendahuluan (7 menit)
   a. Praktikan menyiapkan peserta didik secara fisik dan psikis untuk mengikuti proses pembelajaran dengan senang hati dan penuh semangat.
   b. Praktikan melakukan presensi.
   c. Praktikan mengajukan beberapa pertanyaan yang mengaitkan pengetahuan sebelumnya (background knowledge) dengan materi yang akan dipelajari
d. Praktikan menjelaskan tujuan pembelajaran yang akan dicapai
2. Kegiatan Inti (65 menit)
a. Praktikan menjelaskan sekilas tentang generic structure dan jenis-jenis recount text.
b. Siswa diberikan sebuah teks recount lalu dipahami secara individu.
c. Siswa saling bertanya dan menjawab pertanyaan yang berkaitan dengan isi teks satu sama lain, dengan peraturan pertanyaan dan jawaban harus selalu menggunakan bahasa inggris.

3. Kegiatan Penutup (8 menit)
   a. Praktikan bersama peserta didik membuat kesimpulan tentang materi dan pembelajaran yang sudah dipelajari hari itu
   b. Praktikan bersama peserta didik melakukan refleksi terhadap jalannya proses pembelajaran pada hari itu
   c. Praktikan menutup kegiatan pembelajaran

H. SUMBER DAN MEDIA PEMBELAJARAN

Sumber Pembelajaran : Hand out, paper
Media pembelajaran : Text

I. INSTRUMENT KEGIATAN

   On 10 November, Indonesia celebrates Hari Pahlawan or Heroes Day in remembrance of the Battle of Surabaya which started on that very date in the year 1945. The bloody battle took place because Indonesians refused to surrender their weaponry to British Army. British Army at that time was part of the Allied forces. The defiant Bung Tomo is the well-known revolutionary leader who played a very important role in this battle.

   It all started because of a misunderstanding between British troops in Jakarta and those in Surabaya, under the command of Brigadier A. W. S. Mallaby. Brigadier Mallaby already had an agreement with Governor of East Java Mr. Surya. The agreement stated that British would not ask Indonesian troops and militia to surrender their weapons.

   However, a British plane from Jakarta dropped leaflets all over Surabaya. The leaflet told Indonesians to do otherwise on 27 October 1945. This action angered the Indonesians troops and militia leaders because they felt betrayed.

   On 30 October 1945, Brigadier Mallaby was killed as he was approaching the British troops’ post near Jembatan Merah or Red Bridge, Surabaya. There were many reports about the death, but it was widely believed that the Brigadier was murdered by Indonesian militia. Looking at this situation, Lieutenant General Sir Philip Christison brought the reinforcements to siege the city.
In the early morning of 10 November 1945, British troops began to advance into Surabaya with cover from both naval and air bombardment. Although the Indonesians defended the city heroically, the city was conquered within 3 days and the whole battle lasted for 3 weeks, in total between 6,000 and 16,000 Indonesians died while casualties on the British side were about 600 to 2,000.

Battle of Surabaya caused Indonesia to lose weaponry which hampered the country’s independence struggle. However, the battle provoked Indonesians and international mass to rally for the country’s independence which made this battle especially important for Indonesian national revolution.

Sukoharjo, 3 Mei 2017

Guru Pamong
Praktikan

Heri Achmadi, M.Pd
Atika Cahya Pratiwi
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
(Control Class)

Satuan Pendidikan : Madrasah Aliyah Negeri Sukoharjo
Kelas/Semester : X /2
Mata Pelajaran : Bahasa Inggris
Pembelajaran Ke- : 3
Materi : Recount text
Alokasi Waktu : 2 x 40 menit (1 Pertemuan)

A. KOMPETENSI INTI
KI-3 Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, procedural, berdasarkan rasa ingin tahuanya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab 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 menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. KOMPETENSI DASAR
3.7 Membedakan fungsi social, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya.
4.7 Teks recount – peristiwa bersejarah
4.7.1 Menangkap makna secara kontekstual terkait fungsi social, struktur teks, dan unsur kebahasaan teks recount, lisan dan tulis terkait peristiwa bersejarah.

C. INDIKATOR
1. Menentukan struktur teks terkait recount text dengan peristiwa bersejarah
2. Menentukan fungsi social dan unsur kebahasaan recount text terkait peristiwa bersejarah
3. Mendemonstrasikan pokok bahasan dari sebuah recount text
D. TUJUAN
1. Menentukan struktur teks terkait recount text dengan tema peristiwa bersejarah
2. Menentukan fungsi social dan unsur kebahasaan recount text terkait peristiwa bersejarah
3. Mendemonstrasikan pokok bahasan dari sebuah recount text

E. MATERI
Macam-macam teks recount:
- Personal recount text ➔ teks yang ditujukan untuk menceritakan pengalaman pribadi tentang suatu peristiwa
- Historical recount text ➔ teks yang ditujukan untuk menceritakan suatu peristiwa bersejarah atau tentang seseorang
- Factual recount text ➔ teks yang ditujukan untuk menceritakan suatu peristiwa yang layak dijadikan berita

F. METODE
Metode : Direct Method

G. KEGIATAN
Langkah-langkah Pembelajaran
1. Kegiatan Pendahuluan (7 menit)
   a. Praktikan menyiapkan peserta didik secara fisik dan psikis untuk mengikuti proses pembelajaran dengan senang hati dan penuh semangat.
   b. Praktikan melakukan presensi.
   c. Praktikan menjelaskan tujuan pembelajaran yang akan dicapai
   d. Praktikan menyampaikan cakupan materi dan penjelasan uraian kegiatan.
2. Kegiatan inti (65 menit)
   a. Praktikan menjelaskan sekilas tentang macam-macam teks recount.
   b. Siswa diberikan sebuah teks recount lalu dipahami secara individu.
   c. Siswa saling bertanya dan menjawab pertanyaan yang berkaitan dengan isi teks satu sama lain, dengan peraturan pertanyaan dan jawaban harus selalu menggunakan bahasa inggris.
3. Kegiatan penutup (8 menit)
   d. Praktikan bersama peserta didik membuat kesimpulan tentang materi dan pembelajaran yang sudah dipelajari hari itu
   e. Parktikan bersama peserta didik melakukan refleksi terhadap jalannya proses pembelajaran pada hari itu
   f. Parktikan menutup kegiatan pembelajaran

H. SUMBER DAN MEDIA PEMBELAJARAN
   Sumber Pembelajaran : Hand out, Paper
   Media pembelajaran : Text

I. INSTRUMENT KEGIATAN

   Aristotle (384 – 322 BC) was a student of Plato and a tutor to Alexander the Great. He was a genius Greek philosopher and scientist of the ancient age. Born on 384 BC Aristotle was a biologist, a zoologist, ethicist, a political scientist and the master of rhetoric and logic.

   He also gave theories in physics and metaphysics. Aristotle gained knowledge in different fields with his expansive mind and prodigious writings. However, only fractions of his writings are preserved at present.

   Aristotle made collections of plant and animal specimens and classified them according to their characteristics which made a standard for future work. He further gave theories on the philosophy of science.

   Aristotle also elaborated and estimated the size of the earth which Plato assumed to be a globe. Aristotle explained the chain of life through his study in flora and fauna where it turned from simple to more complex.

Sukoharjo, 10 Mei 2017

Guru Pamong Praktikan

Heri Achmadi, M.Pd Atika Cahya Pratiwi
RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
(Control Class)

Satuan Pendidikan : Madrasah Aliyah Negeri Sukoharjo
Kelas/Semester : X /2
Mata Pelajaran : Bahasa Inggris
Pembelajaran Ke- : 4
Materi : Recount text
Alokasi Waktu : 2 x 40 menit (1 Pertemuan)

A. KOMPETENSI INTI

KI-3 Memahami, menerapkan, menganalisis pengetahuan factual, konseptual, procedural, berdasarkan rasa ingin tahu atau tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab 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 menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

B. KOMPETENSI DASAR

3.7 Membedakan fungsi social, struktur teks, dan unsur kebahasaan beberapa teks recount lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa bersejarah sesuai dengan konteks penggunaannya.

4.7 Teks recount – peristiwa bersejarah

4.7.1 Menangkap makna secara kontekstual terkait fungsi social, struktur teks, dan unsur kebahasaan teks recount, lisan dan tulis terkait peristiwa bersejarah.

C. INDIKATOR

1. Menentukan struktur teks terkait recount text dengan peristiwa bersejarah
2. Menentukan fungsi social dan unsur kebahasaan recount text terkait peristiwa bersejarah
3. Mendemonstrasikan pokok bahasan dari sebuah recount text
D. TUJUAN
1. Menentukan struktur teks terkait recount text dengan tema peristiwa bersejarah
2. Menentukan fungsi social dan unsur kebahasaan recount text terkait peristiwa bersejarah
3. Mendemonstrasikan pokok bahasan dari sebuah recount text

E. MATERI
Language features of recount text :
0) Using past tense.
1) Introducing personal participant or noun as a personal pronoun, for examples: I, my group, Hany, Andi etc.
2) Using chronological connection, for example: then, before, after, first and so on.
3) Using linking verb, such as: was, were, saw, heard etc.
4) Using action verb, for example: went, visited, saw, changed etc.
Adverb and adverb phrase to show place, time, and manner, such as yesterday, last week, at home, slowly, carefully etc.

F. METODE
Metode : Direct Method

G. KEGIATAN
Langkah-langkah Pembelajaran
1. Kegiatan Pendahuluan (7 menit)
   a. Praktikan menyiapkan peserta didik secara fisik dan psikis untuk mengikuti proses pembelajaran dengan senang hati dan penuh semangat.
   b. Praktikan melakukan presensi.
   c. Praktikan menjelaskan tujuan pembelajaran yang akan dicapai
   d. Parktikan menyampaikan cakupan materi dan penjelasan uraian kegiatan.
2. Kegiatan inti (65 menit)
   a. Praktikan menjelaskan sekilas tentang language features dalam recount text.
   b. Siswa diberikan sebuah teks recount rumpang.
   c. Siswa mengisi titik-titik dalam teks sesuai dengan vocabularies yang telah tersedia.
3. Kegiatan penutup (8 menit)
   a. Praktikan bersama peserta didik membuat kesimpulan tentang materi dan pembelajaran yang sudah dipelajari hari itu
   b. Parktikan bersama peserta didik melakukan refleksi terhadap jalannya proses pembelajaran pada hari itu
   c. Parktikan menutup kegiatan pembelajaran

H. SUMBER DAN MEDIA PEMBELAJARAN
   Sumber Pembelajaran : Hand out, Paper
   Media pembelajaran : Text

I. INSTRUMENT KEGIATAN
   I have mixed feelings about my cousin. Yes, I love him, but his being careless many times gets me ______ (1), like this one.

   It was Monday afternoon at that time. I was enjoying a TV show when I heard the bell of the ice cream vendor from a distance. That reminded me of something. I jumped from my seat and ______(2) my wallet. I opened my wallet, and I was surprised. There were only a few rupiahs in it. Just a week ago, my auntie gave me more than enough for what I did for her. I am good at computer so she asked me to ______(3) some photos from the last vacation.

   I tried to ______(4) where I spent my money during the past week. I remembered going to Jatim Park with my cousin, buying two tickets, two bowls of meatball soup, and two glasses of iced lemon tea. That was all. What else did I ______(5)?

   While I was busy thinking, my cousin ______(6) of the front door and called the ice cream man. He looked at me and said, “Hey, wanna grab some ice cream? It’s on me.” And I said to myself, “Well it’s free, so why not?” We both picked our ice cream and enjoyed it while we were chilling out in the living room. I asked him “It is strange that you actually ______(7) me ice cream”. He shrugged his shoulder and said “That’s because I got some money in my wallet.” “Where did you get it?” I asked him. He replied, “No idea, man. It was just suddenly there.” “What? Let me see your wallet!” I shouted. Then, I ______(8) it and learned that the wallet was mine. I just remembered that we ______(9) the same wallets and they even had the same color.
“This is mine,” I told him. “No way! Are you sure?” he asked. I showed him a card from the wallet and said, “Look, this is my student ID card. Just a while ago I was thinking why my money was all gone.” “Sorry, man. I didn’t know that it wasn’t mine. But, don’t worry I haven’t ______(10) anything with that. Only this ice cream,” He ______(11) with an innocent look. I took my wallet and said, “It is okay. I’m sorry you don’t have any cash now. Here, take 20 thousands and buy some more ice cream with it. Oh, and here’s your wallet.” “Cool! Thanks, man!” he replied.

Yes, I ______(12) his being careless. Fortunately, he is honest. Well, perhaps that’s why I love him.

Fill in the blank with this words!

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Sukoharjo, 17 Mei 2017

Guru Pamong Praktikan

Heri Achmadi, M.Pd Atika Cahya Pratiwi
Appendix 9

POST-TEST

Answer the questions below by choosing the correct answer!

Text 1 for questions 1 – 2

One day I went to Surabaya with my friend for a vacation. We went there on a night bus. When we arrived in Lamongan, the bus stopped at a small restaurant for a rest. I got off the bus to get a cup of ginger tea, and my friend drank some cold lemonade. Then I went to the toilet. It took only a few minutes. When I came out again, the bus was not there too. Feeling shocked and confused, I asked a waiter about the bus. She said that the bus departed about five minutes ago, I tried to call my friend on my cell-phone, but the battery was running low. I couldn’t do anything but hope and pray. After several minutes, my wish came true. The bus came back! I got on the bus and walked to my seat. I was so ashamed when everybody on the bus looked at me. I could feel my face turn red.

1. I could feel my face turn red. The underlined expression means that the writer was……
   a. Angry
   b. Awkward
   c. Embarrassed
   d. Confuse
   e. Worried

2. What is the purpose of the text above?
   a. To amuse or to entertain readers
   b. To tell past events in sequences
   c. To describe a night bus
   d. To express sorrow
   e. To tell on going events

Text 2 for question 3 – 4

Last holiday, my class made a trip to Anyer. We rented a bus to take us there. On the way, I felt the urgent need to use the bus toilet.

I was sure that I had locked the door by turning the handle, but as soon as I slipped off my pants, the bus hit a bump and then the door flew open. I stumbled out into the aisle, exposing myself to all the bus passengers. Everyone stared at me, I scrambled back into the toilet and didn’t come out for a long time. I was so embarrassed.
3. The crisis of the story above arose when….
   a. The writer remembered the trip to Anyer
   b. The writer could not forget his embarrassing trip to Anyer
   c. The writer stumbled out into the aisle and all the passengers stared at him
   d. The writer was in the bus toilet and sure that he had locked the door well
   e. The writer slipped off his pants and the bus hit a bump

4. “I scrambled back into the toilet”. Scrambled means…..
   a. Moved quickly
   b. Run faster
   c. Climbed soon
   d. Competed hard
   e. Raced rapidly

Text 3 for questions 5 – 7

I really enjoyed my holiday in Australia. Last Sunday I visited a marine park called Sea World which is at surfers’ Paradise near Brisbane. It’s Australia’s largest marine park and I had a wonderful day there.

The first thing I saw was the Oceanorium where you can watch all sorts of sea fish and animal under water. There were huge turtles, sharks, and a beautiful tropical sea fish. The most exciting thing was watching a man feeding the sharks. He wore a special diving suit. Then I watched the performance of sea animals. The saw was in a big outdoor swimming pool. There were killer whales, dolphins and sea lions, and they did all sort of fantastic things in the water. One of the girls in the show rode around the pool on the back of killing whale, and another girl rode underwater on the back of a big turtle. After the saw I had lunch. There were several big restaurant at the park and I had lunch in a restaurant that was shape like a ship! Then I watched a wonderful water-ski show which was held on a lake.

There were lots of other things to do at the park. There was lake cruising, a train ride, a big water slide, swimming pools, and an incredible roller coaster called the ‘corkscrew’- because it goes three loops upside down. But I wish I had gone on the roller coaster ride before lunch rather than after it!

5. What is the main idea of the second paragraph?
   a. There was a water-ski show held on a lake
   b. The sea animals performed fantastic things in the water
   c. The writer had lunch in one of the restaurant at the park
   d. The Oceanorium displayed all sorts of fish and animals under water
   e. The writer visited the Oceanorium to watch all sorts of fish and performance

6. Which of the following had made the writer very excited?
   a. Watching a girl riding on a back of a turtle
   b. Watching a girl riding on a back of a whale
c. Watching a man feeding the shark
d. Riding the roller coaster
e. Water skiing on the lake

7. “There were huge turtles, sharks, and a beautiful tropical sea fish” (Paragraph 2).

The antonym of the underlined word is…..

a. Tiny
b. Enormous
c. Massive
d. Wide
e. Heavy

Text 4 for questions 8

My wonderful experience at the 2006 Asian Games in Doha

In December 2006, I went to Doha to participate in the 2006 Asian Games taking part in the Bach Volley Ball Championship. We prepared for a long time, training hard and fighting for approval of our participation. Nothing was easy. My partner, clear, my coach, King, and I were aiming to get into the top 8 at the Asian Games.

Unfortunately, I sprained my ankle one week before departure, which frustrated me beyond belief. I had physiotherapy every day following the injury, and tried to recover as quickly as possible. Of course, the ankle could not heal completely in a few days, so I had no choice but to just try my best and have my ankle taped when I played in matches.

We played against a team from Thailand, Mongolia, and Malaysia. The most difficult and important match was that against the Malaysian Team. We played well for the match and tried our very best. But finally we lost to them and ranked 9. It was so close. We nearly reached our goal - to be among the first 8 teams.

8. The writer’s team was bitten by the team from……

a. Qatar
b. Thailand
c. Mongolia
d. Malaysia
e. Indonesian

Text 5 for questions 9 – 10

The Near-Death Story of Mellen-Thomas Benedict

In 1982, I died from terminal cancer. My condition was non-operable. I chose not to have chemotherapy. I was given six to eight months to live. Before this time, I had become increasingly despondent over the nuclear crisis, the ecology crisis, and so forth. I came to believe that nature had made a mistake—that we were probably a cancerous organism on the planet. And that is what eventually killed me.
Before my near-death experience, I tried all sort of alternative healing methods. None helped. So I determined that this was between me and God. I had never really considered God. Neither was I into any kind of spirituality and alternative healing. I read various religions and philosophies. They gave hope that there was something on the other side.

I had no medical insurance, so my life savings went overnight on tests. Unwilling to drag my family into this, I determined to handle this myself. I ended up in hospice care and was blessed with an angel for my hospice caretaker, whom I will call "Anne." She stayed with me through all that was to follow.

9. According to Mellen-Thomas Benedict, what is the reason for many people to die of cancer?
   a. The nuclear and ecology crises
   b. All sorts of alternative healing methods
   c. The do not believe in the existence of God
   d. Chemotherapy is too expensive for most people
   e. The nature’s mistake to make the human being cancerous organism

10. We know from the story that Mellen-Thoman Benedict believed that he eventually died……
    a. Because God decided so
    b. Because he was not operated
    c. Because he did not have chemotherapy
    d. Because of the alternative healing methods
    e. Because he did not have any medical insurance

Text 6 for questions 11 – 12

I remember the day when I first got Sandy, my 7 year old cat. I wanted to name her because she was so cute. My older sister Michelle convinced me to name her Sandy Bucket instead; so we could call her Sandy for short. I was so attached to Sandy. Every time I saw her, I couldn’t walk away, I would just have to hug her. I even slept at the end of my bed, so I can hug her the whole night even though I was freezing.

I always remember so many fun times with Sandy. Like when we would run and jump off the end of our pier, and Sandy would chase after us. When I was scared or mad, I would just hug Sandy and everything wouldn’t be so bad.

But one night, right before I went to bed, my mom let her out. While I went to sleep, my mom went to call Sandy back in. But she didn’t come in, so I thought she maybe went inside my neighbor’s house. As my mom and dad went outside to look for Sandy, I became really worried. They couldn’t find her. Every ten minutes they would go out to look for her, so I went to bed hoping she was safe. I just thought she got lost and would come back tomorrow.

The next day was the worst. My mom woke up early and told me and my sister, Michelle, that Sandy died last night. I was so sad and did not want to do anything that day. When I was going to school, I could not stop crying. At school all my friends made me
cards and tried to make me stop crying, but I couldn’t. my teacher would always look at me and ask why I was crying. Even my friends was crying with me.

When I got home I went to my room crying really loudly. I wanted to scream. I came downstairs and hugged my mom. She said we could get another cat. Then, she was trying to find a new cat on the internet. But I did not want another cat. I want Sandy. She never found one that looked like Sandy or at the same age or even in the same kind.

That night I slept with my mom and we prayed for Sandy. I kept thinking she was a ghost at the end of the bed, so I stayed closed to my mom. The next day I figured out that if Sandy was a ghost, she would not scare me or haunt me. She would be waiting for me to play with her.

I still think about Sandy every day and wish she could come back.

11. How the cat could get lost?
   a. The cat played with another cat
   b. The neighbor kept the cat in his/her house
   c. Someone took the cat to the remote area
   d. The thief took the cat
   e. The writer’s mom let the cat out one night

12. What did the writer’s mom do to support the writer?
   a. She slept with the writer
   b. She supported to the policeman
   c. She was trying to find a new cat on the internet
   d. She bought a new cat
   e. She gave the writer money

Text 7 for questions 13 – 14

Dear Santi,
Thank you for your letter. Going to Kepulauan Seribu for holiday sounds fun. Actually we wanted to go to Bidadari Island but something happened. On the night we were about to leave, our neighbor, Mrs. Rachma called for help. She is in wheelchair now.

When my mother and I went to her house, we were shocked. The house was very messy. Her maid just returned to her village and Mrs. Rachmas’s ten-year old twin daughters were too sick to clean the house. They also had high fever. So, my mother cooked and cleaned the house, I helped to give the girls their medicine.

I wipe their bodies with wet towels, my father helped vacuum the house. The whole week was spent helping Mrs. Rachma and her family.

That was how I spent the school holidays. My parents said when someone needs our help we have to help them first. We can always go for a holiday some other time. It was a good experience. I’ll see you soon.

Yours,
Fatma

13. What is the letter telling us about?
   a. How Fatma spent her holidays
   b. How Fatma’s mother did the housework
   c. How Santi’s family helped her neighbor
   d. How Fatma’s father helped her neighbor
   e. How Mrs. Rachma was paralyzed

14. From the letter, we can conclude that….
   a. Fatma regretted having to cancel her holidays
   b. Fatma felt sorry to cancel her holidays
   c. Fatma hated spending her holidays
   d. Fatma was happy to sacrifice her holidays for helping others
   e. Fatma didn’t like the way her family spent their holidays

Text 8 for questions 15 – 16

My brother, sisters and I went to spend our holiday in Bali. Each of us should ride the car at least three hours. It was the last week of December 2008. we Left Solo on Saturday afternoon. We also didn’t forget to bring our camera. On Sunday morning we arrived in Gilimanuk. We dropped for one day at my uncle’s house. They had prepared breakfast when we arrived at his house. We had rice and “ayam betutu”; really It was very hot but delicious.

In Monday we went to Dempasar. First we visited “Sanur” beach. As it was still early in the morning we could see the sunrise. We also prayed some moment on the sand then we looked for a hotel because we have no relative who stayed there.

On that day we also visited “Kuta” beach, Garuda Wisnu Kencana” and also “Sukawati” market. We had our lunch on the way when we felt hungry. At night we also enjoyed “Barong” dance. Something that we never forgot was taking pictures at any tourist resort.

On the last day we visited “Sangeh”, where we could see many monkeys. Many of them are still wild and they sometimes bite visitor, from here we went straight to “Bedugul” lake, we went around it by a small voat to see some temples at the other side. Unfortunately, it was raining so hard that we all so wet. We changed our clothes there because we could also buy clothes at wht shop near the lake. Really it was so wonderful that I promise I want to visit Bali again next time.

15. The communicative purpose of the text above is…..
   a. Tell the readers about writer’s holiday in Bali
   b. To inform the reader where the Bali is
   c. To discuss the writer’s holiday
   d. To amuse the readers by telling the trip to Bali
   e. To explain the reader’s in detail about the holiday
16. Who drove the car?
   a. The writer
   b. The writer’s brother
   c. The drove is turn
   d. The writer’s sister
   e. The driver

Text 9 for question 17 – 20

**Fishing at Seribu Island**

Last month, I left Jakarta for Seribu Island. I went there with some members of Jakarta Fishing Club, who organized the monthly fishing activity. Getting there was not quite easy. It needed two hours by speed boat in a bit rough wave.

Soon, after our arrival at Seribu Island, we got general briefing. The chief of the fishing club gave some information about fishing code. It included an explanation how to release out the hook from the fish mouth safely.

Then, we began our fishing. We set out to sea early in the morning. Around 4 kilometers from the beach, we started to fish. Apparently, no one caught any big fish. We caught mostly small yellowtail fish. After fishing for nearly four hours, I only got five fish: three yellowtail fish, one salmon and one little Merlin. It was not bad at all.

In summary, the trip was mostly enjoyable. Fishing is absolutely an interesting activity.

17. When did they sail for the sea?
   a. In the twilight
   b. In the afternoon
   c. In the evening
   d. In the mid night
   e. In the morning

18. Soon, after our arrival at Seribu Island, we got general briefing (paragraph 2).
   The underlined word refers to…..
   a. The writer
   b. Member of Jakarta Fishing Club
   c. The fish
   d. The writer and member of Jakarta Fishing Club
   e. The writer and his family

19. Which statement is not true according to the text?
   a. The writer went with some members of Jakarta Fishing Club
   b. They got general briefing after their arrival
c. They set out to sea early in the morning

d. The writer gave some information about the fishing code

e. The writer got five fish after fishing nearly 4 hours

20. The word “chief” (paragraph 2) has close meaning with…..

a. Member

b. Leader

c. Fisherman

d. Adjutant

e. Crew
KEY ANSWERS POST-TEST

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

FREQUENCY DISTRIBUTION OF PRE-TEST IN EXPERIMENTAL CLASS

Individual Data

The Scores are:

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1. The highest score is 90
2. The lowest score is 45
3. Range is the highest score – the lowest score 90-45 = 45
4. The number of class is $1 + (3.3) \log n = 1 + (3.3) \log 25 = 5.613 \approx 6$
5. The class width (interval) is range divided by the number of class = $45/5.613 = 8.016 \approx 8$
6. Tally Data

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| 25 | 100 | 1675.5 |
7. Histogram and Polygon

**MEAN, MODE, MEDIAN AND STANDARD DEVIATION**

1. **Mean**

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   \bar{X} = \frac{\sum f_i X_i}{n} = \frac{1675,5}{25} = 67,2
   \]

2. **Mode**

   \[
   M_o = L + i \left( \frac{f_1}{f_1 + f_2} \right) = 67,5 + 8 \left( \frac{1}{1+7} \right) = 68,5
   \]

3. **Median**

   \[
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FREQUENCY DISTRIBUTION OF POST-TEST IN EXPERIMENTAL CLASS

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1. The highest score is 95
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5. The class width (interval) is range divided by the number of class = 35/5,613 = 6,235 ~ 6
6. Tally Data

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7. Histogram and Polygon

![Histogram & Polygon](image)

**MEAN, MODE, MEDIAN AND STANDARD DEVIATION**

8. Mean

\[
\bar{X} = \frac{\sum f_i X_i}{n} = \frac{1820.5}{25} = 72.82
\]

9. Mode

\[
M_o = L + i \left( \frac{f_1}{f_1 + f_2} \right) = 71.5 + 6 \left( \frac{4}{4+3} \right) = 74.92
\]

10. Median

\[
Me = L + i \left( \frac{n - \frac{c_{fb}}{f_w}}{2} \right) = 71.5 + 8 \left( \frac{25 - 11}{7} \right) = 73.21
\]
11. Standard Deviation

<table>
<thead>
<tr>
<th>$X_i$</th>
<th>Xbar</th>
<th>$X_i$ - Xbar</th>
<th>$(X_i - Xbar)^2$</th>
</tr>
</thead>
<tbody>
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<td>72.82</td>
<td>7.18</td>
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<tr>
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<td>72.82</td>
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<td>7.9524</td>
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<td>-12.82</td>
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<td>72.82</td>
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<td>72.82</td>
<td>7.18</td>
<td>51.5524</td>
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<td>$\sum$</td>
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<td>2255.6576</td>
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</tbody>
</table>

$s = \sqrt{\frac{\sum(X_i - \bar{X})^2}{n-1}} = \sqrt{\frac{2255.65}{25-1}} = 9.69$
## FREQUENCY DISTRIBUTION OF PRE-TEST IN CONTROL CLASS

### Individual Data

The Scores are:

<table>
<thead>
<tr>
<th>70</th>
<th>65</th>
<th>90</th>
<th>60</th>
<th>75</th>
</tr>
</thead>
<tbody>
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<td>85</td>
<td>70</td>
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<tr>
<td>50</td>
<td>75</td>
<td>65</td>
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</table>

1. The highest score is 90
2. The lowest score is 45
3. Range is the highest score – the lowest score 90-45 = 45
4. The number of class is $1 + (3,3) \log n = 1 + (3,3) \log 23 = 5.493 \approx 6$
5. The class width (interval) is range divided by the number of class = 45/5.493 = 8.191 \approx 8
6. Tally Data

<table>
<thead>
<tr>
<th>class limit</th>
<th>class boundaries</th>
<th>mid point $(X_i)$</th>
<th>Tally</th>
<th>Frequency $(f_i)$</th>
<th>precentage</th>
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<td>IIIII IIII</td>
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</table>
7. Histogram and Polygon

![Histogram & Polygon](image)

**MEAN, MODE, MEDIAN AND STANDARD DEVIATION**

8. Mean

\[ \bar{X} = \frac{\sum f_i X_i}{n} = \frac{1515.5}{23} = 65.8 \]

9. Mode

\[ M_o = L + i \left( \frac{f_1}{f_1 + f_2} \right) = 68.5 + 8 \left( \frac{5}{5+9} \right) = 71.3 \]

10. Median

\[ Me = L + i \left( \frac{n - cf_b}{f_w} \right) = 68.5 + 8 \left( \frac{23 - 12}{9} \right) = 68.05 \]
11. Standard Deviation

<table>
<thead>
<tr>
<th>$X_i$</th>
<th>$\bar{X}$</th>
<th>$X_i - \bar{X}$</th>
<th>$(X_i - \bar{X})^2$</th>
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$$s = \sqrt{\frac{\Sigma(X_i - \bar{X})^2}{n-1}} = \sqrt{\frac{2732.72}{23-1}} = 11.14$$
FREQUENCY DISTRIBUTION OF POST-TEST IN CONTROL CLASS

Individual Data

The Scores are:

<p>| | | | | | |</p>
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<td>65</td>
<td>55</td>
<td></td>
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</tbody>
</table>

1. The highest score is 85
2. The lowest score is 50
3. Range is the highest score – the lowest score 85-50 = 35
4. The number of class is \(1 + (3,3) \log n = 1 + (3,3) \log 23 = 5,493 \approx 6\)
5. The class width (interval) is range divided by the number of class = \(35/5,493 = 6.370\) ~ 8
6. Tally Data

<table>
<thead>
<tr>
<th>class limit</th>
<th>class boundaries</th>
<th>mid point ((X_i))</th>
<th>Tally</th>
<th>Frequency ((f_i))</th>
<th>Percentage</th>
<th>(f_iX_i)</th>
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7. Histogram and Polygon

![Histogram and Polygon](image)

MEAN, MODE, MEDIAN AND STANDARD DEVIATION

8. Mean

\[
\bar{X} = \frac{\sum f_i x_i}{n} = \frac{1531.5}{23} = 66.58
\]

9. Mode

\[
M_o = L + i \left( \frac{f_1}{f_1 + f_2} \right) = 61.5 + 6 \left( \frac{3}{3+0} \right) = 67.5
\]

10. Median

\[
Me = L + i \left( \frac{n-cf_b}{f_w} \right) = 61.5 + 6 \left( \frac{23}{5} \right) = 66.9
\]
11. Standard Deviation

<table>
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<tr>
<th>$X_i$</th>
<th>$X_{\text{bar}}$</th>
<th>$X_i - X_{\text{bar}}$</th>
<th>$(X_i - X_{\text{bar}})^2$</th>
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\[
s = \sqrt{\frac{\sum(X_i - \bar{X})^2}{n-1}} = \sqrt{\frac{2181.75}{23-1}} = 9.95
\]
Appendix 11

NORMALITY PRE-TEST IN EXPERIMENTAL CLASS

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<th>No</th>
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<th>X_i - Xbar</th>
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<th>s(z_i)</th>
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X Bar 67
s 11,6368667

\[ Z_i = \frac{x_i - \bar{x}}{s} = \frac{-22}{11,63} = -1,89 \]

F(z_i) = Normdist(Z_i)

s(zi) = \frac{1}{25} = 0,04

The highest value of F(zi) – s(zi) or L_o is 0,126. L_t = 0,173. Because L_o is lower than L_t or L_o (0,126) < L_t (0,173), it can be concluded that the sample is in normal distribution.
**NORMALITY POST-TEST IN EXPERIMENTAL CLASS**

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| X Bar | 72.6 |
| s     | 9.802211 |

\[ Z_i = \frac{x_i - \bar{x}}{s} = \frac{-12.6}{9.802} = -1.28 \]

\[ F(z_i) = \text{Normdist}(Z_i) \]

\[ s(z_i) = \frac{1}{25} = 0.04 \]

The highest value of \( F(z_i) - s(z_i) \) or \( L_0 \) is 0.140. \( L_t = 0.173 \). Because \( L_0 \) is lower than \( L_t \) or \( L_0 (0.140) < L_t (0.173) \), it can be concluded that the sample is in normal distribution.
## NORMALITY PRE-TEST IN CONTROL CLASS

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$X\bar{Bar} = 65.8695652$

$s = 11.144931$

$$Z_i = \frac{x - \bar{x}}{s} = -\frac{20.6}{11.14} = -1.87$$

$$F(z_i) = \text{Normdist}(Z_i)$$

$$s(z_i) = \frac{1}{23} = 0.043$$

The highest value of $F(z_i) - s(z_i)$ or $L_o$ is 0.119, $L_t = 0.184$. Because $L_o$ is lower than $L_t$ or $L_o (0.119) < L_t (0.184)$, it can be concluded that the sample is in normal distribution.
### NORMALITY POST-TEST IN CONTROL CLASS

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X Bar = 66.73913

s = 9.955434

\[ Z_i = \frac{x_i - \bar{x}}{s} = \frac{-16.73}{9.95} = -1.68 \]

\[ F(z_i) = \text{Normdist}(Z_i) \]

\[ s(z_i) = \frac{1}{23} = 0.043 \]

The highest value of \( F(z_i) - s(z_i) \) or \( L_o \) is 0.1107. \( L_i = 0.184 \). Because \( L_o \) is lower than \( L_i \) or \( L_o (0.1107) < L_i (0.184) \), it can be concluded that the sample is in normal distribution.
Appendix 12

HOMOGENEITY PRE-TEST

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1. Seeking Variance

\[ S_1^2 = \frac{\Sigma X_1^2 - \left(\frac{\Sigma X_1}{n}\right)^2}{n-1} = \frac{115475 - \left(1675\right)^2}{25-1} = 135,4167 \]

\[ S_2^2 = \frac{\Sigma X_2^2 - \left(\frac{\Sigma X_2}{n}\right)^2}{n-1} = \frac{102525 - \left(1515\right)^2}{23-1} = 124,2095 \]
2. Seeking $s^2$

$$s^2 = \left\{ \frac{\Sigma(n_1 - 1)s_1^2}{\Sigma(n_1 - 1)} \right\}$$

$$s^2 = \frac{24(135,4167) + 22(124,2095)}{24+22} = 130,0567$$

$$\log s^2 = \log 130,0567$$

$$= 2,114$$

3. Seeking B value

$$B = (\log s^2)\Sigma(n_i - 1)$$

$$= 2,114 \times 46$$

$$= 97,25$$

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$$X_o^2 = (In10)(B - \Sigma(n_i - 1)\log s_i^2) = (2,3026)(97,25 - 97,2315) = 0,0427$$

Because $X_o^2 (0,0427)$ is lower than $X_i^2 (3,841)$, it can be concluded that the data are homogeneous.
HOMOGENEITY POST-TEST

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1. Seeking Variance

\[ s_1^2 = \frac{\sum X_1^2 - \left( \frac{\sum X_1}{n} \right)^2}{n-1} = \frac{134075 - \left(\frac{1815}{25}\right)^2}{25-1} = 96,083 \]

\[ s_2^2 = \frac{\sum X_2^2 - \left( \frac{\sum X_2}{n} \right)^2}{n-1} = \frac{104625 - \left(\frac{1535}{23}\right)^2}{23-1} = 99,110 \]
2. Seeking $s^2$

\[
s^2 = \{\sum (n_1 - 1)s_1^2 / \sum (n_1 - 1)\}
\]

\[
s^2 = \frac{24(96,083) + 22(124,802)}{24 + 22} = 97,531
\]

\[
\log s^2 = \log 97,531
\]

\[
= 1,989
\]

3. Seeking B value

\[
B = (\log s^2)\sum (n_t - 1)
\]

\[
= 1,989 (46)
\]

\[
= 91,5006
\]

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\[
X_o^2 = (\ln10)(B - \sum(n_t - 1)\log s_i^2) = (2,3026)(91,5006 - 91,4982) = 0,0055
\]

Because $X_o^2 (0,0055)$ is lower than $X_t^2 (3,841)$, it can be concluded that the data are homogeneous.
HYPOTHESIS TESTING

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<td>Σ</td>
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1. Seeking of Variant

\[
S_{x_1-x_2} = \sqrt{\frac{\sum x_1^2 + \sum x_2^2}{n_1 + n_2 - 2} \left( \frac{1}{n_1} + \frac{1}{n_2} \right)}
\]

\[
= \sqrt{\frac{2306+2180.4}{25+23-2} \left( \frac{1}{25} + \frac{1}{23} \right)}
\]

\[= 2.8533\]
2. Seeking $t_{\text{obtained}}$ ($t_0$)

\[
t = \frac{\bar{X}_1 - \bar{X}_2}{\frac{s_{x_1-x_2}}{\sqrt{n_1+n_2-2}}}
\]

\[
= \frac{72.6-66.7}{\frac{2.853}{\sqrt{2.25+2.25-2}}}
\]

\[
= 2.054
\]

3. \( df = n_1+n_2-2 = 25+23-2 = 46 \)

\( t_t = 2.019 \)

Because $t_0$ (2.054) is higher than $t_t(0.05)\) or $t_0 > t_t$. Ha is accepted and it can be concluded that there is a significant difference between $X_1$ and $X_2$. 
Appendix 14

PHOTOGRAPH
CURRICULUM VITAE

Name : Atika Cahya Pratiwi
SRN : 133221224
Date of Birth : Sragen, 3rd April 1995
Address : Bayur Rt. 15, Kliwonan, Masaran, Sragen
E-mail : atika.cahya03@gmail.com

Education Background
a. TK Pertiwi 3 Sidodadi
b. SD N 2 Kliwonan
c. SMP N 1 Masaran
d. SMA Muhammadiyah 3 Masaran
e. State Islamic Institute of Surakarta

Organization Background
KOPMA IAIN Surakarta
KEMENTERIAN AGAMA REPUBLIK INDONESIA  
KANTOR KEMENTERIAN AGAMA KABUPATEN SUKOHARJO  
MADRASAH ALIYAH NEGERI SUKOHARJO  
Alamat: Jl. KH. Samanuddi, Jetis, Sukoharjo 57511 Telp/Fax. (0271) 593766, email: mansukoharjo@gmail.com

SURAT KETERANGAN  
Nomor: 375/Ma.11.26/PP.00.6/05/2017

Kepala Madrasah Aliyah Negeri Sukoharjo menerangkan dengan sesungguhnya bahwa:

<table>
<thead>
<tr>
<th>Nama</th>
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<tbody>
<tr>
<td>NIM</td>
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Telah melakukan penelitian ilmiah untuk penyusunan skripsi dari tanggal 15 April s.d. 23 Mei 2017.  

Demikian surat keterangan ini dibuat dan dapat dipergunakan sebagaimana mestinya.

Sukoharjo, 25 Mei 2017  
Kepala,  

Mrs. Mariyo, M.Pd.I  
NIP. 19660116 199203 1002