

APPENDICES

Appendix 1: The calculation of similar ability

Midtest Score List					
No.	Class 8A	Class 8B	Class 8C	Class 8D	Class 8E
1.	97	64	89	83	94
2.	78	72	88	76	70
3.	76	83	87	82	95
4.	89	71	87	68	57
5.	92	72	86	88	100
6.	78	80	86	53	88
7.	82	83	66	80	83
8.	60	83	76	91	82
9.	89	79	73	59	90
10.	86	46	84	65	80
11.	90	76	76	98	95
12.	87	90	78	71	82
13.	76	85	74	80	100

14.	90	66	68	75	67
15.	85	50	91	63	93
16.	78	93	74	98	69
17.	82	55	86	55	95
18.	80	79	98	84	100
19.	84	76	86	85	80
20.	82	82	94	67	50
21.	100	64	97	90	85
22.	76	95	63	71	75
23.	98	63	87	98	100
24.	92	83	86	89	85
25.	89	85	90	50	78
26.	95	70	82	83	100
27.	80	54	74	73	100
28.				52	67
Total	2291	1999	2226	2127	2360

Mean	84.85	74	82.44	75.96	84.29
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(1) Source of Variance	(2) SS	(3) df	(4) MS	(5) F	(6) Level of Significance		Conclusion
					.05	.01	
Between groups	85,73	2	42,865	0,00023	3.11	4.88	Not significant
Within groups	14.818.694,6	79	187.578,4				
Total	14.818.780,33	81					

1. Sum of squares between groups

$$\begin{aligned}
 \sum X_b^2 &= \frac{(\sum X_1)^2}{n_1} + \frac{(\sum X_2)^2}{n_2} + \frac{(\sum X_3)^2}{n_3} - \frac{(\sum X)^2}{N} \\
 &= \frac{(2291)^2}{27} + \frac{(2226)^2}{27} + \frac{(2360)^2}{28} - \frac{(6877)^2}{82} \\
 &= \frac{5.248.681}{27} + \frac{4.955.076}{27} + \frac{5.569.600}{28} - \frac{47.293.129}{82} \\
 &= 194.395,59 + 183.521,33 + 198.914,29 - 576.745,48 \\
 &= 576.831,21 - 576.745,48
 \end{aligned}$$

$$= 85,73$$

2. Sum of squares within groups

$$\begin{aligned} \sum X_w^2 &= \sum N_1^2 - \frac{(\sum X_1)^2}{n_1} + \sum N_2^2 - \frac{(\sum X_2)^2}{n_2} + \sum N_3^2 - \frac{(\sum X_3)^2}{n_3} \\ &= 5.248.681 - \frac{(2291)^2}{27} + 4.955.076 - \frac{(2226)^2}{27} + 5.569.600 - \frac{(2360)^2}{28} \\ &= 5.248.681 - 194.395,59 + 4.955.076 - 183.521,33 + 5.569.600 - \\ &576.745,48 \\ &= 5.054.285,41 + 4.771.554,67 + 4.992.854,52 \\ &= 14.818.694,6 \end{aligned}$$

3. F-ratio

$$\begin{aligned} F &= \frac{MSb}{MSw} \\ &= \frac{42,865}{187.578,4} \\ &= 0,00023 \end{aligned}$$

Appendix 2: Item Discrimination of the First Try out

Item	U	L	U+L	FV	U-L	D
1.	12	12	24	0.88889	0	0
2.	13	5	18	0.66667	8	0.61538
3.	13	11	24	0.88889	2	0.15385
4.	7	8	15	0.55556	-1	-0.0769
5.	9	9	18	0.66667	0	0
6.	13	5	18	0.66667	8	0.61538
7.	11	4	15	0.55556	7	0.53846
8.	5	3	8	0.2963	2	0.15385
9.	13	11	24	0.88889	2	0.15385
10.	11	7	18	0.66667	4	0.30769
11.	11	5	16	0.59259	6	0.46154
12.	6	2	8	0.2963	4	0.30769
13.	6	2	8	0.2963	4	0.30769
14.	3	0	3	0.11111	3	0.23077

15.	7	1	8	0.2963	6	0.46154
16.	13	9	22	0.81481	4	0.30769
17.	12	13	25	0.92593	-1	-0.0769
18.	12	9	21	0.77778	3	0.23077
19.	13	7	20	0.74074	6	0.46154
20.	13	11	24	0.88889	2	0.15385
21.	12	10	22	0.81481	2	0.15385
22.	13	8	21	0.77778	5	0.38462
23.	7	6	13	0.48148	1	0.07692
24.	8	1	9	0.33333	7	0.53846
25.	10	4	14	0.51852	6	0.46154

Appendix 3: Item Discrimination of the Second Try out

Item	U	L	U+L	FV	U-L	D
1.	13	12	25	0.92593	1	0.07692
2.	9	8	17	0.62963	1	0.07692
3.	12	14	26	0.96296	-2	-0.1538
4.	12	6	18	0.66667	6	0.46154
5.	10	6	16	0.59259	4	0.30769
6.	9	9	18	0.66667	0	0
7.	8	8	16	0.59259	0	0
8.	6	2	8	0.2963	4	0.30769
9.	11	12	23	0.85185	-1	-0.0769
10.	9	7	16	0.59259	2	0.15385
11.	5	2	7	0.25926	3	0.23077
12.	6	0	6	0.22222	6	0.46154
13.	4	3	7	0.25926	1	0.07692
14.	4	1	5	0.18519	3	0.23077
15.	5	1	6	0.22222	4	0.30769

16.	11	5	16	0.59259	6	0.46154
17.	10	8	18	0.66667	2	0.15385
18.	11	6	17	0.62963	5	0.38462
19.	11	7	18	0.66667	4	0.30769
20.	5	2	7	0.25926	3	0.23077
21.	13	12	25	0.92593	1	0.07692
22.	11	7	18	0.66667	4	0.30769
23.	11	4	15	0.55556	7	0.53846
24.	7	0	7	0.25926	7	0.53846
25.	12	5	17	0.62963	7	0.53846

Appendix 4: The Pretest and Posttest Problems

Direction:

Answer the following questions based on the texts by choosing the best option given. Please do not make any note on the problem sheet and write down your answer on the answer sheet.

Read the text and answer questions number 1-5

Jellyfish

Jellyfish are not really fish. They are invertebrate animals. This means that unlike fish or people, they have no backbones. In fact, they have no bones at all.

Jellyfish have stomachs and mouths, but no heads. They have nervous systems for sensing the world around them, but no brains. They are made almost entirely of water, which is why you can look through them.

Some jellyfish can glow in darkness by making their own light. The light is made by a chemical reaction inside the jellyfish. Scientists believe jellyfish glow for several reasons. For example, they may glow to scare away predators or to attract animals they like to eat.

Most jellyfish live in salt water, apart from a few types that live in fresh water. Jellyfish are found in oceans and seas all over the world. They live in warm, tropical seas and icy waters near the North and South poles.

Taken from: *Ujian Nasional Bahasa Inggris 2011/2012*

1. Which one creates Jellyfish's light?

A. White

C. Chemical reaction

- B. Nervous system
D. Salt water
2. Based on the text, we know that...
- A. they belong to invertebrate animals
C. their brain helps them find the food
- B. they have heads like other animals
D. they cannot live in fresh water
3. What is the text about?
- A. Jellyfish
C. All invertebrate animals
- B. Kinds of all fish
D. Some kinds of sea animals
4. "Some jellyfish can glow in darkness by making their own light" (paragraph 3)
- The word 'glow' in the sentence means...
- A. move
C. appear
- B. produce
D. shine
5. What part of bodies does Jellyfish have?
- A. Head
C. Tail
- B. Backbone
D. Mouth

Read the text and answer questions number 6-10

Dengue Fever

Dengue fever is one of the most dangerous diseases in the world. Dengue fever is endemic in most tropical countries of the south Pacific, Asia, the Caribbean, the USA and Africa.

This disease rapidly spreads in most tropical urban areas of the world. It means people in these areas have risks of infection of the disease.

Dengue fever is caused by a virus. The virus is transmitted into human by the bite of infected mosquitos, usually *Aedes Aegypti*. In other words, the disease cannot be spread directly from person to person.

The disease is characterized by the high fever, severe headache, joint and muscle pains. Sometimes, many patients get nausea, vomiting, and rash on arms, face and legs. There is no specific treatment of the disease.

Taken from: *Ujian Nasional Bahasa Inggris 2006/2007*

6. How does dengue fever spread?

- | | |
|--|-----------------------------------|
| A. spread directly from person to person | C. food that people eat |
| B. spread directly from blood donor | D. the bite of infected mosquitos |

7. The disease rapidly spreads in ... countries.

- | | |
|-------------|-------------|
| A. big | C. endemic |
| B. tropical | D. infected |

8. 'The disease, severe headache, backache, joint and muscle pains.'

What does the underlined word mean?

- | | |
|------------|----------|
| A. Serious | C. Risky |
| B. Hard | D. Mild |

9. What causes dengue fever?

- | | |
|-----------|-------------|
| A. Poison | C. Allergy |
| B. Virus | D. Bacteria |

10. What is a characteristic of dengue fever?

- | | |
|--------------|---------------|
| A. Vomit | C. High fever |
| B. Paralyzed | D. Red spots |

Read the text and answer questions number 11-15

Borobudur Temple

Borobudur is a Hindu – Buddhist temple. It was built in the ninth century under Syailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

It is well-known all over the world for its construction influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and consist of eight level terraces. The first five terraces are squared and surrounded by walls adorned with Buddhist sculpture and reliefs. The upper three are circular. Each of them is with a circle of bells called stupa.

The distance from the bottom to the top extends through some 4.8km of passage and stairways. The design of Borobudur which symbolize the structure of universe is similar to temples in Angkor.

Taken from: *Ujian Nasional Bahasa Inggris 2011/2012*

11. When was Borobudur temple built?

- | | |
|------------------------------|------------------------------------|
| A. in the Syailendra kingdom | C. Before Indian came to Indonesia |
| B. In the ninth century | D. Hindu – Buddhist temple |

12. What is the main idea of the first paragraph?

- | | |
|--|--|
| A. Location of Borobudur temple | C. The ancient dynasty who built Borobudur |
| B. The general information about Borobudur | D. The architecture influence of India |

13. “It was built Syailendra dynasty of ancient Mataram kingdom.”

What does the underlined word mean?

- | | |
|-------------|-----------|
| A. powerful | C. strong |
|-------------|-----------|

B. prosperous

D. very old

14. 'Each of them is with a circle of bells called stupa' (paragraph 2)

The word them in the sentence refers to

A. Buddhist sculpture

C. upper three terraces

B. first five terraces

D. bell-shape stupas

15. How many levels do terraces have?

A. Five

C. Three

B. Eight

D. Eleven

Read the text and answer questions number 16-20

The Grand Canyon

“The Earth’s greatest gorge”, the Grand Canyon is located in northwestern Arizona. Its vastness is 217 miles long, and its widest spans over 17 miles across. It is not surprising that it has been designated one of the Seven Wonders of the World.

The walls of the Canyon are made of limestone, sandstone, lava, and other rocks. As the day passes, the rock reflect different colours. Many tourists come to the Canyon just to watch the rock change colour.

Cottonwood and willow trees grow at the bottom of the canyon. Many varieties of cacti grow here as well. The canyon is also home to many animals, such as bobcats, coyotes, kangaroo rats and deer.

Today about 4 million visitors come to Grand Canyon each year. Seeing the Grand Canyon is always a breathtaking and unforgettable experience.

Taken from: *Ujian Nasional Bahasa Inggris 2008/2009*

16. Where is the Grand Canyon located?
- A. In southwestern Arizona
B. In northeastern Arizona
C. In Southeastern Arizona
D. In northwestern Arizona
17. What makes the visitors feel interested watching the rocks?
- A. They have different sizes
B. They reflect human's life
C. They can change into different colour
D. They can change its form
18. What is the wall of canyon made of?
- A. limestone, stone, lava, and other rocks
B. limestone, sandstone, lava, and other rocks
C. limestone, stone, lava, and wood
D. limestone, sand, stone, and wood
19. What kinds of tree grow at the bottom canyon?
- A. Coyotes and bobcats
B. cacti and coyotes
C. cottonwood and willow
D. cottonwood and coyotes
20. "... Grand Canyon is always a breathtaking and unforgettable experience."
(Last paragraph)
The underlined word has the same meaning as ...
- A. strong emotional
B. available
C. amazing
D. unbelievable

Read the text and answer questions number 21-25

Jennifer Lopez

Jennifer Lopez (or J.Lo) is a highly successful actress, singer, and dancer. Her new films and new albums usually go straight to the top.

What's a typical working day for her? Making a film is hard work. She usually gets up at half past five in the morning and she's always on the film set at

half past six. She never drinks coffee and she always has a light lunch of just green salad. She doesn't like working up late at nights. She is usually in bed by half past ten. If she stays out late, she will be too tired in the next morning.

Adam Shankman, a director of one of her films, says 'J. Lo is actually a quiet person. She doesn't like going out all the time. She often stays at home on Saturday nights and watches videos.'

If J.Lo isn't working on a film or making a record, her life style is very different. When she has got time off, she's quite happy to go out. She loves New York restaurants. She loves dancing. She sometimes dances until three o'clock in the morning!

J.Lo's family lives in New York. They were very close family. She sees her parents every weekend and she always phones them if she has a problem. She's got two older sisters and they get on very well together. They are not just her sisters; they're her best friends.

Taken from: *Ujian Nasional Bahasa Inggris 2009/2010*

21. What is the text about?

- | | |
|-------------------------|-----------------------------|
| A. A successful actress | C. Jennifer Lopez's sisters |
| B. Jennifer Lopez | D. Adam Shankman |

22. Who is Adam Shankman?

- | | |
|--------------------|--------------------------------------|
| A. brother of J.Lo | C. Manager of J.Lo |
| B. Father of J.Lo | D. A director of one of J.Lo's films |

23. What is the main idea of paragraph four?

- | | |
|-------------------------------|--------------------------------------|
| A. J.Lo's typical working day | C. J.Lo's lifestyle on her free days |
| B. J.Lo's family relationship | D. J.Lo's activities in New York |

24. 'They get on very well together.'

Who does the underlined word refer to?

A. Adam Shankman and J.Lo

C. J.Lo and her sisters

B. Her parents and her sisters

D. Her parents and J.Lo

25. What does J.Lo do when she has a problem?

A. Sees her parents every weekend

C. Meets her two sisters

B. Phones her parents

D. Goes clubbing in New York

Appendix 5: The Pretest and Posttest Answer Key

- | | | |
|-------|-------|-------|
| 1. C | 11. B | 21. B |
| 2. A | 12. B | 22. D |
| 3. A | 13. D | 23. C |
| 4. D | 14. C | 24. C |
| 5. D | 15. B | 25. B |
| 6. D | 16. D | |
| 7. B | 17. C | |
| 8. A | 18. B | |
| 9. B | 19. C | |
| 10. C | 20. C | |

Appendix 6: CSR Log

Name : _____

Date : _____

Today's Topic: _____

BEFORE READING: PREVIEW**Brainstorm:** Connection to prior knowledge**Predict:** What I might learn about the topic**DURING READING:****Clunks**

Fix-up Strategies

_____	1	2	3	4
_____	1	2	3	4
_____	1	2	3	4

Gist:

AFTER READING: Wrap-Up

Questions: Write questions and answers

Review: Write one or two of the most important ideas in this passage

Appendix 7: Clunk Cards

<p style="text-align: center;">Clunk Card #1</p> <p>Reread the sentence with the clunk and look for key ideas to help you figure out the word. Think about what makes sense</p>	<p style="text-align: center;">Clunk Card #2</p> <p>Reread the sentences before and after the clunk, looking for the clues</p>
<p style="text-align: center;">Clunk Card #3</p> <p>Look for a prefix, not word, or suffix that might help</p>	<p style="text-align: center;">Clunk Card #4</p> <p>Break the word apart and look for smaller words that you know</p>

(Adapted from Klingner and Vaughn, 1998)

Appendix 8: The Calculation of Test Reliability of the First Try Out

Score x	F	fx	d	d²	fd²
23	2	46	8	64	128
22	1	22	7	49	49
21	3	63	6	36	108
20	1	20	5	25	25
19	1	19	4	16	16
18	2	36	3	9	18
17	1	17	2	4	4
15	2	30	0	0	0
14	2	28	-1	1	2
13	4	52	-2	4	16
11	4	44	-4	16	64
10	3	30	-5	25	75
9	1	9	-6	36	36
Total	27	416	17	285	541

$$N = 25$$

$$m = \frac{Fx}{f} = \frac{416}{27} = 15.40 = 15$$

$$x = \sqrt{\frac{fd^2}{f}} = \sqrt{\frac{541}{27}} = \sqrt{20.037} = 4.476$$

$$r_{11} = \frac{N}{(N-1)} \left(1 - \frac{m(N-m)}{Nx^2}\right)$$

$$= \frac{25}{(25-1)} \left(1 - \frac{15(25-15)}{25 \times 4.476^2}\right) = \frac{25}{(24)} \left(1 - \frac{15(10)}{25 \times 20.037}\right) = 1.042 \left(1 - \frac{150}{500,925}\right)$$

$$= 1.042 (1 - 0.3) = 1,042 \times 0,7 = 0.7294 = 0.73$$

Appendix 9: The Calculation of Difficulty Level of the First Try out

Items	R	F.V	Decision
1	24	0.89	Easy
2	18	0.67	Moderate
3	24	0.89	Easy
4	15	0.56	Moderate
5	18	0.67	Moderate
6	18	0.67	Moderate
7	15	0.56	Moderate
8	8	0.296	Difficult
9	24	0.89	Easy
10	18	0.67	Moderate
11	16	0.59	Moderate
12	8	0.296	Difficult
13	8	0.296	Difficult
14	3	0.11	Difficult
15	8	0.296	Difficult

16	22	0.82	Easy
17	25	0.93	Easy
18	21	0.78	Easy
19	20	0.74	Easy
20	24	0.89	Easy
21	22	0.81	Easy
22	21	0.78	Easy
23	13	0.48	Moderate
24	9	0.33	Moderate
25	14	0.52	Moderate

Appendix 10: The calculation of Test Reliability of the Second Try Out

Score x	f	fx	d	d²	fd²
24	1	24	10	100	100
22	2	44	8	64	128
19	1	19	5	25	25
17	2	34	3	9	18
16	2	32	2	4	8
15	3	45	1	1	3
14	1	14	0	0	0
13	2	26	-1	1	2
12	4	48	-2	4	16
11	2	22	-3	9	18
10	3	30	-4	16	48
9	2	18	-5	25	50
8	2	16	-6	36	72
Total	27	372	8	294	488

$$N = 25$$

$$m = \frac{Fx}{f} = \frac{372}{27} = 13.78 = 14$$

$$x = \sqrt{\frac{fd^2}{f}} = \sqrt{\frac{488}{27}} = \sqrt{18.074} = 4.25$$

$$\begin{aligned} r_{11} &= \frac{N}{(N-1)} \left(1 - \frac{m(N-m)}{Nx^2}\right) \\ &= \frac{25}{(25-1)} \left(1 - \frac{14(25-14)}{25 \times 4.25^2}\right) = \frac{25}{(24)} \left(1 - \frac{14(11)}{25 \times 18.074}\right) = 1.04167 \left(1 - \frac{154}{451.85}\right) = \\ &1.042 (1 - 0.341) \\ &= 1.042 \times 0.659 = 0.687 \end{aligned}$$

Appendix 11: The Calculation of Difficulty Level of the Second Try out

Items	R	F.V	Decision
1	25	0.93	Easy
2	17	0.63	Moderate
3	26	0.93	Easy
4	18	0.67	Moderate
5	16	0.59	Moderate
6	18	0.67	Moderate
7	16	0.59	Moderate
8	8	0.296	Difficult
9	23	0.85	Easy
10	16	0.59	Moderate
11	7	0.259	Difficult
12	6	0.222	Difficult
13	7	0.259	Difficult
14	5	0.185	Difficult
15	6	0.22	Difficult

16	16	0.59	Moderate
17	18	0.67	Moderate
18	17	0.63	Moderate
19	18	0.67	Moderate
20	7	0.259	Difficult
21	25	0.93	Easy
22	18	0.67	Moderate
23	15	0.56	Moderate
24	7	0.259	Difficult
25	17	0.63	Moderate

Appendix 12: Lesson Plan

Lesson Plan

(For the First Treatment for Experimental Group)

Educational Level	: Junior High School
Grade	: VIII
Subject	: English
Lesson	: Descriptive Text
Time Allotment	: 40 minutes

Standard Competence:

5. Understanding the meaning of written text and short writing simple functional form of descriptive and recount text with regard to the surrounding environment.

Basic Competence:

- 5.3 Responding meaning and rhetorical steps in simple short essay accurately, fluently and acceptable with regard to the environment in the form of descriptive and recount text.

Achievement Indicators:

1. Students are able to find the important details in the text
2. Students are able to identify the topic of the text
3. Students are able to identify the main ideas of the text

Material:

Descriptive text

Teaching Technique:

Collaborative Strategic Reading

Teaching Steps:**A. Pre-Activity**

1. Greet the students
2. Check the attendance list
3. Activate the students' prior knowledge

B. Whilst-Activity

1. The students read the text that was given by the teacher
2. The students discussed parts that were difficult to understand
3. The students used the clunk card
4. The students identified the most important idea in a paragraph of text

C. Post Activity

1. The students constructed their own questions
2. The students answered their own questions
3. The students summarized what has been learnt
4. The teacher summarizes the lesson and asks the students' difficulties during the lesson
5. The teacher says good bye

The Reading Text

Boyolali regency is located in north of Solo and east of Merapi and Merbabu Mountains. This regency has been known for its production of fresh milk for a long time. No wonder, the cow statues adorn Boyolali town.

There are six main cow statues in Boyolali. There are displayed in different places. The statues are made of concrete. The colour and shape are made in such a way to resemble the real cows. However, the size is made bigger to catch the eye.

Besides decorating the town, the statues also turn out to be helpful for people from out of town to find places they are seeking in Boyolali. By mentioning the position of the statue, people can get their way easily.

Lesson Plan
(For the First Treatment for Control Group)

Educational Level	: Junior High School
Grade	: VIII
Subject	: English
Lesson	: Descriptive Text
Time Allotment	: 40 minutes

Standard Competence:

5. Understanding the meaning of written text and short writing simple functional form of descriptive and recount text with regard to the surrounding environment.

Basic Competence:

- 5.3 Responding meaning and rhetorical steps in simple short essay accurately, fluently and acceptable with regard to the environment in the form of descriptive and recount text.

Achievement Indicators:

1. Students are able to find the important details in the text
2. Students are able to identify the topic of the text
3. Students are able to identify the main ideas of the text

Material:

Descriptive text

Teaching Technique:

Hot Potatoes

Teaching Steps:**A. Pre-Activity**

1. Greet the students
2. Check the attendance list
3. Activate the students' prior knowledge

B. Whilst-Activity

1. The students did the exercises of JMatch
2. The students answered the exercise of JMatch in turn in front of the class
3. The students did the exercises of JCloze
4. The students answered the exercise of JCloze in turn in front of the class
5. The students did the exercises of Jquiz
6. The students answered the exercise of JQuiz in turn in front of the class

C. Post Activity

1. The teacher summarizes the lesson and asks the students' difficulties during the lesson
2. The teacher says good bye

The Reading Text

Boyolali regency is located in north of Solo and east of Merapi and Merbabu Mountains. This regency has been known for its production of fresh milk for a long time. No wonder, the cow statues adorn Boyolali town.

There are six main cow statues in Boyolali. There are displayed in different places. The statues are made of concrete. The colour and shape are made in such a way to resemble the real cows. However, the size is made bigger to catch the eye.

Besides decorating the town, the statues also turn out to be helpful for people from out of town to find places they are seeking in Boyolali. By mentioning the position of the statue, people can get their way easily.

Lesson Plan
(For the Second Treatment for Experimental Group)

Educational Level	: Junior High School
Grade	: VIII
Subject	: English
Lesson	: Descriptive Text
Time Allotment	: 40 minutes

Standard Competence:

5. Understanding the meaning of written text and short writing simple functional form of descriptive and recount text with regard to the surrounding environment.

Basic Competence:

- 5.3 Responding meaning and rhetorical steps in simple short essay accurately, fluently and acceptable with regard to the environment in the form of descriptive and recount text.

Achievement Indicators:

1. Students are able to find the important details in the text
2. Students are able to identify the topic of the text
3. Students are able to identify the main ideas of the text

Material:

Descriptive text

Teaching Technique:

Collaborative Strategic Reading

Teaching Steps:

A. Pre-Activity

1. Greet the students
2. Check the attendance list
3. Activate the students' prior knowledge

B. Whilst-Activity

1. The students read the text that was given by the teacher
2. The students discussed parts that were difficult to understand
3. The students used the clunk card
4. The students identified the most important idea in a paragraph of text

C. Post Activity

1. The students constructed their own questions
2. The students answered their own questions
3. The students summarized what has been learnt
4. The teacher summarizes the lesson and asks the students' difficulties during the lesson
5. The teacher says good bye

The Reading Text

I live in a small village called Dempet in Demak, Central Java. It is a nice and quiet place. My house is located near a bridge which leads to a market. Behind my house is a big river and in front of my house is a street, about ten metres wide.

People in my village are mostly farmers. They grow paddies, watermelons and cucumbers. Others earn a living by breeding cattle, goats and sheep. The traders sell crops and other goods at the market.

Early in the morning, the street in front of my house is always busy with people going to, or coming from the market. Their goods are carried by horse carts and bicycles.

Lesson Plan
(For the Second Treatment for Control Group)

Educational Level	: Junior High School
Grade	: VIII
Subject	: English
Lesson	: Descriptive Text
Time Allotment	: 40 minutes

Standard Competence:

5. Understanding the meaning of written text and short writing simple functional form of descriptive and recount text with regard to the surrounding environment.

Basic Competence:

- 5.3 Responding meaning and rhetorical steps in simple short essay accurately, fluently and acceptable with regard to the environment in the form of descriptive and recount text.

Achievement Indicators:

1. Students are able to find the important details in the text
2. Students are able to identify the topic of the text
3. Students are able to identify the main ideas of the text

Material:

Descriptive text

Teaching Technique:

Hot Potatoes

Teaching Steps:**A. Pre-Activity**

1. Greet the students
2. Check the attendance list
3. Activate the students' prior knowledge

B. Whilst-Activity

1. The students did the exercises of JMatch
2. The students answered the exercise of JMatch in turn in front of the class
3. The students did the exercises of JCloze
4. The students answered the exercise of JCloze in turn in front of the class
5. The students did the exercises of Jquiz
6. The students answered the exercise of JQuiz in turn in front of the class

C. Post Activity

1. The teacher summarizes the lesson and asks the students' difficulties during the lesson
2. The teacher says good bye

The Reading Text

I live in a small village called Dempet in Demak, Central Java. It is a nice and quiet place. My house is located near a bridge which leads to a market. Behind my house is a big river and in front of my house is a street, about ten metres wide.

People in my village are mostly farmers. They grow paddies, watermelons and cucumbers. Others earn a living by breeding cattle, goats and sheep. The traders sell crops and other goods at the market.

Early in the morning, the street in front of my house is always busy with people going to, or coming from the market. Their goods are carried by horse carts and bicycles.

Lesson Plan

(For the Third Treatment for Experimental Group)

Educational Level	: Junior High School
Grade	: VIII
Subject	: English
Lesson	: Descriptive Text
Time Allotment	: 40 minutes

Standard Competence:

5. Understanding the meaning of written text and short writing simple functional form of descriptive and recount text with regard to the surrounding environment.

Basic Competence:

- 5.3 Responding meaning and rhetorical steps in simple short essay accurately, fluently and acceptable with regard to the environment in the form of descriptive and recount text.

Achievement Indicators:

1. Students are able to find the important details in the text
2. Students are able to identify the topic of the text
3. Students are able to identify the main ideas of the text

Material:

Descriptive text

Teaching Technique:

Collaborative Strategic Reading

Teaching Steps:

A. Pre-Activity

1. Greet the students
2. Check the attendance list
3. Activate the students' prior knowledge

B. Whilst-Activity

1. The students read the text that was given by the teacher
2. The students discussed parts that were difficult to understand
3. The students used the clunk card
4. The students identified the most important idea in a paragraph of text

C. Post Activity

1. The students constructed their own questions
2. The students answered their own questions
3. The students summarized what has been learnt
4. The teacher summarizes the lesson and asks the students' difficulties during the lesson
5. The teacher says good bye

The Reading Text

Sragen is one of the regencies in Central Java. The Sragen regency which is usually called 'Tlataj Sukowati' is 941,55 km^2 with the topographies as follows: in the middle of the area flows the longest river in Java, Bengawan Solo; in the southern part of Sragen is a slope of Mount Lawu; in the northern part is the hillside of

Kendeng Mountain; and in the western part is a famous region called 'the Sangiran Dome.'

One of the interesting tourist objects in Sragen is the Sangiran Museum which is built in the Sangiran Dome. The dome itself is situated in the Depression of Solo in the north-west slope of Mount Lawu. This area is about 56 km^2 which consists of three districts in the Sragen Regency (the Gemolong, Kalijambe, Plupuh district) and one in the Karang Anyar Regency (the Gondang Rejo district). Sangiran is the most important site for the development of various fields of knowledge: anthropology, archeology, biology, palaeoanthropology, and geology.

Lesson Plan

(For the Third Treatment for Control Group)

Educational Level	: Junior High School
Grade	: VIII
Subject	: English
Lesson	: Descriptive Text
Time Allotment	: 40 minutes

Standard Competence:

5. Understanding the meaning of written text and short writing simple functional form of descriptive and recount text with regard to the surrounding environment.

Basic Competence:

- 5.3 Responding meaning and rhetorical steps in simple short essay accurately, fluently and acceptable with regard to the environment in the form of descriptive and recount text.

Achievement Indicators:

1. Students are able to find the important details in the text
2. Students are able to identify the topic of the text
3. Students are able to identify the main ideas of the text

Material:

Descriptive text

Teaching Technique:

Hot Potatoes

Teaching Steps:**A. Pre-Activity**

1. Greet the students
2. Check the attendance list
3. Activate the students' prior knowledge

B. Whilst-Activity

1. The students did the exercises of JMatch
2. The students answered the exercise of JMatch in turn in front of the class
3. The students did the exercises of JCloze
4. The students answered the exercise of JCloze in turn in front of the class
5. The students did the exercises of Jquiz
6. The students answered the exercise of JQuiz in turn in front of the class

C. Post Activity

1. The teacher summarizes the lesson and asks the students' difficulties during the lesson
2. The teacher says good bye

The Reading Text

Sragen is one of the regencies in Central Java. The Sragen regency which is usually called 'Tlataj Sukowati' is 941,55 km^2 with the topographies as follows: in the middle of the area flows the longest river in Java, Bengawan Solo; in the southern part of Sragen is a slope of Mount Lawu; in the northern part is the hillside of

Kendeng Mountain; and in the western part is a famous region called 'the Sangiran Dome.'

One of the interesting tourist objects in Sragen is the Sangiran Museum which is built in the Sangiran Dome. The dome itself is situated in the Depression of Solo in the north-west slope of Mount Lawu. This area is about 56 km^2 which consists of three districts in the Sragen Regency (the Gemolong, Kalijambe, Plupuh district) and one in the Karang Anyar Regency (the Gondang Rejo district). Sangiran is the most important site for the development of various fields of knowledge: anthropology, archeology, biology, palaeoanthropology, and geology.

Lesson Plan

(For the Fourth Treatment for Experimental Group)

Educational Level	: Junior High School
Grade	: VIII
Subject	: English
Lesson	: Descriptive Text
Time Allotment	: 40 minutes

Standard Competence:

5. Understanding the meaning of written text and short writing simple functional form of descriptive and recount text with regard to the surrounding environment.

Basic Competence:

- 5.3 Responding meaning and rhetorical steps in simple short essay accurately, fluently and acceptable with regard to the environment in the form of descriptive and recount text.

Achievement Indicators:

1. Students are able to find the important details in the text
2. Students are able to identify the topic of the text
3. Students are able to identify the main ideas of the text

Material:

Descriptive text

Teaching Technique:

Collaborative Strategic Reading

Teaching Steps:**A. Pre-Activity**

1. Greet the students
2. Check the attendance list
3. Activate the students' prior knowledge

B. Whilst-Activity

1. The students read the text that was given by the teacher
2. The students discussed parts that were difficult to understand
3. The students used the clunk card
4. The students identified the most important idea in a paragraph of text

C. Post Activity

1. The students constructed their own questions
2. The students answered their own questions
3. The students summarized what has been learnt
4. The teacher summarizes the lesson and asks the students' difficulties during the lesson
5. The teacher says good bye

The Reading Text

Bali is an island in the Indonesian archipelago. It is in the south of the equator and has warm weather all the year. The rainy season is November to April, but it can rain anytime. Bali is 120 kilometers wide from east to west and 80 kilometers from north to south, so everywhere is quite close to kilometers to the sea. Bali is shaped

like a diamond. Mount Agung, a volcano, is 3.142 meters high and is visible from far away. Most of the people are Hindus. There are many temples and many religious festivals.

Tourism is the most important industry. Many tourists visit Bali to see the beautiful scenery and interesting festivals, to swim in the warm seas, to look at the beautiful mountains and valleys, and to shop for inexpensive and beautiful clothes, paintings, and wood crafts.

Lesson Plan

(For the Fourth Treatment for Control Group)

Educational Level	: Junior High School
Grade	: VIII
Subject	: English
Lesson	: Descriptive Text
Time Allotment	: 40 minutes

Standard Competence:

5. Understanding the meaning of written text and short writing simple functional form of descriptive and recount text with regard to the surrounding environment.

Basic Competence:

- 5.3 Responding meaning and rhetorical steps in simple short essay accurately, fluently and acceptable with regard to the environment in the form of descriptive and recount text.

Achievement Indicators:

1. Students are able to find the important details in the text
2. Students are able to identify the topic of the text
3. Students are able to identify the main ideas of the text

Material:

Descriptive text

Teaching Technique:

Hot Potatoes

Teaching Steps:**A. Pre-Activity**

1. Greet the students
2. Check the attendance list
3. Activate the students' prior knowledge

B. Whilst-Activity

1. The students did the exercises of JMatch
2. The students answered the exercise of JMatch in turn in front of the class
3. The students did the exercises of JCloze
4. The students answered the exercise of JCloze in turn in front of the class
5. The students did the exercises of Jquiz
6. The students answered the exercise of JQuiz in turn in front of the class

C. Post Activity

1. The teacher summarizes the lesson and asks the students' difficulties during the lesson
2. The teacher says good bye

The Reading Text

Bali is an island in the Indonesian archipelago. It is in the south of the equator and has warm weather all the year. The rainy season is November to April, but it can rain anytime. Bali is 120 kilometers wide from east to west and 80 kilometers from north to south, so everywhere is quite close to kilometers to the sea. Bali is shaped like a diamond. Mount Agung, a volcano, is 3.142 meters high and is visible from far

away. Most of the people are Hindus. There are many temples and many religious festivals.

Tourism is the most important industry. Many tourists visit Bali to see the beautiful scenery and interesting festivals, to swim in the warm seas, to look at the beautiful mountains and valleys, and to shop for inexpensive and beautiful clothes, paintings, and wood crafts.

Lesson Plan

(For the Fifth Treatment for Experimental Group)

Educational Level	: Junior High School
Grade	: VIII
Subject	: English
Lesson	: Descriptive Text
Time Allotment	: 40 minutes

Standard Competence:

5. Understanding the meaning of written text and short writing simple functional form of descriptive and recount text with regard to the surrounding environment.

Basic Competence:

- 5.3 Responding meaning and rhetorical steps in simple short essay accurately, fluently and acceptable with regard to the environment in the form of descriptive and recount text.

Achievement Indicators:

1. Students are able to find the important details in the text
2. Students are able to identify the topic of the text
3. Students are able to identify the main ideas of the text

Material:

Descriptive text

Teaching Technique:

Collaborative Strategic Reading

Teaching Steps:**A. Pre-Activity**

1. Greet the students
2. Check the attendance list
3. Activate the students' prior knowledge

B. Whilst-Activity

1. The students read the text that was given by the teacher
2. The students discussed parts that were difficult to understand
3. The students used the clunk card
4. The students identified the most important idea in a paragraph of text

C. Post Activity

1. The students constructed their own questions
2. The students answered their own questions
3. The students summarized what has been learnt
4. The teacher summarizes the lesson and asks the students' difficulties during the lesson
5. The teacher says good bye

The Reading Text

I live in La Castellana. My neighborhood is very quiet and very old. There are many big houses and apartment buildings. The streets are clean and spacious. Near my house there are two schools, a university and public parks. The houses have large gardens. There are many huge trees along the streets.

My neighborhood is near 80th Avenue, the commercial sector. There are many offices and stores. At night, all the bars and restaurants open until late and it gets very crowded.

Transportation in my neighborhood is very convenient, as many bus routes and taxis pass 80th Avenue. I can walk to nearly every part of the city, because everything is in striking distance. I love living in this neighborhood.

Lesson Plan

(For the Fifth Treatment for Control Group)

Educational Level	: Junior High School
Grade	: VIII
Subject	: English
Lesson	: Descriptive Text
Time Allotment	: 40 minutes

Standard Competence:

5. Understanding the meaning of written text and short writing simple functional form of descriptive and recount text with regard to the surrounding environment.

Basic Competence:

- 5.3 Responding meaning and rhetorical steps in simple short essay accurately, fluently and acceptable with regard to the environment in the form of descriptive and recount text.

Achievement Indicators:

1. Students are able to find the important details in the text
2. Students are able to identify the topic of the text
3. Students are able to identify the main ideas of the text

Material:

Descriptive text

Teaching Technique:

Hot Potatoes

Teaching Steps:**A. Pre-Activity**

1. Greet the students
2. Check the attendance list
3. Activate the students' prior knowledge

B. Whilst-Activity

1. The students did the exercises of JMatch
2. The students answered the exercise of JMatch in turn in front of the class
3. The students did the exercises of JCloze
4. The students answered the exercise of JCloze in turn in front of the class
5. The students did the exercises of Jquiz
6. The students answered the exercise of JQuiz in turn in front of the class

C. Post Activity

1. The teacher summarizes the lesson and asks the students' difficulties during the lesson
2. The teacher says good bye

The Reading Text

I live in La Castellana. My neighborhood is very quiet and very old. There are many big houses and apartment buildings. The streets are clean and spacious. Near my house there are two schools, a university and public parks. The houses have large gardens. There are many huge trees along the streets.

My neighborhood is near 80th Avenue, the commercial sector. There are many offices and stores. At night, all the bars and restaurants open until late and it gets very crowded.

Transportation in my neighborhood is very convenient, as many bus routes and taxis pass 80th Avenue. I can walk to nearly every part of the city, because everything is in striking distance. I love living in this neighborhood.

Lesson Plan

(For the Sixth Treatment for Experimental Group)

Educational Level	: Junior High School
Grade	: VIII
Subject	: English
Lesson	: Descriptive Text
Time Allotment	: 40 minutes

Standard Competence:

5. Understanding the meaning of written text and short writing simple functional form of descriptive and recount text with regard to the surrounding environment.

Basic Competence:

- 5.3 Responding meaning and rhetorical steps in simple short essay accurately, fluently and acceptable with regard to the environment in the form of descriptive and recount text.

Achievement Indicators:

1. Students are able to find the important details in the text
2. Students are able to identify the topic of the text
3. Students are able to identify the main ideas of the text

Material:

Descriptive text

Teaching Technique:

Collaborative Strategic Reading

Teaching Steps:**A. Pre-Activity**

1. Greet the students
2. Check the attendance list
3. Activate the students' prior knowledge

B. Whilst-Activity

1. The students read the text that was given by the teacher
2. The students discussed parts that were difficult to understand
3. The students used the clunk card
4. The students identified the most important idea in a paragraph of text

C. Post Activity

1. The students constructed their own questions
2. The students answered their own questions
3. The students summarized what has been learnt
4. The teacher summarizes the lesson and asks the students' difficulties during the lesson
5. The teacher says good bye

The Reading Text

I just got a new toy from my uncle. My uncle is a sailor. He bought me a robot when he sailed abroad. I love this robot.

My robot is very nice. It is about twenty centimeters tall. The colour of the robot is blue. The robot has a strong body. It has two big red eyes. Its two strong legs are covered with blade boots.

My robot can be moved with two medium sized batteries. After inserting the batteries at the back of the robot, we can make it move when we push the button behind its neck. The robot will move its left and right foot in turn. It will move its two arms in turn too. However, the robot could not bend its feet and it moves forward only.

Lesson Plan

(For the Sixth Treatment for Control Group)

Educational Level	: Junior High School
Grade	: VIII
Subject	: English
Lesson	: Descriptive Text
Time Allotment	: 40 minutes

Standard Competence:

5. Understanding the meaning of written text and short writing simple functional form of descriptive and recount text with regard to the surrounding environment.

Basic Competence:

- 5.3 Responding meaning and rhetorical steps in simple short essay accurately, fluently and acceptable with regard to the environment in the form of descriptive and recount text.

Achievement Indicators:

1. Students are able to find the important details in the text
2. Students are able to identify the topic of the text
3. Students are able to identify the main ideas of the text

Material:

Descriptive text

Teaching Technique:

Hot Potatoes

Teaching Steps:**A. Pre-Activity**

1. Greet the students
2. Check the attendance list
3. Activate the students' prior knowledge

B. Whilst-Activity

1. The students did the exercises of JMatch
2. The students answered the exercise of JMatch in turn in front of the class
3. The students did the exercises of JCloze
4. The students answered the exercise of JCloze in turn in front of the class
5. The students did the exercises of Jquiz
6. The students answered the exercise of JQuiz in turn in front of the class

C. Post Activity

1. The teacher summarizes the lesson and asks the students' difficulties during the lesson
2. The teacher says good bye

The Reading Text

I just got a new toy from my uncle. My uncle is a sailor. He bought me a robot when he sailed abroad. I love this robot.

My robot is very nice. It is about twenty centimeters tall. The colour of the robot is blue. The robot has a strong body. It has two big red eyes. Its two strong legs are covered with blade boots.

My robot can be moved with two medium sized batteries. After inserting the batteries at the back of the robot, we can make it move when we push the button behind its neck. The robot will move its left and right foot in turn. It will move its two arms in turn too. However, the robot could not bend its feet and it moves forward only.

Lesson Plan

(For the Seventh Treatment for Experimental Group)

Educational Level	: Junior High School
Grade	: VIII
Subject	: English
Lesson	: Descriptive Text
Time Allotment	: 40 minutes

Standard Competence:

5. Understanding the meaning of written text and short writing simple functional form of descriptive and recount text with regard to the surrounding environment.

Basic Competence:

- 5.3 Responding meaning and rhetorical steps in simple short essay accurately, fluently and acceptable with regard to the environment in the form of descriptive and recount text.

Achievement Indicators:

1. Students are able to find the important details in the text
2. Students are able to identify the topic of the text
3. Students are able to identify the main ideas of the text

Material:

Descriptive text

Teaching Technique:

Collaborative Strategic Reading

Teaching Steps:**A. Pre-Activity**

1. Greet the students
2. Check the attendance list
3. Activate the students' prior knowledge

B. Whilst-Activity

1. The students read the text that was given by the teacher
2. The students discussed parts that were difficult to understand
3. The students used the clunk card
4. The students identified the most important idea in a paragraph of text

C. Post Activity

1. The students constructed their own questions
2. The students answered their own questions
3. The students summarized what has been learnt
4. The teacher summarizes the lesson and asks the students' difficulties during the lesson
5. The teacher says good bye

The Reading Text

One of the most valuable and widespread plants is the bamboo. It is a tall treelike grass. There are more than 350 species. Most grow in Asia and on islands of the Indian and Pacific oceans. Although bamboo is a tropical plant, it can grow in a cooler temperate zone.

A single root may produce as many as 100 stems. They are hollow, woody, and jointed. The stems are sometimes 3 feet (0.9 meter) around. Sprouts grow fast, at times 1 foot (0.3 meter) or more a day. They may grow to 30, 50, or even 130 feet (9 to 40 meters) in height. Near the top are many branches. Some species do not bloom for 60 years or more.

Bamboo products range from food to houses. Asian people usually use the sprouts as vegetables. In East and Southeast Asia people use the hollow stems for water pipes and for building bridges and houses. Short sections serve as pails and cooking utensils. The stems make for walls, floors, and roofs. Thinner strips are woven into mats, chairs, cages, and curtains. Bamboo fishing rods are made of matched strips glued together. Split bamboo is also used for chopsticks and fan ribs. The inner parts of the stems of several species are made into quality papers.

Lesson Plan
(For the Seventh Treatment for Control Group)

Educational Level	: Junior High School
Grade	: VIII
Subject	: English
Lesson	: Descriptive Text
Time Allotment	: 40 minutes

Standard Competence:

5. Understanding the meaning of written text and short writing simple functional form of descriptive and recount text with regard to the surrounding environment.

Basic Competence:

- 5.3 Responding meaning and rhetorical steps in simple short essay accurately, fluently and acceptable with regard to the environment in the form of descriptive and recount text.

Achievement Indicators:

1. Students are able to find the important details in the text
2. Students are able to identify the topic of the text
3. Students are able to identify the main ideas of the text

Material:

Descriptive text

Teaching Technique:

Hot Potatoes

Teaching Steps:**A. Pre-Activity**

1. Greet the students
2. Check the attendance list
3. Activate the students' prior knowledge

B. Whilst-Activity

1. The students did the exercises of JMatch
2. The students answered the exercise of JMatch in turn in front of the class
3. The students did the exercises of JCloze
4. The students answered the exercise of JCloze in turn in front of the class
5. The students did the exercises of Jquiz
6. The students answered the exercise of JQuiz in turn in front of the class

C. Post Activity

1. The teacher summarizes the lesson and asks the students' difficulties during the lesson
2. The teacher says good bye

The Reading Text

One of the most valuable and widespread plants is the bamboo. It is a tall treelike grass. There are more than 350 species. Most grow in Asia and on islands of the Indian and Pacific oceans. Although bamboo is a tropical plant, it can grow in a cooler temperate zone.

A single root may produce as many as 100 stems. They are hollow, woody, and jointed. The stems are sometimes 3 feet (0.9 meter) around. Sprouts grow fast, at times 1 foot (0.3 meter) or more a day. They may grow to 30, 50, or even 130 feet (9 to 40 meters) in height. Near the top are many branches. Some species do not bloom for 60 years or more.

Bamboo products range from food to houses. Asian people usually use the sprouts as vegetables. In East and Southeast Asia people use the hollow stems for water pipes and for building bridges and houses. Short sections serve as pails and cooking utensils. The stems make for walls, floors, and roofs. Thinner strips are woven into mats, chairs, cages, and curtains. Bamboo fishing rods are made of matched strips glued together. Split bamboo is also used for chopsticks and fan ribs. The inner parts of the stems of several species are made into quality papers.

Lesson Plan
(For the Eighth Treatment for Experimental Group)

Educational Level	: Junior High School
Grade	: VIII
Subject	: English
Lesson	: Descriptive Text
Time Allotment	: 40 minutes

Standard Competence:

5. Understanding the meaning of written text and short writing simple functional form of descriptive and recount text with regard to the surrounding environment.

Basic Competence:

- 5.3 Responding meaning and rhetorical steps in simple short essay accurately, fluently and acceptable with regard to the environment in the form of descriptive and recount text.

Achievement Indicators:

1. Students are able to find the important details in the text
2. Students are able to identify the topic of the text
3. Students are able to identify the main ideas of the text

Material:

Descriptive text

Teaching Technique:

Collaborative Strategic Reading

Teaching Steps:**A. Pre-Activity**

1. Greet the students
2. Check the attendance list
3. Activate the students' prior knowledge

B. Whilst-Activity

1. The students read the text that was given by the teacher
2. The students discussed parts that were difficult to understand
3. The students used the clunk card
4. The students identified the most important idea in a paragraph of text

C. Post Activity

1. The students constructed their own questions
2. The students answered their own questions
3. The students summarized what has been learnt
4. The teacher summarizes the lesson and asks the students' difficulties during the lesson
5. The teacher says good bye

The Reading Text

Easter Island is in the South Pacific, 3,700 km from the coast of Chile. On this island, there are 600 large statues. We don't know who built them, but they probably constructed between 1150 and 1500 and neither do we know why they exist.

A Norwegian explorer, Thor Heyerdhal, believed that they were built by people from South America. To prove this, he made a simple raft and sailed there, all the way from Peru.

Archeologists think that the statues represent dead tribal leaders. We don't know why the statues were left on the island. Perhaps the builders were killed by a disease, or war. Perhaps, they used all the natural resources on the island. There are many unanswered questions about Easter Island.

Lesson Plan

(For the Eighth Treatment for Control Group)

Educational Level	: Junior High School
Grade	: VIII
Subject	: English
Lesson	: Descriptive Text
Time Allotment	: 40 minutes

Standard Competence:

5. Understanding the meaning of written text and short writing simple functional form of descriptive and recount text with regard to the surrounding environment.

Basic Competence:

- 5.3 Responding meaning and rhetorical steps in simple short essay accurately, fluently and acceptable with regard to the environment in the form of descriptive and recount text.

Achievement Indicators:

1. Students are able to find the important details in the text
2. Students are able to identify the topic of the text
3. Students are able to identify the main ideas of the text

Material:

Descriptive text

Teaching Technique:

Hot Potatoes

Teaching Steps:**A. Pre-Activity**

1. Greet the students
2. Check the attendance list
3. Activate the students' prior knowledge

B. Whilst-Activity

1. The students did the exercises of JMatch
2. The students answered the exercise of JMatch in turn in front of the class
3. The students did the exercises of JCloze
4. The students answered the exercise of JCloze in turn in front of the class
5. The students did the exercises of Jquiz
6. The students answered the exercise of JQuiz in turn in front of the class

C. Post Activity

1. The teacher summarizes the lesson and asks the students' difficulties during the lesson
2. The teacher says good bye

The Reading Text

Easter Island is in the South Pacific, 3,700 km from the coast of Chile. On this island, there are 600 large statues. We don't know who built them, but they probably constructed between 1150 and 1500 and neither do we know why they exist.

A Norwegian explorer, Thor Heyerdhal, believed that they were built by people from South America. To prove this, he made a simple raft and sailed there, all the way from Peru.

Archeologists think that the statues represent dead tribal leaders. We don't know why the statues were left on the island. Perhaps the builders were killed by a disease, or war. Perhaps, they used all the natural resources on the island. There are many unanswered questions about Easter Island.

Lesson Plan

(For the Ninth Treatment for Experimental Group)

Educational Level	: Junior High School
Grade	: VIII
Subject	: English
Lesson	: Descriptive Text
Time Allotment	: 40 minutes

Standard Competence:

5. Understanding the meaning of written text and short writing simple functional form of descriptive and recount text with regard to the surrounding environment.

Basic Competence:

- 5.3 Responding meaning and rhetorical steps in simple short essay accurately, fluently and acceptable with regard to the environment in the form of descriptive and recount text.

Achievement Indicators:

1. Students are able to find the important details in the text
2. Students are able to identify the topic of the text
3. Students are able to identify the main ideas of the text

Material:

Descriptive text

Teaching Technique:

Collaborative Strategic Reading

Teaching Steps:**A. Pre-Activity**

1. Greet the students
2. Check the attendance list
3. Activate the students' prior knowledge

B. Whilst-Activity

1. The students read the text that was given by the teacher
2. The students discussed parts that were difficult to understand
3. The students used the clunk card
4. The students identified the most important idea in a paragraph of text

C. Post Activity

1. The students constructed their own questions
2. The students answered their own questions
3. The students summarized what has been learnt
4. The teacher summarizes the lesson and asks the students' difficulties during the lesson
5. The teacher says good bye

The Reading Text

Masjid Sultan Suriansya is a historical mosque. Built 300 years ago, this building is the oldest mosque in South Kalimantan. The mosque is located in the North Kuin Village of Banjarmasin. It was built in the reign of Sultan Suriansyah known as Pangeran Samudera. He was the first Banjarnese King who converted into

Islam. This mosque was founded on the bank of the Kuin River, near Kampung Kraton, which was destroyed by the Dutch colonial.

The construction of Masjid Sultan Suriansyah was unique. The roof is layered. It took the Banjar's past architecture before Islam came. Different from any other old mosque in Banjar, the mihrab has its own roof, separated from the main building.

Lesson Plan

(For the Ninth Treatment for Control Group)

Educational Level	: Junior High School
Grade	: VIII
Subject	: English
Lesson	: Descriptive Text
Time Allotment	: 40 minutes

Standard Competence:

5. Understanding the meaning of written text and short writing simple functional form of descriptive and recount text with regard to the surrounding environment.

Basic Competence:

- 5.3 Responding meaning and rhetorical steps in simple short essay accurately, fluently and acceptable with regard to the environment in the form of descriptive and recount text.

Achievement Indicators:

1. Students are able to find the important details in the text
2. Students are able to identify the topic of the text
3. Students are able to identify the main ideas of the text

Material:

Descriptive text

Teaching Technique:

Hot Potatoes

Teaching Steps:**A. Pre-Activity**

1. Greet the students
2. Check the attendance list
3. Activate the students' prior knowledge

B. Whilst-Activity

1. The students did the exercises of JMatch
2. The students answered the exercise of JMatch in turn in front of the class
3. The students did the exercises of JCloze
4. The students answered the exercise of JCloze in turn in front of the class
5. The students did the exercises of Jquiz
6. The students answered the exercise of JQuiz in turn in front of the class

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1. The teacher summarizes the lesson and asks the students' difficulties during the lesson
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The Reading Text

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The construction of Masjid Sultan Suriansyah was unique. The roof is layered. It took the Banjar's past architecture before Islam came. Different from any other old mosque in Banjar, the mihrab has its own roof, separated from the main building.

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(For the Tenth Treatment for Experimental Group)

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3. The students summarized what has been learnt
4. The teacher summarizes the lesson and asks the students' difficulties during the lesson
5. The teacher says good bye

The Reading Text

The Eka Karya Botanical Garden is a unique place to visit in Bali. There, visitors can stroll through cool and tranquil gardens, visit temples and traditional Balinese buildings, and learn about Balinese botany and traditionals. The gardens combine scientific and conservation goals in a cool, mountainous setting; with

adjacent forests and lakes, wildlife such as birds and monkeys, and the attractive landscaping all joined in harmony. With a rich collection of 1,187 species, the Eka Karya Botanical Garden is not only a forerunner in conserving Indonesia's flora, but also one of the most beautiful gardens of its kind in the world.

The primary task of the Botanical Garden is to conduct research, inventory and protect Indonesian plant species, native to moist upland areas, particularly from eastern Indonesia, also to provide useful scientific services and to increase public appreciation for conservation.

Lesson Plan
(For the Tenth Treatment for Control Group)

Educational Level	: Junior High School
Grade	: VIII
Subject	: English
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5. The students did the exercises of Jquiz
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landscaping all joined in harmony. With a rich collection of 1,187 species, the Eka Karya Botanical Garden is not only a forerunner in conserving Indonesia's flora, but also one of the most beautiful gardens of its kind in the world.

The primary task of the Botanical Garden is to conduct research, inventory and protect Indonesian plant species, native to moist upland areas, particularly from eastern Indonesia, also to provide useful scientific services and to increase public appreciation for conservation.

Lesson Plan

(For the Eleventh Treatment for Experimental Group)

Educational Level	: Junior High School
Grade	: VIII
Subject	: English
Lesson	: Descriptive Text
Time Allotment	: 40 minutes

Standard Competence:

5. Understanding the meaning of written text and short writing simple functional form of descriptive and recount text with regard to the surrounding environment.

Basic Competence:

- 5.3 Responding meaning and rhetorical steps in simple short essay accurately, fluently and acceptable with regard to the environment in the form of descriptive and recount text.

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Teaching Steps:**A. Pre-Activity**

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1. The students constructed their own questions
2. The students answered their own questions
3. The students summarized what has been learnt
4. The teacher summarizes the lesson and asks the students' difficulties during the lesson
5. The teacher says good bye

The Reading Text

Kediri is a name of a town. It is situated in a valley between the Kelud and Wilis mountains and inhabited by about 1.3 million people. In the center of the town there is a large hill which is called the Dathok mountain. Because of the topography of the region, Kediri is called Brantas cutting off the centre of the town.

Besides temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd. This highly nutritious food is a delicacy of Kediri and has a distinctive taste. The cigarette factory dominates the town's economy and employs the majority of the women labor force. Kediri and cigarette factory in Indonesia. Most of the local people work in this factory. Those who do not work here are farmers or traders.

Lesson Plan

(For the Eleventh Treatment for Control Group)

Educational Level	: Junior High School
Grade	: VIII
Subject	: English
Lesson	: Descriptive Text
Time Allotment	: 40 minutes

Standard Competence:

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C. Post Activity

1. The teacher summarizes the lesson and asks the students' difficulties during the lesson
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Besides temples, Kediri is also famous for its products like cigarettes and a special kind of tofu or bean curd. This highly nutritious food is a delicacy of Kediri and has a distinctive taste. The cigarette factory dominates the town's economy and employs the majority of the women labor force. Kediri and cigarette factory in Indonesia. Most of the local people work in this factory. Those who do not work here are farmers or traders.

Lesson Plan

(For the Twelfth Treatment for Experimental Group)

Educational Level	: Junior High School
Grade	: VIII
Subject	: English
Lesson	: Descriptive Text
Time Allotment	: 40 minutes

Standard Competence:

5. Understanding the meaning of written text and short writing simple functional form of descriptive and recount text with regard to the surrounding environment.

Basic Competence:

- 5.3 Responding meaning and rhetorical steps in simple short essay accurately, fluently and acceptable with regard to the environment in the form of descriptive and recount text.

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4. The teacher summarizes the lesson and asks the students' difficulties during the lesson
5. The teacher says good bye

The Reading Text

Although it's not very big, it's clean and beautiful. Do you know whose house it is? It's Mr. Wardiman's house. Mr. Wardiman has been living in this house since 1992. He lives with his family. He has three children; a son and two daughters. They are a happy family.

Mr. Wardiman has a garden in front of his house and he likes to work there. He says it is fun. Today he is going to work there. He says it is fun. Today he is going to plant flowers in the garden where there is also an old mango tree. He regularly trims the leaves and branches, to maintain it. Mr. Wardiman often involves his children, so they will understand how to care for the environment. Many people comment on his beautiful garden.

Lesson Plan

(For the Twelfth Treatment for Control Group)

Educational Level	: Junior High School
Grade	: VIII
Subject	: English
Lesson	: Descriptive Text
Time Allotment	: 40 minutes

Standard Competence:

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Appendix 13: The Calculation of Gain Score of the Control Group

No.	Post Test	Pre Test	Gain Score
1.	21	19	2
2.	15	13	2
3.	14	10	4
4.	18	18	0
5.	24	22	2
6.	21	17	4
7.	14	10	4
8.	22	21	1
9.	17	17	0
10.	18	18	0
11.	21	16	5
12.	13	12	1
13.	12	10	2

14.	16	16	0
15.	17	15	2
16.	19	11	8
17.	16	14	2
18.	17	11	6
19.	20	17	3
20.	22	21	1
21.	18	13	5
22.	16	11	5
23.	25	23	2
24.	17	12	5
25.	22	19	3
26.	19	18	1
27.	21	13	8

Appendix 14: The Calculation of Gain Score of the Experimental Group

No.	Post Test	Pre Test	Gain Score
1.	18	17	1
2.	16	14	2
3.	19	18	1
4.	17	9	8
5.	18	16	2
6.	21	15	6
7.	18	10	8
8.	22	15	7
9.	21	21	0
10.	15	14	1
11.	19	18	1
12.	20	11	9
13.	18	17	1

14.	15	11	4
15.	17	16	1
16.	15	14	1
17.	25	23	2
18.	23	22	1
19.	20	13	7
20.	19	12	7
21.	16	13	3
22.	13	11	2
23.	21	21	0
24.	15	13	2
25.	17	12	5
26.	23	22	1
27.	20	20	0
28.	19	10	9

Appendix 15: The Calculation of Standard Deviation of the Control Group

x	$x - \bar{x}$	x^2
2	-0.89	0.7921
2	-0.89	0.7921
4	1.11	1.2321
0	-2.89	8.3521
2	-0.89	0.7921
4	1.11	1.2321
4	1.11	1.2321
1	-1.89	3.5721
0	-2.89	8.3521
0	-2.89	8.3521
5	2.11	4.4521
1	-1.89	3.5721
2	-0.89	0.7921
0	-2.89	8.3521

2	-0.89	0.7921
8	5.11	26.1121
2	-0.89	0.7921
6	3.11	9.6721
3	0.11	0.0121
1	-1.89	3.5721
5	2.11	4.4521
5	2.11	4.4521
2	-0.89	0.7921
5	2.11	4.4521
3	0.11	0.0121
1	-1.89	3.5721
8	5.11	26.1121

Appendix 16: The Calculation of Standard Deviation of the Experimental Group

x	$x - \bar{x}$	x^2
1	-2.29	5.2441
2	-1.29	1.6641
1	-2.29	5.2441
8	4.71	22.1841
2	-1.29	1.6641
6	2.71	7.3441
8	4.71	22.1841
7	3.71	13.7641
0	-3.29	10.8241
1	-2.29	5.2441
1	-2.29	5.2441
9	5.71	32.6041
1	-2.29	5.2441
4	0.71	0.5041

1	-2.29	5.2441
1	-2.29	5.2441
2	-1.29	1.6641
1	-2.29	5.2441
7	3.71	13.7641
7	3.71	13.7641
3	-0.29	0.0841
2	-1.29	1.6641
0	-3.29	10.8241
2	-1.29	1.6641
5	1.71	2.9241
1	-2.29	5.2441
0	-3.29	10.8241
9	5.71	32.6041

Appendix 17: The Data Analysis (Using T-test)

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\left(\frac{\sum x_1^2 + \sum x_2^2}{n_1 + n_2 - 2}\right)\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$t = \frac{3.29 - 2.89}{\sqrt{\left(\frac{8.92 + 5.06}{28 + 27 - 2}\right)\left(\frac{1}{28} + \frac{1}{27}\right)}}$$

$$t = \frac{0.4}{\sqrt{\left(\frac{13.98}{53}\right)(0.0357 + 0.037)}}$$

$$t = \frac{0.4}{\sqrt{(0.264)(0.0727)}}$$

$$t = \frac{0.4}{\sqrt{0.0192}}$$

$$t = \frac{0.4}{0.139}$$

$$t = 2.88$$

Group	Mean of Gain Scores	Df	t_{table}		$t_{observation}$	Conclusion
			.05	.01		
Experimental	3.29	53	2.01	2.68	2.88	Significant
Control	2.89					

THE WRITER'S BIOGRAPHY

The writer of this thesis is Muchamad Arif. He was born on May 08, 1988 in Sidoarjo. He studied at MI. H. Ruqoyah from 1994 to 2000, then at SMP YPM1 from 2000 until 2003. In 2003 he studied at SMK YPM 1 until he finished in 2006. In the same year, he continued his study at the English Department of the Art and Language Faculty of State University of Surabaya and completed it in 2010. He began to study at the English Department of the Graduate School of Widya Mandala Catholic University in February 2012 and completed his study in March 2014. He started to teach English before he got bachelor degree. He had taught English informal course in 2007 until present. He taught elementary school students, junior high school students, senior high school students, vocational high school students, and employee. He had taught English in a school since 2009. He taught English in SMP Ma'arif XIX Surabaya from 2009-2011. Then, he teaches English in SMP YPPI-2 Surabaya from 2010 - present. He also teaches English in SMAN-7 Surabaya from 2013 – present.



YAYASAN PENDIDIKAN DAN PENGAJARAN INDONESIA

SMP YPPI - 2 TERAKREDITASI "A"

JL. DHARMAHUSADA INDAH BARAT VI/1, SURABAYA

FAX / TELP. (031) 5934151

NSS : 204056007486

NPSN : 20532607

17 Maret 2014

SURAT KETERANGAN

No. : 156/ SMP YPPI-2/P.16/III/2014

Yang bertanda tangan di bawah ini :

Nama : Dra. Suprapti

Jabatan : Kepala Sekolah

Alamat Sekolah : Jl. Dharmahusada Indah Barat VI / 1, Surabaya

Menerangkan bahwa :

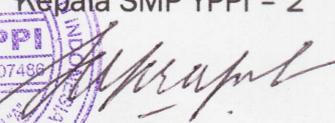
Nama : Muchamad Arif, Spd.

Tempat/tanggal lahir : Sidoarjo, 8 Mei 1988

Alamat : Sepanjang Rt 05 Rw 05, Sidoarjo

Yang bersangkutan adalah benar - benar telah melakukan penelitian tugas Tesis di SMP YPPI - 2, dari bulan September sampai dengan bulan November 2013.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Mengetahui,
Kepala SMP YPPI - 2

Dra. Suprapti

