

## APPENDICES

### Appendix 1

#### THE CALCULATION OF SUMMATIVE TEST SCORES

The Sample Students' Score based on the Final Test in the Odd semester

No.	Class A	Class B	Class C	Total
1.	74	73	71	
2.	53	86	40	
3.	69	65	57	
4.	69	83	72	
5.	77	78	86	
6.	69	80	46	
7.	89	87	51	
8.	82	67	82	
9.	58	75	72	
10.	68	85	54	
11.	72	73	74	
12.	75	75	66	
13.	73	42	62	
14.	80	65	75	
15.	71	53	66	
16.	69	43	85	
17.	58	66	58	
18.	68	65	62	
19.	69	82	65	
20.	72	70	77	
21.	72	73	63	
22.	68	70	88	
23.	51	55	64	
24.	76	70	58	
25.	83	69	92	
26.	72	50	64	
27.	75	73	55	
28.	80	63	63	

29.	46	85	83	
30.	75	62	78	
31.	53	73	68	
32.	83	63	66	
33.	69	82	69	
34.	65	68	57	
35.	70	73	78	
36.	50	63	78	
37.	50	47	83	
38.	45	78	81	
39.	77	60	65	
40.	76	69	55	
41.	74	73	57	
42.	83	64	68	
43.	91	69	85	
44.	66	73	65	
n	44	44	44	132
Ji/Sum	3065	3008	2993	
Mean	69.659	68.364	68.023	
SD	11.037	12.384	11.989	
V	121.811	153.353	143.744	

## Appendix 2

### The Calculation of the Summative Test Using ANOVA (Among the Three Groups) Oneway ANOVA

Score reading

	N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Min	Max
					Lower Bound	Upper Bound		
Class A	44	69.66	11.037	1.664	66.30	73.01	45	91
Class B	44	68.36	12.384	1.867	64.60	72.13	35	87
Class C	44	68.02	11.989	1.807	64.38	71.67	40	91
Total	132	68.68	11.748	1.022	66.66	70.70	35	91

#### Test of Homogeneity of Variances

Score reading

Levene Statistic	df1	df2	Sig.
.510	2	129	.602

#### ANOVA

Score reading

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	65.591	2	32.795	.235	.791
Within Groups	18013.045	129	139.636		
Total	18078.636	131			

### Appendix 3

#### THE CALCULATION OF TRY OUT RELIABILITY

##### Test Reliability

$$\begin{aligned} \text{KR-21} &= \frac{K}{K-1} \left[ 1 - \frac{M(K-M)}{K(SD)^2} \right] \\ &= \frac{25}{25-1} \left[ 1 - \frac{18,84091(25-18,84091)}{25(6,802956)^2} \right] \\ &= \frac{25}{24} \left[ 1 - \frac{18,84091(6,15909)}{25(4,462474)} \right] \\ &= 1,04167 \left[ 1 - \frac{116,0429}{361,562} \right] \\ &= 1,04167 [1 - 0,32095] \\ &= 1,04167 [0,67905] \\ &= 0,707 \end{aligned}$$

The result of the first try out was 0,707. It meant that the test had a high reliability.

## Appendix 4

### THE CALCULATION OF ITEM ANALYSIS

#### The Calculation of Item Facility and Item Discrimination (TRY OUT)

No	Item Facility	Interpretation	Item Discrimination	Interpretation
1	0.80	Easy	0.27	Satisfactory
2	0.91	Easy	0.27	Satisfactory
3	0.76	Easy	0.33	Satisfactory
4	0.85	Easy	0.27	Satisfactory
5	0.87	Easy	0.27	Satisfactory
6	0.74	Easy	0.47	Good
7	0.63	Moderate	0.27	Satisfactory
8	0.5	Moderate	0.40	Good
9	0.69	Moderate	0.47	Good
10	0.80	Easy	0.53	Good
11	0.76	Easy	0.53	Good
12	0.41	Moderate	0.40	Good
13	0.67	Moderate	0.27	Satisfactory
14	0.80	Easy	0.40	Good
15	0.91	Easy	0.27	Satisfactory
16	0.85	Easy	0.13	Poor
17	0.89	Easy	0.27	Satisfactory
18	0.87	Easy	0.33	Satisfactory
19	0.80	Easy	0.53	Good
20	0.59	Moderate	0.47	Good
21	0.91	Easy	0.27	Satisfactory
22	0.65	Moderate	0.27	Satisfactory
23	0.65	Moderate	0.33	Satisfactory
24	0.69	Moderate	0.40	Good
25	0.85	Easy	0.27	Satisfactory

## Appendix 5

### The Scores for Post Test

No	Class B (Experimental Group)	Class C (Control Group)
1	84	80
2	64	76
3	72	72
4	72	56
5	76	88
6	84	80
7	88	84
8	84	64
9	72	64
10	68	76
11	64	68
12	64	84
13	76	56
14	88	64
15	68	60
16	76	64
17	64	68
18	64	76
19	72	92
20	76	76
21	84	72
22	80	72
23	72	60

24	68	92
25	80	96
26	84	56
27	76	72
28	92	60
29	68	84
30	76	64
31	60	72
32	84	76
33	68	68
34	68	64
35	76	68
36	88	60
37	64	60
38	64	72
39	84	68
40	76	64
41	76	68
42	96	88
43	96	76
44	80	64
Total	3336	3088
n	44	44
Mean	75.818	71.455
SD	9.289	10.373
V	86.292	107.602

## Appendix 6

### THE CALCULATION OF THE MEANS OF THE POST TEST SCORES

#### Calculation for t-test of Class B and Class C

1.  $H_0 : \mu_B = \mu_C \rightarrow$  there is no significant difference between the means of Class B and Class C

$H_a : \mu_B > \mu_C \rightarrow$  there is a significant difference between the means of Class B and Class C

2. T-test where  $df = 86$ ,  $t(.05/1 \text{ tail}) = 1,671$

3. Calculation for t-observation

$$\bar{X}_B = 75.818$$

$$\bar{X}_C = 71.455$$

$$S_B = 9.289$$

$$S_C = 10.373$$

$$N_B = 44$$

$$N_C = 44$$

$$df = (44-1) + (44-1) = 43 + 43 = 86$$

$$\begin{aligned}
 t_o &= \frac{75.818 - 71.455}{\sqrt{\left[ \frac{(44-1)9.289^2 + (44-1)10.373^2}{44+44-2} \right] \left[ \frac{1}{44} + \frac{1}{44} \right]}} \\
 &= \frac{4.364}{\sqrt{\left[ \frac{(43)86.292 + (43)107.603}{86} \right] [(0.023 + 0.023)]}} \\
 &= \frac{4.363}{\sqrt{\left[ \frac{3710.549 + 4626.905}{86} \right] [(0.045)]}} \\
 &= \frac{4.363}{\sqrt{\left[ \frac{8337.454}{86} \right] [(0.045)]}}
 \end{aligned}$$

$$t_{B-C} = 2.079$$

#### 4. Conclusion

The t-observation is  $2,079 < t(.05/1 \text{ tail})$ , so  $H_0$  is accepted. It means that there is no significant difference between Class B and Class C.

## Appendix 7

Reading Test (Try out)

**Read the text carefully and cross (X) the correct answer**

### The New Mop

There is a new mop in our class. We use it to mop our classroom floor. It is different from the last mop.

The mop has two parts. The first one is the handle and the second one is the mop itself. The handle is made of aluminium and the mop is made of sponge. We can squeeze the mop only by dragging the handle. The new mop is easy to use.

1. The second paragraph tells us about.....
  - a. How to make a new mop.
  - b. The students' new mop
  - c. Parts of the new mop
  - d. How to clean the classroom.
  
2. "We use it to mop **our** classroom floor". The word **our** refer to.....
  - a. The writer
  - b. The writer and his classmates
  - c. The new mop
  - d. The teachers and the students
  
3. The mop has two parts. What are they?
  - a. Mop and broom
  - b. Handle and mop
  - c. Handle and aluminium
  - d. Handle and sponge
  
4. What is the handle made of?
  - a. Mop
  - b. Sponge
  - c. Squeeze
  - d. Aluminium

5. How can we squeeze the mop?
- By dragging the mop
  - By dragging the handle
  - By squeeze the handle
  - By squeeze the sponge

### **My Bird**

I have a pet. It is a bird and its name is Vorto.

Vorto is funny and nice. It has colorful feathers and a beautiful voice. I love it very much.

Every morning I clean Vorto's cage. Then, I feed it some bananas, or sometimes I give it some caterpillars. Actually, I'm afraid of caterpillars, but I try to do that for my lovely bird. Vorto itself likes caterpillars very much. It sings louder than usual after I feed it.

Vorto becomes one of my friends at home. I like playing with it in my spare time. It is enjoyable playing with Vorto.

6. What is the purpose of the text above?
- To entertain the readers
  - To report a phenomenon
  - To describe something
  - To persuade the readers
7. What is the topic of the passage?
- My friend
  - My favorite pet
  - Vorto
  - Bird

8. What does Vorto look like?
- a. Vorto becomes one of the writer's friends at home.
  - b. Vorto likes caterpillars very much.
  - c. Vorto is funny and nice. It has colorful feathers and a beautiful voice.
  - d. Vorto is afraid of caterpillars.
9. What kind of food does Vorto eat?
- a. Caterpillars
  - b. Bananas
  - c. Caterpillars and bananas
  - d. Fruits
10. "Then, I feed **it** some bananas." The word **it** refers to.....
- a. Vorto
  - b. The writer
  - c. Caterpillar
  - d. The writer's friends

### **My Family**

My name is Kevin. I live in Surabaya. My parents' names are Mr. and Mrs. Steward. My father was an engineer but now he is working as an entrepreneur. His illness made him to stop working as an engineer. My mother is a good teacher. She teaches English. I have two elder sisters. Their names are Jessica and Hanna. We are a simple family.

We like travelling. The place that we often visit is Bali. We always visit many tourist objects there. Almost every holiday, we go to my grandfather's house in Bali. He has a restaurant near Kuta Beach. The restaurant faces directly to the beach so that people in the restaurant can see the sunset. The tourists like to visit my grandfather's restaurant.

11. Steward's family lives in Surabaya. They are.....
- Mr. Steward
  - Kevin, Jessica, and Hanna
  - Mr. Steward, Mrs. Steward and their children
  - Mr. and Mrs. Steward
12. Mr. Steward stopped working because of .....
- his age
  - his resignation
  - getting fired
  - medical reasons
13. What does the second paragraph tell about?
- Tells about the grandfather's restaurant.
  - Tells about the writer's family
  - Describes about the writer's holiday in Bali.
  - Explains about the writer's restaurant.
14. What is the correct statement about the Stewards?
- Mr. and Mrs. Steward have a son and a daughter.
  - Mr. Steward is an engineer.
  - Mrs. Steward is a teacher.
  - Kevin's father has a restaurant in Bali
15. "We are a very simple family." (Paragraph 4). The word **we** refer to.....
- Mr. and Ms. Steward
  - Kevin and his sisters
  - Kevin and his parent
  - Steward's family

### **My Timmy**

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

Timmy is a male tabby cat. He is very adorable with his soft stripes fur. He has innocent round eyes and feeble sweet voice. He always

meows when he feels hungry. Actually, his voice is not suitable with his giant body. When I come home, he usually gives me a kiss.

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

16. What kind of text is it?
- a. Narrative
  - b. Descriptive
  - c. Recount
  - d. Procedure
17. What is the main idea of the last paragraph?
- a. Timmy has innocent round eyes and feeble sweet voice.
  - b. Timmy always wakes up early
  - c. Timmy is a good boy
  - d. Timmy is the writer's favorite pet
18. What does Vorto do when he wakes up earlier?
- a. He waits quietly by the writer's beside until the writer wakes up.
  - b. He spends the time with the writer
  - c. He usually gives the writer a kiss
  - d. He wakes the writer up
19. When does Timmy usually give a kiss to the writer?
- a. When the writer wakes up earlier
  - b. When the writer gets angry
  - c. When the writer comes home.
  - d. When Timmy wakes up earlier
20. I'm **happy** to spend my time with him. The opposite of **happy** is.....
- a. Cry
  - b. Laugh
  - c. Sad
  - d. Quiet

### The Jackson Family

Mr. Jackson is an American teacher, but he lives and works in Denpasar. He teaches English at SMP 8. He is a very good teacher. His students like him.

His wife is an Indonesian. She comes from Medan. They have one son and one daughter. The children go to primary school.

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

21. What does Mr. Jackson do? He is.....
- a. a musician
  - b. a teacher
  - c. a student
  - d. a house maid
22. What is the main idea of the last paragraph?
- a. The Jacksons have a house maid.
  - b. The maid comes from Bantul
  - c. Mr. Jackson's house is made of wood.
  - d. Mr. Jackson is an American teacher
23. "She comes from Medan." (Line 4-5). The underlined word refers to Mr. Jackson's.....
- a. teacher
  - b. daughter
  - c. student
  - d. wife
24. Mr. Jackson's house is made of wood. The sentence means .....
- a. Mr. Jackson is a carpenter.
  - b. Mr. Jackson likes to collect wood.
  - c. The materials of Mr. Jackson's house are from wood.
  - d. There are a lot of woods in Mr. Jackson's house.
25. Mr. Jackson's house has .....
- a. a kitchen and a private room
  - b. a living room and a garage
  - c. a living room and a bathroom
  - d. a bedroom and a prayer room

## Appendix 8

### LESSON PLAN OF THE 1<sup>ST</sup> TREATMENT OF THE CONTROL GROUP

#### LESSON PLAN

<b>Subject</b>	<b>: English</b>
<b>Skill</b>	<b>: Reading</b>
<b>Genre</b>	<b>: Descriptive</b>
<b>Topic</b>	<b>: My Favorite Pet</b>
<b>Class/semester</b>	<b>: VII /2 Junior High School</b>
<b>Time allotment</b>	<b>: 1 x 40 minutes</b>

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#### **I. BASIC COMPETENCES**

- Students are able to read a descriptive text and comprehend the passage

#### **II. ACHIEVEMENT INDICATORS**

- Students are able to translate the reading passage
- Students are able to answer the comprehension questions based on the passage individually

#### **III. LEARNING MATERIALS**

- Reading passage : My Timmy

#### IV. LEARNING MEDIA

- Worksheet paper (A reading passage and comprehension questions)
- Whiteboard
- Marker

#### V. METHOD and TECHNIQUES

- Method: Grammar Translation Method
- Technique:
  - Translation of a literary passage
  - Reading comprehension questions

#### VI. REFERENCE

Siswanto, J., Arini, Y. D., & Dewanto, W. (2005). *Let's Talk Grade VII for Junior High School*. (M. Purwati, Ed.) Bandung, West Java, Indonesia: Pakar Raya.

#### VII. TEACHING and LEARNING ACTIVITIES

Activities	Teacher's Activities	Students' Activities	Time A.
Pre- Activities	-Greets the students	-Respond to the greeting	1'
	-Gives triggering questions: 1. Do you have any favorite pet?	-Respond the triggering question	2'

	2. What is your favorite pet? 3. Why do you like it?		
Whilst-Activities	-Asks the students to read the reading passage one by one -Gives the meaning of difficult vocabularies -Asks the students to translate the passage in Indonesian	-Students read the passage one by one then translate it in Indonesian	15'
	-Asks the students about the main idea	-Answer about the main idea of the passage	2'
	-Asks the students to answer the questions individually	-Answer the questions individually	12'
Post-Activities	-Asks the students to do the exercises on the board and checks them together.	-Do the exercises on the board and check the answers together with the teacher.	8'

## **Read the text.**

### **My Timmy**

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

Timmy is a male tabby cat. He is very adorable with his soft stripes fur. He has innocent round eyes and feeble sweet voice. He always meows when he feels hungry. Actually, his voice is not suitable with his giant body. When I come home, he usually gives me a kiss.

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

## **Exercise**

### **Answer the questions that follow**

#### Questions A

1. What is the purpose of the text? Is it describe or to entertain the readers?
2. What kind of text is it, a descriptive or narrative text? How do you know?

#### Questions B

1. Who is Timmy?
2. What is his characteristic?
3. What does he do when he wakes up earlier?

4. Does he usually give a kiss to the writer?
5. Why is the writer almost impossible to be angry at his cat?

#### List of difficult words

1. Tabby: jenis kucing
2. Adorable : menawan
3. Stripes fur: berbulu belang
4. Innocent: tidak berdosa
5. Feeble: lemah
6. Suitable: pantas
7. Giant: raksasa

#### Descriptive texts use Simple Present Tense

➔ Subject + Verb I s/es

Example: When I come home, he usually gives me a kiss.

#### Language features:

1. Introduction is the part of the paragraph that introduces the character.

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

2. Description is the part of the paragraph that describes the character.

Example: Timmy is a male tabby cat. He is very adorable with his soft stripes fur. He has innocent round eyes and feeble sweet voice. He always meows when he feels hungry.

## Answer Key

### Question A

1. To describe something
2. A descriptive text. It describes Timmy, the writer's favorite cat.

### Question B

1. The writer's favorite pet.
2. He is a male tabby cat. It has soft stripes feather, innocent round eyes, and feeble sweet voice.
3. He waits quietly by the writer's beside until the writer wakes up.
4. Yes, he does.
5. Because most of the time it's a good cat.

### The translation of the passage

Timmy

Aku mempunyai beberapa binatang peliharaan. Tetapi hewan peliharaan yang kusukai adalah Timmy.

Timmy adalah seekor kucing jantan jenis tabby. Dia sangat menawan dengan bulu belang-belang yang halus. Dia memiliki mata yang bundar tanpa dosa dan suara yang manis. Dia selalu me-ngeong ketika merasa lapar. Sebenarnya suaranya tidak sesuai dengan tubuh raksasa-nya. Ketika aku pulang, Dia selalu memberi aku sebuah ciuman.

Timmy adalah teman bermain yang baik. Aku senang menghabiskan waktu bersamanya. Kebanyakan, dia adalah hewan yang baik. Tidak mungkin bagiku untuk marah kepadanya. Saat pagi, dia selalu bangun awal. Ketika dia bangun lebih awal, dia menunggu dengan tenang di sebelahku sampai aku terbangun.



**LESSON PLAN OF THE 1<sup>ST</sup> TREATMENT OF THE EXPERIMENTAL GROUP**

**LESSON PLAN**

<b>Subject</b>	<b>: English</b>
<b>Skill</b>	<b>: Reading</b>
<b>Genre</b>	<b>: Descriptive</b>
<b>Topic</b>	<b>: My Favorite Pet</b>
<b>Class/semester</b>	<b>: VII /2 Junior High School</b>
<b>Time allotment</b>	<b>: 1 x 40 minutes</b>

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**I. BASIC COMPETENCES**

- Students are able to read a descriptive text and comprehend the passage

**II. ACHIEVEMENT INDICATORS**

- Students are able to comprehend the passage with discussing in groups
- Students are able to answer the comprehension questions based on the passage individually

**III. LEARNING MATERIALS**

- Reading passage : My Timmy
- 

**IV. LEARNING MEDIA**

- Worksheet paper (A reading passage and comprehension questions)

- Whiteboard
- Marker

**V. METHOD and TECHNIQUES**

- Method: Cooperative Learning
- Technique:
  - Student Team Achievement Division

**VI. REFERENCE**

Siswanto, J., Arini, Y. D., & Dewanto, W. (2005). *Let's Talk Grade VII for Junior High School*. (M. Purwati, Ed.) Bandung, West Java, Indonesia: Pakar Raya.

**VII. TEACHING and LEARNING ACTIVITIES**

Activities	Teacher's Activities	Students' Activities	Time A.
Pre- Activities	-Greet the students	-Respond to the greeting	1'
	-Gives triggering questions: 1. Do you have any favorite pet? 2. What is your favorite pet? 3. Why do you like it?	-Respond the triggering question	2'

Whilst- Activities	-Explains the reading passage (the main idea of the text)	-Listen to the teachers' explanation	3'
	-Divides the students into groups	-Make a group of 4 students	2'
	-Asks the students to read and discuss the passage in groups.	-Read the passage and discuss the passage in groups.	15'
Post-Activities	-Gives the students reading comprehension questions as quiz	- Do reading comprehension questions as quiz	10'
	-Asks the students to do the exercise on the board and checks together	-Do the exercises on the board and check the answers together with the teacher.	7'

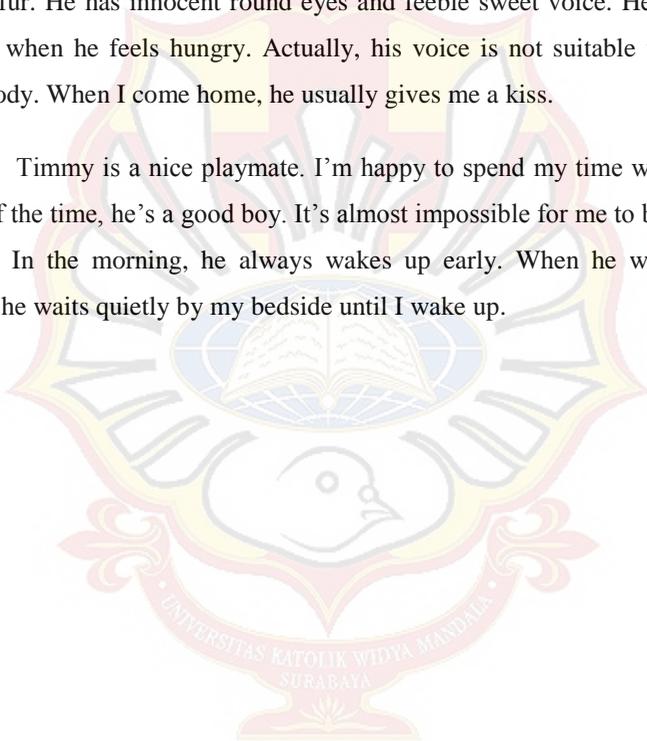
**Read the text.**

**My Timmy**

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

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



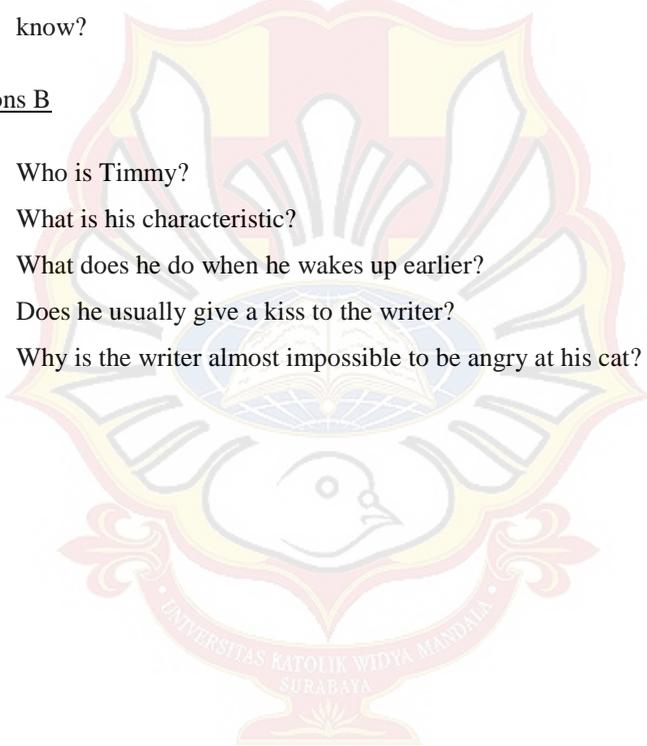
## **Answer the questions that follow**

### Questions A

1. What is the purpose of the text? To describe or to entertain the readers?
2. What kind of text is it, a descriptive or narrative text? How do you know?

### Questions B

1. Who is Timmy?
2. What is his characteristic?
3. What does he do when he wakes up earlier?
4. Does he usually give a kiss to the writer?
5. Why is the writer almost impossible to be angry at his cat?



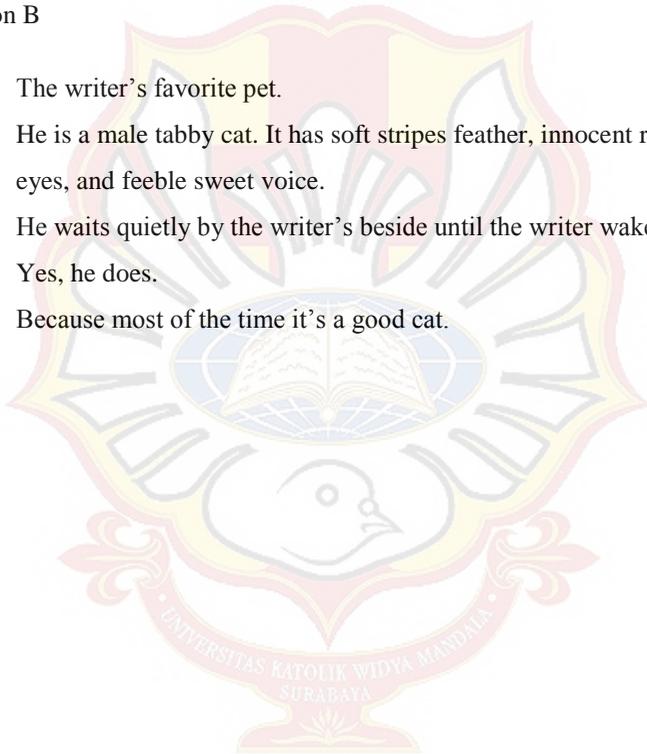
## Answer Key

### Question A

1. To describe something
2. A descriptive text. It describes Timmy, the writer's favorite cat.

### Question B

1. The writer's favorite pet.
2. He is a male tabby cat. It has soft stripes feather, innocent round eyes, and feeble sweet voice.
3. He waits quietly by the writer's beside until the writer wakes up.
4. Yes, he does.
5. Because most of the time it's a good cat.



## LESSON PLAN OF THE 2<sup>nd</sup> TREATMENT OF THE CONTROL GROUP

### LESSON PLAN

<b>Subject</b>	<b>: English</b>
<b>Skill</b>	<b>: Reading</b>
<b>Genre</b>	<b>: Descriptive</b>
<b>Topic</b>	<b>: Plant</b>
<b>Class/semester</b>	<b>: VII /2 Junior High School</b>
<b>Time allotment</b>	<b>: 1 x 40 minutes</b>

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#### **I. BASIC COMPETENCES**

- Students are able to read a descriptive text and comprehend the passage

#### **II. ACHIEVEMENT INDICATORS**

- Students are able to translate the reading passage
- Students are able to answer the comprehension questions based on the passage individually

#### **III. LEARNING MATERIALS**

- Reading passage : The Mango Tree in Our School

#### **IV. LEARNING MEDIA**

- Worksheet paper (A reading passage and comprehension questions)
- Whiteboard
- Marker

## V. METHOD and TECHNIQUES

- Method: Grammar Translation Method
- Technique:
  - Translation of a literary passage
  - Reading comprehension questions

## VI. REFERENCE

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## VII. TEACHING and LEARNING ACTIVITIES

Activities	Teacher's Activities	Students' Activities	Time A.
Pre- Activities	-Greet the students	-Respond to the greeting	1'
	-Gives triggering questions: <ol style="list-style-type: none"><li>1. Do you like mango?</li><li>2. Have you ever seen the mango tree?</li></ol>	-Respond the triggering question	2'
Whilst- Activities	-Asks the students to read the reading passage	-Students read the passage one by one	15'

	<p>one by one</p> <p>-Gives the meaning of difficult vocabularies</p> <p>-Asks the students to translate the passage in Indonesian</p>	<p>then translate it in Indonesian</p>	
	<p>-Asks the students about the main idea</p>	<p>-Answer about the main idea of the passage</p>	2'
	<p>-Asks the students to answer the questions individually</p>	<p>-Answer the questions individually</p>	12'
Post-Activities	<p>-Asks the students to do the exercises on the board and checks them together.</p>	<p>-Do the exercises on the board and check the answers together with the teacher.</p>	8'

**Read the text bellow**

### **The Mango Tree in Our School**

There are some trees in our school. Among them, there is a mango tree. The tree is in front of our classroom.

The mango tree is very old. Maybe, it is the oldest tree at school. The trunk is very big. It takes two children with arms outstretched to completely circle it. Surprisingly, it still bears a lot of fruit. No wonder, when mango season comes, my friends and I get excited. We all like to come to school really early so we can pick all the good ones. Before going home, we can't help taking a look at the mouth watering sight on the tree, hoping that we might climb it again the next day.

#### **Exercise**

**Answer the questions based on the text**

1. What is the purpose of the text?
2. How big is the tree?
3. Does the tree bear many fruits?
4. Do the children like mango?
5. What do the students do in mango season?

## List of difficult words

1. Trunk : batang
2. Bears : mennghasilkan
3. Pick : memetik
4. Mouth watering: mengeluarkan air liur

## Descriptive texts use Simple Present Tense

➔ Subject + Verb I s/es

Example: It takes two children with arms outstretched to completely circle it.

## Language features:

1. Introduction is the part of the paragraph that introduces the character.

Example: There are some trees in our school. Among them, there is a mango tree. The tree is in front of our classroom.

2. Description is the part of the paragraph that describes the character.

Example: The mango tree is very old. Maybe, it is the oldest tree at school. The trunk is very big. It takes two children with arms outstretched to completely circle it. Surprisingly, it still bears a lot of fruit.

## Answer Key

1. To describe something
2. The tree takes two children with arms outstretched to completely circle it.
3. Yes, it does. It still bears a lot of fruit.
4. Yes, they do.
5. The students like to come to school really early so we can pick all the good ones

## The translation of the passage

### Pohon Mangga di Sekolah Kami

Ada beberapa pohon mangga di sekolah kami. Diantara mereka, ada sebuah pohon mangga. Pohon tersebut di depan kelas kami.

Pohon mangga tersebut sangat tua. Mungkin, ini adalah pohon tertua yang ada di sekolah. Batang pohonnya sangat besar. Batang pohonnya dapat memuat dua anak dengan tangan terjulur untuk membentuk lingkaran penuh. Yang mengejutkan, pohon ini masih menghasilkan banyak buah. Tidak menakjubkan, ketika musim mangga tiba, teman-temanku dan aku bersemangat. Kami semua datang ke sekolah sangat awal sehingga kami dapat mengambil semua buah yang bagus. Sebelum pulang, kami tidak dapat menahan pandangan yang sangat lezat di atas pohon. Berharap mungkin kami dapat memanjat lagi keesokan harinya.

**LESSON PLAN OF THE 2<sup>rd</sup> TREATMENT OF THE EXPERIMENTAL GROUP**

**LESSON PLAN**

<b>Subject</b>	<b>: English</b>
<b>Skill</b>	<b>: Reading</b>
<b>Genre</b>	<b>: Descriptive</b>
<b>Topic</b>	<b>: Plant</b>
<b>Class/semester</b>	<b>: VII /2 Junior High School</b>
<b>Time allotment</b>	<b>: 1 x 40 minutes</b>

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**I. BASIC COMPETENCES**

- Students are able to read a descriptive text and comprehend the passage

**II. ACHIEVEMENT INDICATORS**

- Students are able to comprehend the passage with discussing in groups
- Students are able to answer the comprehension questions based on the passage individually

**III. LEARNING MATERIALS**

- Reading passage : The Mango Tree in Our School

#### IV. LEARNING MEDIA

- Worksheet paper (A reading passage and comprehension questions)
- Whiteboard
- Marker

#### V. METHOD and TECHNIQUES

- Method: Cooperative Learning
- Technique:
  - Student Team Achievement Division

#### VI. REFERENCE

Novitasari, E., Siswanto, J., Yuliani, M., Aryanto, S., & Arini, Y. D. (2007). *New Let's Talk Grade VII for Junior High School (SMP/MTs)*. (C. Kurniawati, & E. R. Prasetyaningsih, Eds.) Bandung, West Java, Indonesia: Pakar Raya.

#### VII. TEACHING and LEARNING ACTIVITIES

Activities	Teacher's Activities	Students' Activities	Time A.
Pre-Activities	-Greet the students	-Respond to the greeting	1'
	-Gives triggering questions: <ol style="list-style-type: none"><li>1. Do you like mango?</li><li>2. Have you ever seen an old</li></ol>	-Respond the triggering question	2'

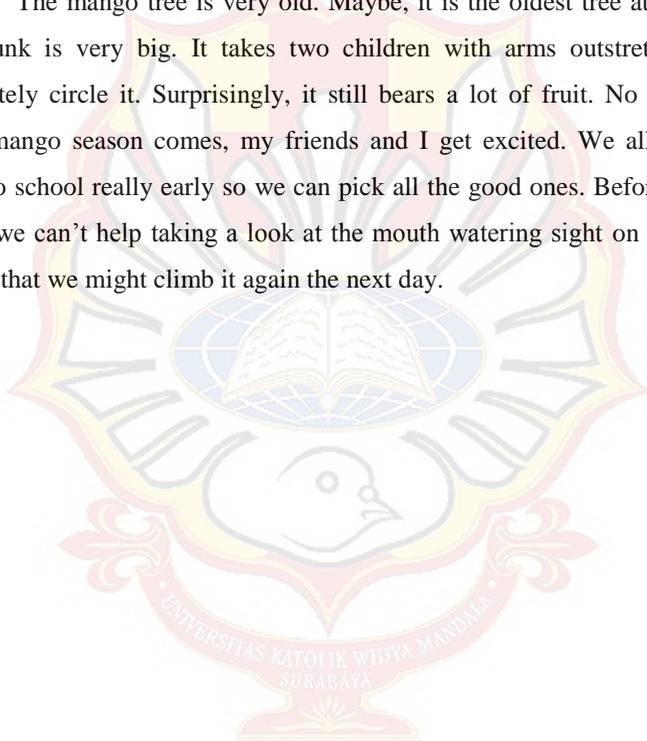
	tree?		
Whilst- Activities	-Explains the reading passage (the main idea of the text)	-Listen to the teachers' explanation	3'
	-Divides the students into groups	-Make a group of 4 students	2'
	-Asks the students to read and discuss the passage in groups.  -Asks the students to find the main idea of the passage	-Read the passage and discuss the passage in groups.  -Answer about the main idea of the passage	15'
Post- Activities	-Gives the students reading comprehension questions as quiz	- Do reading comprehension questions as quiz	10'
	-Asks the students to do the exercise on the board and checks together	- Do the exercises on the board and check the answers together with the teacher.	7'

**Read the text bellow**

### **The Mango Tree in Our School**

There are some trees in our school. Among them, there is a mango tree. The tree is in front of our classroom.

The mango tree is very old. Maybe, it is the oldest tree at school. The trunk is very big. It takes two children with arms outstretched to completely circle it. Surprisingly, it still bears a lot of fruit. No wonder, when mango season comes, my friends and I get excited. We all like to come to school really early so we can pick all the good ones. Before going home, we can't help taking a look at the mouth watering sight on the tree, hoping that we might climb it again the next day.



## Exercise

### Answer the questions based on the text

1. What is the purpose of the text?
2. How big is the tree?
3. Does the tree bear many fruits?
4. Do the children like mango?
5. What do the students do in mango season?

### Answer Key

1. To describe something
2. The tree takes two children with arms outstretched to completely circle it.
3. Yes, it does. It still bears a lot of fruit.
4. Yes, they do.
5. The students like to come to school really early so we can pick all the good ones

## LESSON PLAN OF THE 3<sup>rd</sup> TREATMENT OF THE CONTROL GROUP

### LESSON PLAN

<b>Subject</b>	<b>: English</b>
<b>Skill</b>	<b>: Reading</b>
<b>Genre</b>	<b>: Descriptive</b>
<b>Topic</b>	<b>: Family</b>
<b>Class/semester</b>	<b>: VII /2 Junior High School</b>
<b>Time allotment</b>	<b>: 1 x 40 minutes</b>

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#### **I. BASIC COMPETENCES**

- Students are able to read a descriptive text and comprehend the passage

#### **II. ACHIEVEMENT INDICATORS**

- Students are able to translate the reading passage
- Students are able to answer the comprehension questions based on the passage individually

#### **III. LEARNING MATERIALS**

- Reading passage : My Neighbors

#### **IV. LEARNING MEDIA**

- Worksheet paper (A reading passage and comprehension questions)
- Whiteboard

- Marker

## V. METHOD and TECHNIQUES

- Method: Grammar Translation Method
- Technique:
  - Translation of a literary passage
  - Reading comprehension questions

## VI. REFERENCE

Novitasari, E., Siswanto, J., Yuliani, M., Aryanto, S., & Arini, Y. D. (2007). *New Let's Talk Grade VII for Junior High School (SMP/MTs)*. (C. Kurniawati, & E. R. Prasetyaningsih, Eds.) Bandung, West Java, Indonesia: Pakar Raya.

## VII. TEACHING and LEARNING ACTIVITIES

Activities	Teacher's Activities	Students' Activities	Time A.
Pre- Activities	-Greet the students	-Respond to the greeting	1'
	-Gives triggering questions: <ol style="list-style-type: none"> <li>1. Do you have family?</li> <li>2. How many persons are there in your family?</li> </ol>	-Respond the triggering question	2'

Whilst-Activities	-Asks the students to read the reading passage one by one -Gives the meaning of difficult vocabularies -Asks the students to translate the passage in Indonesian	-Students read the passage one by one then translate it in Indonesian	15'
	-Asks the students about the main idea	-Answer about the main idea of the passage	2'
	-Asks the students to answer the questions individually	-Answer the questions individually	12'
Post-Activities	-Asks the students to do the exercises on the board and checks them together.	-Do the exercises on the board and check the answers together with the teacher.	8'

**Read the text carefully**

### **My Neighbors**

Living just next to my home is Rahmat's family.

There are four persons in the family. Mr. Rahmat is a retired civil servant. He had worked for the Ministry of Education for twenty years. The ill forced him to stop working. Mrs. Rahmat, formerly a clerk, is now a housewife.

They have a girl who is about my age, named Dewi. She is my good friend and classmate. The Rahmats also have a bright son called Deni. He is studying at the University of Indonesia. He manages to support himself by giving tuition to several junior high school students in the evenings.

The Rahmats live in a three-bedroom house. They are a very simple family and get on well with their neighbors. I have known them ever since they moved in about six years ago.

I am happy to have the Rahmats as my neighbors because they are very friendly and helpful. I am sure that the other families living in our neighborhood agree with my opinion.

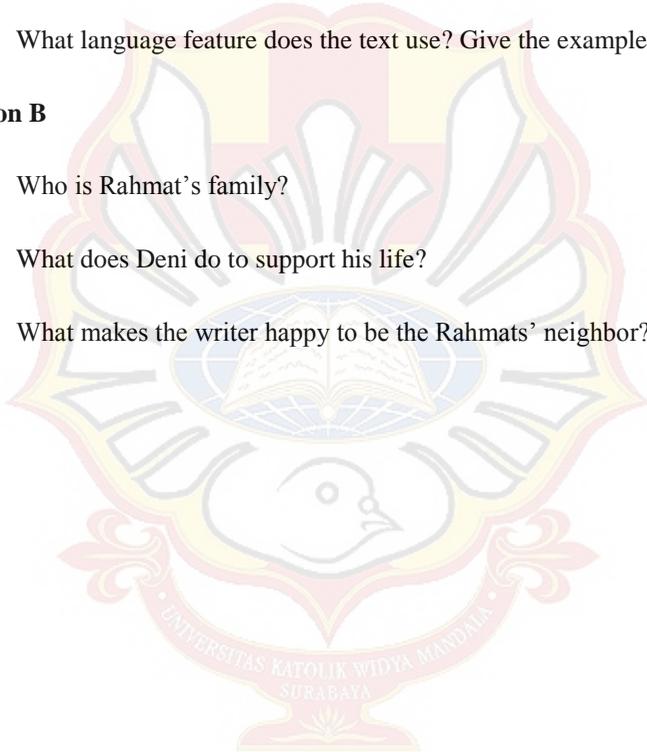
## Exercise

### Question A

1. What kind of text is it?
2. Please identify the structure of the text.
3. What language feature does the text use? Give the example

### Question B

1. Who is Rahmat's family?
2. What does Deni do to support his life?
3. What makes the writer happy to be the Rahmats' neighbor?



## List of difficult words

1. Retired: pensiunan
2. Civil servant: pegawai negeri
3. Ministry of Education: Departemen Pendidikan
4. Bright: cemerlang
5. Tuition: biaya les tambahan

Descriptive texts use Simple Present Tense

➔ Subject + Verb I s/es

Example: When I come home, he usually gives me a kiss.

Language features:

1. Introduction is the part of the paragraph that introduces the character.  
Example: I have some pets. However, my favorite pet is Timmy.
2. Description is the part of the paragraph that describes the character.  
Example: Timmy is a male tabby cat. He is very adorable with his soft stripes fur. He has innocent round eyes and feeble sweet voice. He always meows when he feels hungry.

## Answer Key

### Question A

1. It is descriptive text.
2. Paragraph 1: Identification

Paragraph 2-5: Description

3. Simple present tense

### Question B

1. Rahmat's family is the writers' neighbor
2. He manages to support himself by giving tuition to several junior high school students in the evenings.
3. Because they are very friendly and helpful.

### The Translation of the Passage

#### Tetangga-tetanggaku

Tinggal di dekat rumahku adalah Keluarga Rahmat.

Ada 4 orang dalam keluarga tersebut. Tuan Rahmat adalah seorang pensiunan pegawai negeri. Dia bekerja di Departement Kesehatan selama 20 tahun. Penyakitnyalah yang membuat dia berhenti bekerja. Nyonya

Rahmat, yang sebelumnya adalah seorang pegawai toko, sekarang ia adalah seorang ibu rumah tangga.

Mereka mempunyai seorang anak perempuan yang seumurannya dengan aku bernama Dewi. Dia adalah teman sekaligus teman sekelas yang baik. Keluarga Rahmat juga memiliki seorang putra yang cemerlang bernama Deni. Dia sedang belajar di Universitas Indonesia. Dia berusaha mendukung dirinya dengan memberi biaya sekolah pada beberapa murid SMP di setiap malam.

Keluarga Rahmat tinggal di rumah dengan 3 ruang kamar tidur. Mereka keluarga yang sederhana dan bersikap baik dengan para tetangga. Aku sudah mengenal mereka sejak mereka pindah kemari 6 bulan yang lalu.

Aku senang mempunyai keluarga Rahmat sebagai tetanggaku karena mereka sangat ramah dan suka menolong. Aku yakin kalau keluarga-keluarga lainnya yang tinggal di sekitar setuju dengan pendapatku.

**LESSON PLAN OF THE 3<sup>rd</sup> TREATMENT OF THE EXPERIMENTAL GROUP**

**LESSON PLAN**

<b>Subject</b>	<b>: English</b>
<b>Skill</b>	<b>: Reading</b>
<b>Genre</b>	<b>: Descriptive</b>
<b>Topic</b>	<b>: Family</b>
<b>Class/semester</b>	<b>: VII /2 Junior High School</b>
<b>Time allotment</b>	<b>: 1 x 40 minutes</b>

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**I. BASIC COMPETENCES**

- Students are able to read a descriptive text and comprehend the passage

**II. ACHIEVEMENT INDICATORS**

- Students are able to comprehend the passage with discussing in groups
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**III. LEARNING MATERIALS**

- Reading passage : My Neighbors

#### IV. LEARNING MEDIA

- Worksheet paper (A reading passage and comprehension questions)
- Whiteboard
- Marker

#### V. METHOD and TECHNIQUES

- Method: Cooperative Learning
- Technique:
  - Student Team Achievement Division

#### VI. REFERENCE

Novitasari, E., Siswanto, J., Yuliani, M., Aryanto, S., & Arini, Y. D. (2007). *New Let's Talk Grade VII for Junior High School (SMP/MTs)*. (C. Kurniawati, & E. R. Prasetyaningsih, Eds.) Bandung, West Java, Indonesia: Pakar Raya.

#### VII. TEACHING and LEARNING ACTIVITIES

Activities	Teacher's Activities	Students' Activities	Time A.
Pre- Activities	-Greet the students	-Respond to the greeting	1'
	-Gives triggering questions: <ol style="list-style-type: none"><li>1. Do you have family?</li><li>2. How many</li></ol>	-Respond the triggering question	2'

	persons are there in your family?		
Whilst-Activities	-Explains the reading passage (the main idea of the text)	-Listen to the teachers' explanation	3'
	-Divides the students into groups	-Make a group of 4 students	2'
	-Asks the students to read and discuss the passage in groups.	-Read the passage and discuss the passage in groups.	15'
Post-Activities	-Gives the students reading comprehension questions as quiz	- Do reading comprehension questions as quiz	10'
	-Asks the students to do the exercise on the board and checks together	-Do the exercises on the board and check the answers together with the teacher.	7'

**Read the text carefully**

### **My Neighbors**

Living just next to my home is Rahmat's family.

There are four persons in the family. Mr. Rahmat is a retired civil servant. He had worked for the Ministry of Education for twenty years. The ill forced him to stop working. Mrs. Rahmat, formerly a clerk, is now a housewife.

They have a girl who is about my age, named Dewi. She is my good friend and classmate. The Rahmats also have a bright son called Deni. He is studying at the University of Indonesia. He manages to support himself by giving tuition to several junior high school students in the evenings.

The Rahmats live in a three-bedroom house. They are a very simple family and get on well with their neighbors. I have known them ever since they moved in about six years ago.

I am happy to have the Rahmats as my neighbors because they are very friendly and helpful. I am sure that the other families living in our neighborhood agree with my opinion.

## Exercise

### Question A

1. What kind of text is it?
2. Please identify the structure of the text.
3. What language feature does the text use? Give the example

### Question B

1. Who is Rahmat's family?
2. What does Deni do to support his life?
3. What makes the writer happy to be the Rahmats' neighbor?

### Answer Key

### Question A

1. It is descriptive text.
2. Paragraph 1: Identification  
Paragraph 2-5: Description
3. Simple present tense

### Question B

1. Rahmat's family is the writers' neighbor

2. He manages to support himself by giving tuition to several junior high school students in the evenings.
3. Because they are very friendly and helpful.



## Appendix 9

### Reading Test (Post Test)

**Read the text carefully and cross (X) the correct answer**

#### **The New Mop**

There is a new mop in our class. We use it to mop our classroom floor. It is different from the last mop.

The mop has two parts. The first one is the handle and the second one is the mop itself. The handle is made of aluminium and the mop is made of sponge. We can squeeze the mop only by dragging the handle. The new mop is easy to use.

1. The second paragraph tells us about.....
  - a. How to make a new mop.
  - b. The students' new mop
  - c. Parts of the new mop
  - d. How to clean the classroom.
  
2. "We use it to mop **our** classroom floor". The word **our** refer to.....
  - a. The writer
  - b. The writer and his classmates
  - c. The new mop
  - d. The teachers and the students
  
3. The mop has two parts. What are they?
  - a. Mop and broom
  - b. Handle and mop
  - c. Handle and aluminium
  - d. Handle and sponge
  
4. What is the handle made of?
  - c. Mop
  - d. Sponge
  - c. Squeeze
  - d. Aluminium

5. How can we squeeze the mop?
  - a. By dragging the mop
  - b. By dragging the handle
  - c. By squeeze the handle
  - d. By squeeze the sponge

### **My Bird**

I have a pet. It is a bird and its name is Vorto.

Vorto is funny and nice. It has colorful feathers and a beautiful voice. I love it very much.

Every morning I clean Vorto's cage. Then, I feed it some bananas, or sometimes I give it some caterpillars. Actually, I'm afraid of caterpillars, but I try to do that for my lovely bird. Vorto itself likes caterpillars very much. It sings louder than usual after I feed it.

Vorto becomes one of my friends at home. I like playing with it in my spare time. It is enjoyable playing with Vorto.

6. What is the purpose of the text above?
  - a. To entertain the readers
  - b. To report a phenomenon
  - c. To describe something
  - d. To persuade the readers
7. What is the topic of the passage?
  - a. My friend
  - b. My favorite pet
  - c. Vorto
  - d. Bird

8. What does Vorto look like?
- a. Vorto becomes one of the writer's friends at home.
  - b. Vorto likes caterpillars very much.
  - c. Vorto is funny and nice. It has colorful feathers and a beautiful voice.
  - d. Vorto is afraid of caterpillars.
9. What kind of food does Vorto eat?
- a. Caterpillars
  - b. Bananas
  - c. Caterpillars and bananas
  - d. Fruits
10. "Then, I feed **it** some bananas." The word **it** refers to.....
- a. Vorto
  - b. The writer
  - c. Caterpillar
  - d. The writer's friends

### **My Family**

My name is Kevin. I live in Surabaya. My parents' names are Mr. and Mrs. Steward. My father was an engineer but now he is working as an entrepreneur. His illness made him to stop working as an engineer. My mother is a good teacher. She teaches English. I have two elder sisters. Their names are Jessica and Hanna. We are a simple family.

We like travelling. The place that we often visit is Bali. We always visit many tourist objects there. Almost every holiday, we go to my grandfather's house in Bali. He has a restaurant near Kuta Beach. The restaurant faces directly to the beach so that people in the restaurant can see the sunset. The tourists like to visit my grandfather's restaurant.

11. Steward's family lives in Surabaya. They are.....
- a. Mr. Steward
  - b. Kevin, Jessica, and Hanna

- c. Mr. Steward, Mrs. Steward and their children
  - d. Mr. and Mrs. Steward
12. Mr. Steward stopped working because of .....
- a. his age
  - b. his resignation
  - c. getting fired
  - d. medical reasons
13. What does the second paragraph tell about?
- a. Tells about the grandfather's restaurant
  - b. Tells about the writer's family
  - c. Describes about the writer's holiday in Bali.
  - d. Explains about the writer's restaurant.
14. What is the correct statement about the Stewards?
- a. Mr. and Mrs. Steward have a son and a daughter
  - b. Mr. Steward is an engineer.
  - c. Mrs. Steward is a teacher.
  - d. Kevin's father has a restaurant in Bali
15. "We are a very simple family." (Paragraph 4). The word **we** refer to.....
- a. Mr. and Mrs. Steward
  - b. Kevin and his sisters
  - c. Kevin and his parents
  - d. Steward's family

### My Timmy

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

Timmy is a male tabby cat. He is very adorable with his soft stripes fur. He has innocent round eyes and feeble sweet voice. He always meows when he feels hungry. Actually, his voice is not suitable with his giant body. When I come home, he usually gives me a kiss.

Timmy is a nice playmate. I'm happy to spend my time with him. Most of the time, he's a good boy. It's almost impossible for me to be angry

at him. In the morning, he always wakes up early. When he wakes up earlier, he waits quietly by my bedside until I wake up.

16. Actually, his voice is not suitable with his **giant** body. The word **giant** is closest meaning to.....
- a. Long
  - b. Strong
  - c. Tall
  - d. Big
17. What is the main idea of the last paragraph?
- a. Timmy has innocent round eyes and feeble sweet voice.
  - b. Timmy always wakes up early
  - c. Timmy is a good boy
  - d. Timmy is the writer's favorite pet
18. What does Vorto do when he wakes up earlier?
- a. He waits quietly by the writer's beside until the writer wakes up.
  - b. He spends the time with the writer
  - c. He usually gives the writer a kiss
  - d. He wakes the writer up
19. When does Timmy usually give a kiss to the writer?
- a. When the writer wakes up earlier
  - b. When the writer gets angry
  - c. When the writer comes home.
  - d. When Timmy wakes up earlier
20. I'm **happy** to spend my time with him. The opposite of **happy** is.....
- a. Cry
  - b. Laugh
  - c. Sad
  - d. Quiet

### **The Jackson Family**

Mr. Jackson is an American teacher, but he lives and works in Denpasar. He teaches English at SMP 8. He is a very good teacher. His students like him.

His wife is an Indonesian. She comes from Medan. They have one son and one daughter. The children go to primary school.

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

21. What does Mr. Jackson do? He is.....
- a. a musician
  - b. a teacher
  - c. a student
  - d. a house maid
22. What is the main idea of the last paragraph?
- a. The Jacksons have a house maid.
  - b. The maid comes from Bantul
  - c. Mr. Jackson's house is made of wood.
  - d. Mr. Jackson is an American teacher
23. "She comes from Medan." (Line 4-5). The underlined word refers to Mr. Jackson's.....
- a. teacher
  - b. daughter
  - c. student
  - d. wife
24. Mr. Jackson's house is made of wood. The sentence means .....
- a. Mr. Jackson is a carpenter.
  - b. Mr. Jackson likes to collect wood.
  - c. The materials of Mr. Jackson's house are from wood.
  - d. There are a lot of woods in Mr. Jackson's house.
25. Mr. Jackson's house has .....
- a. a kitchen and a private room
  - b. a living room and a garage
  - c. a living room and a bathroom
  - d. a bedroom and a prayer room