

**THE EFFECTIVENESS OF TEAM BASED LEARNING IN READING  
ABILITY AT SMP MUHAMMADIYAH 6 MAKASSAR**



**THESIS**

*Submitted to the Faculty of Teacher Training and Education Makassar  
Muhammadiyah University as the Requirement for the Degree of Sarjana  
Pendidikan*

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## **MOTTO AND DEDICATION**

### **MOTTO**

**“Sang Pencipta Mengawasimu”**

**“Afifa”**

### **DEDICATION**

**In the name of Allah, This thesis is dedicated to:**

**“My beloved parents and my big family”**

**“All the people who always support me”**





## ABSTRACT

NurAfifa Hafsa. 2023. The Effectiveness of Team Based Learning in Reading Ability at SMP Muhammadiyah 6 Makassar. Faculty Of Teacher Training and Education Makassar Muhammadiyah University (Supervised by Firman and Ika Sastrawati).The objective of the research was to find out the students' reading ability through Team Based Learning in Reading Ability at SMP Muhammadiyah 6 Makassar.. This research used pre experimental class with one class in pre-test and post-test. The population of the research was taken from the students at the eight grade of SMP Muhammadiyah 6 Makassar. This population consisted of 120 students in consisted of fifth classes.The researcher used purposive sampling technique and chose one class that consisted of 24 students as the sample.The results of the student's reading ability in mean score in pre-test (57,71) and in post-test (75.00). It had significantly different scores. The significant score showed between pretest and posttest is 17 on the table show Sig. (2-tailed) is 000 lower than 0,005. It meant that there was a significant difference between the result the students' pre-test and post-test. Therefore, hypothesis Ho was rejected and H1 was accepted.Based on the result above, it can be concluded that using Team Based Learning in Reading Ability was effective in teaching reading ability at the VIII A of at SMP Muhammadiyah 6 Makassar.

Key word : Reading, Team Based Learning,

## ABSTRAK

**NURAFIFA HAFSA.2023.**The Efektivitas Team Based Learning dalam Kemampuan Membaca di SMP Muhammadiyah 10 Makassar. Dipandu oleh Tujuan penelitian adalah untuk mengetahui kemampuan membaca siswa melalui Team Based Learning in Reading Ability di SMP Muhammadiyah 6 Makassar. Penelitian ini menggunakan kelas pre experimental dengan satu kelas pada pre-test dan post-test. Populasi penelitian diambil dari siswa kelas delapan SMP Muhammadiyah 6 Makassar. Penelitian ini menggunakan kelas pre experimental dengan satu kelas pada pre-test dan post-test. Populasi penelitian diambil dari siswa kelas delapan SMP Muhammadiyah 6 Makassar. Populasi ini terdiri dari 120 siswa di terdiri dari kelas lima. Peneliti menggunakan teknik purposive sampling dan memilih satu kelas yang terdiri dari 24 siswa sebagai sampel. Hasil kemampuan membaca siswa pada nilai rata-rata pada pre-test (57,71) dan post-test (75,00). Itu memiliki skor yang sangat berbeda. Skor significant yang ditunjukkan antara pretest dan posttest adalah 17 pada tabel menunjukkan Sig. (2-tailed) adalah 000 lebih rendah dari 0,005. Ini berarti bahwa ada perbedaan yang signifikan antara hasil pre-test dan post-test siswa. Oleh karena itu, hipotesis  $H_0$  ditolak dan  $H_1$  diterima. Berdasarkan hasil di atas, dapat disimpulkan bahwa penggunaan Team Based Learning dalam Kemampuan Membaca efektif dalam mengajar kemampuan membaca pada kelas VIII A SMPN Muhammadiyah 6 Makassar

Kata kunci : Membaca, Pembelajaran Berbasis Tim

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The Researcher

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# CHAPTER I

## INTRODUCTION

### A. Background

Reading is what happens when people look at a text and give meaning to the symbols written in that text. This means that reading is the process of the reader's mind or the process of thought activity in trying to perceive the symbols that represent language. In addition, the ability is something that has been embedded in a person, the ability of a person can develop if the person learns well. To find out the ability of a person needs to be tested. Readers usually take advantage of background knowledge, vocabulary, and grammar knowledge, experience with texts and other strategies to help them understand written texts (Sari, 2016).

In teaching reading, the teacher found several problems. Edythia in finawanti (2020) states that it is a fact that students who study English may be fluent readers in their mother tongue, but they cannot understand skills in reading English. When they read English texts, they tend to know or focus on words rather than on the whole text and they are put in their dictionaries, therefore they read slowly, word by word and understand less of the text.

Another problem that is usually found in reading is the lack of student motivation. This happens because students are only asked to read a text without any prior expectations about what the text is. In classroom activities, in many traditional schools teachers teach students to read texts in their own way; where students just open the text and read it. Recent research has found that reading in

this way is less effective, therefore in this study the thing that can be done or done is the existence of a team-based method so that students can work together with teams to achieve student learning goals in understanding reading texts. and can help students to improve their reading skills in class for any subject, students will learn faster, and more effectively if they have mastered some important strategies such as how to concentrate, record and organize information effectively, prepare for exams or exams Finally, get information from books without reading all the material. pages and remember things quickly and effectively (DePorter, 2008).

While the above strategies are important, our curriculum does not include some of these skills lessons specifically. Most teachers think there is not enough time to teach these strategies to students. They want students to master these strategies on their own and prepare for exams. It is important for students to know and master all of these strategies, or at least some of them, before they enter the actual teaching and learning process in the classroom. This strategy determines the success of the learning process in the classroom. For example, students are never taught specific reading skills, how to get information in a text or book, without having to read the entire page.

The researcher chose SMP Muhammadiyah 6 Makassar in the research process because in that school students' reading skills were still very low in the reading process, besides that in this study, the researcher used the team-based learning method so that students could improve critical abilities through the team process, and were able to encourage students to solve problems with the team and were able to increase their confidence.

Team Based Learning (TBL) is one of the methods applied in schools to streamline the learning process so that students are able to take responsibility for each task and work together to solve problems based on learning topics. Team Based Learning is focused on students in working with teams to achieve learning objectives.

Referring to the description above, the researcher is interested in knowing “the effectiveness of Team Based Learning (TBL) in reading ability at SMP Muhammadiyah 6 Makassar”.

### **B. Problem Statement**

As the researcher defined with inside the historical past, the researcher formulated the studies query as follows: "Is the use of team-based learning methods effective to improve students' reading ability in students at SMP 6 Muhammadiyah Makassar"?

### **C. Objectives of the Research**

The purpose of this study was to determine the effectiveness of using Team Based Learning in Improving Students' Reading Ability at SMP 6 Muhammadiyah Makassar.

### **D. Significance of the Research**

In general, the findings of this study are expected to be an effort to change the classroom by using team-based learning to improve students' reading ability.

### **E. Scope of the Research**

This researcher was limited to teaching English at SMP Muhammadiyah 6 Makassar. The researcher focused his on literal reading by using Team Based Learning in class VIII.A





## CHAPTER II

### RELATED LITERATURE REVIEW

This chapter discusses some of the findings of previous related Research findings, some Pertinent ideas, reading skills and the concept of anticipatory guidance strategies.

#### **A. Previous Related Research Findings**

Kinanti Wijaya, et al (2021) The Effectiveness of Learning with the Team Based Project Method in the Decision Making Technique Course by Using the Product Oriented Module The purpose of this study is (a) to identify learning using the team-based project method implemented in practical courses using product-oriented modules in vocational education. (b) to know the level of effectiveness of learning with the team-based project method implemented in practical courses using a product-oriented module in Vocational Education. This study used research related to this study, which were all students who were taking the Decision-Making Technique course. The number of research samples was 60 people (2 classes) of the 2018 Business Administration study program as a field test, 9 people as a small group test and 3 people for an individual test. The results showed that from the material expert, 4 aspects were assessed in the material expert test, namely the material aspect, the quiz question aspect, the linguistic aspect and the implementation aspect. The material aspect has a higher percentage value than the other three aspects, namely 85.45%, then the questions and quiz aspects and the implementation aspect have 80%, while the linguistic aspect has

60%. With this percentage value, the overall assessment of the material experts assesses that this learning media was considered "Eligible" to be developed. Based on the results of the t-test calculations, data obtained that  $t_{count} > t_{table}$  or  $5,868 > 2,0172$  or in other words  $H_0$  is rejected and  $H_a$  is accepted, it can be concluded that the learning outcomes using Learning Methods of Team Based Learning on practice course with Product-Oriented Module was higher than students who were taught without using Learning Method of Team Based Learning In practical courses with Product-Oriented Modules with the effectiveness of using Learning Methods of Team Based Learning In practical courses with Product-Oriented Modules of 88,5667% .

Lanae (2021), in his studies the usage of quantitative techniques with one elegance as a pattern withinside the pretest layout. The implementation of the method with inside the crew-primarily based totally getting to know approach concluded that the studies findings had been 77.three%. The rating expanded substantially on the stop after using the TBL approach, this suggests that using Team Based Learning has a sizable impact in comparing the overall performance of pupil agencies.

Shrestha (2021), in his research confirmed that the effectiveness of team-based learning in increasing students' talents and sports in understanding learning. The researcher uses a elegance, especially quantitative to rank students. Implementation of the method in the team-based recognition approach concluded that the examination result was 71.4%. The ratings increased substantially after using the TBL approach, indicating that the use of Team Based Learning has a

sizeable impact on student learning capacity in comparison to the performance of the student body as a whole.

Osman (2019), in his research, shows that the effectiveness of team-based learning in increasing students' talents and sports in understanding learning. Researchers use this type of research, especially qualitative to rank students. Implementation of the method with a thorough introduction approach based on the team concluded that the research findings were 0.74%. Ratings increased substantially after using the TBL approach which changed to the previous 0.5%, indicating that the use of Team Based Learning had a considerable impact on comparing the performance of the entire student body. Based on some of the simple studies above, the researchers concluded that some students still had problems with learning abilities. Therefore, many researchers have used many techniques to improve learning ability and most of these techniques have proven to be effective for students.

Goremykina M.V. dkk (2021) Application of Team-Based Learning in discipline "Rheumatology" In the conditions of distance, the article provides an analysis of feedback of 4th year students of the general medicine faculty of NJSC "Medical University Semey" on the use of team - based learning in the discipline "Rheumatology". The research is simple cross - sectional. At the end of the study of the discipline "Rheumatology" a survey of 4th year students of the "General Medicine" Faculty was conducted. A total 52 student were interviewed. The average age was  $21.5 \pm 0.25$  years. The survey was held using the internet resource - Google Forms. Students were asked to anonymously answer to 7

questions concerning the organization and conduct of classes using the TBL methodology in a distance format. In general, the survey showed that in most cases students are interested in a lesson on TBL technology, cases and practical skills were the most difficult to students, but solving solving them helps to increase students' self - assessment , motivate them to self - education and teamwork. Team learning technology has a number of advantages over traditional methods: individual and group responsibility, it contributes to the development of communication skills, teamwork skills and the development of professional competencies, allows for more efficient search for information, develops critical thinking. Thus, this teaching method can be actively used for teaching undergraduate students of medical universities, including in a distance

Based on the explanation above, the previous researcher applied Team Based learning in their research qualitative and but in this research, the researcher used quantitative and this research more significant student result then previous researcher. And the researcher used different sample and in this researcher show improve student reading ability by using Team Based Learning at SMP Muhammadiyah 6 Makassar



## **B. Some Pertinent Ideas**

### **1. Concept of Reading**

#### **a. Definition of Reading**

Reading is an pastime with inside the shape of reciting or spelling a bit of writing. This is according with what's said with inside the KKBI (Big Indonesian Dictionary) which states that reading is spelling or announcing what's written. In addition, reading is an pastime of questioning on college students' stories and former expertise withinside the procedure of translating written symbols (letters) into spoken phrases.

Reading is carefully associated with different language strategies that scholars acquire: listening, speaking, and writing. Reading also can be described because the cappotential to accumulate that means from revealed symbols. exercise and delight, he can study quick or slowly in step with the manner he likes or feels. However, if studying to examine or arrange facts inclusive of news, technology or comparable lines, that is a part of a examine or project he does so very slowly and cautiously.

According to Dalman (2014: five) states "Reading is an pastime or cognitive procedure that seeks to discover diverse facts contained in writing. This way that studying is a notion procedure to recognize the content material of the textual content study.

Kolker in a e-book entitled *Film, Form, and Culture* (1983), states that studying is a verbal exchange procedure among readers and writers the usage of written language. According to Nurhadi (2016: 2) "Reading is a crucial-innovative

studying processing procedure finished through the reader to benefit an intensive knowledge of the reading, that is accompanied through an evaluation of the kingdom, fee, characteristic, and effect of the studying."

According to Tarigan (1985: 32) reading is a procedure finished and utilized by readers to get the message to be conveyed through the writer thru phrases/written cloth or choosing and knowledge the that means contained withinside the written cloth.

According to Anderson in Ika (2006), there are seven functions of reading, reading for info and records, reading for principal thoughts, reading for collection or organization, reading for conclusions, reading for classifying, reading for comparing and reading for evaluating contests.

- a. Reading details and facts is reading to find out what the subject of the story is doing
- b. Reading the main idea is reading to get the problem formulation
- c. Reading for organizational stelsel is reading to know each part of the story
- d. Reading for inference is reading to find out what the author meant by the story
- e. Reading to classify is reading to find unusual things
- f. Reading to evaluate is reading to know the value of the story
- g. Reading to compare or contest is reading to compare the story's way of life with the reader's way of life.

Bellafiore's Ufrah (2009) says that the purpose of reading is:

a. Reading for information

This type of reading includes materials that are generally classified as nonfiction, such as science, social science, current affairs, personal opinion, technical matters and the arts.

b. Reading for fun

Reading for pleasure aims to provide the reader with an imaginative experience centered on human concerns such as love, ambition, war, revenge, family life, etc.

**b. Reading Level**

Reading has three levels which include:

Independent reading is reading that must be able to easily decipher words and understand their contents. In addition, using slightly more difficult material than they could read on their own.

a. Instructional reading is reading that requires some guidance when reading material and an appropriate for use when teaching reading.

b. Frustrated reading is reading that harms students and is never used other than in exams. In this case, reading material that is too difficult makes students frustrated (Jenny Buley: 2000).

From the above statement, the writer can conclude that people not only read for pleasure, but also they want to collect much information sumbu possible related to all aspects of life. Each of the three levels considers:

a. Word recognition, namely the ability to decode and the word is printed.

- b. Comprehension, namely the ability to understand the meaning intended by the author.
- c. reading speed (although speed is not important sumbu word recognition or comprehension).

### **c. Reading Type**

Wood in Ufrah (2009) mentions the types of reading that are included in important categories sumbu follows:

#### **a. Skimming**

Skimming is quickly scanning the text to get to the point. In skimming, a reader must ask himself what the text is talking about. He must shift his gaze quickly to the text, especially looking at the main heading, beginning and end, and the first sentence of a paragraph. Skimming is a high-speed reading process and involves a visual search of page sentences for clues to meaning. Skimming is used to quickly identify the main ideas of a text. When we read a newspaper, we may not read it word for word, but scan the text. Skimming is done at a speed three to four times faster than regular reading. People often skim when they have a lot of material to read in a limited amount of time. Skimming itself should not be used when complete understanding of the text is the goal. Skimming is mainly used when researching and getting an overall picture of the text.

#### **b. Scanning**

In scanning the reader has to ask himself if the text contains what he is looking for and if so, he must find where it is, he also moves his eyes more or less

over the text for a particular item. Scans can be performed to find names, dates, static, or written facts.

Kustaryo (1998) suggests that scanning is a reading technique that readers need quickly to answer the questions given. This technique is very important for the reader to get the main idea related to the question given.

#### c. Intensive reading

Intensive reading means reading shorter texts to extract certain information. These activities tend to place more emphasis on thoroughness activities that involve reading for details. The scanning process takes a more prominent role here than skimming. The reader tries to absorb all the information provided, for example: read the dosage instructions of the drug.

#### d. Reading Ability

Reading ability is a child's ability to recognize letters and words, then connect them with sounds, and understand the meaning of the writing that is read starting with the ability to listen to letters correctly and precisely.

Reading ability is the potential or capacity of students to get ideas and information from texts. Reading ability is important for students. Besides that it can be explained by understanding, which can be seen as a product of reading a particular text, ability is seen as part of the generalization of the reading process.

According to Yupita (2014: 10) "ability (ability, skill, dexterity, talent, ability) is the power (force style) to do an action".

According to Tri (2014: 11) reading ability is the ability and skill and readiness of a person to understand ideas and symbols or language sounds in a

reading text that is adapted to the intent and purpose of the reader to get the message or information desired. Reading requires good understanding, because reading requires good skills in order to understand the reading text and interpret the contents of the reading well.

Karlin (2010) stated that the ability to read is important. while not guaranteeing success in and out of that school. Daily life, work, and place in society depend in part on the ability to read. The demands of citizenship in this modern world require us to read and think critically. And although other activities are often ruled out, reading for relaxation and pleasure can add to a person's quality of life. Ability is seen as part of a general process.

From this understanding, it can be concluded that reading ability is a person's ability or potential to master an indirect communication skill through spoken language which is innate from birth or is the result of training or practice and is used to do something that is realized through his actions.

Burns, Smith, Samsah, Imran, tristaudin (2008:17) have the same opinion about the of reading ability and understanding, they divide it into four skill levels: literal reading, interpretive reading, critical reading and creative reading. Each of these skills can be described. As follows:

#### a. Literal Reading

Literal reading refers to the immediate meaning of the text, such as facts, vocabulary, date, time, location, and news. Literal comprehension questions can be answered directly and explicitly from the text. In our experience working with teachers, we have found that they often check the literal reading first to ensure that



their students have understood the basic or surface meaning of the text. This level is essential for all reading skills at any level because the reader must first understand what the author is saying before being able to draw conclusions or make an evaluation.

#### b. Interpretive Reading

Interpretive reading is based on literal understanding of the text; students should use information from different parts of the text and combine it for additional understanding. Students must collect two pieces of information from different parts of the text.

They must be able to read carefully what they have read. Students must be able to see the relationship between ideas, for example ideas go together and also see the implied meaning of these ideas. It is also not realized that before our students can do this, they have first understood the ideas expressed. Interpretive or reverential understanding includes thought processes such as drawing conclusions, making generalizations and predicting results.

At this level, teachers can ask more challenging questions such as asking students the following:

- 1) Rearrange the ideas or topics discussed in the text
- 2) Explain the author's purpose of writing
- 3) Summarize the main ideas when these are not explicitly stated in the text.
- 4) Choose conclusions that can be drawn from the text that has been read.

### c. Critical Reading

Critical Reading is the ability to evaluate the credibility of a piece of writing. All writers have a purpose when they write, and usually a writer will select or emphasize facts and details that support his purpose, ignoring facts that do not support his writing. As good readers, we need to be aware of that. Critical evaluation occurs only after our students understand the ideas and information that the author has presented students can test the following skills:

- 1) Ability to distinguish fact and opinion
- 2) Ability to recognize persuasive statements
- 3) Ability to assess the accuracy of the information provided in the text.

Critical reading is actually a two-step process: Read to understand and analyze what students have read. When they are asked to evaluate a piece of writing, they must make sure that you clearly understand what they have read. Because they understand the author's point of view, goals, and methods of support are they prepared to critique the work effectively.

### d. Creative Reading

Creative reading involves going beyond the material presented by the author, creative reading requires readers to think like reading as critical reading does, and also requires readers to use their imaginations. In creative reading, the reader tries to find alternative solutions or new responses given by the author. It requires the reader's feeling for the text and the subject.

## **e. Literal Reading**

### 1. Definition of Literal reading

Literal Reading is reading activity that is limited to recognizing and capturing the meaning (meaning) stated explicitly (explicitly). That is, the reader only tries to capture the information that lies literally (reading the lines) in the reading and does not try to capture deeper meaning. (Harras: 1998) Literal reading is reading activity that is limited to recognizing and capturing the meaning (meaning) stated explicitly (explicitly).

This means that the reader only tries to capture the information that lies literally in the reading and does not try to capture deeper meaning, namely the implied meaning, both at the gradasi between lines, let alone the meaning behind the lines. Literal reading ability is the lowest reading ability, because in addition to the reader being more passive, it also does not involve critical thinking skills. In other words, when doing the reading process, the reader is only trying to accept the things that are written from the words he reads or what the author puts forward. Therefore, to measure reading comprehension at this, we can use the key questions: what, who, where or when.

### 2. The purpose of Literal reading

Literal Reading aims to only recognize the meaning stated explicitly in the reading text. The reader simply catches the information stated literally (reading the lines) in the reading text. He did not seek to delve into or capture further. Techniques like this are usually used in low teaching and learning processes, for example elementary high school students.

### 3. Literal reading technique

To build understanding, students are given guide questions proposed by Burn, Roe and Ross (1996: 47), namely:

- 1) Who, to ask people/animals or figures in the discourse
- 2) What, to ask for items, benches and events
- 3) Where, to ask the place
- 4) When, to ask the time
- 5) How, to ask the process of the course of an event the reason for something
- 6) Why, to ask something as mentioned in the reading.

Guidelines for understanding the contents of reading literally as above are expected to be used as instructions for understanding the contents of readings. Shanklin and Rhodes in Burn, Roe and Ross, (1996: 105) state that: "The ability to understand the content of reading is process that develops continuously and can begin before the book is read and develop after the book is finished."

### 4. Aspects of Literal reading

- a). Knowledge that has been encountered by the reader (prior knowledge).

The Knowledge previously possessed by the reader is treasury of number of knowledge about what is stored in the psychological structure of the reader.

- b). Knowledge of text structure. Mastery of the structure of reading texts of description, exposition, argumentation, narration, and persuasion has its own characteristics activities to find meaning.

- c). Activities to find meaning is important, because by finding meaning, it can understand the contents of the reading that is read.

#### **f. Difficulty in Reading**

Based on this understanding, it can be understood that difficulty learning to read is symptom of difficulty in learning the components of words and sentences, students who have difficulty learning to read experience one or more difficulties in processing information.

For beginners in reading, reading difficulties are things that are often found in someone when starting their reading whether it is reading in general, or reading certain readings, besides reading difficulties in medical terms are usually known dyslexia, which is disorder in the learning process which is characterized by difficulty read, write, or spell. People with dyslexia have difficulty identifying spoken words and converting them into letters or sentences. Dyslexia is neurological disorder in the part of the brain that processes language.

According to Mercer, there are four groups of characteristics of reading difficulties, namely:

1. reading habits.
2. misspelling of words.
3. misunderstanding.
4. various symptoms, certain barriers to achieving learning outcomes.
5. ways to overcome reading difficulties are:
  - a. Make sure your little one knows the letters well, one of the triggers for child's reading difficulties is because he misrecognizes the letters.

- b. Learn through word cards, for example the words 'ca'ni' and so on, and if the child has started to understand how to read syllables, add another consonant behind it for example 'can' 'nim' and so on. Invite the child to understand the word that is read, in that way the child will understand what is meant by the word that already exists.
- c. Teach children to write by dictating them, another way to overcome the difficulties of children learning to read and remember letters and understand the arrangement of syllables is to teach them to write.
- d. How to overcome reading difficulties using smartphone application, it is recommended that this method is only distraction from learning to read child when he is bored using other methods. Because using too much gadget is not good for children's growth and development.

Reading is the foundation of literacy and education whole (general). It is often seen the key to unlocking my realm of insights into young people's lives that will prepare them for success. The following strategies aim to help teachers who want to engage their students and develop their love of reading.

- a. Read together When students are asked to take turns delivering readings aloud in a setting of the class, this can be a terrifying moment for students who are not confident in their reading abilities.
- b. Exchanging teacher reading options with students. While teachers are very good at selecting good texts for students with appropriate



reading levels, nothing can beat students' interest and interest, when they choose the readings themselves. Allowing students to choose their own books, giving them ownership and freedom in their choice of reading will actually foster lifelong love of literature (reading).

- c. Pre-teach vocabulary and spelling When introducing new reading to students, we can make list of new vocabulary that students will encounter later, and provide the list before students mula reading. Inviting students to get used to new vocabulary by explaining the meaning of these words and inviting students to participate in word games can reduce confusion when students encounter new words in reading. Practicing vocabulary can increase students' confidence, understanding and fluency in reading and understanding the contents of the reading.

## **2. The Team-Based Learning**

### **a. Definition of Team-Based Learning**

Team-based Learning (TBL) is one approach that can be applied to deliver teaching materials more effectively, especially in classes with large numbers of students (large classes). The strength of TBL lies in the effort to build self-study motivation and group work climate so that students can learn the material or topic of discussion more effectively, interestingly, not boringly and can understand from concept to implementation. This goal can be achieved by applying number of steps and methods, the essence of which is

the management of study groups, assignments both independently and in groups and an assessment system that allows students to explore their strengths sumbu individuals and members of group.

Team Based Learning (TBL) is an innovative learning arketipe that was first developed by Larry Michaelsen in 2002. This learning arketipe is an educational strategy that relies on student-centered and structured teaching and learning activities to improve the learning process.

Team Based Learning (TBL) is one of the active learning methods in which the active learning, according to Bonwell (in Michaelsen, 2002) has the following characteristics:

- a. The emphasis of the learning process is not on the delivery of information by the teacher but on developing analytical and critical thinking skills on the topics or issues discussed.
- b. Students do not just passively listen to lectures but do something related to the lecture material.
- c. Emphasis on exploring values and attitudes regarding course material.
- d. Students are more required to think critically, analyze and evaluate.
- e. Faster feedback will occur in the learning process.

In addition to the characteristics mentioned above, in general, the active learning process allows several things to be obtained, follows:

First, the interactions that arise during the learning process will lead to positive interdependence where the consolidation of the knowledge learned can only be obtained together through active exploration in learning.

Second, each person by person must be actively involved in the learning process and the teacher must be able to assess each student so that there is orang per orang accountability.

These three active learning processes in lagam to run effectively require high gradasi of cooperation so that it will foster social skills.

Thus the quality of learning can be improved so that mastery of the material also increases. Working in group is an important part of active learning activities. The formation of groups quickly and efficiently, at the same time, varying the composition and size of groups in the classroom is very important to support the active learning process.

#### **b. The Concept of Team-Based Learning**

The concept of Team based Learning (Michaelsen, Knight & Fink, 2002) started from the basic idea that group of students consisting of 5 to 7 people can be an effective learning team because the relationship between them is the force that can support each other in the learning process.

The benefits that can be obtained from the Team Learning concept are:

- a. Facilitate the student learning process more deeply.

- b. Can support students' enthusiasm for learning socially and academically.
- c. Improve process skills of working in groups.

In the Team-Based Learning method, the teacher provides more opportunities for students to develop the ability to work together because it gives greater weight to the discussion process (peer discussion) and study person by person compared to the concept explanation process (instructor input/lecture). Currently, what has been applied to the MK Introduction to Development Management lectures are in the form of Lecture-based cases and Case-Based lectures which give little weight to students' self-directed learning abilities. The formulation of new learning methods can achieve a positive impact not only giving great weight to students' self-directed learning abilities but also learning motivation.

### **c. Steps of Team-Based Learning**

It can be achieved when the four important steps of TBL are successfully implemented, including:

1. Group. Groups must be formed and managed properly.

TBL requires the instructor to oversee group formation so that he or she can manage three important variables: ensuring that groups have adequate resources to rely on in completing their assignments and approximately the same gradasi of resources across groups, avoiding coalition memberships that might interfere

with the development of cohesiveness. groups, and ensuring that groups have the opportunity to develop into learning teams.

2. Accountability. Students must be responsible for the quality of their own and group work.

TBL requires students to be accountable to their instructors and teammates for the quality and quantity of their work. Furthermore, the team must take responsibility for the quality and quantity of their work unit.

3. Input. Students should receive frequent and timely feedback.

Immediate feedback is major instructional in TBL for two very different reasons. First, feedback is critical to learning and content retention ideas that not only make intuitive sense but are well documented in the educational research literature. Second, direct feedback has tremendous impact on group development.

4. form. When assignments emphasize decision making, most students choose to complete assignments by involving one another in discussions regarding give-and-take content. In contrast, tasks that involve producing complex outputs such lengthy documents often team learning and development because they usually hinder intrateam discussion in two ways.

First, the discussion tends to be shorter because students tend to feel the urgency to make the product to be assessed.

Second, Task design. Group assignments should promote learning and team development. The most fundamental aspect of designing team assignments that promote team learning and development is ensuring that they do require group interaction. In most cases, team assignments generate degree of interaction if they require the team to use course concepts to make decisions involving complex ronde of problems and allow the team to report their decisions in simple focusing on issues related to content, they tend to focus on how to divide work. Thus, complex product outputs such lengthy documents rarely contribute to team development they are most likely created by person by person members working alone on their part of the entire project.

In addition, TBL is also able to provide benefits that can create interactive discussions about actual problems. In TBL learning, the teacher acts facilitator, several methods such simulation can be applied, with this process it is expected to hone students to think logically and analytically and train students to develop thinking about the phenomenon of the that occurs. In addition, students are also able developing the learning process in groups which is carried out with the small group discussion method so that students can recognize the principle of cooperation. Students are also able to learn to look for theoretical proof of concept in events in the field, especially in the learning process at the end of class lessons. Team-based learning is able to provide good environment so that inter-team



engagement can form and they are able to think critically, work together in collaborative groups to solve common problems in practice.

#### **d. Disadvantages and Advantages of Team-Based Learning**

The disadvantage of TBL is that it provides a greater opportunity for conflict between students and decision-making that takes longer. Individual segregation may occur. In addition, individuals who are also less extroverted may feel and hesitant to contribute. In this case, teacher needs to intervene and provide direction to students in groups to make it easier for individuals to carry out the learning process through the TBL method.

The advantages of the TBL research method lie in the effort to build self-study motivation and group work climate so that students can learn the material or topic of discussion more effectively, interestingly, not boringly and can understand everything from concept to implementation. This goal can be achieved by applying number of steps and methods, the essence of which is the management of study groups, giving assignments both independently and in groups and an assessment system that allows students to explore their strengths and weaknesses of individuals and group members.

In addition, the advantages of team based learning are also able to generate many ideas and opinions. More people are available to complete the task. This is great networking and socializing opportunity. Great opportunity to share skills and knowledge. Learners get to know each other better. Students who lack self-confidence may feel more 'safe' in large groups. Decisions are made

collaboratively – establishing ownership of problems and solutions. Large groups can be fun to work with, and to be part of.

#### **e. The Purpose of Team-Based Learning**

The main learning objectives in Team Based Learning (TBL) are to go beyond simply encompassing learning and focus on ensuring that students have opportunities to practice concepts in learning to solve problems in learning. Thus, TBL is designed to equip students with conceptual and procedural knowledge in the teaching and learning process, most of the time in class is used for team assignments that focus on using team-based learning (TBL) to solve the types of problems that students are likely to encounter in the reading learning proces.

#### **C. Theoretical Framework**

this researcher is described follows:

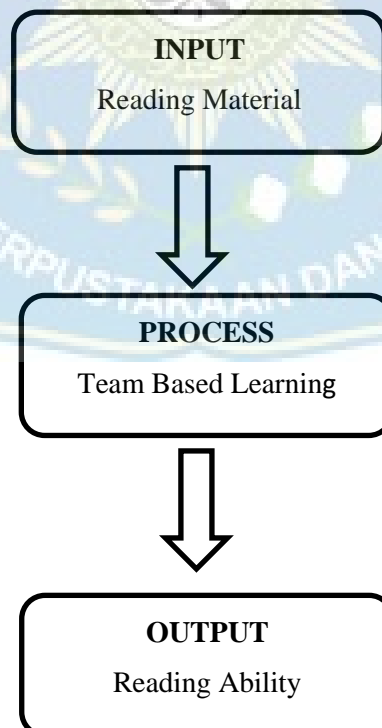


Figure 2.1 Conceptual Framework

Based on the above conceptual framework, Team Based Learning is used as a group based active learning strategy that collaborates with each other to apply the concept of students reading ability.

#### **D. Hypothesis**

According to Creswell (2012), hypothesis is a quantitative statement repeated by researcher to predict or speculate about the outcome of relationship between attribute characteristics.

Based on the theoretical framework and conceptual framework above, the following hypotheses can be formulated:

- a. Hypothesis Zero ( $H_0$ ); the use of Team -Based Learning is not effective in improving reading ability.
- b. Alternative Hypothesis ( $H_1$ ); is that the use of Team -Based Learning significantly improves students 'reading ability.

### CHAPTER III

#### RESEARCH METHOD

This chapter discusses study design, study variables, population and sample, study instruments, collection procedures, and information analysis techniques.

##### A. Research design

This study used pre-experimental design with pre-test and post-test. The study design summary shows the following:

Figure 3.1. Pretest-Posttest Design


$$E = O_1 X O_2$$

Where:

E = Experiment

O<sub>1</sub> = Pre-test

X = Treatment

O<sub>2</sub> = Post-test

(Arikunto, 2001:84)

##### B. Variables of the research

This study had two variables namely:

1. Independent Variables using Team -Based Learning.
2. The dependent variable of the student is the Reading Comprehension of the student.

### **C. Population and sample**

#### 1. Population

In this study, the researcher selected the eighth grade students of SMP Muhammadiyah 6 Makassar the population. There were two classes. So, the population was 42 students.

#### 2. Sample

This research took class VIII students of SMP Muhammadiyah 6 Makassar. As sample the study used sampling technique aimed at selecting class sample. Eighth class VIII.A consists of 21 students.

### **D. Research Instruments**

The researcher used only one research instrument, namely the reading test. In this test, the researcher asked students to answer 20 items in multiple choice questions given by the researcher.

### **E. Procedure Of Collection Data**

Data collection was one of the important things in research that can determine the results of the study, as follows:

Data will be collected through:

#### 1. Pre –test

At the first meeting, the researcher introduced himself and told the students what they takat to do. The researcher gave pre-test to the students to measure how far the students' reading ability was. Students were asked to read descriptive texts based on the curriculum by the

researcher. Furthermore, students were able to identify the ideas, in descriptive texts, to improve reading ability in class by answering questions from the text. After that, the researchers obtained student grades.

## 2. Treatment

After the pre-test, the researcher gave treatment to the students. The treatment was carried out for four meetings. Each meeting was conducted for 40 minutes. For the first meeting, the researcher explained what descriptive text was and how to use the team based learning method in the classroom. The next meeting the researchers used the same activities at the next meeting but with different topic.

The researcher conducted the class in five meetings. For more information, see the following:

- a. At the first meeting the researcher introduced Team-Based Learning, then give text and explained what the advantages were and the steps in implementing team-based learning.
- b. After explaining the topic, the researcher guided the students to apply team-based learning by asking students to find their partner.
- c. The researcher give 5 minutes for each reading and asked the students' difficulties in answering the text using Team-Based Learning
- d. The teacher gives time for students to consciously focus on remembering what they have read. Give students about 5 minutes



to make them really consider what they have just read. It's okay for them to peek back at the text for help.

- e. The researcher asked the students to tell the group what they remembered from the text, then swap roles for the next part of the text.

### 3. Post Test

After giving the treatment, the researcher conducted post-test. The questions given consist of twenty multiple choice numbers, the same sumbu the pretest. Post-test was given to see the effectiveness of team based learning on students' reading ability. The post-test function is to measure how effective team based learning is in students' reading ability.

## F. Techniques of Data analysis

- a. After the informasi is collected, the next research step is to analyze the information, by using the following procedure:

$$Score = \frac{\text{Students' correct answer}}{\text{Number of items}} \times 100$$

(Ministry of Education in Bursan, 2009)

- b. Table classification of students' score:

## 3.2. Table Score Classification the score of the students

No	Classification	Scale
1	Very good	90 – 100
2	Good	70 – 89
3	Fair	50 – 69
4	Poor	40 – 49
5	Very poor	10– 39

c. Computing the frequency of the rate percentage of the students' score

$$P = \frac{F}{N} \times 100$$

where:

Q: Percentage

F: Frequency

N: Total number of students

(Munawir, 2010)

d. Calculate the average marks of students' answers using the formula.

$$\bar{X} = \frac{\sum x}{N}$$

Where:

$\bar{X}$  : Mean score

$\sum x$  : Total score of the students' score

N : The number of students/ sample

(Gay, 2006: 289)

- e. To calculate the standard deviation for pre -test and post -test students, the researcher will use the following formula:

$$SD = SD = \sqrt{\frac{\sum x^2 - \frac{(\sum x)^2}{N}}{N - 1}}$$

where:

SD: Standard Deviation

$\sum x^2$ : the square of the sum of score

$(\sum x)^2$ : number of subjects

(Gay, 2006: 362)

- f. Finding out significant differences between pre-test and post-test by calculating the value of the t-test. The following formula will apply:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

T : test of significance difference

$\bar{D}$  : the mean scores

$\sum D^2$  : the sum of total squares' score of difference

$(\sum D)^2$  : The square of the sum of difference scores

N : the total number of the students'

(Gay, 2006)

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

In collecting data, the researcher used test namely pre test and post test. Pre test was given before treatment to know prior knowledge of the students and post test was given after treatment to know the students developing reading ability. The findings of the students' reading ability are describe as follows indeed into descriptive inferential statistical results.

##### 1. Descriptive Statistical Result

##### a. Scoring Classification and Rate Percentage of Students' Score in Pre Test and Post Test

**Table 4.1**

**The Rate Percentage of Students' Score in Pre Test**

Classification	Scores	Frequency	Percentage
Very Good	90 – 100	-	-
Good	70 – 89	4	16,6%
Fair	50 – 69	17	70,8%
Poor	40 – 49	2	8,3%
Very Poor	10 – 39	1	4,1%
<b>TOTAL</b>		<b>24</b>	<b>100%</b>

Table 4.1 above shows the rate percentage of students pre test scores based on the table. It is seen that obtained very good score. There are only 3 of students 16,6% who obtain good score, 17 students 70,8% who obtain fair score, and 2 students 8,3% who obtain poor score and only 1 student who obtain very poor score.

Based on the result of classification score, the student obtained lowest score in the pre test because the students did not understand the reading text, and the students obtained middle score in pre test because the students understand the text but they could not analyse the question well

**Table 4.2**  
**The Rate Percentage of the Students' Score in Post Test**

Classification	Scores	Frequency	Percentage
Very Good	90 – 100	3	12.5%
Good	70 – 89	17	70,8%
Fair	50 – 69	4	16,6 %
Poor	40 – 49	-	-
Very Poor	0 – 39	-	-
<b>TOTAL</b>		<b>24</b>	<b>100%</b>

Table 4.2 above shows the rate percentage of the students' post test score. The table shows that there are 3 students (12,5%) who obtain the score in item of very Good category, there are 17 students (70,78%) who obtain the score in item of Good category, there are 4 students (16,6%) who obtain fair, there was no student who obtain poor, very poor.

The researcher found that in post test, the student obtained good score, because they understood the text and can analysed the reading text and the important factor was the students more active in the learning process in using using Team Based Learning. Although the researcher found that the difference score in post test because the students had antusias in learning reading with team to think the the problem and

solve with them and the students were active and made some question if they did understand the text both their group or the teacher.

So in post test score showed that there was any significant improvement of students comprehension because during the treatment most of students really enjoyed and interested following the teaching learning process. So the student obtained improve student reading ability in post test. It means that the students' reading ability was improved after giving treatment.

**b. The Mean Score and Standard Deviation of Pre-Test and Post-Test**

**Table 4.3**

**The Mean Score and Standard Deviation of Pre-Test and Post-Test**

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	24	35	75	57.71	9.666
posttest	24	50	90	75.00	10.529
Valid N (listwise)	24				

Table 4.3 above shows the mean score in pre-test and the students standard deviation in pre test and post test. The mean score of the students in pre test is 57,71. It is categorized as fair and mean score of post-test is 75.00. It is categorized as good. Furthermore, It shows that the difference between mean score in post test is greater than the mean score of pre-test. It also shows that the difference between pre test mean score and post-test really significant. The difference is from poor to good classification.



The standard deviation of the students in pre-test is 9,6 and Post-Test is 10,5 standart deviation is the measure dispersion of a set of data from its mean. The greater is the standard deviation, and the greater the was in the magnitude of the deviation of the value from their mean is the result shows that the deviation in post test was lower than pre test.

## 2. Inferential Students Result

In this case, the researcher took test of significance in order to know wheather or not the null hypotesis is rejected. The level of significance used is ( $\alpha$ ) 5% with degree of freedom = N-1 (24-1), where N is the total number of the students . The following table shows the result of paired sample test.

### 4.4. Table shows the results of paired sample

Paired Samples Test								
	Paired Differences					T	Df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
pretest - posttest	-17.292	3.605	.736	-18.814	-15.769	-23.496	23	.000

Table 4.5 above shows inferensial students result. The researcher used SPSS 24 and show that Sig. (2-tailed) < 0.005. based on result on the table show Sig. (2-tailed) is 000 lower then 0,005. It means that there is significant result after using team based learning.

## **B. Discussion**

The result of data analysis of the students' reading ability was taken from SMP Muhammadiyah 6 Makassar. It showed that the students' comprehension before teaching by using Team Based Learning technique was still low and there was improvement after Team Based Learning was applied in the treatment. It was proved by the comparison between the result of pre-test and post-test.

In this research, the researcher taught reading ability and focus on Literal Reading . It aims to only recognize the meaning stated explicitly in the reading text. The reader simply catches the information stated literally (reading the line) in the reading text. He did not seek to delve into or capture further. In this research using team based learning in treatment to know the improvement student how improved in pre test and posttest.

In the previews chapter the researcher was explained that Team Based Learning technique is an easy and fun technique which is suitable for any levels of students where there must be a writer so this technique is made the students is a center in learning process that can made them are actively involved in understanding a subject matter and building their knowledge.

So in post test score showed that there was any significant improvement of students comprehension because during the treatment most of students really enjoyed and interested following the teaching learning process. During the research the researcher was observed that, most of students diffculted to answer the questions because they are not interested to read the

text because they are didn't know the meaning of the text. But after the treatment already conducted by using Team Based Learning the students more interested in teaching and learning process.

The explanation above showed that although all of the students treated with the same way the achievement score of students was different, because the students have the different level in understanding the material. The other problems were the treatment applied the based learning

The researcher assume that using Team Based Learning is good for the student to improve their ability because the student try to solve the problem found and their also try to cooperate in team to solve the problem. Moreover the student have a good spirit to work and share another about the material.

Based on the discussion above the researcher concluded that the rate percentage of score in the post-test was better than the rate percentage of score in the pre-tets after the treatment already conducted by using Team Based Learning technique. The researcher conluded that using Team Based Learning was effective at SMP Muhammadiyah 6 Makassar.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter deals with conclusion and suggestion based on the finding of the research.

#### **A. Conclusion**

Based on the result of data analysis, research findings, and discussion in the previous chapter, the researcher comes to the following conclusions. That there is the effect of Team Based Learning on the students' reading comprehension achievement. The use of Team Based Learning is effective to improve the students' reading ability achievement especially of main idea at the VIII A students of SMP Muhammadiyah 6 Makassar.

#### **B. Suggestion**

Based on the finding of the research which is positively indicated that Team Based Learning technique can improve the students reading comprehension, it is suggested to the English teacher to use this technique in teaching english skill particularly teaching reading comprehension.

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# APPENDICES

## APPENDIX 1

### PRE-TEST

Read the following text to answer questions number 1 - 3.

#### Kediri

Kediri is a name of a town. It is situated in a valley between the Kelud and Willis mountains and inhabited by about 1.3 million people. In the centre of the town there is a large hill which is called the Dathok Mountain. Because of the topography of the region, Kediri is called a chilly town by the locals. There is a big river called Brantas cutting off the centre of the town.

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

1. What does the above text tell about?

- a. The history of Kediri
- b. The famous products of Kediri
- c. The description of Kediri
- d. The people

2. Which one has a distinctive taste?

- a. The cigarette
- b. The factory workers
- c. The farmers
- d. The traders

3. "Those who do not work here ..." (last sentence). The underlined word refers to
- The local people
  - The factory workers
  - The farmers
  - The traders

Read the following text to answer questions number 4 - 8.

### Masjid Sultan Suriansyah

Masjid Sultan Suriansyah 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 found 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 mosques in Banjar, the mihrab has its own roof, separated from the main building.

4. What is the main idea of the paragraph one?
- Masjid Sultan Suriansyah is located in the North Kuin Village of Banjarmasin.
  - Masjid Sultan Suriansyah Built 300 years ago
  - Masjid Sultan Suriansyah in South Kalimantan
  - Masjid Sultan Suriansyah is a historical mosque
5. Who is pangeran samudra ?
- The first Banjarnese King who converted into Islam
  - The king of the North Kuin Village of Banjarmasin
  - The last king in Banjarnese
  - The king of South Kalimantan
6. What is mainly discussed in the text?
- A king reign
  - A palace complex

- c. An Islamic location
- d. A historical mosque

7. From the text we know that ?

- a. Some construction of the mosque takes the local style
- b. Banjar people burned down the mosque
- c. There is nothing special from this mosque
- d. The Dutch colonial built the mosque

8. "The mosque is located in the North Kuin Village of Banjarmasin" The sentence can be replaced by ....

- a. The place of the mosque in Banjarmasin
- b. The situation in the North Kuin Village
- c. The Mosque was found in Banjarmasin
- d. The place was so far from North Kuin Village of Banjarmasin

Read the following text to answer questions number 9 - 13.

#### My Robot

My robot is very nice. I just got a toy from my uncle. My uncle is a sailor. He bought me a robot when he sailed abroad. I love this robot. It is about twenty centimeters tall. The color of the robot is yellow. The robot has strong body. It has two big blue eyes. It's two strong lengs are covered with blade boots.

My robot can be moved with two medium sized batteries. After interesting the batteries at the back of the robot body, we can make it move when we push the button behind it's neck. The robot will move it's 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 oves forward only.

9. How tall is the robot?

- a. 20 cm
- b. 12 cm
- c. 25 cm
- d. 22 cm

10. Who is the sailor?
- Its uncle
  - His uncle
  - Their uncle
  - Our uncle
11. "It has two big blue eyes" The underlined word refers to
- The writer
  - Uncle
  - The robot
  - The eyes
12. What is the main idea of the last paragraph ?
- The writer's robot can be move with two medium sizes batteries
  - Two batteries are needed to make the robot move
  - The writer's robot is difficult to move
  - The robot can move without batteries
13. The word "Love" in line fifth has the closest meaning with ?
- Hate
  - Impressed
  - Like
  - Detest

Read the following text to answer questions number 14 - 16.

Peter

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

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

14. How old is Peter? He is ... years old.
- Four
  - Fourteen



- c. Forty
- d. Ten

15. "He is fourteen years old . . . Than me." The underlined word refers to

- a. Peter
- b. The writer
- c. The writer's brother
- d. The writer's family

16. Peter is interested in sports very much, and at school he plays football and tennis." The underlined phrase can be replaced by ....

- a. Dislike sport
- b. Really like sport
- c. Hates sport very much
- d. Finds sport not really entertaining

Read the following text to answer questions number 17 - 20.

### Taj Mahal

Taj Mahal, an epitome of love, is actually a mausoleum. Standing majestically on the banks of River Yamuna, the Taj Mahal is synonymous to Love and Romance. Taj Mahal was constructed by Mughal Emperor Shah Jahan in the memory of his beloved wife and queen. The name "Taj Mahal" was derived from the name of Shah Jahan's wife, Mumtaz Mahal, which means crown of palaces

Taj Mahal represents the finest architectural and artistic achievement. The Mausoleum was constructed of pure white marble. The white marble is inlaid with semi-precious stones (including jade, crystal, Lapis Lazuli, amethyst and turquoise) that form the intricate designs. Its central dome reaches a height of 240 feet (73 meters). The dome is surrounded by four smaller domes. Inside the mausoleum, an octagonal marble chamber adorned with carvings and semi-precious stones house the false tomb of Mumtaz Mahal. Her actual remains lie below, at garden level

17. What is Taj Mahal actually

- a. Its a actually a mausoleum
- b. Crown of place
- c. The luxurious palace
- d. it is memory of his beloved wife

18. “The dome is surrounded by four smaller domes” The underlined word has the same meaning as...

- a. Location
- b. Sitation
- c. Circle
- d. Far

19. “Taj Mahal was constructed by Mughal Emperor Shah Jahan” The underlined word has the same meaning as...

- a. Do
- b. Build
- c. Work
- d. Study

20. What is the main idea of the last paragraph?

- a. Taj Mahal represents the finest architectural and artistic achievement
- b. Taj Mahal was constructed by Mughal Emperor Shah Jahan
- c. The Mausoleum was constructed of pure white marble.
- d. The mausoleum an octagonal marble chamber adorned.

## POST-TEST

Read the following text to answer questions number 1 - 4.

### Singapore Bird Park

One of the most interesting places to visit in Singapore is the bird park. It is located in the industrial area of Singapore, called Jurong. The bird park is about twelve kilometers from the centre of the city, and it's easy to get there by bus or by taxi.

It is one of the largest bird park in the world. The birds are kept in large cages, and there are hundreds of beautiful birds from many different parts of the world, including penguins, parrots, eagles and ostriches. There is a large lake in the park, with a restaurant beside it, and there is also a very large cage which you can walk inside to get closer looking at the birds.

It takes about two hours to see all the birds. You can walk around the park or ride on the bus. The best time to visit the park is in the early morning or late afternoon, when it is cooler.

1. How far is the park from the city center?
  - a. 2 km
  - b. 10 km
  - c. 12 km
  - d. 100 km
2. Why do many people like to visit the bird park late in the afternoon?
  - a. They are busy working in the morning
  - b. The weather is not hot in the afternoon
  - c. The birds in the park are caged in the morning
  - d. they live in many different parts of the world
3. What is the main idea of the second paragraph?
  - a. The most interesting place in Singapore is the bird park
  - b. There is a restaurant next to a large lake in the park
  - c. There are hundreds of very beautiful birds in the cages
  - d. Singapore bird park is the largest bird park in the world

4. “It is located in the industrial area in Singapore.”

What does the underlined word means?

- a. Situated
- b. Held
- c. Conducted
- d. Performed

Read the following text to answer questions number 5 -8 .

#### Natural Bridge National Park

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

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

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

- a. Pacific Highway to Nerang
- b. It is located 110 kilometers from south of Brisbane
- c. Natural Bridge National Park is lush tropical rainforest
- d. The phenomenon of the rock pools

6. What the visitors will see in the night?

- a. a common glow worm
- b. the unique feature of the glow worms
- c. a great dark cave
- d. the unique rocks

7. “swimming is permitted in the rock pools” the sentence can be replaced by...

- a. Don’t swim in the rock pools
- b. You can swim in the rock pools

- c. I will rock in the pools
  - d. They are swimming in the rock pools
8. "Swimming is permitted in the rock pools" The underlined word has the same meaning as...
- a. Prohibit
  - b. Allow
  - c. Forbidden
  - d. Barbeque

Read the following text to answer questions number 9 - 11

#### Tabuik Ceremony

Tabuik ceremony is traditional on the west coast of west sumatera, indonesia especially in pariman. It is held the asura day which falls on the 10 th of muharram of the islamic calendar. In bengkulu it was known as tabot.

Tabuik is made of bamboo, rattan, paper. During the week of tabuik, many activities are held including kite race and other traditional activities. Tabuik is also a term used to refer to the high funeral biers carried around during the remembrance procession. On the appointed day, all participants of the ceremony gather in the centre of the city. All government officials also attend this colossal ceremony in west sumatera. One Tabuik was carried by 40 people. Behind Tabuik, a group of people wearing traditional clothes carry various of percussion stop, dozens of people perform martial arts accompanied by Minang Tetabuhan. The sunset marks the end of the procession the Tabuik was brought to a shore and then floated out to sea. This is conducted as they believe that throwing Tabuik into the sea will dispose of bad luck.

9. Where does Tabuik come from?
- a. Minangkabau
  - b. Pariaman
  - c. Bengkulu
  - d. West Coast
10. Why must Tabuik be thrown into the sea?
- a. To symbolize the end of the ceremony

- b. To show that the ceremony is over
- c. To mark the disposal of bad luck
- d. To complete the procession

11. "Tabuik is made of bamboo,rattan,paper" The underlined word has the same meaning as...

- e. Give
- f. Discard
- g. Produce
- h. Pause

Read the following text to answer question number 12- 13

#### Bale Kambang

Bale Kambang is a small village in the Southern coast of East Java. It's seventy kilometers from Malang town and two hours' drive from South. It is well known for its long beautiful white sandy beach as well as the similarity of its temple to the one of Tanah Lot in Bali.

In Bale Kambang, there are three small rocky islands namely Ismaya Island, Wisanggeni Island, and Anoman Island, those names are taken from "wayang" figures (Java traditional puppets). These islands are surrounded by Indonesian Ocean which huge waves frighten most overseas cruisers.

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

- a. There are three rocky islands in Bale Kambang.
- b. Huge waves frighten many overseas cruisers
- c. Names of rocky islands are taken from "wayang" figures
- d. The rocky islands are in the middle of the sea

13. ".....those names are taken from "wayang" figures (Java traditional puppets)."

The underlined word refers to

- a. Indonesian
- b. Wayang
- c. Three rocky islands
- d. Bale kambang

Read the following text to answer questions number 14 - 16.

#### Kartikasari

Kartikasari was born on December 15, 2004 in Bandung. Her friends call her Ika. She lives at Jl. Gatot Subroto 12A, Bandung. She is an SMP students. She is in the seventh grade. She is quite tall and slim. She has long wavy hair and dark eyes. She looks beautiful with her long hair. She will not have hair cut, because she prefers it that way.

Everyone knows she is very serious person and very discipline with her main duty as a student. That's why she always does well in her class. She is also symphatic, honest, kind and friendly. Her parents must be proud of her.

14. "She is quite tall and slim" The sentence can be replaced by ....

- a. She is girl
- b. She has a sweet smile
- c. She is not fat
- d. She has a big body

15. Why must her parents be proud of her ?

- a. She is the seventh grade.
- b. She always does well in her class
- c. She has long wavy hair
- d. She looks beautiful

16. "Her parents must be proud of her", Her refers to ..

- a. Kartika's mother
- b. Kartika's friend
- c. .Kartika
- d. The writer

Read the following text to answer questions number 17 - 20

#### Boyolali regency

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. They 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.

17. " ... they are seeking in Boyolali" (paragraph 3)

What does the underlined word refer to?

- a. People from out town
- b. Places in Boyolali.
- c. Cow statues.
- d. Real cows.

18. What is the main idea of the last paragraph?

- a. The statues help people to find places easily.
- b. The statues decorate the town beautifully.
- c. The cow can get their way easily around the town.
- d. The people from out of town easily find the statues.

19. The text mainly tells us about ....

- a. the colour of the statues
- b. cow statues in Boyolali
- c. a town called Boyolali
- d. how to raise cows

20. What is the location of Boyolali?

- a. Solo
- b. Merapi
- c. Merapi and Merbabu Mountains
- d. North Of Solo

**KEY ANSWER****PRE TEST**

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

**POST TEST**

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



## Appendix 2

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

**Satuan Pendidikan:** SMP 6 Muhammadiyah Makassar

**Mata Pelajaran:** Bahasa Inggris

**Kelas /Semester:** VIII

**Tahun Pelajaran:** 2021/2022

**Materi Pokok:** Deskriptif text

**Alokasi Waktu:** 4 JP (2 pertemuan)

#### A. Kompetensi inti

KI 3 : Berkomunikasi secara interpersonal, transaksional, dan fungsional tentang diri sendiri, keluarga, serta orang, binatang, dan benda, konkret dan imajinatif, yang terdekat dengan kehidupan dan kegiatan peserta didik sehari-hari di rumah, sekolah, dan masyarakat.

KI 4 : Menyusun teks lisan dan tulis, pendek dan sederhana dengan menggunakan struktur teks secara urut dan runtut serta unsur kebahasaan secara akurat, berterima, dan lancar

#### B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar (KD) Pengetahuan	Kompetensi Dasar (KD) Keterampilan
3.8. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/ berlangsung saat diucapkan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan present continuous tense).	4.8 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/ berlangsung saat diucapkan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
<b>Indikator Pencapaian Kompetensi (IPK) KD 3.8</b>	<b>Indikator Pencapaian Kompetensi (IPK) KD 4.8</b>

<p>3.8.1 Mengidentifikasi fungsi social dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/kejadian yang sedang dilakukan/ berlangsung saat diucapkan, sesuai dengan konteks penggunaannya.</p>	<p>4.8.1. Menulis teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/ berlangsung saat diucapkan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>
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### C. TUJUAN PEMBELAJARAN

Melakukan kegiatan terkait cerita rakyat, yaitu menyimak cerita rakyat yang dibacakan guru, membahas isi cerita, dan membacakan cerita kepada orang lain, secara urut dan runtut dengan bahasa Inggris yang benar dan sesuai konteks. Diharapkan dengan kegiatan tersebut peserta didik dapat memperoleh hiburan atau menghibur orang lain serta mengembangkan nilai-nilai luhur yang terkandung didalamnya.

### D. PENDEKATAN, MODEL DAN METODE PEMBELAJARAN

Pendekatan: Reading Ability

Model: Grouping

Metode: Team Based Learning

### E. MEDIA, ALAT DAN SUMBER BELAJAR

1. Media/alat:

- Note book
- Kamus
- Handphone

2. Bahan:

- Spidol
- Penghapus

3. Sumber Belajar: - Buku Siswa dan Buku guru

- Lingkungan Masyarakat sekitar
- buku “When English rings a bell” kurikulum 2013 kelas VIII Kemendikbud

- Sumber belajar lain yang mendukung.

#### F. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN:

Pertemuan ke 1

No.	Kegiatan	Alokasi Waktu
1.	<p>Kegiatan Pendahuluan</p> <ol style="list-style-type: none"> <li>1. Salam dan sapa</li> <li>2. Ajakan berdoa bersama.</li> <li>3. Guru memotivasi peserta didik agar tetap semangat, disiplin, rajin belajar dan jujur dalam mengerjakan evaluasi.</li> <li>4. Guru mengingatkan peserta didik untuk selalu mematuhi etika berkomunikasi selama pembelajaran berlangsung.</li> <li>5. Guru mempersilahkan peserta didik membuka materi yang akan dipelajari.</li> </ol>	10 Menit
2.	<p>Kegiatan Inti</p> <ol style="list-style-type: none"> <li>1. Sebelum awal pembelajaran di kelas siswa ditugaskan untuk mempelajari konsep tentang materi yang akan dipelajari pada topik materi pembelajaran yang akan dibahas dikelas dan berdiskusi bersama temannya dengan cara : Melihat, Mengamati, Membaca, Menulis Mendengar, Menyimak materi <i>Fungsi Sosial- Ø Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya.</i></li> <li>2. Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi tes pemahaman konsep siswa untuk membantu menguatkan memori siswa tentang apa yang mereka pelajari selama individual study (studi individu) mereka, dan akan dijawab melalui kegiatan belajar mengenai materi <i>Fungsi Sosial- Ø Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya.</i></li> <li>3. Peserta didik menyerahkan hasil jawaban mereka. Kemudian, peserta didik berkumpul bersama timnya untuk melaksanakan tes tim. Peserta didik bersama timnya mengambil soal tes tim dan mengerjakan tes tersebut bersama kelompoknya dan kelompok harus mencapai kesepakatan tentang jawaban atas setiap pertanyaan tes yang telah diidentifikasi melalui kegiatan: Tanya jawab tentang materi <i>Fungsi Sosial- Ø Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya</i></li> <li>4. Peserta didik dalam kelompoknya berdiskusi dan diberikan kesempatan melihat bahan bacaan rujukan atau modul pelajaran untuk menjawab pertanyaan yang masih tertinggal atau yang belum diselesaikan dalam mengolah data hasil pengamatan dengan cara : <b>Berdiskusi, Mengolah informasi, mengerjakan soal</b> tentang data dari Materi</li> </ol>	70 Menit

	<p><i>Fungsi Sosial- Ø Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya.</i></p> <p>5. Peserta didik berdiskusi untuk menyimpulkan Menyampaikan hasil diskusi, Mempresentasikan hasil diskusi, Mengemukakan pendapat, Bertanya atas presentasi tentang materi <i>Fungsi Sosial- Ø Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya</i></p>	
3.	<p><b>Kegiatan Penutup</b></p> <ol style="list-style-type: none"> <li>1. Guru bersama peserta didik menyimpulkan apa yang telah di pelajari dan menanyakan kesulitan yang di alami</li> <li>2. Guru dan peserta didik menutup proses pembelajaran dengan berdoa bersama (Religious)</li> </ol>	10 Menit

Pertemuan ke 2

No.	Kegiatan	Alokasi Waktu
1.	<p><b>Kegiatan Pendahuluan</b></p> <ol style="list-style-type: none"> <li>1. Salam dan sapa.</li> <li>2. Ajakan berdoa bersama.</li> <li>3. Guru memotivasi peserta didik agar tetap semangat, disiplin, rajin belajar dan jujur dalam mengerjakan evaluasi.</li> <li>4. Guru mengingatkan peserta didik untuk selalu mematuhi etika berkomunikasi selama pembelajaran berlangsung.</li> <li>5. Guru mempersilahkan peserta didik membuka materi yang akan dipelajari.</li> </ol>	10 Menit
2.	<p><b>Kegiatan Inti</b></p> <ol style="list-style-type: none"> <li>1. Sebelum awal pembelajaran di kelas siswa ditugaskan untuk mempelajari konsep tentang materi yang akan dipelajari pada topik materi pembelajaran yang akan dibahas dikelas dan berdiskusi bersama temannya dengan cara : Melihat, Mengamati, Membaca, Menulis Mendengar, Menyimak materi <i>Fungsi Sosial- Ø Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya.</i></li> <li>2. Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi tes pemahaman konsep siswa untuk</li> </ol>	

	<p>membantu menguatkan memori siswa tentang apa yang mereka pelajari selama individual study (studi individu) mereka, dan akan dijawab melalui kegiatan belajar mengenai materi <i>Fungsi Sosial- Ø Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya.</i></p> <p>3. Peserta didik menyerahkan hasil jawaban mereka. Kemudian, peserta didik berkumpul bersama timnya untuk melaksanakan tes tim. Peserta didik bersama timnya mengambil soal tes tim dan mengerjakan tes tersebut bersama kelompoknya dan kelompok harus mencapai kesepakatan tentang jawaban atas setiap pertanyaan tes yang telah diidentifikasi melalui kegiatan: Tanya jawab tentang materi <i>Fungsi Sosial- Ø Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya</i></p> <p>4. Peserta didik dalam kelompoknya berdiskusi dan diberikan kesempatan melihat bahan bacaan rujukan atau modul pelajaran untuk menjawab pertanyaan yang masih tertinggal atau yang belum diselesaikan dalam mengolah data hasil pengamatan dengan cara : <b>Berdiskusi, Mengolah informasi, mengerjakan soal</b> tentang data dari Materi <i>Fungsi Sosial- Ø Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya.</i></p> <p>5. Peserta didik berdiskusi untuk menyimpulkan Menyampaikan hasil diskusi, Mempresentasikan hasil diskusi, Mengemukakan pendapat, Bertanya atas presentasi tentang materi <i>Fungsi Sosial- Ø Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya</i></p>	70 Menit
3.	<p><b>Kegiatan Penutup</b></p> <ol style="list-style-type: none"> <li>1. Guru bersama peserta didik menyimpulkan apa yang telah di pelajari dan menanyakan kesulitan yang di alami</li> <li>2. Guru dan peserta didik menutup proses pembelajaran dengan berdoa bersama (Religious)</li> </ol>	10 Menit

## G. PENILAIAN

### 1. Penilaian pengetahuan

- a. Teknik : Tes Tertulis
- b. Bentuk instrumen : Tes Essay



2. Penilaian keterampilan

a. Teknik : tes praktik dan tes identifikasi

Makassar,

2022

Mahasiswa

NurAfifa Hafsa

Nim. 105351119117



## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

**Satuan Pendidikan:** SMP 6 Muhammadiyah Makassar  
**Mata Pelajaran:** Bahasa Inggris  
**Kelas /Semester:** VIII  
**Tahun Pelajaran:** 2021/2022  
**Materi Pokok:** Deskriptif text  
**Alokasi Waktu:** 4 JP (2 pertemuan)

### A. Kompetensi inti

KI 3 : Berkomunikasi secara interpersonal, transaksional, dan fungsional tentang diri sendiri, keluarga, serta orang, binatang, dan benda, konkret dan imajinatif, yang terdekat dengan kehidupan dan kegiatan peserta didik sehari-hari di rumah, sekolah, dan masyarakat.

KI 4 : Menyusun teks lisan dan tulis, pendek dan sederhana dengan menggunakan struktur teks secara urut dan runtut serta unsur kebahasaan secara akurat, berterima, dan lencer

### B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar (KD) Pengetahuan	Kompetensi Dasar (KD) Keterampilan
3.8. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/ berlangsung saat diucapkan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan present continuous tense).	4.8 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/ berlangsung saat diucapkan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
Indikator Pencapaian Kompetensi (IPK) KD 3.8	Indikator Pencapaian Kompetensi (IPK) KD 4.8
3.8.1 Mengidentifikasi fungsi social dan unsur kebahasaan teks interaksi	4.8.1. Menulis teks interaksi transaksional lisan dan tulis sangat

transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/kejadian yang sedang dilakukan/ berlangsung saat diucapkan, sesuai dengan konteks penggunaannya.	pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/ berlangsung saat diucapkan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.
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### C. TUJUAN PEMBELAJARAN

Melakukan kegiatan terkait cerita rakyat, yaitu menyimak cerita rakyat yang dibacakan guru, membahas isi cerita, dan membacakan cerita kepada orang lain, secara urut dan runtut dengan bahasa Inggris yang benar dan sesuai konteks. Diharapkan dengan kegiatan tersebut peserta didik dapat memperoleh hiburan atau menghibur orang lain serta mengembangkan nilai-nilai luhur yang terkandung didalamnya.

### D. PENDEKATAN, MODEL DAN METODE PEMBELAJARAN

Pendekatan: Reading Ability

Model: Grouping

Metode: Team Based Learning

### E. MEDIA, ALAT DAN SUMBER BELAJAR

1. Media/alat:

- Note book
- Kamus
- Handphone

2. Bahan:

- Spidol
- Penghapus

3. Sumber Belajar: - Buku Siswa dan Buku guru

- Lingkungan Masyarakat sekitar
- buku "When English rings a bell" kurikulum 2013 kelas VIII Kemendikbud
- Sumber belajar lain yang mendukung.

## F. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN:

Peretemuan ke 3

No.	Kegiatan	Alokasi Waktu
1.	<p>Kegiatan Pendahuluan</p> <ol style="list-style-type: none"> <li>1. Salam dan sapa</li> <li>2. Ajakan berdoa bersama.</li> <li>3. Guru memotivasi peserta didik agar tetap semangat, disiplin, rajin belajar dan jujur dalam mengerjakan evaluasi.</li> <li>4. Guru mengingatkan peserta didik untuk selalu mematuhi etika berkomunikasi selama pembelajaran berlangsung.</li> <li>5. Guru mempersilahkan peserta didik membuka materi yang akan dipelajari.</li> </ol>	10 Menit
2.	<p>Kegiatan Inti</p> <ol style="list-style-type: none"> <li>1. Sebelum awal pembelajaran di kelas siswa ditugaskan untuk mempelajari konsep tentang materi yang akan dipelajari pada topik materi pembelajaran yang akan dibahas dikelas dan berdiskusi bersama temannya dengan cara : Melihat, Mengamati, Membaca, Menulis Mendengar, Menyimak materi <i>Fungsi Sosial- Ø Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya.</i></li> <li>2. Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi tes pemahaman konsep siswa untuk membantu menguatkan memori siswa tentang apa yang mereka pelajari selama individual study (studi individu) mereka, dan akan dijawab melalui kegiatan belajar mengenai materi <i>Fungsi Sosial- Ø Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya.</i></li> <li>3. Peserta didik menyerahkan hasil jawaban mereka. Kemudian, peserta didik berkumpul bersama timnya untuk melaksanakan tes tim. Peserta didik bersama timnya mengambil soal tes tim dan mengerjakan tes tersebut bersama kelompoknya dan kelompok harus mencapai kesepakatan tentang jawaban atas setiap pertanyaan tes yang telah diidentifikasi melalui kegiatan: Tanya jawab tentang materi <i>Fungsi Sosial- Ø Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya</i></li> <li>4. Peserta didik dalam kelompoknya berdiskusi dan diberikan kesempatan melihat bahan bacaan rujukan atau modul pelajaran</li> </ol>	70 Menit

	<p>untuk menjawab pertanyaan yang masih tertinggal atau yang belum diselesaikan dalam mengolah data hasil pengamatan dengan cara : <b>Berdiskusi, Mengolah informasi, mengerjakan soal</b> tentang data dari Materi <i>Fungsi Sosial- Ø Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya.</i></p> <p>5. Peserta didik berdiskusi untuk menyimpulkan Menyampaikan hasil diskusi, Mempresentasikan hasil diskusi, Mengemukakan pendapat, Bertanya atas presentasi tentang materi <i>Fungsi Sosial- Ø Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya</i></p>	
3.	<p><b>Kegiatan Penutup</b></p> <ol style="list-style-type: none"> <li>1. Guru bersama peserta didik menyimpulkan apa yang telah di pelajari dan menanyakan kesulitan yang di alami</li> <li>2. Guru dan peserta didik menutup proses pembelajaran dengan berdoa bersama (Religious)</li> </ol>	10 Menit

Pertemuan ke 4

No.	Kegiatan	Alokasi Waktu
1.	<p><b>Kegiatan Pendahuluan</b></p> <ol style="list-style-type: none"> <li>1. Salam dan sapa.</li> <li>2. Ajakan berdoa bersama.</li> <li>3. Guru memotivasi peserta didik agar tetap semangat, disiplin, rajin belajar dan jujur dalam mengerjakan evaluasi.</li> <li>4. Guru mengingatkan peserta didik untuk selalu mematuhi etika berkomunikasi selama pembelajaran berlangsung.</li> <li>5. Guru mempersilahkan peserta didik membuka materi yang akan dipelajari.</li> </ol>	10 Menit
2.	<p><b>Kegiatan Inti</b></p> <ol style="list-style-type: none"> <li>1. Sebelum awal pembelajaran di kelas siswa ditugaskan untuk mempelajari konsep tentang materi yang akan dipelajari pada topik materi pembelajaran yang akan dibahas dikelas dan berdiskusi bersama temannya dengan cara : Melihat, Mengamati, Membaca, Menulis Mendengar, Menyimak materi</li> </ol>	

	<p><i>Fungsi Sosial- Ø Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya.</i></p> <ol style="list-style-type: none"> <li>2. Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi tes pemahaman konsep siswa untuk membantu menguatkan memori siswa tentang apa yang mereka pelajari selama individual study (studi individu) mereka, dan akan dijawab melalui kegiatan belajar mengenai materi <i>Fungsi Sosial- Ø Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya.</i></li> <li>3. Peserta didik menyerahkan hasil jawaban mereka. Kemudian, peserta didik berkumpul bersama timnya untuk melaksanakan tes tim. Peserta didik bersama timnya mengambil soal tes tim dan mengerjakan tes tersebut bersama kelompoknya dan kelompok harus mencapai kesepakatan tentang jawaban atas setiap pertanyaan tes yang telah diidentifikasi melalui kegiatan: Tanya jawab tentang materi <i>Fungsi Sosial- Ø Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya</i></li> <li>4. Peserta didik dalam kelompoknya berdiskusi dan diberikan kesempatan melihat bahan bacaan rujukan atau modul pelajaran untuk menjawab pertanyaan yang masih tertinggal atau yang belum diselesaikan dalam mengolah data hasil pengamatan dengan cara : <b>Berdiskusi, Mengolah informasi, mengerjakan soal</b> tentang data dari Materi <i>Fungsi Sosial- Ø Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya.</i></li> <li>5. Peserta didik berdiskusi untuk menyimpulkan Menyampaikan hasil diskusi, Mempresentasikan hasil diskusi, Mengemukakan pendapat, Bertanya atas presentasi tentang materi <i>Fungsi Sosial- Ø Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya</i></li> </ol>	70 Menit
3.	<p><b>Kegiatan Penutup</b></p> <ol style="list-style-type: none"> <li>1. Guru bersama peserta didik menyimpulkan apa yang telah di pelajari dan menanyakan kesulitan yang di alami</li> <li>2. Guru dan peserta didik menutup proses pembelajaran dengan berdoa bersama (Religious)</li> </ol>	10 Menit

## G. PENILAIAN

1. Penilaian pengetahuan

- a. Teknik : Tes Tertulis
- b. Bentuk instrumen : Tes Essay

2. Penilaian keterampilan

- a. Teknik : tes praktik dan tes identifikasi

Makassar, 2022

Mahasiswa

NurAfifa Hafsa

Nim. 105351119117





## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

**Satuan Pendidikan:** SMP 6 Muhammadiyah Makassar  
**Mata Pelajaran:** Bahasa Inggris  
**Kelas /Semester:** VIII  
**Tahun Pelajaran:** 2021/2022  
**Materi Pokok:** Deskriptif text  
**Alokasi Waktu:** 4 JP (2 pertemuan)

### A. Kompetensi inti

KI 3 : Berkomunikasi secara interpersonal, transaksional, dan fungsional tentang diri sendiri, keluarga, serta orang, binatang, dan benda, konkret dan imajinatif, yang terdekat dengan kehidupan dan kegiatan peserta didik sehari-hari di rumah, sekolah, dan masyarakat.

KI 4 : Menyusun teks lisan dan tulis, pendek dan sederhana dengan menggunakan struktur teks secara urut dan runtut serta unsur kebahasaan secara akurat, berterima, dan lancar

### B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar (KD) Pengetahuan	Kompetensi Dasar (KD) Keterampilan
3.8. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/ berlangsung saat diucapkan, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan present continuous tense).	4.8 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/ berlangsung saat diucapkan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks
<b>Indikator Pencapaian Kompetensi (IPK) KD 3.8</b>	<b>Indikator Pencapaian Kompetensi (IPK) KD 4.8</b>
3.8.1 Mengidentifikasi fungsi social dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang	4.8.1. Menulis teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan

<p>melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/ kegiatan/kejadian yang sedang dilakukan/ berlangsung saat diucapkan, sesuai dengan konteks penggunaannya.</p> <p>.</p>	<p>tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/kejadian yang sedang dilakukan/ berlangsung saat diucapkan, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p>
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### C. TUJUAN PEMBELAJARAN

Melakukan kegiatan terkait cerita rakyat, yaitu menyimak cerita rakyat yang dibacakan guru, membahas isi cerita, dan membacakan cerita kepada orang lain, secara urut dan runtut dengan bahasa Inggris yang benar dan sesuai konteks. Diharapkan dengan kegiatan tersebut peserta didik dapat memperoleh hiburan atau menghibur orang lain serta mengembangkan nilai-nilai luhur yang terkandung didalamnya.

### D. PENDEKATAN, MODEL DAN METODE PEMBELAJARAN

Pendekatan: Reading Ability

Model: Grouping

Metode: Team Based Learning

### E. MEDIA, ALAT DAN SUMBER BELAJAR

1. Media/alat:

- Note book
- Kamus
- Handphone

2. Bahan:

- Spidol
- Penghapus

3. Sumber Belajar: - Buku Siswa dan Buku guru

- Lingkungan Masyarakat sekitar
- buku "When English rings a bell" kurikulum 2013 kelas VIII Kemendikbud
- Sumber belajar lain yang mendukung.

## F. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN:

### Pertemuan ke 5

No.	Kegiatan	Alokasi Waktu
1.	<p>Kegiatan Pendahuluan</p> <ol style="list-style-type: none"> <li>1. Salam dan sapa.</li> <li>2. Ajakan berdoa bersama.</li> <li>3. Guru memotivasi peserta didik agar tetap semangat, disiplin, rajin belajar dan jujur dalam mengerjakan evaluasi.</li> <li>4. Guru mengingatkan peserta didik untuk selalu mematuhi etika berkomunikasi selama pembelajaran berlangsung.</li> <li>5. Guru mempersilahkan peserta didik membuka materi yang akan dipelajari.</li> </ol>	10 Menit
2.	<p>Kegiatan Inti</p> <ol style="list-style-type: none"> <li>1. Sebelum awal pembelajaran di kelas siswa ditugaskan untuk mempelajari konsep tentang materi yang akan dipelajari pada topik materi pembelajaran yang akan dibahas dikelas dan berdiskusi bersama temannya dengan cara : Melihat, Mengamati, Membaca, Menulis Mendengar, Menyimak materi <i>Fungsi Sosial- Ø Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya.</i></li> <li>2. Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi tes pemahaman konsep siswa untuk membantu menguatkan memori siswa tentang apa yang mereka pelajari selama individual study (studi individu) mereka, dan akan dijawab melalui kegiatan belajar mengenai materi <i>Fungsi Sosial- Ø Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya.</i></li> <li>3. Peserta didik menyerahkan hasil jawaban mereka. Kemudian, peserta didik berkumpul bersama timnya untuk melaksanakan tes tim. Peserta didik bersama timnya mengambil soal tes tim dan mengerjakan tes tersebut bersama kelompoknya dan kelompok harus mencapai kesepakatan tentang jawaban atas setiap pertanyaan tes yang telah diidentifikasi melalui kegiatan: Tanya jawab tentang materi <i>Fungsi Sosial- Ø Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya</i></li> <li>4. Peserta didik dalam kelompoknya berdiskusi dan diberikan kesempatan melihat bahan bacaan rujukan atau modul pelajaran</li> </ol>	70 Menit

	<p>untuk menjawab pertanyaan yang masih tertinggal atau yang belum diselesaikan dalam mengolah data hasil pengamatan dengan cara : <b>Berdiskusi, Mengolah informasi, mengerjakan soal</b> tentang data dari Materi <i>Fungsi Sosial- Ø Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya.</i></p> <p>5. Peserta didik berdiskusi untuk menyimpulkan Menyampaikan hasil diskusi, Mempresentasikan hasil diskusi, Mengemukakan pendapat, Bertanya atas presentasi tentang materi <i>Fungsi Sosial- Ø Mendeskripsikan, mengidentifikasi, mengkritisi, memberikan penilaian tentang orang, binatang, dan benda dari segi sifatnya</i></p>	
3.	<p><b>Kegiatan Penutup</b></p> <ol style="list-style-type: none"> <li>1. Guru bersama peserta didik menyimpulkan apa yang telah di pelajari dan menanyakan kesulitan yang di alami</li> <li>2. Guru dan peserta didik menutup proses pembelajaran dengan berdoa bersama (Religious)</li> </ol>	10 Menit

## G. PENILAIAN

1. Penilaian pengetahuan
  - a. Teknik : Tes Tertulis
  - b. Bentuk instrumen : Tes Essay
2. Penilaian keterampilan
  - a. Teknik : tes praktik dan tes identifikasi

Makassar, 2022

Mahasiswa

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## APPENDIX 3

### Teaching Material

#### Definisi *Descriptive Text*

Descriptive text adalah suatu teks yang menjelaskan atau mendeskripsikan orang, hewan atau benda. Penjelasan atau deskripsi ini meliputi bentuk, sifat, jumlah, dan lain-lain.

Teks deskripsi adalah teks yang gagasan utamanya dikembangkan atau dilukiskan dengan sejelas-jelasnya. Sebuah paragraf yang menjabarkan secara jelas peristiwa, objek, atau tempat yang dalam bacaan tersebut yang menjadi topik pembaca.

deskripsi adalah jenis tulisan yang menggambarkan atau menjelaskan tentang suatu hal, objek atau keadaan tertentu. Deskripsi juga bisa diartikan sebagai kaidah pengolahan data menjadi sesuatu yang bisa diutarakan dengan jelas dan tepat agar mudah untuk dipahami oleh orang lain.

Teks deskripsi adalah teks yang dimana ide utamanya merupakan penyampaian dengan menggambarkan objek, tempat dan peristiwa tertentu dengan sangat rinci. Dengan begitu, pembaca bisa seolah-olah merasakan baik secara fisik maupun emosi secara langsung dengan apa yang dijelaskan di dalam teks.

Tujuan teks deskripsi dilukiskan dengan cara yang sejelas-jelasnya adalah agar pembaca bisa merasakan langsung atau seolah-olah berada dalam teks cerita tersebut. Sehingga apa yang disampaikan oleh penulis kepada pembaca bisa dipahami dengan mudah.

Selain itu, Teks deskripsi juga menggambarkan suatu hal yang berkaitan dengan pengalaman berdasarkan hasil pengamatan seluruh panca indera. Baik merasakan, mendengar, meraba dan melihat. Dari situ penulis bisa menciptakan daya khayal pembaca sehingga mereka bisa merasakan langsung apa yang dibahas di dalam teks.

Pada umumnya, penulis menjelaskan teks deskripsi menggunakan suatu ilustrasi seperti rasa, warna, rasa, keadaan atau kesan yang ada sesuai dengan topik yang ingin disampaikan.

Keberhasilan dari penyampaian teks deskripsi ini bisa diukur ketika si pembaca bisa merasakan, melihat, ataupun mendengar objek dan peristiwa yang sedang dideskripsikan.

## Struktur Teks Deskripsi

Struktur teks deskripsi adalah komponen atau bagian penyusun teks deskripsi. Untuk membuat teks deskripsi yang baik, penulis harus memperhatikan strukturnya. Berikut ini adalah struktur yang bisa dijadikan contoh dalam menulis teks deskripsi.

### 1. Identifikasi

Pada bagian pertama adalah bagian identifikasi. Pada bagian ini penulis harus menentukan elemen-elemen yang akan dicantumkan dalam teks deskripsi tersebut sesuai dengan topiknya,

Pada tahap ini, penulis mulai menentukan identitas dari seorang tokoh di dalam teks tersebut, benda, peristiwa atau tempat yang dipilih sebagai objek yang akan dideskripsikan dalam sebuah tulisan.

### 2. Klasifikasi

Bagian kedua adalah bagian klasifikasi. Penulis mulai menentukan penyusunan kalimat dalam sebuah kelompok yang memiliki aturan dan sesuai dengan kaidah serta standar yang telah ditetapkan.

Teks yang telah dibuat secara sistematis ini bertujuan untuk membuat penulis lebih gampang dalam menulis gagasan-gagasan yang ingin disampaikan kepada pembacanya.

### 3. Deskripsi

Sementara bagian terakhir adalah bagian deskripsi. Pada bagian ini, penulis mulai membuat gambaran-gambaran atau bagian-bagian yang akan dibahas dalam teks. Dengan membuat sebuah pemaparan, objek dalam topik tersebut bisa dituliskan secara mudah sehingga gampang dipahami oleh pembaca.

Teks deskripsi memiliki ciri-ciri tersendiri yang membedakan dengan teks jenis lain seperti teks opini, teks eksposisi, atau teks eksplanasi.

- Teks yang menggambarkan atau melukiskan sesuatu.
- Topik yang berupa objek atau benda digambarkan sejelas-jelasnya dengan melibatkan kesan indera. Seperti penglihatan, pendengaran, penciuman dan lain-lainya



- Mampu membuat pembaca atau pendengar merasakan sendiri atau mengalami sendiri dengan seolah-olah mereka terbawa dalam suasana saat membacanya.
- Banyak ditemukan kata-kata sifat di dalamnya serta kata-kata yang digunakan merupakan kata-kata yang lumrah atau menggunakan bahasa yang sering digunakan dalam kehidupan sehari-hari.
- Menggunakan frasa yang mengandung kata benda. Contohnya seperti beliau adalah seorang kepala negara yang rendah hati.
- Teks deskripsi mengandung kata keterangan yang bertujuan untuk memberikan informasi tambahan mengenai suatu objek. Contohnya seperti di pasar, di kantin, di rumah, dengan lambat, dll.
- Menggunakan beberapa bahasa kiasan seperti perumpamaan atau metafora.
- Penjelasannya yang memaparkan sifat objek atau ciri-ciri fisik tertentu. Seperti bentuk, ukuran, warna, dan kepribadian secara jelas dan terperinci.

#### Jenis Teks Deskripsi

Teks deskripsi juga memiliki beberapa jenis yang dibedakan berdasarkan tujuannya. Jenis teks deskripsi ini ada dua yaitu paragraf deskripsi sugestif dan paragraf deskripsi ekspositoris.

##### 1. Paragraf Deskripsi Sugestif

Paragraf sugestif adalah jenis teks deskripsi yang dalam penjelasannya berusaha menciptakan suatu penghayatan terhadap subjek atau objek yang digambarkan melalui sebuah imajinasi dari sang pembaca.

Jenis paragraf deskripsi sugestif ini menggambarkan sebuah pengalaman atas suatu objek atau peristiwa yang menciptakan sebuah interpretasi atau sebuah kesan dari pembaca.



Pada umumnya, jenis kata-kata yang digunakan oleh penulis adalah kata-kata yang menggambarkan sifat, watak, ciri dari sebuah objek tersebut sehingga mampu menciptakan sugesti tertentu atau sebuah penghayatan kepada pembaca.

### Contoh Paragraf Deskriptif Sugestif



Ilustrasi Museum (Dok. StockSnap on Unsplash)

*Today is my first day visiting the museum, when I arrived at the museum I was introduced to the guide who will deliver and explain about the objects in the museum.*

*The guide looked very excited to greet me with his mustache which was as thick as weeds. He smiled earthily at me, making me feel even more excited and warm in the middle of that museum environment.*

### 3. Paragraf Ekspositoris

Paragraf eksposisi adalah paragraf yang ditulis dengan tujuan untuk menginformasikan, menjelaskan, menggambarkan, atau memaparkan sebuah topik kepada orang lain.

Dalam menyajikannya, penulis biasanya menyertakan informasi dan data-data yang dapat dipertanggungjawabkan tentang subjek yang dibahas. Paragraf ini bersifat mengajak dan tidak memihak mana pun alias netral.

### Contoh Paragraf Ekspositoris

Mayoritas orang pasti tau kalau keju adalah makanan yang berasal dari susu. Tapi proses pembuatan makanan yang sudah ada sejak 800 SM ini tidak semudah kedengarannya.

Dengan banyaknya jenis keju yang berbeda di dunia, tentu saja ada perbedaan dalam proses pembuatan keju, tergantung pada keju apa yang akan dibuat.

Namun, semua pembuatan keju mengikuti proses umum yang sama, terutama jika menyangkut langkah-langkahnya.

Proses pembuatan keju terdiri dari 10 langkah penting. Yang pertama adalah mempersiapkan susu. Sebelum dapat diubah menjadi keju, susu yang dipilih harus berkualitas dan telah diproses sesuai standar.

Langkah kedua adalah mengasamkan susu. Proses ini akan membutuhkan bantuan para bakteri baik seperti *Streptococcus sp* dan *Lactobacillus sp*. Menambahkan bakteri ke dalam susu akan memulai proses berfermentasi dan membuatnya lebih asam.

Langkah ketiga adalah proses mengentalkan susu. Proses ini dilakukan dengan menambah rennet atau enzim *proteolytic* yang memisahkan susu menjadi bagian padat dan cair hingga menciptakan dadih.

Langkah keempat adalah memotong dadih. Setelah dadih terbentuk makan akan dipisahkan dengan pisau dan memanaskannya, hingga tercipta bagian dadih dan *whey*.

Langkah selanjutnya akan fokus pada pengolahan dadih melalui pengadukan, memasak dan mencuci dan mengeringkan dadih.

Jangan lupakan untuk menguras *whey* atau air dadih. Selanjutnya, *whey* dikeringkan, hanya menyisakan dadih keju saja.

Pembuat keju selanjutnya memotong dadih menjadi beberapa bagian dan berulang kali atau proses *cheddaring*.

Rasa asin pada keju berasal dari proses kedelapan yaitu pengasinan keju dengan cara memberi garam pada keju. Proses pengasinan pada masing-masing jenis keju akan berbeda, ada yang diberi garam langsung ke dalam dadih atau menaburkannya di atas kulit keju.

Langkah kesembilan adalah membentuk keju. Pembuat keju kemudian membentuk keju dan sering kali menggunakan cetakan untuk membantu.

Langkah kesepuluh adalah penuaan keju. Beberapa keju di dunia memiliki umur yang cukup lama, sama seperti wine. Proses ini dipercaya membuat rasa keju lebih enak.

Contoh Pemakaian Bahasa Teks Deskripsi

Pertama-tama coba perhatikan teks deskripsi di bawah ini yang berjudul “Gunung Merbabu”.



**Contoh paragraf deskripsi tentang keindahan alam (Dok. 3422763 on Pixabay)**

Indonesia merupakan negara yang memiliki banyak gunung. Ada beberapa gunung berapi yang masih aktif seperti Gunung Merapi dan Gunung Semeru. Ada juga gunung-gunung yang sudah tidak aktif. Salah satunya adalah Gunung Merbabu.

Gunung Merbabu adalah gunung yang terletak di Jawa Tengah. Gunung ini cukup populer di kalangan pendaki. Untuk mendaki gunung berketinggian 3142 MDPL ini, pendaki dapat melewati jalur Selo, Wekas, dan beberapa jalur lain.

Pada hari libur, gunung ini biasanya akan ramai dikunjungi oleh para pendaki. Jalurnya yang tidak terlalu curam serta pemandangannya yang indah menjadi alasan bagi para pendaki untuk menjadikannya sebagai destinasi pendakian.

#### Cara Membuat Teks Deskripsi

Setelah memahami semua komponen dalam teks deskripsi, ini artinya elo udah siap untuk membuat teks deskripsi sendiri.

Tapi ada beberapa langkah yang harus diketahui sebelum menyusun dan membuat teks deskripsi.

Supaya lebih jelas, langkah dan hal paling awal dalam melakukan penyusunan teks deskripsi adalah:

- Tentukan topik atau sesuatu yang akan dideskripsikan
- Mulai dengan memperkenalkan objek yang akan dideskripsikan
- Bangkitkan esensi subjek yang akan dideskripsikan dengan melibatkan indera dan imajinasi pembaca.
- Jelaskan bagaimana perasaan yang melibatkan barang atau topik yang dideskripsikan.
- Cobalah lakukan pengamatan yang mendalam dan melihat dari sisi lain (unik)
- Sertakan beberapa bahasa kiasan yang pantas dengan topik atau barang yang dideskripsikan

## APPENDIX 4

THE RESULT OF THE STUDENTS ANSWER OF THE PRE-TEST  
&POST-TEST

## PRE-TEST

Nama : kazzia salsabila auro  
No. absen : 08

55

PRE-TEST

Read the following text to answer questions number 1 - 3.

Kediri

Kediri is a name of a town. It is situated in a valley between the Kelud and Willis mountains and inhabited by about 1.3 million people. In the centre of the town there is a large hill which is called the Dathok Mountain. Because of the topography of the region, Kediri is called a chilly town by the locals. There is a big river called Brantas cutting off the centre of the town.

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

1. What does the above text tell about?

a. The history of Kediri  
b. The famous products of Kediri  
x The description of Kediri  
d. The people

2. Which one has a distinctive taste?

x The cigarette  
b. The factory workers  
c. The farmers  
d. The traders

3. "Those who do not work here ..." (last sentence). The underlined word refers to

a. The local people  
b. The factory workers  
x The farmers  
d. The traders



Read the following text to answer questions number 4 - 8.

#### Masjid Sultan Suriansyah

Masjid Sultan Suriansyah 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 found 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 mosques in Banjar, the mihrab has its own roof, separated from the main building.

4. What is the main idea of the paragraph one?
- Masjid Sultan Suriansyah is located in the North Kuin Village of Banjarmasin.
  - Masjid Sultan Suriansyah Built 300 years ago
  - Masjid Sultan Suriansyah in South Kalimantan
  - Masjid Sultan Suriansyah is a historical mosque
5. Who is pangeran samudra ?
- The first Banjarnese King who converted into Islam
  - The king of the North Kuin Village of Banjarmasin
  - The last king in Banjarnese
  - The king of South Kalimantan
6. What is mainly discussed in the text?
- A king reign
  - A palace complex
  - An Islamic location
  - A historical mosque

7. From the text we know that ?

- a. Some construction of the mosque takes the local style
- b. Banjar people burned down the mosque
- c. There is nothing special from this mosque
- d. The Dutch colonial built the mosque

8. "The mosque is located in the North Kuin Village of Banjarmasin" The sentence can be replaced by ....

- a. The place of the mosque in Banjarmasin
- b. The situation in the North Kuin Village
- c. The Mosque was found in Banjarmasin
- d. The place was so far from North Kuin Village of Banjarmasin

Read the following text to answer questions number 9 - 13.

#### My Robot

My robot is very nice. I just got a joy from my uncle. My uncle is a sailor. He bought me a robot when he sailed abroad. I love this robot. It is about twenty centimeters tall. The color of the robot is yellow. The robot has strong body. It has two big blue eyes. It's two strong lings are covered with blade boots.

My robot can be moved with two medium sized batteries. After interesting the batteries at the back of the robot body, we can make it move when we push the button behind it's neck. The robot will move it's 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 oves forward only.

9. How tall is the robot?

- a. 20 cm
- b. 12 cm
- c. 25 cm
- d. 22 cm



10. Who is the sailor?

- a. Its uncle
- b. His uncle
- c. Their uncle
- d. Our uncle

11. "It has two big blue eyes" The underlined word refers to

- a. The writer
- b. Uncle
- c. The robot
- d. The eyes

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

- a. The writer's robot can be move with two medium sizes batteries
- b. Two batteries are needed to make the robot move
- c. The writer's robot is difficult to move.
- d. The robot can move without batteries

13. The word "Love" in line fifth has the closest meaning with ?

- a. Hate
- b. Impressed
- c. Like
- d. Detest

Read the following text to answer questions number 14 - 16.

Peter

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

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

14. How old is Peter? He is ... years old.
- a. Four
  - b. Fourteen
  - c. Forty
  - d. Ten

15. "He is fourteen years old ... Than me." The underlined word refers to
- a. Peter
  - b. The writer
  - c. The writer's brother
  - d. The writer's family

16. Peter is interested in sports very much, and at school he plays football and tennis." The underlined phrase can be replaced by ....

- a. Dislike sport
- b. Really like sport
- c. Hates sport very much
- d. Finds sport not really entertaining

Read the following text to answer questions number 17 - 20.

#### Taj Mahal

Taj Mahal, an epitome of love, is actually a mausoleum. Standing majestically on the banks of River Yamuna, the Taj Mahal is synonymous to Love and Romance. Taj Mahal was constructed by Mughal Emperor Shah Jahan in the memory of his beloved wife and queen. The name "Taj Mahal" was derived from the name of Shah Jahan's wife, Mumtaz Mahal, which means crown of palaces

Taj Mahal represents the finest architectural and artistic achievement. The Mausoleum was constructed of pure white marble. The white marble is inlaid with semi-precious stones (including jade, crystal, Lapis Lazuli, amethyst and turquoise) that from the intricate designs. Its central dome reaches a height of 240

feet (73 meters). The dome is surrounded by four smaller domes. Inside the mausoleum, an octagonal marble chamber adorned with carvings and semi-precious stones house the false tomb of Mumtaz Mahal. Her actual remains lie below, at garden level

17. What is Taj Mahal actually

- a. Its a actually a mausoleum
- b. Crown of place
- c. The luxurious palace
- d. it is memory of his beloved wife

18. "The dome is surrounded by four smaller domes" The underlined word has the same meaning as...

- a. Location
- b. Sitation
- c. Circle
- d. Far

19. "Taj Mahal was constructed by Mughal Emperor Shah Jahan" The underlined word has the same meaning as...

- a. Do
- b. Build
- c. Work
- d. Study

20. What is the main idea of the last paragraph?

- a. Taj Mahal represents the finest architectural and artistic achievement
- b. Taj Mahal was constructed by Mughal Emperor Shah Jahan
- c. The Mausoleum was constructed of pure white marble.
- d. The mausoleum an octagonal marble chamber adorned.



## POST-TEST

Nama = KAZZA Salsabila aura  
 NO. Absen : 08

75

### POST-TEST

Read the following text to answer questions number 1 - 4.

#### Singapore Bird Park

One of the most interesting places to visit in Singapore is the bird park. It is located in the industrial area of Singapore, called Jurong. The bird park is about twelve kilometers from the centre of the city, and it's easy to get there by bus or by taxi.

It is one of the largest bird park in the world. The birds are kept in large cages, and there are hundreds of beautiful birds from many different parts of the world, including penguins, parrots, eagles and ostriches. There is a large lake in the park, with a restaurant beside it, and there is also a very large cage which you can walk inside to get closer looking at the birds.

It takes about two hours to see all the birds. You can walk around the park or ride on the bus. The best time to visit the park is in the early morning or late afternoon, when it is cooler.

1. How far is the park from the city center?
  - a. 2 km
  - b. 10 km
  - c. 12 km
  - d. 100 km
2. Why do many people like to visit the bird park late in the afternoon?
  - a. They are busy working in the morning
  - b. The weather is not hot in the afternoon
  - c. The birds in the park are caged in the morning
  - d. they live in many different parts of the world
3. What is the main idea of the second paragraph?
  - a. The most interesting place in Singapore is the bird park
  - b. There is a restaurant next to a large lake in the park
  - c. There are hundreds of very beautiful birds in the cages
  - d. Singapore bird park is the largest bird park in the world
4. "It is located in the industrial area in Singapore."

What does the underlined word means?

- a. Situated
- b. Held
- c. Conducted
- d. Performed

Read the following text to answer questions number 5 -8 .

#### Natural Bridge National Park

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

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

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

- a. Pacific Highway to Nerang
- b. It is located 110 kilometers from south of Brisbane
- c. Natural Bridge National Park is lush tropical rainforest
- d. The phenomenon of the rock pools

6. What the visitors will see in the night?

- a. a common glow worm
- b. the unique feature of the glow worms
- c. a great dark cave
- d. the unique rocks

7. "swimming is permitted in the rock pools" the sentence can be replaced by...

- a. Don't swim in the rock pools
- b. You can swim in the rock pools
- c. I will rock in the pools
- d. They are swimming in the rock pools

8. "Swimming is permitted in the rock pools" The underlined word has the same meaning as...

- a. Prohibit
- b. Allow
- c. Forbidden
- d. Barbeque

Read the following text to answer questions number 9 - 11

#### Tabuik Ceremony

Tabuik ceremony is traditional on the west coast of west sumatera, indonesia especially in pariman. It is held the asura day which falls on the 10 th of muharram of the islamic calendar. In bengkulu it was known was tabot.

Tabuik is made of bamboo, rattan, paper. During the week of tabuik, many activities are held including kite race and other traditional activities. Tabuik is also a term used to refer to the high funeral biers carried around during the remembrance procession. On the appointed day, all participants of the ceremony gather in the centre of the city. all government officials also attend this colossal ceremony in west sumatera. One Tabuik was carried by 40 people. Behind Tabuik, a group of people wearing traditional clothes carry various of percussion stop, dozens of people perform martial arts accompanied by Minang Tetabuhan.

The sunset marks the end of the procesion the Tabuik was the brought to a shore and then floated out to sea. This is conducted as they believe that throwing Tabuik into the sea will dispose of bad luck.

9. Where does Tabuik come from?

- a. Minangkabau
- b. Pariaman
- c. Bengkulu
- d. West Coast

10. Why must Tabuik be thrown into the sea?

- a. To symbolize the end of the ceremony
- b. To show that the ceremony is over



To mark the disposal of bad luck

d. To complete the procession

11. "Tabuik is made of bamboo, rattan, paper" The underlined word has the same meaning as...

e. Give

f. Discard

Produce

h. Pause

Read the following text to answer question number 12- 13

#### Bale Kambang

Bale Kambang is a small village in the Southern coast of East Java. It's seventy kilometers from Malang town and two hours' drive from South. It is well known for its long beautiful white sandy beach as well as the similarity of its temple to the one of Tanah Lot in Bali.

In Bale Kambang, there are three small rocky islands namely Ismaya Island, Wisanggeni Island, and Anoman Island. Those names are taken from "wayang" figures (Java traditional puppets). These islands are surrounded by Indonesian Ocean which huge waves frighten most overseas cruisers.

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

There are three rocky islands in Bale Kambang.

b. Huge waves frighten many overseas cruisers

c. Names of rocky islands are taken from "wayang" figures

d. The rocky islands are in the middle of the sea

13. ".....those names are taken from "wayang" figures (Java traditional puppets)." The underlined word refers to

a. Indonesian

b. Wayang

Three rocky islands

d. Bale kambang



Read the following text to answer questions number 14 - 16.

Kartikasari

Kartikasari was born on December 15, 2004 in Bandung. Her friends call her Ika. She lives at Jl. Gatot Subroto 12A, Bandung. She is an SMP students. She is in the seventh grade. She is quite tall and slim. She has long wavy hair and dark eyes. She looks beautiful with her long hair. She will not have hair cut, because she prefers it that way.

Everyone knows she is very serious person and very discipline with her main duty as a student. That's why she always does well in her class. She is also symphatic, honest, kind and friendly. Her parents must be proud of her.

14. "She is quite tall and slim" The sentence can be replaced by ....

- a. She is girl
- b. She has a sweet smile
- c. She is not fat
- d. She has a big body

15. Why must her parents be proud of her ?

- a. She is the seventh grade.
- b. She always does well in her class
- c. She has long wavy hair
- d. She looks beautiful

16. "Her parents must be proud of her", Her refers to ..

- a. Kartika's mother
- b. Kartika's friend
- c. Kartika
- d. The writer

Read the following text to answer questions number 17 - 20

#### Boyolali regency

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. They 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.

17. "... they are seeking in Boyolali" (paragraph 3)

What does the underlined word refer to?

- a. People from out town
- b. Places in Boyolali.
- c. Cow statues.
- d. Real cows.

18. What is the main idea of the last paragraph?

- a. The statues help people to find places easily.
- b. The statues decorate the town beautifully.
- c. The cow can get their way easily around the town.
- d. The people from out of town easily find the statues.

19. The text mainly tells us about ....

- a. the colour of the statues
- b. cow statues in Boyolali
- c. a town called Boyolali
- d. how to raise cows

20) What is the location of Boyolali?

- a. Solo
- b. Merapi
- c. Merapi and Merbabu Mountains
- d. North Of Solo

## PRE-TEST

Nama : Nuryustika Usman

No. Absen :

Kelas : VIII A

55

### PRE-TEST

Read the following text to answer questions number 1 - 3.

#### Kediri

Kediri is a name of a town. It is situated in a valley between the Kelud and Willis mountains and inhabited by about 1.3 million people. In the centre of the town there is a large hill which is called the Dathok Mountain. Because of the topography of the region, Kediri is called a chilly town by the locals. There is a big river called Brantas cutting off the centre of the town.

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

1. What does the above text tell about?

- a. The history of Kediri
- b. The famous products of Kediri
- c. The description of Kediri
- d. The people

2. Which one has a distinctive taste?

- a. The cigarette
- b. The factory workers
- c. The farmers
- d. The traders

3. "Those who do not work here ..." (last sentence). The underlined word refers to ....

- a. The local people
- b. The factory workers
- c. The farmers
- d. The traders



Read the following text to answer questions number 4 - 8.

#### Masjid Sultan Suriansyah

Masjid Sultan Suriansyah 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 found 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 mosques in Banjar, the mihrab has its own roof, separated from the main building.

4. What is the main idea of the paragraph one?

- a. Masjid Sultan Suriansyah is located in the North Kuin Village of Banjarmasin.
- b. Masjid Sultan Suriansyah Built 300 years ago
- c. Masjid Sultan Suriansyah in South Kalimantan
- d. Masjid Sultan Suriansyah is a historical mosque

5. Who is pangeran samudra ?

- a. The first Banjarnese King who converted into Islam
- b. The king of the North Kuin Village of Banjarmasin
- c. The last king in Banjarnese
- d. The king of South Kalimantan

6. What is mainly discussed in the text?

- a. A king reign
- b. A palace complex
- c. An Islamic location
- d. A historical mosque

7. From the text we know that ?

- a. Some construction of the mosque takes the local style
- b. Banjar people burned down the mosque
- c. There is nothing special from this mosque
- d. The Dutch colonial built the mosque

8. "The mosque is located in the North Kuin Village of Banjarmasin" The sentence can be replaced by ....

- a. The place of the mosque in Banjarmasin
- b. The situation in the North Kuin Village
- c. The Mosque was found in Banjarmasin
- d. The place was so far from North Kuin Village of Banjarmasin

Read the following text to answer questions number 9 - 13.

#### My Robot

My robot is very nice. I just got a toy from my uncle. My uncle is a sailor. He bought me a robot when he sailed abroad. I love this robot. It is about twenty centimeters tall. The color of the robot is yellow. The robot has strong body. It has two big blue eyes. It's two strong legs are covered with blade boots.

My robot can be moved with two medium sized batteries. After interesting the batteries at the back of the robot body, we can make it move when we push the button behind it's neck. The robot will move it's 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 goes forward only.

9. How tall is the robot?

- a. 20 cm
- b. 12 cm
- c. 25 cm
- d. 22 cm

7. From the text we know that ?

- a. Some construction of the mosque takes the local style
- b. Banjar people burned down the mosque
- c. There is nothing special from this mosque
- d. The Dutch colonial built the mosque

8. "The mosque is located in the North Kuin Village of Banjarmasin" The sentence can be replaced by ....

- a. The place of the mosque in Banjarmasin
- b. The situation in the North Kuin Village
- c. The Mosque was found in Banjarmasin
- d. The place was so far from North Kuin Village of Banjarmasin

Read the following text to answer questions number 9 - 13.

#### My Robot

My robot is very nice. I just got a toy from my uncle. My uncle is a sailor. He bough me a robot when he sailed abroad. I love this robot. It is about twenty centimeters tall. The color of the robot is yellow. The robot has strong body. It has two big blue eyes. It's two strong lengs are covered with blade boots.

My robot can be moved with two medium sized batteries. After interesting the batteries at the back of the robot body, we can make it move when we push the button behind it's neck. The robot will move it's 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 oves forward only.

9. How tall is the robot?

- a. 20 cm
- b. 12 cm
- c. 25 cm
- d. 22 cm



10. Who is the sailor?

- a. Its uncle
- b. His uncle
- c. Their uncle
- d. Our uncle

11. "It has two big blue eyes" The underlined word refers to

- a. The writer
- b. Uncle
- c. The robot
- d. The eyes

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

- a. The writer's robot can be move with two medium sizes batteries
- b. Two batteries are needed to make the robot move
- c. The writer's robot is difficult to move
- d. The robot can move without batteries

13. The word "Love" in line fifth has the closest meaning with ?

- a. Hate
- b. Impressed
- c. Like
- d. Detest

Read the following text to answer questions number 14 - 16.

Peter

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

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



14. How old is Peter? He is ... years old.

- a. Four
- b. Fourteen
- c. Forty
- d. Ten

15. He is fourteen years old ... Than me." The underlined word refers to

- a. Peter
- b. The writer
- c. The writer's brother
- d. The writer's family

16. Peter is interested in sports very much, and at school he plays football and tennis." The underlined phrase can be replaced by .....

- a. Dislike sport
- b. Really like sport
- c. Hates sport very much
- d. Finds sport not really entertaining

Read the following text to answer questions number 17 - 20.

#### Taj Mahal

Taj Mahal, an epitome of love, is actually a mausoleum. Standing majestically on the banks of River Yamuna, the Taj Mahal is synonymous to Love and Romance. Taj Mahal was constructed by Mughal Emperor Shah Jahan in the memory of his beloved wife and queen. The name "Taj Mahal" was derived from the name of Shah Jahan's wife, Mumtaz Mahal, which means crown of palaces

Taj Mahal represents the finest architectural and artistic achievement. The Mausoleum was constructed of pure white marble. The white marble is inlaid with semi-precious stones (including jade, crystal, Lapis Lazuli, amethyst and turquoise) that from the intricate designs. Its central dome reaches a height of 240

feet (73 meters). The dome is surrounded by four smaller domes. Inside the mausoleum, an octagonal marble chamber adorned with carvings and semi-precious stones house the false tomb of Mumtaz Mahal. Her actual remains lie below, at garden level

17. What is Taj Mahal actually

- a. Its a actually a mausoleum
- b. Crown of place
- c. The luxurious palace
- d. it is memory of his beloved wife

18. "The dome is surrounded by four smaller domes" The underlined word has the same meaning as...

- a. Location
- b. Siation
- c. Circle
- d. Far

19. "Taj Mahal was constructed by Mughal Emperor Shah Jahan" The underlined word has the same meaning as...

- a. Do
- b. Build
- c. Work
- d. Study

20. What is the main idea of the last paragraph?

- a. Taj Mahal represents the finest architectural and artistic achievement
- b. Taj Mahal was constructed by Mughal Emperor Shah Jahan
- c. The Mausoleum was constructed of pure white marble.
- d. The mausoleum an octagonal marble chamber adorned.

## POST-TEST

Nama: Nuryustika . Usman  
 Kelas: VIII<sup>A</sup>  
 Sekolah: SMP Muhammadiyah 6

70

### POST-TEST

Read the following text to answer questions number 1 - 4.

#### Singapore Bird Park

One of the most interesting places to visit in Singapore is the bird park. It is located in the industrial area of Singapore, called Jurong. The bird park is about twelve kilometers from the centre of the city, and it's easy to get there by bus or by taxi.

It is one of the largest bird park in the world. The birds are kept in large cages, and there are hundreds of beautiful birds from many different parts of the world, including penguins, parrots, eagles and ostriches. There is a large lake in the park, with a restaurant beside it, and there is also a very large cage which you can walk inside to get closer looking at the birds.

It takes about two hours to see all the birds. You can walk around the park or ride on the bus. The best time to visit the park is in the early morning or late afternoon, when it is cooler.

1. How far is the park from the city center?

- a. 2 km
- b. 10 km
- c. 12 km
- d. 100 km

2. Why do many people like to visit the bird park late in the afternoon?

- a. They are busy working in the morning
- b. The weather is not hot in the afternoon
- c. The birds in the park are caged in the morning
- d. they live in many different parts of the world

3. What is the main idea of the second paragraph?

- a. The most interesting place in Singapore is the bird park
- b. There is a restaurant next to a large lake in the park
- c. There are hundreds of very beautiful birds in the cages
- d. Singapore bird park is the largest bird park in the world

4. "It is located in the industrial area in Singapore."

What does the underlined word mean?

- a. Situated
- b. Held
- c. Conducted
- d. Performed



Read the following text to answer questions number 5 -8 .

#### Natural Bridge National Park

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

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

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

- a. Pacific Highway to Nerang
- b. It is located 110 kilometers from south of Brisbane
- c. Natural Bridge National Park is lush tropical rainforest
- d. The phenomenon of the rock pools

6. What the visitors will see in the night?

- a. a common glow worm
- b. the unique feature of the glow worms
- c. a great dark cave
- d. the unique rocks

7. "swimming is permitted in the rock pools" the sentence can be replaced by...

- a. Don't swim in the rock pools
- b. You can swim in the rock pools
- c. I will rock in the pools
- d. They are swimming in the rock pools

8. "Swimming is permitted in the rock pools" The underlined word has the same meaning as...

a. Prohibit

Allow

c. Forbidden

d. Barbeque

Read the following text to answer questions number 9 - 11

#### Tabuik Ceremony

Tabuik ceremony is traditional on the west coast of west sumatera, indonesia especially in pariman. It is held the astura day which falls on the 10 th of muharram of the islamic calendar. In bengkulu it was known was tabot.

Tabuik is made of bamboo, rattan, paper. During the week of tabuik, many activities are held including kite race and other traditional activities. Tabuik is also a term used to refer to the high funeral biers carried around during the remembrance procession. On the appointed day, all participants of the ceremony gather in the centre of the city. All government officials also attend this colossal ceremony in west sumatera. One Tabuik was carried by 40 people. Behind Tabuik, a group of people wearing traditional clothes carry various of percussion stop, dozens of people perform martial arts accompanied by Minang Tetabuhan.

The sunset marks the end of the procesion the Tabuik was the bought to a shore and then floated out to sea. This is conducted as they believe that throwing Tabuik into the sea will dispose of bad luck.

9. Where does Tabuik come from?

a. Minangkabau

b. Pariaman

c. Bengkulu

West Coast

10. Why must Tabuik be thrown into the sea?

a. To symbolize the end of the ceremony

b. To show that the ceremony is over

To mark the disposal of bad luck

d. To complete the procession

11. "Tabuik is made of bamboo, rattan, paper" The underlined word has the same meaning as...

e. Give

f. Discard

Produce

h. Pause

Read the following text to answer question number 12-13

#### Bale Kambang

Bale Kambang is a small village in the Southern coast of East Java. It's seventy kilometers from Malang town and two hours' drive from South. It is well known for its long beautiful white sandy beach as well as the similarity of its temple to the one of Tanah Lot in Bali.

In Bale Kambang, there are three small rocky islands namely Ismaya Island, Wisanggeni Island, and Anottan Island. Those names are taken from "wayang" figures (Java traditional puppets). These islands are surrounded by Indonesian Ocean which huge waves frighten most overseas cruisers.

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

There are three rocky islands in Bale Kambang.

b. Huge waves frighten many overseas cruisers

c. Names of rocky islands are taken from "wayang" figures

d. The rocky islands are in the middle of the sea

13. ".....those names are taken from "wayang" figures (Java traditional puppets)." The underlined word refers to

a. Indonesian

b. Wayang

Three rocky islands

d. Bale kambang

Read the following text to answer questions number 14 - 16.

Kartikasari

Kartikasari was born on December 15, 2004 in Bandung. Her friends call her Ika. She lives at Jl. Gatot Subroto 12A, Bandung. She is an SMP students. She is in the seventh grade. She is quite tall and slim. She has long wavy hair and dark eyes. She looks beautiful with her long hair. She will not have hair cut, because she prefers it that way.

Everyone knows she is very serious person and very discipline with her main duty as a student. That's why she always does well in her class. She is also symphatic, honest, kind and friendly. Her parents must be proud of her.

14. "She is quite tall and slim" The sentence can be replaced by ....

- a. She is girl
- b. She has a sweet smile
- c. She is not fat
- d. She has a big body

15. Why must her parents be proud of her ?

- a. She is the seventh grade.
- b. She always does well in her class
- c. She has long wavy hair
- d. She looks beautiful

16. "Her parents must be proud of her", Her refers to ..

- a. Kartika's mother
- b. Kartika's friend
- c. Kartika
- d. The writer



Read the following text to answer questions number 17 - 20

#### Boyolali regency

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. They 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.

17. "... they are seeking in Boyolali" (paragraph 3)

What does the underlined word refer to?

- a. People from out town
- b. Places in Boyolali.
- c. Cow statues.
- d. Real cows.

18. What is the main idea of the last paragraph?

- a. The statues help people to find places easily.
- b. The statues decorate the town beautifully.
- c. The cow can get their way easily around the town.
- d. The people from out of town easily find the statues.

19. The text mainly tells us about ....

- a. the colour of the statues
- b. cow statues in Boyolali
- c. a town called Boyolali
- d. how to raise cows

20. What is the location of Boyolali?

- a. Solo
- b. Merapi
- c. Merapi and Merbabu Mountains
- d. North Of Solo

## APPENDIX 5

## ATTENDANCE LIST

No	Students' Name	Pre-Test	Treatment				Post-Test
			1	2	3	4	
1	Aisyah	✓	✓	✓	s	✓	✓
2	Andika Saputra Pratama	✓	✓	✓	✓	s	✓
3	Aziza Firli Nurmaulidia	✓	✓	✓	✓	i	✓
4	Kartini	✓	✓	✓	i	✓	✓
5	Kazza Salsabilah Aura	✓	✓	✓	s	✓	✓
6	Lorianto Langit Matta Mudania E	✓	✓	✓	✓	✓	✓
7	M Hafid Zuhdi Al Anshari	✓	✓	✓	✓	✓	✓
8	Muh Faiz Nabil Nur	✓	✓	✓	✓	✓	✓
9	Muh Gisyhan Al Ghifari	✓	✓	✓	✓	✓	✓
10	Masfira Lau Leying	✓	✓	✓	✓	✓	✓
11	Muthiah Tiara Mutmainnah	✓	✓	s	s	✓	✓
12	Muasdalifah	✓	✓	✓	✓	✓	✓
13	Nasir Ruslang	✓	✓	✓	✓	✓	✓
14	Nuraeni Wulandari	✓	✓	✓	✓	✓	✓
15	Nuryustika Usman	✓	✓	✓	✓	i	✓
16	Siti Raisya	✓	✓	✓	✓	i	✓
17	Suci Rahmadani Sangaji	✓	✓	✓	✓	✓	✓
18	Syahrul S	✓	✓	✓	✓	✓	✓
19	Suci Rahmadina	✓	✓	✓	✓	✓	✓
20	Thalita A	✓	✓	✓	✓	✓	✓
21	Muhammad Sefy Adzana	✓	✓	✓	✓	✓	✓
22	Nurul Apriani	✓	✓	✓	✓	✓	✓
23	Sitti Rahmawati	✓	✓	✓	s	s	✓
24	Ashabul Kahfi	✓	✓	✓	✓	✓	✓

### APPENDIX 6

#### The list name of VIII.A at SMP Muhammadiyah 6 Makassar

No	Name	Code
1	Aisyah	S-1
2	Andika Saputra Pratama	S-2
3	Aziza Firli Nurmaulidia	S-3
4	Kartini	S-4
5	Kazza Salsabilah Aura	S-5
6	Lorianto Langit Matta Mudania E	S-6
7	M Hafid Zuhdi Al Anshari	S-7
8	Muh Faiz Nabil Nur	S-8
9	Muh Gisyan Al Ghifari	S-9
10	Masfira Lau Leying	S-10
11	Muthiah Tiara Mutmainnah	S-11
12	Musdalifah	S-12
13	Nasir Ruslang	S-13
14	Nuraeni Wulandari	S-14
15	Nuryustika Usman	S-15
16	Siti Raisya	S-16
17	Suci Rahmadina Sangaji	S-17
18	Syahrul S	S-18
19	Suci Rahmadina	S-19
20	Thalita A	S-20
21	Muhammad Sefy Adzana	S-21
22	Nurul Apriani	S-22
23	Sitti Rahmawati	S-23
24	Ashabul Kahfi	S-24

## APPENDIX 7

**THE RESULT OF STUDENTS' VOCABULARY IN PRE-TEST AND POST-TEST**

No.	Sample	Pre-Test	Post-Test
1	S-1	60	75
2	S-2	40	55
3	S-3	55	80
4	S-4	60	80
5	S-5	60	75
6	S-6	65	85
7	S-7	50	60
8	S-8	55	75
9	S-9	35	50
10	S-10	60	75
11	S-11	50	70
12	S-12	50	80
13	S-13	70	85
14	S-14	65	80
15	S-15	55	70
16	S-16	60	75
17	S-17	70	90
18	S-18	45	60
19	S-19	60	75
20	S-20	65	80
21	S-21	70	90
22	S-22	75	90
23	S-23	55	70
24	S-24	55	75
<b>Total</b>		<b>1385</b>	<b>1800</b>
<b>Mean</b>		<b>57.7083</b>	<b>75</b>

## APPENDIX 8

The Student Pre Test and Post Test Score

N O	STUDENTS	PRE-TEST		POST TEST		Gain	
		$X_1$	$X_1^2$	$X_2$	$X_2^2$	D	D2
1	Aisyah	60	3600	75	5625	15	225
2	Andika Saputra Pratama	40	3025	55	5625	20	400
3	Aziza Firli Nurmaulidia	55	3025	80	6400	25	625
4	Kartini	60	3600	80	6400	20	400
5	Muh Faiz Nabil Nur	60	3600	75	5625	15	225
6	Lorianto Langit Mattan Mudania E.	65	4225	85	7225	20	400
7	M.Hafid Zuhdi Al- Anshari	50	2500	60	3600	10	100
8	Kazza Salsabila Aura	55	1600	75	3025	15	225
9	Muh.Gisyan Al Ghifari	35	1225	50	2500	15	225
10	Masfira Lau Leying	60	3600	75	5625	15	225
11	Muthiah Tiara Mutmainnah	50	2500	70	4900	20	400
12	Musdalifah	50	3025	80	6400	25	625
13	Nasir Ruslang	70	4900	85	7225	15	225
14	Nuraeni Wulandari	65	4225	80	6400	15	225
15	Nuryustika Usman	55	2500	70	4900	20	400
16	Siti Raisya	60	3600	75	5625	15	225
17	Suci Rahmadani Sangaji	70	4900	90	8100	20	400
18	Syahrul S.	45	2025	60	3600	15	225
19	Suci Rahmadina	60	3600	75	5625	15	225
20	Thalita A.	65	4225	80	6400	15	225
21	Muhammad Sefy Adzana	70	4900	90	8100	20	400
22	Nurul Apriani	75	5625	90	8100	15	225
23	Sitti Rahmawati	55	3025	70	4900	15	225
24	Ashabul Kahfi	55	3025	75	5625	20	400

<b>Total</b>	<b>1385</b>	<b>8207 5</b>	<b>1800</b>	<b>13755 0</b>	<b>415</b>	<b>7475</b>
<b>Mean</b>	<b>57.7083 3</b>	<b><math>\Sigma X_1^2</math></b>	<b>75</b>	<b><math>\Sigma X_2^2</math></b>	<b>17.2916 7</b>	





## APPENDIX 9

## SURAT KETERANGAN BEBAS PLAGIASI


**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
UPT PERPUSTAKAAN DAN PENERBITAN**  
 Alamat kantor: Jl. Sultan Alauddin NO.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**SURAT KETERANGAN BEBAS PLAGIAT**

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,  
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : NurAifa Hafsa  
 NIM : 105351119117  
 Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
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3	Bab 3	5 %	10 %
4	Bab 4	4 %	10 %
5	Bab 5	4 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 08 Mei 2023  
Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan,

  
 Nuriningsih Sa'adah M. Lili  
 NBM. 004 594

Jl. Sultan Alauddin no 259 makassar 90222  
 Telepon (0411)866972,881 593,fax (0411)865 588  
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## APPENDIX 10

## SURAT PENELITIAN DARI LP3M

2017/12/14



**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH**  
**UNIVERSITAS MUHAMMADIYAH MAKASSAR**

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT  
 Jl. Sultan Alauddin No. 259 Telp. 866972 Fax (0411) 865588 Makassar 90221 E-mail: lp3munimuh@plama.com



---

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Nomor : 3447/05/C.4-VIII/XII/1444/2022	22 Jumadil awal 1444 H
Lamp : 1 (satu) Rangkap Proposal	16 December 2022 M
Hal : Permohonan Izin Penelitian	

Kepada Yth,  
 Bapak / Ibu Kepala Sekolah  
 SMP 6 Muhammadiyah Makassar  
 di –  
 Makassar

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah – Makassar, nomor: 12155/FKIP/A.4-II/XII/1444/2022 tanggal 14 Desember 2022, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **NURAFIFA HAFSA**  
 No. Stambuk : **10535 2119117**  
 Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**  
 Jurusan : **Pendidikan Bahasa Inggris**  
 Pekerjaan : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

**"The Effectiveness Of Team Based Learning In Reading Ability at SMP 6 Muhammadiyah Makassar"**

Yang akan dilaksanakan dari tanggal 20 Desember 2022 s/d 20 Februari 2023.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ

Ketua LP3M,




**Dr. N. Abubakar Idhan, MP.**  
 NDM 101.7716

12-22

## KARTU KONTROL PENELITIAN



**MAJELIS DIKTILITBANG PP MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
PRODI PENDIDIKAN BAHASA INGGRIS**

Jalan Sultan Alauddin No. 259  
Makassar  
Telp : 0811 1782101 (Secretary)  
Email : prodiibg@unismuh.ac.id  
Web : bg.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

**KONTROL PELAKSANAAN PENELITIAN**

Nama Mahasiswa : **NurAfifa Hafsa**  
 NIM : **105351119117**  
 Judul Penelitian : **The Effectiveness of Team Based Learning In Reading Ability at SMP Muhammadiyah6 Makassar**  
 Tanggal Ujian Proposal : **18 November 2022**  
 Tempat/Lokasi Penelitian : **SMP Muhammadiyah 6 Makassar**

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Selasa 20/12/2022	Pengantaran surat izin meneliti		
2	Senin 09/01/2023	Introduction, Pre-test	Hamsinah S.S	↓
3	Selasa 10/01/2023	Giving Treatment	Hamsinah S.S	↓
4	Rabu 11/01/2023	Giving Treatment	Hamsinah S.S	↓
5	Senin 16/01/2023	Giving Treatment	Hamsinah S.S	↓
6	Selasa 17/01/2023	Giving Treatment	Hamsinah S.S	↓
7	Rabu 18/01/2023	Closing, giving post-test	Hamsinah S.S	↓
8				
9				
10				

Mengetahui, .....18....., January.....2023

Ketua Program Studi,  
FKIP Unismuh Makassar



**Dr. Ummi Khaerati Syam, S.Pd., M.Pd**  
NBM. 977 807

Bimbingan/Kepala sekolah/Instansi



**ISMAIL, S.Pd.MM**  
NBM. 779317



Terakreditasi Institusi

## APPENDIX 11

## SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN


**MAJELIS PENDIDIKAN DASAR DAN MENENGAH MUHAMMADIYAH**  
**SMP MUHAMMADIYAH 6**  
 CABANG TALLO DAERAH KOTA MAKASSAR  
 WILAYAH SULAWESI SELATAN  
*Jalan Muhammad Jufri No. 34 Telp. (0411) 446110 Makassar*

---


**SURAT KETERANGAN PENELITIAN**  
 NO. 058/Ket/IV.4.AU/F/2023

Yang bertanda tangan di bawah ini :

<b>N a m a</b>	: ISMAIL, S. Pd, MM
<b>N B M</b>	: 779 317
<b>J a b a t a n</b>	: Kepala SMP Muhammadiyah 6
<b>A t a m a t</b>	: BTN. Pao Pao Blok.C.1/ 7 Gowa

Menerangkan bahwa :

<b>N a m a</b>	: NURAFIFA HAFSA
<b>No. Pokok</b>	: 10535 2119117
<b>Program Studi</b>	: Pendidikan Bahasa Inggris
<b>Fakultas</b>	: Keguruan dan Ilmu Pendidikan
<b>Universitas</b>	: Universitas Muhammadiyah Makassar

Yang tersebut di atas adalah **BENAR** telah mengadakan penelitian/pengumpulan data di SMP Muhammadiyah 6 Makassar dari tanggal 20 Desember 2022 s.d 30 Januari 2023 untuk penyusunan Tesis yang berjudul :

**"The Effectiveness Of Team Based Learning In Reading Ability at SMP 6 Muhammadiyah Makassar "**.

Demikian Surat Keterangan ini kami berikan kepadanya untuk dipergunakan seperlunya.

Makassar, 30 Januari 2023

Kepala Sekolah

  
  
**ISMAIL, S. Pd, MM**  
 NBM 779 317



APPENDIX 12

DOCUMENTATION





## CURRICULUM VITAE



**NurAfifa Hafsa** was born on Oktober 04th, 1999 in Puncak, Sinjai Selatan South Sulawesi. She is the first child of marriage of her parents,. Muh Hatta and Sakinah. She began her education in SDN 45 Lempangan and graduated in 2011.

She continued her study in SMP Negeri 18 Bulukumpa and graduated in 2014 and then she continued her study in SMA Negeri 2 Sinjai Selatan and graduated 2017.

In the same year, she was accepted as a student in English Department Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. By the bless and mercy of Allah SWT and pray also support from beloved family, the researcher could finish her study at Muhammadiyah University of Makassar by compiling a thesis under the title **“The Effectiveness Of Team Based Learning In Reading Ability at SMP Muhammadiyah 6 Makassar”**.