

**THE USE OF PAIRED READING TECHNIQUE IN TEACHING READING  
AT A SENIOR HIGH SCHOOL IN WAJO**

*(Pre-Experimental Research)*



*A Thesis*

*Submitted to the Faculty of Teachers Training and Education  
Muhammadiyah University of Makassar in Partial Fulfillment of the  
Requirement for the Degree of Sarjana Pendidikan*

**BESSE SUKMA SARTIKA**

**10535 6448 15**

**ENGLISH EDUCATION DEPARTMENT**

**FACULTY OF TEACHER TRAINING AND EDUCATION**

**MUHAMMADIYAH UNIVERSITY OF MAKASSAR**

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بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

**LEMBAR PENGESAHAN**

Skripsi atas nama **Besse Sukma Sartika**, NIM **10535 6448 15** diterima dan disahkan oleh Panitia Ujian Skripsi berdasarkan Surat Keputusan Rektor Universitas Muhammadiyah Makassar **Nomor: 029 TAHUN 1441 H / 2020 M**, tanggal 10 Jumadil Akhir 1441 H/04 Februari 2020 M Sebagai salah satu syarat guna memperoleh Gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris (S1) Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Sabtu tanggal **08 Februari 2020**.

12 Februari 2020 M  
 Makassar, -----  
 18 Jumadil Akhir 1441 H

**Pengawas Umum** : Prof. Dr. H. Abdul Rahman Rahim, S.E., M.M.  
**Ketua** : Erwin Akib, M.Pd., Ph.D.  
**Sekretaris** : Dr. Baharullah, M.Pd.  
**Penguji** :

1. Dr. M. Arif Paturusi, M.Pd.
2. Nurdevi Bte Abdul, S.Pd., M.Pd.
3. Wildan Burhanuddin, S.Pd., M.Hum.
4. Yasser Mallappiang, S.S., M.Pd.

*(Handwritten signatures and names in purple and black ink)*

Disahkan Oleh :  
 Dekan FKIP Universitas Muhammadiyah Makassar

*(Handwritten signature of Erwin Akib)*  
**Erwin Akib, M.Pd., Ph.D.**

NBM: 860 934



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

APPROVAL SHEET

Title : **The Use of Paired Reading Technique in Teaching Reading  
at A Senior High School in Wajo**

Name : **Besse Sukma Sartika**

Reg.Number : **10535 6448 15**

Program : **English Education Department Strata 1 (S1)**

Faculty : **Faculty of Teacher Training and Education**

Makassar, February 2020

Approved by:

Consultant I

Consultant II

Nurdevi Bte Abdul, S.Pd., M.Pd.

Yasser Mallappiang, S.S., M.Pd.

Dean of FKIP  
Makassar Muhammadiyah University

Head of English  
Education Department

Erwin Akib, M.Pd., Ph.D.

NBM: 860 934

Umni Khaerati Syam, S.Pd., M.Pd

NBM: 977 807



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

COUNSELLING SHEET

Nama : Besse Sukma Sartika  
 Stambuk : 10535 6448 15  
 Jurusan : Pendidikan Bahasa Inggris  
 Dengan Judul : **The Use of Paired Reading Technique in Teaching Reading at A Senior High School in Wajo.**  
 Consultant I : **Nurdevi Bte. Abdul, S.Pd., M.Pd.**

| Day / Date | Chapter | Note  | Sign |
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| 11/01 2020 |         | Accel   |      |

Approved by:  
 Head of English Education  
 Department



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



بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

COUNSELLING SHEET

Nama : Besse Sukma Sartika  
Stambuk : 10535 6448 15  
Jurusan : Pendidikan Bahasa Inggris  
Dengan Judul : **The Use of Paired Reading Technique in Teaching Reading at A Senior High School in Wajo.**  
Consultant II : **Yassir Mallapiang, S.S.,M.Pd**

| Day / Date | Chapter | Note       | Sign |
|------------|---------|------------|------|
|            |         | <i>Ace</i> |      |

Approved by:

Head of English Education  
Department



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



**UNIVERSITAS MUHAMMADIYAH MAKASSAR**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**  
*Jl. Sultan Alauddin Telp. 866972 Kota Makassar*

---



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Nama : **Besse Sukma Sartika**  
Stambuk : 10535 6448 15  
Jurusan : Pendidikan Bahasa Inggris

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Nama : **Besse Sukma Sartika**  
Stambuk : 10535 6448 15  
Jurusan : Pendidikan Bahasa Inggris  
Dengan Judul : **“The Use of Paired Reading Technique in Teaching Reading at a Senior High School in Wajo”**

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## MOTTO

"Jika Kamu Merasa Lelah Maka Berhentilah Sejenak tapi Setelah Itu Bangkitlah Kembali dan Kejarlah Keteringgalanmu."

*Cukuplah Allah bagiku, tidak ada Tuhan selain Dia. Hanya kepadanya aku bertawakal (QS. At Taubah:129)*

*I dedicated this thesis special to my Beloved  
Parents, My Brother and Sisters. My  
Friends and my Blue Almamater*

## ABSTRACT

**Besse Sukma Sartika. 2019.** *The Use of Paired Reading Technique in Teaching Reading at a Senior High School in Wajo.* A Thesis of English Education Department Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by Nurdevi Bte. Abdul and Yassir Mallapiang.

This research aimed to know did the use of Paired Reading Technique can improve students' literal reading comprehension at SMAN 2 Wajo. The subjects of this research consisted of 27 students at tenth grade MIPA 2 of SMA Negeri 2 Wajo. The method used quantitative research with pre-experimental research. The instruments used for collecting data namely reading test in multiple choices form.

The result of the data indicated that, the students' mean score of post-test was (82.59) was greater than the mean score of pre-test (60.37). Based on the data analysis, t-test was value higher than the t-test table value ( $8.272 > 1.711$ ) at the level of significance 0.05 with degree of freedom (df) = 26. It means that there was a significant difference. Therefore, null hypothesis was rejected and alternative hypothesis was accepted.

Keyword: Paired Reading, Literal Level, Students, Reading Comprehension.

## ABSTRAK

**Besse Sukma Sartika. 2019. *Penggunaan Teknik Paired Reading dalam Mengajar Membaca di Sekolah Menengah Atas di Wajo*. Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Skripsi dibimbing oleh Nurdevi Bte. Abdul dan Yassir Mallapiang.**

Penelitian ini bertujuan untuk mengetahui apakah penggunaan Teknik Paired Reading dapat meningkatkan pemahaman membaca literal siswa di SMAN 2 Wajo. Subjek penelitian ini terdiri dari 27 siswa kelas X MIPA 2 SMA Negeri 2 Wajo. Metode yang digunakan adalah penelitian kuantitatif dengan penelitian pra-eksperimental. Instrumen yang digunakan untuk mengumpulkan data yaitu tes membaca dalam bentuk pilihan ganda.

Hasil data menunjukkan bahwa, nilai rata-rata siswa post-test adalah (82,59) lebih besar daripada skor rata-rata pre-test (60,37). Berdasarkan analisis data, uji-t adalah nilai t-test lebih tinggi dari nilai tabel uji-t ( $8,272 > 1,711$ ) pada tingkat signifikansi 0,05 dengan derajat kebebasan (df) = 26. Artinya ada perbedaan yang signifikan. Oleh karena itu, hipotesis nol ditolak dan hipotesis alternatif diterima.

**Kata Kunci:** Paired Reading, Tingkat Literal, Siswa, Pemahaman Membaca.

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*Alhamdulillah Rabbil 'Alamin*, the writer expresses her sincere gratitude to the almighty God, Allah SWT, who has given guidance, mercy and good health. So that she could be finish this thesis well. Shalawat and Salam are delivered to our religion messenger, and our guide prophet Muhammad SAW.

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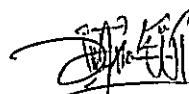
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## CHAPTER I

### INTRODUCTION

#### A. Background

English is considered a foreign language in Indonesia which requires four specific primary language skills to be targeted by language students. Namely listening, speaking, reading and writing skills. Reading and reading skills are considered as receptive skills while speaking and writing skills are considered as productive skills. As one of the language skills, reading also plays an important role because reading has become a part of our daily lives. Through reading various printed materials such as newspapers, magazines, fiction, and nonfiction books, we can get a lot of knowledge, information, fun, and solutions to problems. Therefore, the ability to read any form of text will provide many benefits in our lives such as getting a lot of information written.

There are many reading options found throughout the world between fiction or nonfiction literature. One type of text reading that is learned and must be mastered by students is descriptive text. It is clearly stated in the current K13 curriculum. Descriptive text is a type of text that explains social function by stating and asking about the description of people, animals, and objects by paying attention to social functions, text structures, and linguistic elements, correctly.

Ideally, senior high school students should be able to master several genres including descriptive texts that are applied in every aspect of language skills.

However, most students still find it difficult to master this because their knowledge of English is still low, especially in reading skills. Based on the experience of researchers when apprenticeship 1 to apprenticeship 3 about reading tests of students at high school level, there are several difficulties that may be faced by students in reading activities such as: First, most students only have the ability to pronounce and recognize individual words without conveying messages that delivered by the author. Second, they actually have a good knowledge of the words and meanings of sentences but they fail to understand longer reading material such as stories. Third, they have difficulty concentrating when reading. After students read a story, most of them find it difficult to analyze the schematic structure of stories about orientation, complications, and resolution while they have read the text several times. As a result, they have difficulty determining the storyline. Regardless of its complexity, reading is very important for students who are learning a foreign language. (Grabe & Stoller, 2001) ranked reading as the number one skill that students' wish to gain mastery.

Next, the researchers found that students' activities in reading were not very interesting because the teacher usually asked each student to read verbally then asked them to translate the story. In addition, during teaching and learning activities, the teacher explains the schematic structure and linguistic features of the story almost all the time; because it makes students rarely participate in class. Then the teacher gave them a few minutes to do the exercises while most students did not pay attention to the teacher's explanation and they did not even do the exercises. Furthermore, the teacher rarely lets his students try to analyze the story.

These cases are quite problematic and according to the researcher, and must be resolved because if they continue to occur as a result, they may experience continuous difficulties in understanding other texts. In addition, they may not be able to pass the minimum passing grade policy determined by the school. Here, the researcher assumes that conditions can influence their understanding of the text influenced by the physical condition of students, their interest in the material, the difficulty of choosing the text, and the difficulty of maintaining attention.

This matter should be taken seriously since without adequate support, many students with reading difficulties might be unable to compensate for the many difficulties that they experienced in understanding what they read. The difficulties in reading have been the number one reason of why the students are likely to be hesitant readers (Kweldju, 2000), thus, teachers are responsible to find the most appropriate technique to develop students' interest and build their self-confidence in reading. (Ferdila, 2014) .The researcher considers it necessary to find alternative ways to make suitable and interesting techniques related to the condition of students. They need to be taught to develop reading comprehension. For research purposes, researchers chose to use the Paired Reading technique for high school students because it is very important for preparing to enter college. Therefore, students' reading comprehension needs to be developed. In this study, the author focused on descriptive text. Focuses on Literal Reading Comprehension. Then, the author realizes that it is impossible to solve it at one time. Here, the authors of the basic assumptions of students need to learn how to read descriptive texts in reading activities to improve

their reading comprehension. In other words, through the Paired Reading Technique, this will be very important for this type of reading skill.

### **B. Problem Statement**

Based on the background of problems that have described above, the formulation of the problem in this research was "Does the use of Paired Reading Technique improve students' literal reading comprehension?"

### **C. Objective of the Research**

As the formulation of the problem that have described, the objective in this research was "To find out does the use of paired reading technique can improve students' literal reading comprehension".

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

#### **1. For the students**

For students the results of this research can improve the quality of the learning process that might eventually affect the quality of learning outcomes.

#### **2. For the teacher**

For educators expected the results of this research can be useful as input in the selections of learning strategies as one effort to improve students' reading skills.

#### **3. For the researcher**

For students it can be useful as input for other students who will do research related to this problem.

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

This study focused on whether the use of paired reading technique can be used to elevate students' reading skills focus on literal reading comprehension (main idea, paragraph structure and knowledge of word meanings). The study also aims to investigate the useful aspects that are possible to minimize the gap among students' reading skills during the implementation of this technique. The descriptive text and paired reading strategy are proposed to develop and strengthen learners reading ability toward foreign language in contexts of language.

## CHAPTER II

### REVIEW OF LITERATURE

#### A. Preview of Research Finding

Paired reading models can improve students' ability to understand reading comprehension in understanding reading texts in particular, report text. Furthermore, the Paired Reading Model is also able to create an interesting and fun learning atmosphere for students. It can be seen from the acquisition of 55.8% of students completing in the first cycle and reaching 97.05% of students completing in the second cycle. Furthermore, there was an increase in the students' openness in learning, activeness, responsibility, and the timeliness of learning.(Lumuan, 2014)

Understanding of reading students in narrative texts taught by using Paired Reading Paired summarizes the strategies categorized into good level. Paired Reading is better than the conventional strategies used by the teacher. It can be concluded that Paired Reading Paired Summarizing has a positive effect on students' reading comprehension.(Astrina, 2013)

The results of the study show that students 'responses to Qira'ah learning using the Paired Reading method are classified as very good categories and the use of this method is classified as effective in increasing students' ability to understand reading.(Ulfa, 2018)

The application of the Paired Reading strategy increases students' reading scores to 5.54 points (4.64%) at each average session. In other words, the results

show that the pairing reading strategy continues to show positive results to improve students' reading skills. In addition, these findings also reveal that the use of narrative texts in paired reading sessions increases student motivation and enjoyment. In addition, the results of the study show that most students react positively to the study. Based on scores on a continuity scale, pairing reading activities are beneficial for EFL students. In addition, data shows that most students support the application of reading in pairs in their classrooms.(Gumilar, 2018)

A paired reading program is a manageable classroom strategy that can be easily implemented to supplement varying teaching techniques. Teachers can feel confident that both tutors and tutees will benefit in terms of achievement and attitude. As a result of paired reading, teachers may find that they have more available time to spend meeting the needs of diverse learners. Students will begin to assume responsibility for their own learning, relying on themselves or their partner whenever possible. Motivation becomes an intrinsic force.(Leach, 1993).

Based on the study above, the similarities with this research is effective for student learning, creating an interesting and fun learning atmosphere for students and increasing students' responsibilities and students' attitudes.

## **B. Concept of Paired Reading**

### **1. The Understanding of Paired Reading**

Paired reading is a classroom strategy used to facilitate the development of fluent reading skills. In partner reading, children are paired together for the

purpose of supporting each other through the oral reading of connected text. Partners listen, follow along, and provide needed words or assistance while taking turns reading, switching roles every other page. Partner reading is used mainly as a strategy to promote the development of fluent reading by increasing the time children spend orally reading connected text (Stahl, Holubec, & Crammond, 1997). In addition, partner reading provides an opportunity for teachers to monitor children's reading progress by listening to the children read to their partners (Kuhn & Stahl, 2000).

Paired reading was originally developed as a parent tutoring strategy by Morgan (1976); however, it has also been used for peer- and teacher-implemented tutoring. Paired reading generally involves a less able reader reading simultaneously with a more able reader such as parents and peers. If the child feels confident that he or she can read independently, then the child gives the tutor a signal and proceeds to read the text alone. If the child cannot decode a particular word, the word is provided after several seconds and then simultaneous reading resumes. Participation in paired reading is associated with fewer reading refusals, fewer errors, more self-corrections of errors, greater use of context, and better use of phonics skills compared to pretests (Topping & Lindsay, 1992b) as well as improvements in reading comprehension and fluency (De Angelo et al., 1997; Murad & Topping, 2000). Benefits of paired reading are not limited to the tutee but include benefits to child tutors as well (Topping, 1987b). (Meisinger, 2004).

## **2. The Important of Paired Reading**

Research indicates that pairing struggling readers with more fluent readers produces substantive gains in word recognition and general reading (Cunningham & Allington, 2003). In a Paired Reading situation, the learner reader develops decoding and fluency strategies as they read alongside a more skilled reader. When readers are supported, they can engage with reading material that may be beyond their normal reading level. The use of Paired Reading can help accelerate the reading of students who are reading below year-level expectations.

## **3. Things to Consider Before Starting**

Paired Reading should be done in a comfortable, quiet environment where the text can be easily viewed by both readers. As the two readers read together, the learner reader hears a model of skilled reading and gets ready to try reading alone in short bursts. As the learner gains confidence, a signal is used to tell the tutor that the learner wishes to read independently for a while. These short bursts of independent reading allow the tutor to praise and provide feedbacks to build the learner's reading confidence. Reading tutors provide just enough support to encourage independence and success in the learner. However, before tutors work with learner readers they need to be trained in the Paired Reading procedure and know how to support readers to succeed.

Teachers can select pairings that will give learner readers the level of support they need. For example, teacher may pair student to student. The students

can be in the same or buddy classes. Teacher can pair students of the same abilities or of different abilities depending on teacher purpose. Teacher can also pair a parent or teaching assistant with a student, or a teacher with a student.

It is advisable to make Paired Reading a regular feature of the reading block for a period of time. For example, readers may work together at least five times a week (allowing 10–15 minutes per session) for six consecutive weeks. A timetable will help ensure that enough opportunities for practice and reader growth occur. Through a consistent focus, readers will get the most benefit out of the time committed.

#### **4. The application of Paired Reading**

##### **Preparations:**

1. Explain the goals of Paired Reading on how to perform it. The teacher can do this as a whole class or in a small group.
2. Supply materials that will interest the readers and allow the learner reader to read texts above their independent reading capacity. Begin with easier familiar texts before introducing more difficult material.
3. Allow the learner reader to select the material for each session.
4. Decide on a non-verbal signal that the pair will use to signal that the learner reader wants to read independently (e.g. a gentle tap on the arm).

| <b>The more able reader (tutor) will:</b>  | <b>The less able reader will:</b>  |
|--|--|
| Read along with the learner and praise frequently for correct reading.   | Be ready to read and can discuss learning goals for their reading.                   |
| Support the learner's level of proficiency so they can read along in unison (not too fast, but not too slow).                        | Read along with the tutor.   |
| Read with a distinct and expressive voice that is slightly faster than the learner would use normally when reading on their own.     | Signal in the agreed way when they wish to read independently.                       |
| Listen and look for the prearranged signal to indicate when the learner wants to read on alone.                                      | Follow the text with eyes/a finger at all times.                                     |
| When an error is made, wait to see if the learner corrects it. If not, repeat the misread word until the learner reads it correctly. | Be prepared to take risks and aim for success by trying to read alone in some parts. |
| If the learner experiences difficulty,   | Keep a diary of the reading session,   |

|  |   |
|--|---|
| provide help by saying a word and then continue reading. | noting how many pages were read and any self-assessment comments about the reading session. |
|--|---|

(Cunningham & Allington, 2003)

### C. Reading Comprehension

#### 1. The Understanding of Reading Comprehension

Before the writer discusses any further detail of reading comprehension, it is essential to know exactly the meaning of reading first. Reading is an active information seeking process in which readers relate information in the text to what they already know. When we sit down to read, our knowledge of the language allows us to identify the basic forms and meanings of printed words and sentences. At the same time, our knowledge of the world in general and of the subject matter in particular allows to comprehend these words and sentences by comparing them to knowledge stored in our brains. To make sure that we know exactly what is reading is here are some definitions of reading according to some experts. According to Hodgson reading is a process done by the reader to get message conveyed by the writer through written representation.

Reading is an exercise dominated by the eyes and the brain. The eyes receive the messages and the brain then has to work out the significance of these messages. Furthermore, Frank G Jennings states in his book that reading is the art

of transmitting the ideas, facts and feeling from the mind and soul of an author to the mind and soul of reader, with accuracy and understanding, much more.

The essence of reading act is comprehension; it becomes primary challenge in teaching or learning of reading skill. Comprehension means understanding the meaning or the point of a topic, F. Dubin, D.E Eskeyand W. Grabe show more specific explanation, comprehension means relating what we do not know or new information, which is not random collection or facts but a "theory of world" in each of our heads. Reading comprehension is most likely a simple multiplication of word recognition abilities and general language comprehension abilities. Reading comprehension is very important in our everyday reading. When we glance at newspapers, magazines, and books, we often need to understand the reading passage more profoundly. Someone cannot get information completely without comprehension. Comprehension includes recognizing and understanding main ideas and related details. A good recognizes that many ideas are implied and she/he must read between the lines to get the full meaning. Penny Ur states that in reading, it is recorded the meaning of text, to get some meaning from what the text means, and our understanding of which it is composed. Based on the previous definitions, it can be synthesized that definition of reading comprehension is the process of interaction between a reader and a text to get information from the text and to form an interpretation and to draw a conclusion of that information. Delivery of ideas, opinions, or feeling is some important aspects of the process which a writer's ideas become real to reader.

## **2. The Objective of Reading**

Reading is an activity with an objective. A person may read in order to get some information, for enjoyment or to enhance knowledge of the language being read. Rivers and Temperly suggest that second language learners will want to read for the following objectives:

- a. To obtain information for some purpose or because we are curious about some topic;
- b. To obtain instructions on how to perform some task for our work or daily life (e.g. knowing how an appliance works);
- c. To act in a play, play a game, do a puzzle;
- d. To keep in touch with friends by correspondence or to understand business letters;
- e. To know when or where something will take place or what is available;
- f. To know what is happening or has happened (as reported in newspapers, magazines, reports); for enjoyment or excitement.

## **3. The Types of Reading Text**

There are seven types of reading texts which is learned by students in secondary school. They are Descriptive, Narrative, Spoof, Recount, Procedure, Report and Anecdote. Students are expected to understand and master all of the texts after they learnt English. In line with the limitation, formulation and

objective of the research in the previous chapter, the writer would like only to explain about Descriptive text.

#### **4. The Factors Influence Reading Comprehension**

They are many factors that influence the reader when reading, such as:

##### **a. Language**

In the case of written text some researchers look at word and sentence length (Wallace 1992:77), on the premise that text with longer sentences and longer words will be more difficult to understand than those with shorter ones. It means that if students faced the situation, they will get difficult in absorbing what the meaning of the text is.

##### **b. Topic and Genre**

The teaching of receptive skill sometimes will not go as we want it to be because of the inappropriate topic or unfamiliar genre they are dealing with and will not interest to learn.

##### **c. Comprehension tasks**

When teacher wants to give the task and choose the comprehension tasks to do it, sometimes that kind of tasks are not helping the students to more understand the skill. It is more likely to be testing them. By testing they will not be appropriate way to accomplishing the students' improvement in this skill.

#### d. Negative Expectations

Before the students were starting to learn the skill, they already have negative expectations. They have feeling that they are not going to understand the passage because it is sound to be too difficult and they will be frustrating and de-motivating. Those feeling occur because of unhappy or unsuccessful experiences.

### 5. The Ways to Improve Reading Comprehension Skillful reading is an important part of becoming a skillful writer

Following are four steps that will make you better reader:

#### a. Concentrate as we read

In reading activities someone needs to improve his concentration. To improve the concentration first, read in a place where we can be quiet and alone. Don't choose a spot where a TV or stereo is on or where friends or family are talking nearby. Next, sit in an upright position when we read. If our body are in completely relaxed position, sprawled across a bed or nestled in an easy chair, our mind is also going to be completely relaxed. The light muscular tension that comes from sitting in an upright chair promotes concentration and keeps our mind ready to work. Finally, consider using our index finger (or a pen) as a pacer while we read to read. Lightly underline each line of print with our index finger as we read down page. Hold our hand

slightly above the page and move our finger at a speed that is a little too fast for comfort. This facing with our index finger, like sitting upright on a chair, creates a slight physical tension that will keep our body and mind focused alert.

b. Skim material before we read

In skimming, we spend about two minutes rapidly surveying a selection, looking for important points and skipping secondary material. Follow this sequence when skimming.

- 1) Begin by reading the overview that precedes the selection.
- 2) Study the title of selection for a few moments
- 3) Form a basic question (or questions) out of the title
- 4) Read the first two or three paragraphs and the last two or three paragraphs in the selection. Very often a writer's main idea, if it is directly stated, will appear in one of these paragraphs and will relate to the title.
- 5) Look quickly at the rest of the selection for other clues to important points.

c. Read the selection straight through with a pen nearby

Don't slow down or turn back; just aim to understand as much as you can the first time through. Place a check or star beside answer to basic questions you formed from the title, and beside other ideas that seem

important. Number lists of important points, circle words we don't understand. Put question marks in the margin next to passages that are unclear and that we will want to reread

d. Work with the material

Go back and reread the passages that were not clear the first time. Look up words that block your understanding of ideas and write their meanings in the margin. Also, reread carefully the areas you identified as most important; doing so will enlarge our understanding of the material. Prepare a short outline of the selection by answering the following questions on a sheet of paper:

- 1) What is the main idea?
- 2) What key points support the main idea?
- 3) What seem to be other important points in the selection?

By working with the material in this way, we will significantly increase our understanding of a selection. Effective reading, just like effective writing, does not happen all at once. Rather, it is a process. Often we begin with a general impression of what something means, and then, by working at it, we move to a deeper level of understanding of the material.

Beaumont (1983) has stated the range of ways for developing reading skill in the classroom and the principles behind each of them:

- 1) Practicing specific strategies such as skimming/scanning with a particular text, the idea behind this is to enable the learner to read and select specific information at the expense of other (redundant) information.
- 2) One effective way of developing reading skills which gives the learner a reason for reading is to use the information gap principle often associated with communicative language teaching. Some reading materials, such as those devised by Geddes and Sturtridge (1982) use this principle. In these materials, the information required for the completion of a target task is distributed among two or more sources. Each sub-group only has part of the information required to complete the task. The sub-groups consequently have to exchange their information so that the information gap is filled and the target task completed. This activity clearly links reading with other forms of communication, e.g. speaking/discussion or listening/writing, and can thus provide a reading-driven integration of the language skills
- 3) Several of the more recent materials for reading contain what are sometimes referred to as 'text scrambling' activities. The principle behind this type of material is that students can be taught to have an awareness of the discourse or cohesive features of reading materials. If a passage is clearly written then it can be 'scrambled' and reassembled in the correct order if the learner can recognize the discourse patterns and markers in the text.

4) Some reading materials are constructed along the lines that the learners bring not only background knowledge to reading but also emotional (affective) responses as well, and will talk about their reactions to various texts. According to John J. DeBoer and Martha Dallman, there are twotypes of skills to develop reading comprehension:

- 1) Finding the main idea
- 2) Selecting significant details

## **6. The Levels of Comprehension Skills**

Smith (1969) in Reid (1981:457) divided comprehension into four levels of skills: literal, interpretative, critical and creative. These four levels correlate with the classes of cognitive (intellectual) behaviors identified Bloom (1966:55) and others, since comprehension skills are also thinking skills. "Knowledge" relates to the literal level of comprehension; "comprehension" and "application" to the interpretive level; "analysis" and "evaluation" to the critical level; and "synthesis" to the creative level. According to Heilman et.al (1981:246) identifies the following comprehension skill levels:

### **a. Literal Level**

This level is the simplest level. It means that what the reader needs to do is to reproduce the fact as they are related by the writer. At this level, Questions are factual and detailed. The skills needed for this level are nothing

factual data, sequence, chronology, and enumeration. Sample phrases or questions for this level are as follows:

- What is .....
- How old .....
- When .....

The abilities which refer to the literal level are:

- Knowledge of word meanings.
- Recalling of ideas directly stated or paraphrased in own word
- Understanding of grammatical clue-subject, verb, pronoun, conjunction and so forth.
- Recalling of the main idea explicitly stated.
- Paragraph structure
- Knowledge of the sequence of information presented in the text.

#### b. Interpretive/Inferential Level

This level requires the reader to go beyond the information given by the writer. The reader is required to see the significance of the data; to note various relationships such as cause-effect and relation of the part to the whole, to make a comparison, to draw conclusion and inference and to make generalizations.

Sample phrases or questions for this level are as follows:

- Why .....
- What evidence .....
- What you can conclude .....

The abilities which refer to the interpretive level are:

- Reasoning with the information presented to understand the writer's tone, purpose, and attitude
- Inferring factual information, main ideas, comparison, cause-effect relationships not explicitly stated in the text.

#### c. Critical Level

At this level, the students learn to evaluate and judge the information and the writer's use of language for guiding the reader's interpretation; noting evidence of the writer's bias, his qualifications, his point of view, intent and truthfulness.

Sample phrases or questions for critical level are as follows:

- Judge .....
- What would be the result of .....
- How would you describe .....

The abilities which refer to the critical level are:

- Reacting to information in a text indicating its meaning to the reader.

- Analyzing and evaluating the quality of written information in terms of some standards.

#### d. Creative Level

This level requires the reader's involvement with the information presented as he uses it to formulate or rethink ideas of his own. The question at this level might consist of open-ended queries which require the reader to include his own knowledge, view, and value. Sample phrases or questions for this level are as follows :

- What would you do if .....
- Make up .....
- What does the text tell you about ....

The abilities that refer to the creative level are:

- Knowledge of emotional response of literary techniques
- Knowledge of response of forms, style, and structures.

In short, the Literal level involves acquiring information that is directly stated. The interpretive level involves "reading between lines" of making an inference. The critical level involves evaluating written material. The creative level involves formulating and rethinking ideas. From the description above, it can be stated that each level requires different abilities or skills. The interpretive level requires a higher skill than Literal and so forth.

## D. Descriptive Text

### a. Definition of descriptive text

Description is one of the types of writing where the writer describes something which commonly a person or a place. Bereton adopted from Agustin stated that this is done in order to give the main idea of the description and to describe the dominant impression. The descriptive text is one of the text genres that should be taught to the eleventh-grade students of senior high school. (*Depdiknas, Kurikulum 2004 Standrart Kompetensi Mata Pelajaran Bahasa Inggris untuk SMA/MA*).

The purpose of descriptive text is to describe and reveal a particular person, place, or thing in details or specific to make the reader be able to visualize the description. It can be conclude that descriptive text is used to describe anything, which is seen by writer in detail. Similarly with Kane, Crimmon in Markamah state that descriptive text is strategy for presenting a verbal portrait of a person, a place or a thing. It means that when we describe something, we need to capture the details so that the reader can understand what we mean. Furthermore, McKay in Markhamah,(2013) says that when we want to describe something, we must be able to make the reader understand what we mean. McKay mention also the most common types of descriptive of describing a process, describing an object, describing a place, describing a personality, and describing an event.

Descriptive text is a text which is intended to describe a particular person, place or thing. The schematic structure of descriptive text is divided into three:

Identification, Description and evaluation. Besides schematic structure, descriptive text also has its own linguistics features. Linguistic Features of descriptive text are: use specific participant, written in presents tenses, use linking verb, use adjectives, use relational, and material process. (Siahaan, 2015).

Descriptive text is the text that describes something in order the readers or listener are able to get the same sense as what the writer experienced with his or her six senses: looks, smells, feels, acts, tastes, and sounds. In this case the topic of the writing text is about the place. In writing descriptive text the students have to fulfill the five components of writing, they are developing ideas, organizing ideas, grammar, vocabulary and mechanics (Husna, 2013)

Descriptive text is a kind of writing that consists of description, characteristics, definition of something, object or something. Descriptive writing also involves putting across feelings, describing place, things and object. In this case the researcher is going to describe the students' skill in writing descriptive text based on their writing test result (Husna, 2013).

b. Generic structure of descriptive text

a) Identification

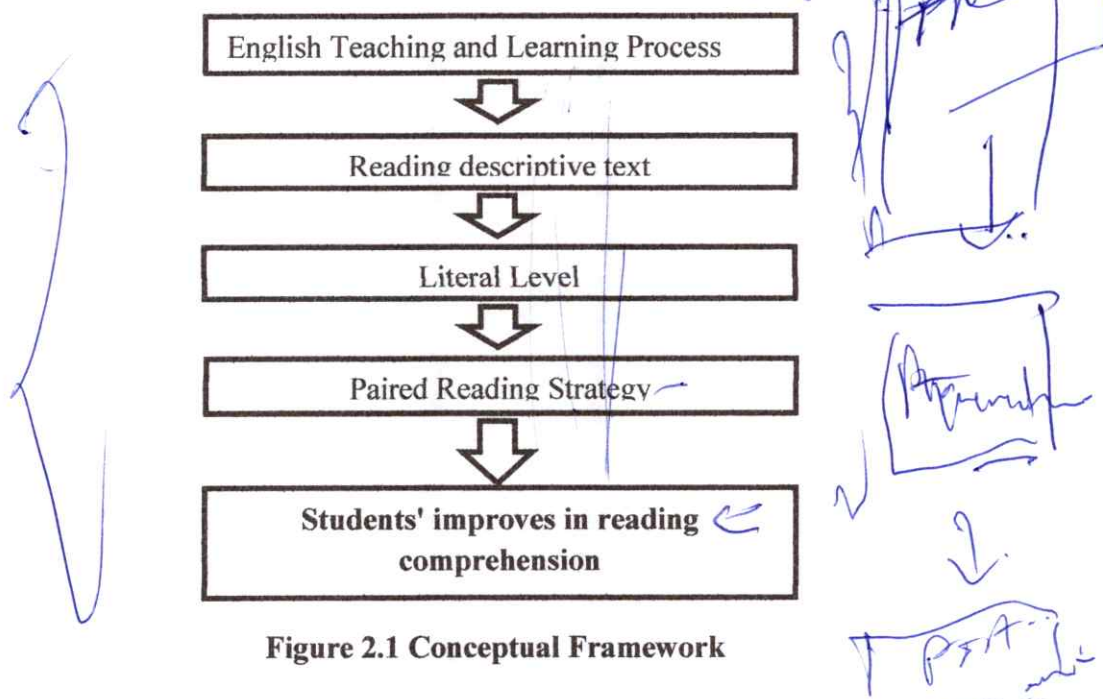
1. Identifying the phenomenon to be described
2. Statement that describe the object that we will describe generally
3. Statement must be interesting, so the readers will be interested to read completely

4. Using the adjective or degree of comparison

b) Description

1. Giving description about the object that we described
2. Describing the phenomenon in parts, qualities, or/and characteristic
3. Using grammatical pattern, such as tenses (present tense/present perfect tense), verb (be, have, linking verbs), and using the adjectives that used for describing the condition of object.

**E. Conceptual Framework**



**Figure 2.1 Conceptual Framework**

Based on the figure above, it indicates the researcher will conduct a study in English teaching and learning process where the researcher uses a Paired Reading strategy to improve students' Reading skill on literal reading comprehension (Main Idea, Supporting Details and Knowledge of Word Meanings).

**F. Hypotheses**

- $H_0$  : There is no significant difference students' reading comprehension before and after treatment reading material by using Paired Reading Technique.
- $H_1$  : There is significant difference students' reading comprehension before and after treatment reading material by using Paired Reading Technique.

## **CHAPTER III**

### **RESEARCH METHOD**

This chapter describes the type or design of research, Population and Sample, Instrument Research, Technique of Collect Data, and Technique of Data Analysis.

#### **A. Design of Research**

This type of research was quantitative research used the Pre-experimental approach and used one group pre-test post-test design. According to (Sugiyono, 2013) it is said that the Pre-experimental approach is a type of research that has not been implemented seriously. Then it can be said that there are external variables that influence the formation of the dependent variable. This happens because there are no control variables that can affect the dependent variable, where the dependent variable itself is not necessarily influenced by independent variables. Through this design it will be known to use the Paired Reading method before and after it is done. Therefore, the researcher gave a pre-test (initial test) and post-test (final test). A pre-test will provide a measure on some attribute or characteristic that was assess in an experiment before the group got a treatment, while a post-test measure on some attribute or characteristics that will assess for participants in an experiment after a treatment.

The purpose of used this design was to measure the increase in reading skills possessed by senior high school students between before and after the use of the

Paired Reading technique. The research design that will be using is an illustration in table 3.1 as follows:

**Table 3.1 Research Design**

| Pre-Test | Treatment | Post-Test |
|----------|-----------|-----------|
| O1       | X         | O2        |

*Note:* (Saifuddin, 2016)

*Where:*

O1 : Pre-test (initial test) before treatment is given

X : Treatment or use of the Paired Reading method

O2 : Post-test (final test) after treatment is given

#### **A. Population and Sample**

##### **1) Population**

The population of this research was the students at SMAN 2 Wajo. In this study, researcher only took the population in the tenth class, amounting to five classes, namely X MIPA 1, X MIPA 2, X MIPA 3, X IIS 1, X IIS 2, Therefore, the population in the study consisted of 125 students from five classes.

##### **2) Sample**

The sample of the study was selected by using purposive sampling technique. The researcher chose the sample by looking the characteristics of the class and based on information from the teacher. The researcher used one class of the tenth grade namely X MIPA 2 and the sample consisted of 27 students.

## **B. Instrument Research**

As an experimental research, the instrument that used in this research was tests in the form of multiple choices. There used two kinds of test in this study, the first was pre-test and the second was post-test. Pre-test was intended to measure the students ability in writing ability before the treatment was given, while post-test was to measure students' writing ability after the treatment given.

## **C. Technique of Collecting Data**

Technique collecting data in this research was reading skills uses test reading the descriptive text. The researcher used two kinds of test, pretest and posttest. The researcher conducted both pre-test and post-test as follows:

### **a. Pre-test**

The researcher came to the class and told the students what they had to do. The pretest in reading comprehension the researcher gave the students pre test of multiple choices. The aim of administering pretest was to get initial information of the students before the experimental conducted.

### **b. Treatment**

After administering the pre-test, the writer gave the treatment four times to the students. The researcher applied the treatment by showing descriptive text. Then the material was given to the students in the form of descriptive text, in other words, after that the students read aloud in exchanged with their partner. The students will determine Literal level (Main Idea, paragraph structure, and

Knowledge of word meanings) in a paragraph of descriptive text. The steps of the treatment could be classify into three phases:

1. Pre-reading Activity

In this phase, the researcher introduced and explained the material about the text that was going to be discusses that was descriptive text. Then before the text was discusses, the researcher showed the descriptive text and explained about the organization that used in descriptive text. The researcher gave the students the descriptive text.

2. Whilst-reading Activity

First of all the researcher ask students to find their own partners. After that the students and researcher read together descriptive text that was shared in a loud voice. Then after students feel they are able to read on their own, then students can give the code to the teacher by raising their hands, which means students are able to read on their own. Then after that each pair is asked to read the descriptive text is given in a loud voice alternating with their partner, when the first reader reads, the partner and the researcher quietly follow and correct the incorrect reading.

3. Post-reading Activity

Post reading activity was instructional activity that the students and researcher will do after reading text. In this step, the students will be asked to determine Literal level (Main Idea, paragraph structure, and Knowledge of word meanings) in a paragraph of descriptive text.

c. Post-test

Post-test will be given after the teacher gives treatment to find out whether or not changes in student competence in the ability to read skills in descriptive texts.

The pre-experiment *one group pretest-posttest* study is a pre-experiment study where researcher gives treatment to the study group but is previously measure or the first test (pretest) after the study group treatment is measure or test again (posttest) in this study no randomization is conduct and conduct in one study group.

**D. Technique of Data Analysis**

The researcher analyzed the data from the result of pre-test and post-test scores. It is a purpose to know whether the students reading skill using of Paired Reading technique has improved or not. The researcher then compared the mean scores pre-test and post-test. The steps to analyze data follow:

1. Scoring the students' correct answer pre-test and post –test

$$\text{Students' Score} = \frac{\text{The number of student's correct answer}}{\text{Total number of items}} \times 100$$

(Hidayah, 2019)

2. Classifying the score of the students' using the following scale:

|              |           |
|--------------|-----------|
| Score 96-100 | Excellent |
| Score 86-95  | Very good |
| Score 76-85  | Good      |

|             |             |
|-------------|-------------|
| Score 66-75 | Fairly good |
| Score 56-65 | Fair        |
| Score 36-55 | Poor        |
| Score 0-35  | Very poor   |

(Hidayah, 2019)

3. Computing the frequency and the rule percentage of the students' score:

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

Where:

P = Percentage

F = Frequency

N = the total number of students

(Hidayah, 2019)

- a. Calculating the collection data from the students in answering the test, the researcher used formula to get the mean score of the students as follow:

$$\bar{X} = \frac{\Sigma X}{N}$$

Where:

$\bar{X}$  = Mean score

$\Sigma X$  = The sum of all scores

N = The total number of samples

(Hidayah, 2019)

- b. To find the students' improvement the formula as follows:

$$\% = \frac{x_2 - x_1}{x_1} \times 100$$

Where:

% = the students' improving

X1 = the mean score of post-test

X2 = the mean score of pre-test

(Hidayah, 2019)

- c. Finding out the significant difference between the score of the pre-test and post-test by using the formula:

$$T = \frac{\bar{D}}{\frac{\sqrt{\Sigma D^2 - x\left(\frac{\Sigma D}{N}\right)^2}}{N(N-1)}}$$

Where:

$\bar{D}$  = Mean score

$\Sigma D$  = The sum of all scores

N = The total number of students

T = Test of significance

(Hidayah, 2019)

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

This chapter particularly presents the findings of the research with the description of the result of data collected through pre-test and post-test. It presented the result of the students' reading comprehension in terms of main idea and conclusion by using Paired Reading Technique. While in discusses part, the research describes the findings in details.

#### **A. Findings**

The purpose of this research was to find out whether there is the significance differences the students' reading comprehension between the students' who were taught by using Paired Reading Technique. This research was conducted at the X MIPA 2 students of SMAN 2 Wajo in the academic year of 2019/2020 which consists of 27 students.

The result of data findings found that teaching reading comprehension through Paired Reading Technique can improve the students' achievement in Literal Comprehension especially in main idea, supporting details, and knowledge of word meanings, at the X MIPA 2 of SMAN 2 Wajo. It could be seen the result data analysis was follow:

## 1. The Use of Paired Reading Technique to Improve Students' Literal Reading

### a. Pre Test

**Table 4.1 Students' Score in Pre-Test**

|                    | N  | Minimum | Maximum | Mean    | Std. Deviation |
|--------------------|----|---------|---------|---------|----------------|
| Pre Test           | 27 | 40.00   | 80.00   | 60.3704 | 10.18350       |
| Valid N (listwise) | 27 |         |         |         |                |

Based on the data of Pre-Test, as clearly presented the mean of the total pre-test score was 60.37, the minimum was 40, maximum was 80 and standard deviation was 10.1835.

**Table 4.2 Frequency and Rate Percentage of the Students' Reading in Pre-test**

|       |       | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|-------|-----------|---------|---------------|--------------------|
| Valid | 40.00 | 1         | 3.7     | 3.7           | 3.7                |
|       | 50.00 | 8         | 29.6    | 29.6          | 33.3               |
|       | 60.00 | 9         | 33.3    | 33.3          | 66.7               |
|       | 70.00 | 7         | 25.9    | 25.9          | 92.6               |
|       | 80.00 | 2         | 7.4     | 7.4           | 100.0              |
|       | Total | 27        | 100.0   | 100.0         |                    |

Table 4.2 showed the frequency and percentage of the students' reading pre-test from 27 students. As clearly presented, the highest percentage of the students' (33.3%) was in fair classification. Meanwhile, some of the students' got poor ability and only a very small percentages were good in reading. In addition there was no students' got either very good or very poor category.

In conclusion, before the treatment, the students' at the tenth grade of senior high school 2 Wajo had fair ability in reading especially in descriptive text.

b. Post-Test

**Table 4.3 Students' Score in Post-Test**

|                    | N  | Minimum | Maximum | Mean    | Std. Deviation |
|--------------------|----|---------|---------|---------|----------------|
| Post Test          | 27 | 70.00   | 100.00  | 82.5926 | 10.95185       |
| Valid N (listwise) | 27 |         |         |         |                |

Based on the data of post-test above, as clearly presented the mean of the total post-test score was 82.59, the minimum was 70, maximum was 100 and standard deviation was 10.951.

**Table 4.4 Frequency and Rate Percentage of the Students' Reading in Post-test**

|       |        | Frequency | Percent | Valid Percent | Cumulative Percent |
|-------|--------|-----------|---------|---------------|--------------------|
| Valid | 70.00  | 7         | 25.9    | 25.9          | 25.9               |
|       | 80.00  | 12        | 44.4    | 44.4          | 70.4               |
|       | 90.00  | 2         | 7.4     | 7.4           | 77.8               |
|       | 100.00 | 6         | 22.2    | 22.2          | 100.0              |
|       | Total  | 27        | 100.0   | 100.0         |                    |

Table 4.4 showed the frequency and percentage of the students' reading in the post-test from 27 students, as presented in the table, almost all of the students were in good category or have good reading ability. Besides, there were very small percentages that got fairly good category just 7 students or 25.9%. There was no students were in Fair category, as well as poor and very poor. It meant that students' reading ability in that school was significantly improved after treatment.

Based on the rate percentage on table 4.1 in pre-test it was found that there was not students get excellent, 2 (7%) students got very good, 7 (26%) got good, 9 (33%) students got fair and 9 (33%) students got poor. Then, in post-test on table 4.2 there was significant improvement of students' reading comprehension. There are 8 (30%) students got excellent, 12 (44%) students got very good, 7 (26%) students got good, there was not student got fair and there was not students got poor.

**Table 4.5 the Students' Improvement in Reading Comprehension**

| Indicator             | Pre-test | Post-test | Improvement % |
|-----------------------|----------|-----------|---------------|
| Reading Comprehension | 60.37    | 82.59     | 36.8%         |

Based on table 4.5, showed that the mean score of pre-test was 60.37 and post-test was 82.59. The improvement of pre-test and post-test was 36.8%. Based on the result, it concluded that the using Paired Reading Technique was able to give greater contribution in teaching and learning reading text.

## 2. Hypothesis Testing (t-test of Significant)

The hypothesis testing is the next step to get conclusion of analysis this research. The researcher committed test in one class was taught by using Paired Reading Technique. So, to know the level of significance of the pre-test and post-test, the researcher used t-test analysis on the level of significance  $(p) + 0.05$  with the degree of freedom  $(df) = N-1$ , where the  $N$ = number of subject (27 students) then the value of table is 1,71 the t-test statistic, analysis of independent sample was applied. The researcher uses program SPSS 24 to analisis the T-test.

As for the hypothesis in this research were  $H_0$  states that there is no significant difference students' reading comprehension before and after treatment reading material by using Paired Reading Technique in descriptive text of tenth grade students of SMAN 2 Wajo in the academic years 2019/2020. While the alternative Hypothesis ( $H_1$ ) states that there is significant difference students' reading comprehension before and after treatment reading material by using Paired Reading Technique on descriptive text of tenth grade students of SMAN 2 Wajo in the academic years 2019/2020. Hypothesis test can be done after the normality and correlation test were done.

The following table 4.6 T-Test Calculation/Value

|      |            | Paired Samples Test |                |                 |          |                |       |          |    |         |
|------|------------|---------------------|----------------|-----------------|----------|----------------|-------|----------|----|---------|
|      |            | Paired Differences  |                |                 |          | 95% Confidence |       |          |    |         |
|      |            |                     |                | Interval of the |          | Difference     |       | Sig. (2- |    |         |
|      |            | Mean                | Std. Deviation | Std. Error      | Mean     | Lower          | Upper | t        | df | tailed) |
| Pair | Pre Test - | -                   | 13.95965       | 2.68654         | -        | -              | -     | -        | 26 | .000    |
| 1    | Post Test  | 22.222              |                |                 | 27.74448 | 16.69997       | 8.272 |          |    |         |
|      |            | 22                  |                |                 |          |                |       |          |    |         |

The result of t-test for reading comprehension focused on Literal level could be seen below:

**Table 4.7 the T-test Value of Students' Reading Comprehension**

| Variable              | T-test | T-table | Comparison       | Classification          |
|-----------------------|--------|---------|------------------|-------------------------|
| Reading Comprehension | 8.272  | 1.71    | t-test > t-table | Significantly Different |

Table 4.86, showed that t-test value for reading comprehension focused on main idea, supporting details, and knowledge of word meanings with the t-test value was  $8.272 > 1.71$ . It indicated that the result of t-test value in all of variable and indicator was higher than t-table value. It means that there wereas a significant different between the result of pre-test and post-test in reading comprehension.

Based on the result, it concluded that there was improvement of the students' reading comprehension deal with literal comprehension by using Paired Reading Technique.

## **B. Discussion**

In this section discussed about the result of data collected and analysis to depict students' reading comprehension in teaching and learning process by using Paired Reading Teachnique. The description of data collected from reading comprehension on and understanding about Literal Reading of the text as explanation in previous section showed that the students reading comprehension was improved. It was supported by mean score and percentage of the students' pre-test and post-test result. Based on the finding above, the use of Paired Reading Technique made students had mean score was higher in comprehension.

### **1. The Improvement of the Students' Literal Reading Comprehension**

Paired reading is a reading activity where a learner and a skilled reader read a text together. They follow an established pattern to allow the learner to take over reading in section where they feel confidence. The paired reading technique encourages peer teaching and learning. Students are divided into pairs can have the same reading ability or can include a more fluent reader with a less fluent reader. Each student read and provides feedback about their own and their partner's reading behaviors. Paired reading can be used with many types of reading materials including students produce stories, and poetry. According to Narmin (2018) this technique frees up the teacher to observe paired reading sessions and work with different students while other student continue reading together. Reading with someone encourages students to try reading materials that may be just above their normal reading levels.

Literal comprehension represents the ability of the students to understand the content of the text (Hidayah N., 2019). This level is the simplest level. It means that what the reader needs to do is to reproduce the fact as they are related by the writer. At this level, Questions are factual and detailed. The skills needed for this level are nothing factual data, sequence, chronology, and enumeration

After the calculating the entered of the score variable, the data on table 4.5 showed that the students reading comprehension improved 36.8% from the mean score in pre-test was 60.37 and in post-test was 82.59. It indicated

by the mean score post-test were higher than pre-test. Therefore, Paired Reading Technique was able to improve the students' reading comprehension at the tenth grade students of SMA Negeri 2 Wajo.

## 2. The Test of the Students' Significant

Through the result of pre-test and post-test, the result of t-test value of the level significant ( $p$ ) = 0.05 with degree of freedom ( $df$ ) = 26 indicated t-table value was 1.71 and t-test value was 8.272.

After the calculating the value t-test analysis then it was compared with t-table value so researcher found that the value of t-test was greater than the t-table value. It meant that null hypothesis ( $H_0$ ) was rejected and alternative hypothesis ( $H_1$ ) was accepted because there was difference significant mean score of the test that had given by researcher before and after researcher using Paired Reading Technique in teaching reading comprehension.

From the discussion above, it could be concluded that using Paired Reading Technique was one of teaching technique that could improve the students' reading comprehension at the students of SMAN 2 Wajo.

## **BAB V**

### **CONCLUSION AND SUGGESTION**

This chapter consisted of two sections. The first section was conclusion, based on the research findings. The second section was suggestion, based on the conclusion.

#### **A. Conclusion**

Based on discussion proposed in previous chapter, the following conclusion was it can be concluded that the use of Paired Reading Technique can improve students' readding skills, particularly in reading descriptive text at the tenth grade of SMAN 2 Wajo. It was proven by the students' mean score improvement from pre-test to post-test. The students' mean score of pre-test was 60.37 which was classified as fairly classification, while that of post-test was higher than mean score of pre-test as 82.59 which was classified as very good category. Moreover, based on the data analysis, t-test was value higher than the t-test table values ( $8.272 > 1.71$ ). It means that there was a significant difference. Therefore  $H_0$  was rejected and  $H_1$  was accepted. In other words, the use of Paired Reading Technique can improve reading skill students' in descriptive text.

## **B. Suggestion**

After passed all of the procedures to finish this thesis, the researcher would like to give some suggestions in apply Paired Reading Technique in teaching reading comprehension, as follows:

1. The researcher suggests to the English teacher to make students interest in English learning, because it is very important before applied Paired Reading Technique as a technique teaching.
2. The researcher suggests to the teacher should be creative in teaching English especially reading because to master English, it need more method or technique in improving it and the researcher suggests to the teacher should be more patient to help the students to solve their problem in English learning.
3. The other researchers who would like to conduct similar research. They are suggested to apply the technique in different level of the students because every school has different level of the students. The other researchers should be creative and innovative to modify the activities of the technique in using Paired Reading Teachnique to improve students reading comprehension.

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# APPENDICES

“A”

## PRE-TEST

Name :

Class :

Reg. Number :

Read the following text to answer the question number 1 to 6

### 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.

1. What is the function of paragraph 1?

- a. as an identification
- b. as an orientation
- c. as a thesis

d. as a classification

e. as an abstract

2. The text above is in form of.....

a. hortatory exposition

b. narrative

c. description

d. report

e. explanation

3. What is the communicative purpose of the text?

a. to present two points of views about natural bridge national park

b. to explain the bridge national park

c. to describe the bridge national park

d. to retell the bridge national park\

e. to persuade readers to treat preserve the bridge national park

4. Where is the natural bridge national park located?

a. 110 kilometers from South of Brisbane

b. 110 kilometers from Pacific Highway

c. 110 kilometers from Numinbah Valley

d. 110 kilometers from Lamington National Park

e. 110 kilometers from Nerang

5. 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

e. the fantastic bridge

6. The word 'luscious' in the text means.....

a. Succulent

b. Dense

c. Dull

d. Dry

e. Arid

**Read the following text to answer the question number 7 to 10**

On the banks of the Chao Phraya, Bangkok's "River of Kings", lies a hotel that has already set new standards of hospitality for this celebrated city.

Set in magnificently landscaped tropical gardens, the Shangri-La Bangkok provides guests with all the charm and warmth of the orient and, at the same time, unsurpassed range of facilities and leisure activities.

There is a choice of 12 superb settings in which to wine and dine, a large free-form swimming pool that overlooks the river, convention and meeting facilities for up to 2000 people, and a 24-hour business center.

And, from every single guest room and suite, there is a breathtaking view of all the exotic hustle and bustle of the fabled "River of Kings".

One might expect such a well-equipped and positioned hotel to be miles away from the city center but, at Shangri-La Bangkok, the business district and main shopping areas are mere minutes away.

From more than 200 years, Bangkok's grandeur has been reflected in the waters of the Chao Phraya. Today, the Shangri-La Bangkok towers beside this majestic river offer its guests the golden promise of the East.

7. The text mainly focuses on.....

- a. Bangkok's grandeur
- b. Shangri-La Bangkok
- c. Bangkok's "River Kings"
- d. the water of the Chao Praya
- e. the majestic river in Bangkok

8. The type of text above is a/an.....

- a. Report
- b. Recount
- c. Anecdote
- d. Narrative

e. descriptive

9. For how many people the meeting facilities are up to?

a. 6000 people

b. 4000 people

c. 2000 people

d. 5000 people

e. 1000 people

10. The communicative purpose of this text is.....

a. to describe Chao Praya

b. to retell events for entertainment

c. to present at least two points of view about an issue

d. to tell the luxury of Shangri-La Bangkok

e. to inform readers, listeners, or viewers about events of the day

## POST-TEST

**Name** :

**Class** :

**Reg. Number** :

**Read the following text to answer question number 1- 5**

### **Orchard Road**

Orchard Road is a Boulevard which becomes business and entertainment center in Singapore. Orchard Road is surrounded by a lush tropical and flower gardens which are beautiful. At first, Orchard Road is just a suburban street lined with orchards, plantations nutmeg, and pepper farming. However, in the 1970s, it turned into a shopping center in Singapore. In 1960 and 1970 entertainment industries began to enter this road. Shopping centers such as mall and Plaza was built in 1974.

Orchard Road runs along about 2.2 km. This road is one-way street flanked by a variety of shopping malls, hotels and restaurants. The shopping area which is nearly 800,000 square meters provides a wide range of Things, food, and entertainment. In this area there are many options that can satisfy visitors from all walks of life starting from the luxury branded things to the Popular branded, from exclusive restaurants to fast food.

There are so many ways that can be accessed to get to Orchard road such as: by taxi, bus or drive your own car. For those who are driving to Orchard Road can be

entered from the west through the Napier Road. Vehicles from Dunearn Road can turn to left at the intersection of the Marriott Hotel junction. Vehicles that come from Paterson can turn right onto Orchard Road. Orchard is always crowded so you have to be careful in order not to get lost.

1. The text mainly focuses on
  - a. Singapore
  - b. Orchard Plantation
  - c. Plaza and Mall
  - d. Orchard road as business and entertainment center
  - e. Shopping Center
2. Which statement is TRUE?
  - a. At first Orchard Road is a crowded settlement
  - b. Orchard road became business and entertainment center since 1974
  - c. Vehicles from Dunrean road turn to the left at intersection of the Marriott Hotel junction
  - d. Orchard road is infamous place at Singapore
  - e. Orchard road is not surrounded by flower garden
3. In the third paragraph the writer describes about?
  - a. The location of Orchard Road
  - b. The things that we can see at orchard road
  - c. The direction to get to Orchard Road

- d. The history of Orchard Road
  - e. The distance of Orchard Road
4. Words "it" in line 4 refers to?
- a. The plantation
  - b. Luxury branded things
  - c. The plaza
  - d. Singapore
  - e. Suburban street
5. The word "satisfy" in line eighth has the closet meaning with?
- a. Pleased
  - b. Free
  - c. Frighten
  - d. Threat
  - e. Loved

**Read the following text to answer question number 6- 10**

### **Petruk Cave**

Petruk cave is one of the leading tourist attractions in Kebumen, Central Java. The cave is located in the Dukuh Mandayana Candirenggo Village, Ayah District, Kebumen regency. In the Petruk cave there is no lighting that illuminates the cave. It is still very natural cave so that Petruk cave is very dark to be entered. Petruk cave's

name is taken from the Punokawan of puppet characters that is Petruk. The cave Named Petruk cave because the length of cave is as long as Petruk's nose.

In the cave there are 3 floors that are the first is a basic cave, Hindu caves and Petruk cave. The base cave is a short cave which is just 100 meters away. The cave is used for tourist attractions. Hindu cave is part of the cave that is usually used to put offerings to the ancestor. Inside Petruk cave there are so many stalactites and stalagmites which are really awesome. If you want to explore this cave, you must be led by guides who are ready to take you through the cave. After arriving at the end of the cave, you can see the beach or waterfall located near at the end of the cave

6. What is the text purpose?
  - a. To inform readers about tourism in Kebumen
  - b. To entertain reader about Petruk Cave
  - c. To explain the reader about floors in Petruk Cave
  - d. To Introduce The Local tourism in Kebumen
  - e. To describe Petruk Cave
  
7. Why did Petruk cave named as one of character in Punokawan puppet?
  - a. Because the cave is belong to Petruk
  - b. Because Petruk is the first explorer of the cave
  - c. Because Petruk is buried at the cave
  - d. Because the cave's length is as long as Petruk's nose
  - e. Because the cave's depth is as deep as Petruk's hair

8. Which part of Petruk Cave which used for place to put foods for ancestor?

- a. In the basic cave
- b. In petruk cave
- c. In Hindu cave
- d. In front of the cave
- e. Inside the cave

9. What is stalactites means?

- a. A type of formation that hangs from the ceiling of caves
- b. Types of formation that lay on the floor of caves
- c. Types of food given to ancestor
- d. Someone who guide the visitor in the cave
- e. Kind of animals in the cave

10. What is "lead" means in paragraph 2?

- a. Guide
- b. Take
- c. Bring
- d. Put
- e. Place

**APPENDIX B**  
**THE LIST NAME OF THE STUDENTS**

| No | Sample                     | Code |
|----|----------------------------|------|
| 1  | ADE KIRANA ASRI            | S-1  |
| 2  | ANDI AGUNG NUR HIDAYAT     | S-2  |
| 3  | ANDI CAKRA BIRAWA          | S-3  |
| 4  | ANDI WAHYUDDIN             | S-4  |
| 5  | ANGGI RENADI               | S-5  |
| 6  | ANGGI WIRANDA              | S-6  |
| 7  | ARNI SRY ANTI              | S-7  |
| 8  | ASRIYANI                   | S-8  |
| 9  | BESSE FITRIANI KHAERUNNISA | S-9  |
| 10 | BESSE MUTIA SYAIRAH        | S-10 |
| 11 | CINDY SAFTIKA SARI         | S-11 |
| 12 | EDI SETIAWAN               | S-12 |
| 13 | FEBRIANSYAH NASHAR         | S-13 |
| 14 | HERNIYANTI                 | S-14 |
| 15 | HERIANA                    | S-15 |
| 16 | INDO ANI                   | S-16 |
| 17 | MUH. ASRI                  | S-17 |
| 18 | MUH. FADLI MIFTAH FARID AR | S-18 |
| 19 | MUH. SAENAL                | S-19 |
| 20 | MUHAMMAD APRISAL           | S-20 |
| 21 | NUR INDAH SARI             | S-21 |
| 22 | NUR RAHMA SYAM             | S-22 |
| 23 | RISNA DWI YANTI            | S-23 |
| 24 | SITI NURHALIZA SULAIMAN    | S-24 |

|    |                 |      |
|----|-----------------|------|
| 25 | SYAHRUL         | S-25 |
| 26 | TEGUH APRILIADI | S-26 |
| 27 | UMNIYAH SANI    | S-27 |

### APPENDIX C

#### Data Analysis of Students' Mean Score Pre-Test and Post-Test

| NO. | SAMPLE | Pre-Test | Post-Test |
|-----|--------|----------|-----------|
| 1.  | S-1    | 60       | 80        |
| 2.  | S-2    | 60       | 70        |
| 3.  | S-3    | 80       | 80        |
| 4.  | S-4    | 70       | 80        |
| 5.  | S-5    | 70       | 90        |
| 6.  | S-6    | 60       | 90        |
| 7.  | S-7    | 60       | 70        |
| 8.  | S-8    | 50       | 80        |
| 9.  | S-9    | 70       | 70        |
| 10. | S-10   | 50       | 100       |
| 11. | S-11   | 70       | 100       |
| 12. | S-12   | 50       | 80        |
| 13. | S-13   | 50       | 80        |
| 14. | S-14   | 60       | 80        |
| 15. | S-15   | 50       | 70        |
| 16. | S-16   | 60       | 80        |
| 17. | S-17   | 40       | 100       |
| 18. | S-18   | 50       | 70        |
| 19. | S-19   | 50       | 80        |
| 20. | S-20   | 60       | 70        |
| 21. | S-21   | 50       | 80        |
| 22. | S-22   | 70       | 100       |
| 23. | S-23   | 60       | 80        |
| 24. | S-24   | 70       | 100       |
| 25. | S-25   | 60       | 70        |
| 26. | S-26   | 80       | 80        |
| 27. | S-27   | 70       | 100       |

**APPENDIX D**

**T-Test Reading Comprehension Score**

| NO. | NAME | Reading Comprehension of Literal and Inferential |          |    |                |
|-----|------|--|----------|----|----------------|
|     |      | Post-Test  | Pre-Test | D  | d <sup>2</sup> |
| 1.  | S-1  | 80   | 60       | 20 | 400            |
| 2.  | S-2  | 70   | 60       | 10 | 100            |
| 3.  | S-3  | 80   | 80       | 0  | 0              |
| 4.  | S-4  | 80   | 70       | 10 | 100            |
| 5.  | S-5  | 90   | 70       | 20 | 400            |
| 6.  | S-6  | 90   | 60       | 30 | 900            |
| 7.  | S-7  | 70   | 60       | 10 | 100            |
| 8.  | S-8  | 80   | 50       | 30 | 900            |
| 9.  | S-9  | 70   | 70       | 0  | 0              |
| 10. | S-10 | 100  | 50       | 50 | 2500           |
| 11. | S-11 | 100  | 70       | 30 | 900            |
| 12. | S-12 | 80   | 50       | 30 | 900            |
| 13. | S-13 | 80   | 50       | 30 | 900            |
| 14. | S-14 | 80   | 60       | 20 | 400            |
| 15. | S-15 | 70   | 50       | 20 | 400            |
| 16. | S-16 | 80   | 60       | 20 | 400            |
| 17. | S-17 | 100  | 40       | 60 | 3600           |
| 18. | S-18 | 70   | 50       | 20 | 400            |
| 19. | S-19 | 80   | 50       | 30 | 900            |
| 20. | S-20 | 70   | 60       | 10 | 100            |
| 21. | S-21 | 80   | 50       | 30 | 900            |
| 22. | S-22 | 100  | 70       | 30 | 900            |
| 23. | S-23 | 80   | 60       | 20 | 400            |
| 24. | S-24 | 100  | 70       | 30 | 900            |
| 25. | S-25 | 70   | 60       | 10 | 100            |

|                  |      |              |              |              |               |
|------------------|------|--------------|--------------|--------------|---------------|
| 26.              | S-26 | 80           | 80           | 0            | 0             |
| 27.              | S-27 | 100          | 70           | 30           | 900           |
| <b>RATA-RATA</b> |      | <b>2230</b>  | <b>1630</b>  | <b>600</b>   | <b>18400</b>  |
| <b>MEAN</b>      |      | <b>82.59</b> | <b>60.37</b> | <b>22.22</b> | <b>681.48</b> |

## APPENDIX E

### THE STUDENTS' MEAN SCORE OF THE STUDENTS' TEST

#### Report

|                | Pre Test | Post Test |
|----------------|----------|-----------|
| Mean           | 60.3704  | 82.5926   |
| N              | 27       | 27        |
| Std. Deviation | 10.18350 | 10.95185  |

#### Statistics

|                |         | Pre Test | Post Test |
|----------------|---------|----------|-----------|
| N              | Valid   | 27       | 27        |
|                | Missing | 0        | 0         |
| Mean           |         | 60.3704  | 82.5926   |
| Median         |         | 60.0000  | 80.0000   |
| Mode           |         | 60.00    | 80.00     |
| Std. Deviation |         | 10.18350 | 10.95185  |
| Variance       |         | 103.704  | 119.943   |
| Range          |         | 40.00    | 30.00     |
| Minimum        |         | 40.00    | 70.00     |
| Maximum        |         | 80.00    | 100.00    |
| Sum            |         | 1630.00  | 2230.00   |

## APPENDIX F

### THE IMPROVEMENT OF STUDENTS IN READING COMPREHENSION

#### 1. Improvement students Reading Comprehension

$$P = \frac{X_2 - X_1}{X_1} \times 100$$

$$P = \frac{82.59 - 60.37}{60.37} \times 100$$

$$P = \frac{22.22}{60.37} \times 100$$

$$P = \frac{2222}{6037}$$

$$= 36.81$$

The students' improvement = 36.81%

**APPENDIX G**  
**T-TEST ANALYSIS**

**Paired Samples Statistics**

|        |           | Mean    | N  | Std. Deviation | Std. Error Mean |
|--------|-----------|---------|----|----------------|-----------------|
| Pair 1 | Pre Test  | 60.3704 | 27 | 10.18350       | 1.95982         |
|        | Post Test | 82.5926 | 27 | 10.95185       | 2.10768         |

**Paired Samples Correlations**

|        |                      | N  | Correlation | Sig. |
|--------|----------------------|----|-------------|------|
| Pair 1 | Pre Test & Post Test | 27 | .129        | .521 |

**Paired Samples Test**

|        |                      | Paired Differences |                | 95% Confidence Interval of the Difference |          | t     | df | Sig. (2-tailed) |
|--------|----------------------|--------------------|----------------|---|----------|-------|----|-----------------|
|        |                      | Mean               | Std. Deviation | Lower                                     | Upper    |       |    |                 |
| Pair 1 | Pre Test - Post Test | -22.222            | 13.95965       | 27.74448                                  | 16.69997 | 8.272 | 26 | .000            |

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## APPENDIX H

### Distribution of T-table

| Pr | 0.25        | 0.10        | 0.05           | 0.025        | 0.01        | 0.005        | 0.001        |
|----|-------------|-------------|----------------|--------------|-------------|--------------|--------------|
| Df | <b>0.50</b> | <b>0.20</b> | <b>0.10</b>    | <b>0.050</b> | <b>0.02</b> | <b>0.010</b> | <b>0.002</b> |
| 1  | 1.00000     | 3.07768     | 6.31375        | 12.70620     | 31.82052    | 63.65674     | 318.30884    |
| 2  | 0.81650     | 1.88562     | 2.91999        | 4.30265      | 6.96456     | 9.92484      | 22.32712     |
| 3  | 0.76489     | 1.63774     | 2.35336        | 3.18245      | 4.54070     | 5.84091      | 10.21453     |
| 4  | 0.74070     | 1.53321     | 2.13185        | 2.77645      | 3.74695     | 4.60409      | 7.17318      |
| 5  | 0.72669     | 1.47588     | 2.01505        | 2.57058      | 3.36493     | 4.03214      | 5.89343      |
| 6  | 0.71756     | 1.43976     | 1.94318        | 2.44691      | 3.14267     | 3.70743      | 5.20763      |
| 7  | 0.71114     | 1.41492     | 1.89458        | 2.36462      | 2.99795     | 3.49948      | 4.78529      |
| 8  | 0.70639     | 1.39682     | 1.85955        | 2.30600      | 2.89646     | 3.35539      | 4.50079      |
| 9  | 0.70272     | 1.38303     | 1.83311        | 2.26216      | 2.82144     | 3.24984      | 4.29681      |
| 10 | 0.69981     | 1.37218     | 1.81246        | 2.22814      | 2.76377     | 3.16927      | 4.14370      |
| 11 | 0.69745     | 1.36343     | 1.79588        | 2.20099      | 2.71808     | 3.10581      | 4.02470      |
| 12 | 0.69548     | 1.35622     | 1.78229        | 2.17881      | 2.68100     | 3.05454      | 3.92963      |
| 13 | 0.69383     | 1.35017     | 1.77093        | 2.16037      | 2.65031     | 3.01228      | 3.85198      |
| 14 | 0.69242     | 1.34503     | 1.76131        | 2.14479      | 2.62449     | 2.97684      | 3.78739      |
| 15 | 0.69120     | 1.34061     | 1.75305        | 2.13145      | 2.60248     | 2.94671      | 3.73283      |
| 16 | 0.69013     | 1.33676     | 1.74588        | 2.11991      | 2.58349     | 2.92078      | 3.68615      |
| 17 | 0.68920     | 1.33338     | 1.73961        | 2.10982      | 2.56693     | 2.89823      | 3.64577      |
| 18 | 0.68836     | 1.33039     | 1.73406        | 2.10092      | 2.55238     | 2.87844      | 3.61048      |
| 19 | 0.68762     | 1.32773     | 1.72913        | 2.09302      | 2.53948     | 2.86093      | 3.57940      |
| 20 | 0.68695     | 1.32534     | 1.72472        | 2.08596      | 2.52798     | 2.84534      | 3.55181      |
| 21 | 0.68635     | 1.32319     | 1.72074        | 2.07961      | 2.51765     | 2.83136      | 3.52715      |
| 22 | 0.68581     | 1.32124     | 1.71714        | 2.07387      | 2.50832     | 2.81876      | 3.50499      |
| 23 | 0.68531     | 1.31946     | 1.71387        | 2.06866      | 2.49987     | 2.80734      | 3.48496      |
| 24 | 0.68485     | 1.31784     | 1.71088        | 2.06390      | 2.49216     | 2.79694      | 3.46678      |
| 25 | 0.68443     | 1.31635     | 1.70814        | 2.05954      | 2.48511     | 2.78744      | 3.45019      |
| 26 | 0.68404     | 1.31497     | <b>1.70562</b> | 2.05553      | 2.47863     | 2.77871      | 3.43500      |
| 27 | 0.68368     | 1.31370     | 1.70329        | 2.05183      | 2.47266     | 2.77068      | 3.42103      |
| 28 | 0.68335     | 1.31253     | 1.70113        | 2.04841      | 2.46714     | 2.76326      | 3.40816      |
| 29 | 0.68304     | 1.31143     | 1.69913        | 2.04523      | 2.46202     | 2.75639      | 3.39624      |
| 30 | 0.68276     | 1.31042     | 1.69726        | 2.04227      | 2.45726     | 2.75000      | 3.38518      |
| 31 | 0.68249     | 1.30946     | 1.69552        | 2.03951      | 2.45282     | 2.74404      | 3.37490      |
| 32 | 0.68223     | 1.30857     | 1.69389        | 2.03693      | 2.44868     | 2.73848      | 3.36531      |
| 33 | 0.68200     | 1.30774     | 1.69236        | 2.03452      | 2.44479     | 2.73328      | 3.35634      |
| 34 | 0.68177     | 1.30695     | 1.69092        | 2.03224      | 2.44115     | 2.72839      | 3.34793      |
| 35 | 0.68156     | 1.30621     | 1.68957        | 2.03011      | 2.43772     | 2.72381      | 3.34005      |
| 36 | 0.68137     | 1.30551     | 1.68830        | 2.02809      | 2.43449     | 2.71948      | 3.33262      |
| 37 | 0.68118     | 1.30485     | 1.68709        | 2.02619      | 2.43145     | 2.71541      | 3.32563      |
| 38 | 0.68100     | 1.30423     | 1.68595        | 2.02439      | 2.42857     | 2.71156      | 3.31903      |
| 39 | 0.68083     | 1.30364     | 1.68488        | 2.02269      | 2.42584     | 2.70791      | 3.31279      |

|   |         |         |         |         |         |         |         |
|---|---------|---------|---------|---------|---------|---------|---------|
| 0 | 0.68067 | 1.30308 | 1.68385 | 2.02108 | 2.42326 | 2.70446 | 3.30688 |
| 1 | 0.68052 | 1.30254 | 1.68288 | 2.01954 | 2.42080 | 2.70118 | 3.30127 |
| 2 | 0.68038 | 1.30204 | 1.68195 | 2.01808 | 2.41847 | 2.69807 | 3.29595 |
| 3 | 0.68024 | 1.30155 | 1.68107 | 2.01669 | 2.41625 | 2.69510 | 3.29089 |
| 4 | 0.68011 | 1.30109 | 1.68023 | 2.01537 | 2.41413 | 2.69228 | 3.28607 |
| 5 | 0.67998 | 1.30065 | 1.67943 | 2.01410 | 2.41212 | 2.68959 | 3.28148 |
| 6 | 0.67986 | 1.30023 | 1.67866 | 2.01290 | 2.41019 | 2.68701 | 3.27710 |
| 7 | 0.67975 | 1.29982 | 1.67793 | 2.01174 | 2.40835 | 2.68456 | 3.27291 |
| 8 | 0.67964 | 1.29944 | 1.67722 | 2.01063 | 2.40658 | 2.68220 | 3.26891 |
| 9 | 0.67953 | 1.29907 | 1.67655 | 2.00958 | 2.40489 | 2.67995 | 3.26508 |
| 0 | 0.67943 | 1.29871 | 1.67591 | 2.00856 | 2.40327 | 2.67779 | 3.26141 |
| 1 | 0.67933 | 1.29837 | 1.67528 | 2.00758 | 2.40172 | 2.67572 | 3.25789 |
| 2 | 0.67924 | 1.29805 | 1.67469 | 2.00665 | 2.40022 | 2.67373 | 3.25451 |
| 3 | 0.67915 | 1.29773 | 1.67412 | 2.00575 | 2.39879 | 2.67182 | 3.25127 |
| 4 | 0.67906 | 1.29743 | 1.67356 | 2.00488 | 2.39741 | 2.66998 | 3.24815 |
| 5 | 0.67898 | 1.29713 | 1.67303 | 2.00404 | 2.39608 | 2.66822 | 3.24515 |
| 6 | 0.67890 | 1.29685 | 1.67252 | 2.00324 | 2.39480 | 2.66651 | 3.24226 |
| 7 | 0.67882 | 1.29658 | 1.67203 | 2.00247 | 2.39357 | 2.66487 | 3.23948 |
| 8 | 0.67874 | 1.29632 | 1.67155 | 2.00172 | 2.39238 | 2.66329 | 3.23680 |
| 9 | 0.67867 | 1.29607 | 1.67109 | 2.00100 | 2.39123 | 2.66176 | 3.23421 |
| 0 | 0.67860 | 1.29582 | 1.67065 | 2.00030 | 2.39012 | 2.66028 | 3.23171 |
| 1 | 0.67853 | 1.29558 | 1.67022 | 1.99962 | 2.38905 | 2.65886 | 3.22930 |
| 2 | 0.67847 | 1.29536 | 1.66980 | 1.99897 | 2.38801 | 2.65748 | 3.22696 |
| 3 | 0.67840 | 1.29513 | 1.66940 | 1.99834 | 2.38701 | 2.65615 | 3.22471 |
| 4 | 0.67834 | 1.29492 | 1.66901 | 1.99773 | 2.38604 | 2.65485 | 3.22253 |
| 5 | 0.67828 | 1.29471 | 1.66864 | 1.99714 | 2.38510 | 2.65360 | 3.22041 |
| 6 | 0.67823 | 1.29451 | 1.66827 | 1.99656 | 2.38419 | 2.65239 | 3.21837 |
| 7 | 0.67817 | 1.29432 | 1.66792 | 1.99601 | 2.38330 | 2.65122 | 3.21639 |
| 8 | 0.67811 | 1.29413 | 1.66757 | 1.99547 | 2.38245 | 2.65008 | 3.21446 |
| 9 | 0.67806 | 1.29394 | 1.66724 | 1.99495 | 2.38161 | 2.64898 | 3.21260 |
| 0 | 0.67801 | 1.29376 | 1.66691 | 1.99444 | 2.38081 | 2.64790 | 3.21079 |
| 1 | 0.67796 | 1.29359 | 1.66660 | 1.99394 | 2.38002 | 2.64686 | 3.20903 |
| 2 | 0.67791 | 1.29342 | 1.66629 | 1.99346 | 2.37926 | 2.64585 | 3.20733 |
| 3 | 0.67787 | 1.29326 | 1.66600 | 1.99300 | 2.37852 | 2.64487 | 3.20567 |
| 4 | 0.67782 | 1.29310 | 1.66571 | 1.99254 | 2.37780 | 2.64391 | 3.20406 |
| 5 | 0.67778 | 1.29294 | 1.66543 | 1.99210 | 2.37710 | 2.64298 | 3.20249 |
| 6 | 0.67773 | 1.29279 | 1.66515 | 1.99167 | 2.37642 | 2.64208 | 3.20096 |
| 7 | 0.67769 | 1.29264 | 1.66488 | 1.99125 | 2.37576 | 2.64120 | 3.19948 |
| 8 | 0.67765 | 1.29250 | 1.66462 | 1.99085 | 2.37511 | 2.64034 | 3.19804 |
| 9 | 0.67761 | 1.29236 | 1.66437 | 1.99045 | 2.37448 | 2.63950 | 3.19663 |
| 0 | 0.67757 | 1.29222 | 1.66412 | 1.99006 | 2.37387 | 2.63869 | 3.19526 |

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP)**

Satuan Pendidikan : SMAN 2 WAJO

Materi Pembelajaran : Bahasa Inggris

Kelas/Semester : X/1

Materi Pokok : *Teksdeskriptif*

Alokasi Waktu : 8 x 45 menit

**A. Kompetensi Inti (KI)**

K3 :Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

K4 : Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

## **B. Kompetensi Dasar**

3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya

4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal.

## **C. Indikator**

- Menentukan Main idea dalam descriptive text
- Menentukan informasi umum, specific dalam descriptive text
- Mengidentifikasi moral value dalam descriptive text

## **D. Tujuan Pembelajaran**

- Siswa mampu mengidentifikasi main idea, informasi umum, specific dan moral value dalam descriptive text.
- Siswa mampu merespon main idea dalam descriptive text.
- Siswa mampu merespon informasi umum, specific dalam descriptive text.

## **E. Materi Pembelajaran**

### **Pertemuan Pertama**



#### **Pink Beach**

Pink Beach or Pantai Merah Muda is one of the beaches in Komodo island, East Nusa Tenggara. The beach is called Pink Beach because the sand beach is pink. The pink color of its beach is a mixture of white sand beach colors mixed with crushed coral, shells, calcium carbonate from marine invertebrates that are very small, and also Foraminifera, microscopic amoeba that has a red body shell.

At Pink Beach, there are so many marine organisms. No fewer than 1,000 species of fish, 260 species of coral, and 70 species of sponge can be found here. Having so much marine life, this place is a proper spot for snorkeling and diving for sea sports lovers.

## **Pertemuan Kedua**



### **Malino**

Malino is a tourist spot in South Sulawesi that promises a very epic mountain panorama. This tourist spot which is about 90 km from the center of Makassar presents the beauty of the mountains, even before you reach the destination. During the trip, your eyes will be spoiled with pine forests and the beauty of beautiful limestone.

In Malino besides presenting extraordinary natural panorama, there are also many waterfalls that you should not miss, there are also tea plantations, blue valleys, and historical tours in the form of Japanese heritage bunkers. All of them present a unique panorama of the mountains and offer a lot of beauty and in Malino there is also a tourist forest, a place to relax and breathe fresh air under the beauty of pine trees, and this place is also a campsite that has been equipped with various means of play. So, South Sulawesi, besides offering a panoramic view of a very beautiful beach, is also a charming mountain nature. Everything is very dear for you to miss just like that.

## **Pertemuan Ketiga**



**National Monument**

The National Monument or usually called as Monas is located in Central Jakarta, Indonesia. This obelisk was built in 1961 with the purpose to commemorate the struggle and fight of the people in Indonesia to achieve their independence. It was opened to the public in 1975.

The National Monument is a rectangular tower with the height of 132 meters. The typical part of the building that became a special characteristic of it is the flame shape covered with gold foil located on the top of the tower. There is a museum at the base part of the tower with the size of 80 x 80 meters. Everyone can visit the museum to learn the history of Indonesia. There is also an amphitheater in this building called Ruang Kemerdekaan, it is located in the "cup" part of Monas and it can be reached by using spiral stairs at the north and south

doors. If you go to the southern side of the building, you will find an elevator that can be use to access the top platform where we will find the observation deck and also the flame of independence.

### **Pertemuan ke Empat**



### **Gedung Sate**

For the people of West Java, where Gedung Sate is now the headquarters of the Provincial Government of West Java gives pride. The building is in addition to the high historical value also its presence known not only indigenous people but nationally, buildings built since July 27, 1920 This is a historical asset, even internationally also know, given this building was built in the Dutch colonial period. No wonder if the building is located in Bandung is a feature and a symbol of West Java. The skewers were stuck at the top of the building is reinforced characteristic building that is now the center of West Java Provincial Government.

With the shape of a rectangular building, stretches from South to North, Gedung Sate wheelbase straight into the middle of Mount Maras. Originally, this beautiful building called the House Hebe absorbed from the abbreviation BG or Gounverments Bedrijven by residents that time, but later better known as Gedung Sate at the top of the tower building there is a skewer with six ornaments shaped guava.

Six ornaments was said to symbolize the start of construction of the center of government capital of 6 million guilders. With the initial capital, resolved the main building of Gedung Sate, the Central Office of Post Telegraph and Telephone (PTT), Laboratories, Geological Museum as well dinar Water and Electric Power.

However, due to the global economic recession in 1930 which also hit the Netherlands in Indonesia, the government center building cannot be resolved entirely.

However, the establishment of Gedung Sate are graceful, magnificent and monumental, has become a phenomenon of narrative history of West Java. Now, after 88 years, Gedung Sate still standing and witness trip West Java Government towards the creation of societies that Gemah Ripah reph Neat Kerta Prog.

#### **F. Media/alat, Bahan, dan Sumber Belajar**

1. Media/alat : Whiteboard, board marker, and text
2. Sumber Belajar : Internet (google/images) dan buku pelajaran/paket

#### **G. Metode Pembelajaran**

- Scientific Learning method, Paired Reading Technique

## **H. Langkah-langkah Kegiatan Pembelajaran**

### **• Pertemuan Pertama**

#### **Pendahuluan (10 menit)**

- Guru memberikan salam, berdo'a
- Guru menyampaikan tujuan pembelajaran

#### **Kegiatan Inti (70 menit)**

##### **1. Mengamati (Observing)**

- Guru menyampaikan materi tentang descriptive text
- Guru membangun imajinasi siswa dengan menebak sebuah gambar dalam text descriptive
- Dengan bimbingan guru, siswa dibagi menjadi beberapa group

##### **2. Menanya (Questioning)**

- Dengan bimbingan dan arahan guru, siswa mempertanyakan tentang kata-kata yang sulit dan struktur teks descriptive

##### **3. Mengasosiasi/Menalar (Associating)**

- Guru memberikan text descriptive secara berkelompok, masing-masing kelompok terdiri dari 2 siswa (bergantian menjadi reader and tutor)
- Guru menjelaskan kode, ketika siswa sudah mampu membaca text sendiri, siswa dapat mengangkat tangan

##### **4. Mencoba (Experimenting)**

- Guru meminta siswa membaca text descriptive secara bersama dengan Reading aloud.

- Guru memberi kesempatan siswa membaca bersama teman kelompoknya bergantian menjadi tutor and reader.

#### 5. Mengomunikasikan

- Guru memberikan kesempatan tutor untuk mengomentari penampilan reader
- Guru bersama siswa bertanya jawab tentang hal yang tidak diketahui

#### **Penutup (10 menit)**

- Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
- Guru memberikan tugas kepada siswa.
- Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

#### • **Pertemuan ke-2**

#### **Pendahuluan (10 menit)**

- Guru memberikan salam, berdo'a
- Guru mereview kembali materi yang telah disampaikan pada pertemuan sebelumnya

#### **Kegiatan Inti (70 menit)**

##### 1. Mengamati (Observing)

- Guru memberikan instruksi pada siswa untuk lebih relax dengan memberikan sugesti positif

- Guru bertanya tentang cerita descriptive yang pernah di dengar
2. Menanya (Questioning)
    - Dengan bimbingan dan arahan guru, siswa mempertanyakan tentang kata-kata yang sulit dalam teks descriptive
  3. Mengasosiasi/Menalar (Associating)
    - Guru memberikan text descriptive secara berkelompok sama dengan metode sebelumnya, hanya saja bukan dengan pasangan yang sama.
    - Guru meminta siswa membaca text descriptive secara bersama dengan Reading aloud sesuai dengan arahan sebelumnya.
    - Guru menanyakan siswa tentang karakter, main idea dalam descriptive text.
  4. Mencoba (Experimenting)
    - Guru memberikan kesempatan siswa maju kedepan untuk menentukan karakter, main idea, supporting details dll dalam descriptive text.
  5. Mengomunikasikan
    - Guru bersama siswa bertanya jawab tentang hal yang tidak diketahui

#### **Penutup (10 menit)**

- Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.

- Guru memberikan tugas kepada siswa.
- Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

- **Pertemuan ke-3**

**Pendahuluan (10 menit)**

- Guru memberikan salam, berdoa
- Guru mereview kembali materi yang telah disampaikan pada pertemuan sebelumnya

**Kegiatan Inti (70 menit)**

1. Mengamati (Observing)

- Guru memberikan instruksi pada siswa untuk lebih relax dengan memberikan sugesti positif
- Guru membacakan inti dari text descriptive yang akan di berikan kepada siswa

2. Menanya (Questioning)

- Dengan bimbingan dan arahan guru, siswa mempertanyakan tentang kata-kata yang sulit dalam teks descriptive

3. Mengasosiasi/Menalar (Associating)

- Guru memberikan text descriptive secara berkelompok sama dengan metode sebelumnya, hanya saja bukan dengan pasangan yang sama.

- Guru meminta siswa membaca text descriptive secara bersama dengan Reading aloud sesuai dengan arahan sebelumnya.
- Guru menanyakan siswa informasi umum dan specific dalam descriptive text yang dibagikan secara berkelompok.

#### 4. Mencoba (Experimenting)

- Guru memberikan kesempatan siswa untuk menentukan informasi umum dan specific dalam descriptive text yang dibagikan secara berkelompok..

#### 5. Mengomunikasikan

- Guru bersama siswa bertanya jawab tentang hal yang tidak diketahui

#### **Penutup (10 menit)**

- Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
- Guru memberikan tugas kepada siswa.
- Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

#### • **Pertemuan ke-4**

#### **Pendahuluan (10 menit)**

- Guru memberikan salam, berdoa'a
- Guru mereview kembali materi yang telah disampaikan pada pertemuan sebelumnya

### **Kegiatan Inti (70 menit)**

#### **1. Mengamati (Observing)**

- Guru memberikan instruksi pada siswa untuk lebih relax dengan memberikan sugesti positif
- Guru membacakan inti dari text descriptive yang akan di berikan kepada siswa

#### **2. Menanya (Questioning)**

- Dengan bimbingan dan arahan guru, siswa mempertanyakan tentang kata-kata yang sulit dalam teks descriptive

#### **3. Mengasosiasi/Menalar (Associating)**

- Guru memberikan text descriptive secara berkelompok sama dengan metode sebelumnya, hanya saja bukan dengan pasangan yang sama.

#### **4. Mencoba (Experimenting)**

- Guru meminta siswa membaca text descriptive secara bersama dengan Reading aloud sesuai dengan arahan sebelumnya.
- Guru meminta siswa melakukan Tanya jawab antar kelompok dari text yang telah dibaca.

#### **5. Mengomunikasikan**

- Guru bersama siswa bertanya jawab tentang hal yang tidak diketahui

### **Penutup (10 menit)**

- Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini.
- Guru memberikan tugas kepada siswa.
- Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.

### **I. Sumber Belajar : Buku Paket dan Internet**

### **J. Assessment/Penilaian**

#### **A. Penilaian**

1. Teknik : Test
2. Bentuk : Tertulis
3. Instrument :
  - a. Pilihan ganda
4. Pedoman Penilaian

$$\text{Scoring the students' Score} = \frac{\text{The number of student's correct answer}}{\text{Total number of items}} \times 100$$

# APPENDICES

“J”

PRE-TEST

70

Name : Anggi Renaldi

Class : X IPA 2

Reg. Number :

Read the following text to answer the question number 1 to 6

**Natural Bridge National Park**

Natural Bridge National Park is luscious tropical rainforest.

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

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

1. What is the function of paragraph 1?

a. as an identification

b. as an orientation

c. as a thesis

d. as a classification

e. as an abstract

✓ 2. The text above is in form of.....

a. hortatory exposition

b. narrative

c. description

d. report

e. explanation

✓ 3. What is the communicative purpose of the text?

a. to present two points of views about natural bridge national park

b. to explain the bridge national park

c. to describe the bridge national park

d. to retell the bridge national park

e. to persuade readers to treat preserve the bridge national park

✓ 4. Where is the natural bridge national park located?

a. 110 kilometers from South of Brisbane

b. 110 kilometers from Pacific Highway

c. 110 kilometers from Numinbah Valley

d. 110 kilometers from Lamington National Park

e. 110 kilometers from Nerang

✓ 5. 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

e. the fantastic bridge

✓ 6. The word 'luscious' in the text means.....

a. Succulent

b. Dense

c. Dull

d. Dry

e. Arid

**Read the following text to answer the question number 7 to 10**

On the banks of the Chao Phraya, Bangkok's "River of Kings", lies a hotel that has already set new standards of hospitality for this celebrated city.

Set in magnificently landscaped tropical gardens, the Shangri-La Bangkok provides guests with all the charm and warmth of the orient and, at the same time, unsurpassed range of facilities and leisure activities.

There is a choice of 12 superb settings in which to wine and dine, a large free-form swimming pool that overlooks the river, convention and meeting facilities for up to 2000 people, and a 24-hour business center.

And, from every single guest room and suite, there is a breathtaking view of all the exotic hustle and bustle of the fabled "River of Kings".

One might expect such a well-equipped and positioned hotel to be miles away from the city center but, at Shangri-La Bangkok, the business district and main shopping areas are mere minutes away.

From more than 200 years, Bangkok's grandeur has been reflected in the waters of the Chao Phraya. Today, the Shangri-La Bangkok towers beside this majestic river offer its guests the golden promise of the East.

7. The text mainly focuses on.....

- a. Bangkok's grandeur
- b. Shangri-La Bangkok
- c. Bangkok's "River Kings"
- d. the water of the Chao Phraya
- e. the majestic river in Bangkok

8. The type of text above is a/an.....

- a. Report
- b. Recount
- c. Anecdote
- d. Narrative

e. descriptive

✓ 9. For how many people the meeting facilities are up to?

a. 6000 people

b. 4000 people

Ⓒ 2000 people

d. 5000 people

e. 1000 people

X 10. The communicative purpose of this text is.....

a. to describe Chao Praya

b. to retell events for entertainment

c. to present at least two points of view about an issue

Ⓓ to tell the luxury of Shangri-La Bangkok

e. to inform readers, listeners, or viewers about events of the day

POST-TEST

90

Name : Anggi Renaldi

Class : X IPA 2

Reg. Number :

Read the following text to answer question number 1- 5

**Orchard Road**

Orchard Road is a Boulevard which becomes business and entertainment center in Singapore. Orchard Road is surrounded by a lush tropical and flower gardens which are beautiful. At first, Orchard Road is just a suburban street lined with orchards, plantations nutmeg, and pepper farming. However, in the 1970s, it turned into a shopping center in Singapore. In 1960 and 1970 entertainment industries began to enter this road. Shopping centers such as mall and Plaza was built in 1974.

Orchard Road runs along about 2.2 km. This road is one-way street flanked by a variety of shopping malls, hotels and restaurants. The shopping area which is nearly 800.000 square meters provides a wide range of Things, food, and entertainment. In this area there are many options that can satisfy visitors from all walks of life starting from the luxury branded things to the Popular branded, from exclusive restaurants to fast food.

There are so many ways that can be accessed to get to Orchard road such as: by taxi, bus or drive your own car. For those who are driving to Orchard Road can be

entered from the west through the Napier Road. Vehicles from Dunearn Road can turn to left at the intersection of the Marriott Hotel junction. Vehicles that come from Paterson can turn right onto Orchard Road. Orchard is always crowded so you have to be careful in order not to get lost.

✓ 1. The text mainly focuses on

- a. Singapore
- b. Orchard Plantation
- c. Plaza and Mall
- d. Orchard road as business and entertainment center
- e. Shopping Center

✓ 2. Which statement is TRUE?

- a. At first Orchard Road is a crowded settlement
- b. Orchard road became business and entertainment center since 1974
- c. Vehicles from Dunrean road turn to the left at intersection of the Marriott Hotel junction
- d. Orchard road is infamous place at Singapore
- e. Orchard road is not surrounded by flower garden

✓ 3. In the third paragraph the writer describes about?

- a. The location of Orchard Road
- b. The things that we can see at orchard road
- c. The direction to get to Orchard Road

- d. The history of Orchard Road
- e. The distance of Orchard Road

4. Words "it" in line 4 refers to?

- a. The plantation
- b. Luxury branded things
- c. The plaza
- d. Singapore
- e. Suburban street

5. The word "satisfy" in line eighth has the closest meaning with?

- a. Pleased
- b. Free
- c. Frighten
- d. Threat
- e. Loved

Read the following text to answer question number 6- 10

### Petruk Cave

Petruk cave is one of the leading tourist attractions in Kebumen, Central Java. The cave is located in the Dukuh Mandayana Candirenggo Village, Ayah District, Kebumen regency. In the Petruk cave there is no lighting that illuminates the cave. It is still very natural cave so that Petruk cave is very dark to be entered. Petruk cave's

name is taken from the Punokawan of puppet characters that is Petruk. The cave Named Petruk cave because the length of cave is as long as Petruk's nose.

In the cave there are 3 floors that are the first is a basic cave, Hindu caves and Petruk cave. The base cave is a short cave which is just 100 meters away. The cave is used for tourist attractions. Hindu cave is part of the cave that is usually used to put offerings to the ancestor. Inside Petruk cave there are so many stalactites and stalagmites which are really awesome. If you want to explore this cave, you must be led by guides who are ready to take you through the cave. After arriving at the end of the cave, you can see the beach or waterfall located near at the end of the cave

6. What is the text purpose?

- a. To inform readers about tourism in Kebumen
- b. To entertain reader about Petruk Cave
- c. To explain the reader about floors in Petruk Cave
- d. To Introduce The Local tourism in Kebumen
- e. To describe Petruk Cave

7. Why did Petruk cave named as one of character in Punokawan puppet?

- a. Because the cave is belong to Petruk
- b. Because Petruk is the first explorer of the cave
- c. Because Petruk is buried at the cave
- d. Because the cave's length is as long as Petruk's nose
- e. Because the cave's depth is as deep as Petruk's hair

✓ 8. Which part of Petruk Cave which used for place to put foods for ancestor?

- a. In the basic cave
- b. In petruk cave
- c. In Hindu cave
- d. In front of the cave
- e. Inside the cave

✓ 9. What is stalactites means?

- a. A type of formation that hangs from the ceiling of caves
- b. Types of formation that lay on the floor of caves
- c. Types of food given to ancestor
- d. Someone who guide the visitor in the cave
- e. Kind of animals in the cave

✓ 10. What is "lead" means in paragraph 2?

- a. Guide
- b. Take
- c. Bring
- d. Put
- e. Place

60

PRE-TEST

Name : Arni Sry Anti

Class : X IPA 2

Reg. Number : 219039

Read the following text to answer the question number 1 to 6

**Natural Bridge National Park**

Natural Bridge National Park is luscious tropical rainforest.

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

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

1. What is the function of paragraph 1?

a. as an identification

b. as an orientation

c. as a thesis

d. as a classification

e. as an abstract

✓ 2. The text above is in form of.....

a. hortatory exposition

b. narrative

Ⓒ description

d. report

e. explanation

✓ 3. What is the communicative purpose of the text?

a. to present two points of views about natural bridge national park

b. to explain the bridge national park.

Ⓒ to describe the bridge national park

d. to retell the bridge national park.

e. to persuade readers to treat preserve the bridge national park

✓ 4. Where is the natural bridge national park located?

Ⓐ 110 kilometers from South of Brisbane

b. 110 kilometers from Pacific Highway

c. 110 kilometers from Numinbah Valley

d. 110 kilometers from Lamington National Park

e. 110 kilometers from Nerang

✓ 5. What the visitors will see in the night?

a. a common glow worm

ⓑ the unique feature of the glow worms

c. a great dark cave

d. the unique rocks

e. the fantastic bridge

X 6. The word 'luscious' in the text means.....

a. Succulent

ⓑ Dense

c. Dull

d. Dry

e. Arid

**Read the following text to answer the question number 7 to 10**

On the banks of the Chao Phraya, Bangkok's "River of Kings", lies a hotel that has already set new standards of hospitality for this celebrated city.

Set in magnificently landscaped tropical gardens, the Shangri-La Bangkok provides guests with all the charm and warmth of the orient and, at the same time, unsurpassed range of facilities and leisure activities.

There is a choice of 12 superb settings in which to wine and dine, a large free-form swimming pool that overlooks the river, convention and meeting facilities for up to 2000 people, and a 24-hour business center.

And, from every single guest room and suite, there is a breathtaking view of all the exotic hustle and bustle of the fabled "River of Kings".

One might expect such a well-equipped and positioned hotel to be miles away from the city center but, at Shangri-La Bangkok, the business district and main shopping areas are mere minutes away.

From more than 200 years, Bangkok's grandeur has been reflected in the waters of the Chao Phraya. Today, the Shangri-La Bangkok towers beside this majestic river offer its guests the golden promise of the East.

7. The text mainly focuses on.....

- a. Bangkok's grandeur
- b. Shangri-La Bangkok
- c. Bangkok's "River Kings"
- d. the water of the Chao Praya
- e. the majestic river in Bangkok

8. The type of text above is a/an.....

- a. Report
- b. Recount
- c. Anecdote
- d. Narrative

e. descriptive

9. For how many people the meeting facilities are up to?

a. 6000 people

b. 4000 people

c. 2000 people

d. 5000 people

e. 1000 people

10. The communicative purpose of this text is,.....

a. to describe Chao Praya

b. to retell events for entertainment

c. to present at least two points of view about an issue

d. to tell the luxury of Shangri-La Bangkok

e. to inform readers, listeners, or viewers about events of the day

e. descriptive

9. For how many people the meeting facilities are up to?

a. 6000 people

b. 4000 people

c. 2000 people

d. 5000 people

e. 1000 people

10. The communicative purpose of this text is.....

a. to describe Chao Praya

b. to retell events for entertainment

c. to present at least two points of view about an issue

d. to tell the luxury of Shangri-La Bangkok

e. to inform readers, listeners, or viewers about events of the day

70

**POST-TEST**

Name : ARNI SRY ANTI

Class : X IPA 2

Reg. Number : 219034

Read the following text to answer question number 1- 5

**Orchard Road**

Orchard Road is a Boulevard which becomes business and entertainment center in Singapore. Orchard Road is surrounded by a lush tropical and flower gardens which are beautiful. At first, Orchard Road is just a suburban street lined with orchards, plantations nutmeg, and pepper farming. However, in the 1970s, it turned into a shopping center in Singapore. In 1960 and 1970 entertainment industries began to enter this road. Shopping centers such as mall and Plaza was built in 1974.

Orchard Road runs along about 2.2 km. This road is one-way street flanked by a variety of shopping malls, hotels and restaurants. The shopping area which is nearly 800.000 square meters provides a wide range of Things, food, and entertainment. In this area there are many options that can satisfy visitors from all walks of life starting from the luxury branded things to the Popular branded, from exclusive restaurants to fast food.

There are so many ways that can be accessed to get to Orchard road such as: by taxi, bus or drive your own car. For those who are driving to Orchard Road can be

entered from the west through the Napier Road. Vehicles from Dunearn Road can turn to left at the intersection of the Marriott Hotel junction. Vehicles that come from Paterson can turn right onto Orchard Road. Orchard is always crowded so you have to be careful in order not to get lost.

1. The text mainly focuses on
  - a. Singapore
  - b. Orchard Plantation
  - c. Plaza and Mall
  - d. Orchard road as business and entertainment center
  - e. Shopping Center
2. Which statement is TRUE?
  - a. At first Orchard Road is a crowded settlement
  - b. Orchard road became business and entertainment center since 1974
  - c. Vehicles from Dunrean road turn to the left at intersection of the Marriott Hotel junction
  - d. Orchard road is infamous place at Singapore
  - e. Orchard road is not surrounded by flower garden
3. In the third paragraph the writer describes about?
  - a. The location of Orchard Road
  - b. The things that we can see at orchard road
  - c. The direction to get to Orchard Road

- d. The history of Orchard Road
- e. The distance of Orchard Road

X 4. Words "it" in line 4 refers to?

- a. The plantation
- b. Luxury branded things
- c. The plaza
- d. Singapore

e. Suburban street

X 5. The word "satisfy" in line eighth has the closest meaning with?

- a. Pleased
- b. Free
- c. Frighten
- d. Threat
- e. Loved

Read the following text to answer question number 6- 10

#### Petruk Cave

Petruk cave is one of the leading tourist attractions in Kebumen, Central Java. The cave is located in the Dukuh Mandayana Candirenggo Village, Ayah District, Kebumen regency. In the Petruk cave there is no lighting that illuminates the cave. It is still very natural cave so that Petruk cave is very dark to be entered. Petruk cave's

name is taken from the Punokawan of puppet characters that is Petruk. The cave Named Petruk cave because the length of cave is as long as Petruk's nose.

In the cave there are 3 floors that are the first is a basic cave, Hindu caves and Petruk cave. The base cave is a short cave which is just 100 meters away. The cave is used for tourist attractions. Hindu cave is part of the cave that is usually used to put offerings to the ancestor. Inside Petruk cave there are so many stalactites and stalagmites which are really awesome. If you want to explore this cave, you must be led by guides who are ready to take you through the cave. After arriving at the end of the cave, you can see the beach or waterfall located near at the end of the cave

6. What is the text purpose?

- a. To inform readers about tourism in Kebumen
- b. To entertain reader about Petruk Cave
- c. To explain the reader about floors in Petruk Cave
- d. To Introduce The Local tourism in Kebumen
- e. To describe Petruk Cave

7. Why did Petruk cave named as one of character in Punokawan puppet?

- a. Because the cave is belong to Petruk
- b. Because Petruk is the first explorer of the cave
- c. Because Petruk is buried at the cave
- d. Because the cave's length is as long as Petruk's nose
- e. Because the cave's depth is as deep as Petruk's hair

8. Which part of Petruk Cave which used for place to put foods for ancestor?

- a. In the basic cave
- b. In petruk cave
- c. In Hindu cave
- d. In front of the cave
- e. Inside the cave

9. What is stalactites means?

- a. A type of formation that hangs from the ceiling of caves
- b. Types of formation that lay on the floor of caves
- c. Types of food given to ancestor
- d. Someone who guide the visitor in the cave
- e. Kind of animals in the cave

10. What is "lead" means in paragraph 2?

- a. Guide
- b. Take
- c. Bring
- d. Put
- e. Place

50

## PRE-TEST

Name : Asriyani

Class : X IPA 2

Reg. Number : 219035

Read the following text to answer the question number 1 to 6

## Natural Bridge National Park

Natural Bridge National Park is luscious tropical rainforest.

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

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

1. What is the function of paragraph 1?

a. as an identification

b. as an orientation

c. as a thesis

d. as a classification

e. as an abstract

✓ 2. The text above is in form of.....

a. hortatory exposition

b. narrative

✓ c. description

d. report

e. explanation

✓ 3. What is the communicative purpose of the text?

a. to present two points of views about natural bridge national park

b. to explain the bridge national park

✓ c. to describe the bridge national park

d. to recall the bridge national park

e. to persuade readers to treat preserve the bridge national park

✓ 4. Where is the natural bridge national park located?

✓ a. 110 kilometers from South of Brisbane

b. 110 kilometers from Pacific Highway

c. 110 kilometers from Numinbah Valley

d. 110 kilometers from Lamington National Park

e. 110 kilometers from Nerang

✓ 5. What the visitors will see in the night?

a. a common glow worm

✓ the unique feature of the glow worms

c. a great dark cave

✗ the unique rocks

e. the fantastic bridge

✗ 6. The word 'luscious' in the text means.....

a. Succulent

✓ Dense

c. Dull

d. Dry

e. Arid

**Read the following text to answer the question number 7 to 10**

On the banks of the Chao Phraya, Bangkok's 'River of Kings', lies a hotel that has already set new standards of hospitality for this celebrated city.

Set in magnificently landscaped tropical gardens, the Shangri-La Bangkok provides guests with all the charm and warmth of the orient and, at the same time, unsurpassed range of facilities and leisure activities.

There is a choice of 12 superb settings in which to wine and dine, a large free-form swimming pool that overlooks the river, convention and meeting facilities for up to 2000 people, and a 24-hour business center.

And, from every single guest room and suite, there is a breathtaking view of all the exotic hustle and bustle of the fabled "River of Kings".

One might expect such a well-equipped and positioned hotel to be miles away from the city center but, at Shangri-La Bangkok, the business district and main shopping areas are mere minutes away.

From more than 200 years, Bangkok's grandeur has been reflected in the waters of the Chao Phraya. Today, the Shangri-La Bangkok towers beside this majestic river offer its guests the golden promise of the East.

X 7. The text mainly focuses on.....

- a. Bangkok's grandeur
- b. Shangri-La Bangkok
- c. Bangkok's "River Kings"
- d. the water of the Chao Praya
- e. the majestic river in Bangkok

X 8. The type of text above is a/an.....

- a. Report
- b. Recount
- c. Anecdote
- d. Narrative

e. descriptive

9. For how many people the meeting facilities are up to?

a. 6000 people

b. 4000 people

c. 2000 people

d. 5000 people

e. 1000 people

10. The communicative purpose of this text is.....

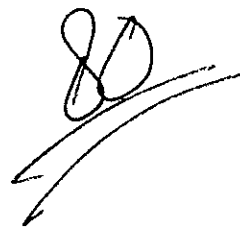
a. to describe Chao Praya

b. to retell events for entertainment

c. to present at least two points of view about an issue

d. to tell the luxury of Shangri-la Bangkok

e. to inform readers, listeners, or viewers about events of the day



## POST-TEST

Name : Asriyani

Class : X IPA 2

Reg. Number : 219035

Read the following text to answer question number 1- 5

### Orchard Road

Orchard Road is a Boulevard which becomes business and entertainment center in Singapore. Orchard Road is surrounded by a lush tropical and flower gardens which are beautiful. At first, Orchard Road is just a suburban street lined with orchards, plantations nutmeg, and pepper farming. However, in the 1970s, it turned into a shopping center in Singapore. In 1960 and 1970 entertainment industries began to enter this road. Shopping centers such as mall and Plaza was built in 1974.

Orchard Road runs along about 2.2 km. This road is one-way street flanked by a variety of shopping malls, hotels and restaurants. The shopping area which is nearly 800.000 square meters provides a wide range of Things, food, and entertainment. In this area there are many options that can satisfy visitors from all walks of life starting from the luxury branded things to the Popular branded, from exclusive restaurants to fast food.

There are so many ways that can be accessed to get to Orchard road such as by taxi, bus or drive your own car. For those who are driving to Orchard Road can be

entered from the west through the Napier Road. Vehicles from Dunearn Road can turn to left at the intersection of the Marriott Hotel junction. Vehicles that come from Paterson can turn right onto Orchard Road. Orchard is always crowded so you have to be careful in order not to get lost.

1. The text mainly focuses on

- a. Singapore
- b. Orchard Plantation
- c. Plaza and Mall
- d. Orchard road as business and entertainment center
- e. Shopping Center

2. Which statement is TRUE?

- a. At first Orchard Road is a crowded settlement
- b. Orchard road became business and entertainment center since 1974
- c. Vehicles from Dunrean road turn to the left at intersection of the Marriott Hotel junction
- d. Orchard road is infamous place at Singapore
- e. Orchard road is not surrounded by flower garden

3. In the third paragraph the writer describes about?

- a. The location of Orchard Road
- b. The things that we can see at orchard road
- c. The direction to get to Orchard Road

- d. The history of Orchard Road
- e. The distance of Orchard Road

4. Words "it" in line 4 refers to?

- a. The plantation
- b. Luxury branded things
- c. The plaza
- d. Singapore
- e. Suburban street

5. The word "satisfy" in line eighth has the closest meaning with?

- a. Pleased
- b. Free
- c. Frighten
- d. Threat
- e. ...

Read the following text to answer question number 6- 10

### Petruk Cave

Petruk cave is one of the leading tourist attractions in Kebumen, Central Java.

The cave is located in the Dukuh Mandayana Candirenggo Village, Ayah District, Kebumen regency. In the Petruk cave there is no lighting that illuminates the cave. It is still very natural cave so that Petruk cave is very dark to be entered. Petruk cave's

name is taken from the Punokawan of puppet characters that is Petruk. The cave Named Petruk cave because the length of cave is as long as Petruk's nose.

In the cave there are 3 floors that are the first is a basic cave. Hindu caves and Petruk cave. The base cave is a short cave which is just 100 meters away. The cave is used for tourist attractions. Hindu cave is part of the cave that is usually used to put offerings to the ancestor. Inside Petruk cave there are so many stalactites and stalagmites which are really awesome. If you want to explore this cave, you must be led by guides who are ready to take you through the cave. After arriving at the end of the cave, you can see the beach or waterfall located near at the end of the cave

6. What is the text purpose?

- a. To inform readers about tourism in Kebumen
- b. To entertain reader about Petruk Cave
- c. To explain the reader about floors in Petruk Cave
- d. To Introduce The Local tourism in Kebumen
- e. To describe Petruk Cave

7. Why did Petruk cave named as one of character in Punokawan puppet?

- a. Because the cave is belong to Petruk
- b. Because Petruk is the first explorer of the cave
- c. Because Petruk is buried at the cave
- d. Because the cave's length is as long as Petruk's nose
- e. Because the cave's depth is as deep as Petruk's hair

8. Which part of Petruk Cave which used for place to put foods for ancestor?

- a. In the basic cave
- b. In petruk cave
- c. In Hindu cave
- d. In front of the cave
- e. Inside the cave

9. What is stalactites means?

- a. A type of formation that hangs from the ceiling of caves
- b. Types of formation that lay on the floor of caves
- c. Types of food given to ancestor
- d. Someone who guide the visitor in the cave
- e. Kind of animals in the cave

10. What is "lead" means in paragraph 2?

- a. Guide
- b. Take
- c. Bring
- d. Put
- e. Place

PRE-TEST

Name : Besse Fitriani Khaerunnisa

Class : X . IPA 2

Reg. Number : 219036

Read the following text to answer the question number 1 to 6

**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, barbecue, shelter sheds, water and fireplaces; however, overnight camping is not permitted.

1. What is the function of paragraph 1?

a. as an identification

b. as an orientation

c. as a thesis

d. as a classification

e. as an abstract

2. The text above is in form of.....

a. hortatory exposition

b. narrative

c. description

d. report

e. explanation

3. What is the communicative purpose of the text?

a. to present two points of views about natural bridge national park

b. to explain the bridge national park

c. to describe the bridge national park

d. to tell the bridge national park

e. to persuade readers to treat preserve the bridge national park

4. Where is the natural bridge national park located?

a. 110 kilometers from South of Brisbane

b. 110 kilometers from Pacific Highway

c. 110 kilometers from Numinbah Valley

d. 110 kilometers from Lamington National Park

e. 110 kilometers from Nerang

✓ 5. What the visitors will see in the night?

a. a common glow worm

ⓑ the unique feature of the glow worms

c. a great dark cave

d. the unique rocks

e. the fantastic bridge

X 6. The word "luscious" in the text means.....

a. Succulent

ⓑ Dense

c. Dull

d. Dry

e. Arid

**Read the following text to answer the question number 7 to 10**

On the banks of the Chao Phraya, Bangkok's "River of Kings", lies a hotel that has already set new standards of hospitality for this celebrated city

Set in magnificently landscaped tropical gardens, the Shangri-La Bangkok provides guests with all the charm and warmth of the orient and, at the same time, unsurpassed range of facilities and leisure activities.

There is a choice of 12 superb settings in which to wine and dine, a large free-form swimming pool that overlooks the river, convention and meeting facilities for up to 2000 people, and a 24-hour business center.

And, from every single guest room and suite, there is a breathtaking view of all the exotic hustle and bustle of the fabled "River of Kings".

One might expect such a well-equipped and positioned hotel to be miles away from the city center but, at Shangri-La Bangkok, the business district and main shopping areas are mere minutes away.

From more than 200 years, Bangkok's grandeur has been reflected in the waters of the Chao Phraya. Today, the Shangri-La Bangkok towers beside this majestic river offer its guests the golden promise of the East.

7. The text mainly focuses on.....

- a. Bangkok's grandeur
- b. Shangri-La Bangkok
- c. Bangkok's "River Kings"
- d. the water of the Chao Prava
- e. the majestic river in Bangkok

8. The type of text above is a/an.....

- a. Report
- b. Recount
- c. Anecdote
- d. Narrative

e. descriptive

9. For how many people the meeting facilities are up to?

a. 6000 people

b. 4000 people

c. 2000 people

d. 5000 people

e. 1000 people

10. The communicative purpose of this text is.....

a. to describe Chao Praya

b. to retell events for entertainment

c. to present at least two points of view about an issue

d. to tell the luxury of Shangri-La Bangkok

e. to inform readers, listeners, or viewers about events of the day

70

## POST-TEST

Name : Besse Fitriani Khaerunnisa

Class : X IPA 2

Reg. Number : 219036

Read the following text to answer question number 1- 5

### Orchard Road

Orchard Road is a Boulevard which becomes business and entertainment center in Singapore. Orchard Road is surrounded by a lush tropical and flower gardens which are beautiful. At first, Orchard Road is just a suburban street lined with orchards, plantations nutmeg, and pepper farming. However, in the 1970s, it turned into a shopping center in Singapore. In 1960 and 1970 entertainment industries began to enter this road. Shopping centers such as mall and Plaza was built in 1974.

Orchard Road runs along about 2.2 km. This road is one-way street flanked by a variety of shopping malls, hotels and restaurants. The shopping area which is nearly 800,000 square meters provides a wide range of Things, food, and entertainment. In this area there are many options that can satisfy visitors from all walks of life starting from the luxury branded things to the Popular branded, from exclusive restaurants to fast food.

There are so many ways that can be accessed to get to Orchard road such as: by taxi, bus or drive your own car. For those who are driving to Orchard Road can be

entered from the west through the Napier Road. Vehicles from Dunearn Road can turn to left at the intersection of the Marriott Hotel junction. Vehicles that come from Paterson can turn right onto Orchard Road. Orchard is always crowded so you have to be careful in order not to get lost.

1. The text mainly focuses on

- a. Singapore
- b. Orchard Plantation
- c. Plaza and Mall
- d. Orchard road as business and entertainment center
- e. Shopping Center

2. Which statement is TRUE?

- a. At first Orchard Road is a crowded settlement
- b. Orchard road became business and entertainment center since 1974
- c. Vehicles from Dunrean road turn to the left at intersection of the Marriott Hotel junction
- d. Orchard road is infamous place at Singapore
- e. Orchard road is not surrounded by flower garden

3. In the third paragraph the writer describes about?

- a. The location of Orchard Road
- b. The things that we can see at orchard road
- c. The direction to get to Orchard Road

- d. The history of Orchard Road
  - e. The distance of Orchard Road
4. Words "it" in line 4 refers to?
- a. The plantation
  - b. Luxury branded things
  - c. The plaza
  - d. Singapore
  - e. Suburban street
5. The word "satisfy" in line eighth has the closet meaning with?
- a. Pleased
  - b. Free
  - c. Frighten
  - d. Threat
  - e. ...

Read the following text to answer question number 6- 10

### Petruk Cave

Petruk cave is one of the leading tourist attractions in Kebumen, Central Java. The cave is located in the Dukuh Mandayana Candirenggo Village, Avah District, Kebumen regency. In the Petruk cave there is no lighting that illuminates the cave. It is still very natural cave so that Petruk cave is very dark to be entered. Petruk cave's

name is taken from the Punokawan of puppet characters that is Petruk. The cave Named Petruk cave because the length of cave is as long as Petruk's nose.

In the cave there are 3 floors that are the first is a basic cave. Hindu caves and Petruk cave. The base cave is a short cave which is just 100 meters away. The cave is used for tourist attractions. Hindu cave is part of the cave that is usually used to put offerings to the ancestor. Inside Petruk cave there are so many stalactites and stalagmites which are really awesome. If you want to explore this cave, you must be led by guides who are ready to take you through the cave. After arriving at the end of the cave, you can see the beach or waterfall located near at the end of the cave

6. What is the text purpose?

- a. To inform readers about tourism in Kebumen
- b. To entertain reader about Petruk Cave
- c. To explain the reader about floors in Petruk Cave
- d. To Introduce The Local tourism in Kebumen
- e. To describe Petruk Cave

7. Why did Petruk cave named as one of character in Punokawan puppet?

- a. Because the cave is belong to Petruk
- b. Because Petruk is the first explorer of the cave
- c. Because Petruk is buried at the cave
- d. Because the cave's length is as long as Petruk's nose
- e. Because the cave's depth is as deep as Petruk's hair

8. Which part of Petruk Cave which used for place to put foods for ancestor?

- a. In the basic cave
- b. In petruk cave
- c. In Hindu cave
- d. In front of the cave
- e. Inside the cave

9. What is stalactites means?

- a. A type of formation that hangs from the ceiling of caves
- b. Types of formation that lay on the floor of caves
- c. Types of food given to ancestor
- d. Someone who guide the visitor in the cave
- e. Kind of animals in the cave

10. What is "lead" means in paragraph 2?

- a. Guide
- b. Take
- c. Bring
- d. Put
- e. Place

50

PRE-TEST

Name : Besse Mutia Syairah

Class : X IPA 2

Reg. Number : 219037

Read the following text to answer the question number 1 to 6

Natural Bridge National Park

Natural Bridge National Park is luscious tropical rainforest.

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

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

1. What is the function of paragraph 1?

- a. as an identification
- b. as an orientation
- c. as a thesis

d. as a classification

e. as an abstract

2. The text above is in form of.....

a. hortatory exposition

b. narrative

c. description

d. report

e. explanation

3. What is the communicative purpose of the text?

a. to present two points of views about natural bridge national park

b. to explain the bridge national park

c. to describe the bridge national park

d. to recall the bridge national park

e. to persuade readers to treat preserve the bridge national park

4. Where is the natural bridge national park located?

a. 110 kilometers from South of Brisbane

b. 110 kilometers from Pacific Highway

c. 110 kilometers from Numinbah Valley

d. 110 kilometers from Lamington National Park

e. 110 kilometers from Nerang

5. 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

e. the fantastic bridge

6. The word 'luscious' in the text means.....

a. Succulent

b. Dense

c. Dull

d. Dry

e. Arid

**Read the following text to answer the question number 7 to 10**

On the banks of the Chao Phraya, Bangkok's "River of Kings", lies a hotel that has already set new standards of hospitality for this celebrated city.

Set in magnificently landscaped tropical gardens, the Shangri-La Bangkok provides guests with all the charm and warmth of the orient and, at the same time, unsurpassed range of facilities and leisure activities.

There is a choice of 12 superb settings in which to wine and dine, a large free-form swimming pool that overlooks the river, convention and meeting facilities for up to 2000 people, and a 24-hour business center.

And, from every single guest room and suite, there is a breathtaking view of all the exotic hustle and bustle of the fabled "River of Kings".

One might expect such a well-equipped and positioned hotel to be miles away from the city center but, at Shangri-La Bangkok, the business district and main shopping areas are mere minutes away.

From more than 200 years, Bangkok's grandeur has been reflected in the waters of the Chao Phraya. Today, the Shangri-La Bangkok towers beside this majestic river offer its guests the golden promise of the East.

7. The text mainly focuses on.....

- a. Bangkok's grandeur
- b. Shangri-La Bangkok
- c. Bangkok's "River Kings"
- d. the water of the Chao Prava
- e. the majestic river in Bangkok

8. The type of text above is an.....

- a. Report
- b. Recount
- c. Anecdote
- d. Narrative

e. descriptive

✓ 9. For how many people the meeting facilities are up to?

a. 6000 people

b. 4000 people

Ⓒ. 2000 people

d. 5000 people

e. 1000 people

X 10. The communicative purpose of this text is.....

a. to describe Chao Praya

b. to retell events for entertainment

c. to present at least two points of view about an issue

Ⓓ. to tell the luxury of Shangri-La Bangkok

e. to inform readers, listeners, or viewers about events of the day

100

**POST-TEST**

Name : ~~Besse~~ Mutia Syairah

Class : X-IPA 2

Reg. Number : 219037

Read the following text to answer question number 1- 5

**Orchard Road**

Orchard Road is a Boulevard which becomes business and entertainment center in Singapore. Orchard Road is surrounded by a lush tropical and flower gardens which are beautiful. At first, Orchard Road is just a suburban street lined with orchards, plantations nutmeg, and pepper farming. However, in the 1970s, it turned into a shopping center in Singapore. In 1960 and 1970 entertainment industries began to enter this road. Shopping centers such as mall and Plaza was built in 1974.

Orchard Road runs along about 2.2 km. This road is one-way street flanked by a variety of shopping malls, hotels and restaurants. The shopping area which is nearly 800.000 square meters provides a wide range of Things, food, and entertainment. In this area there are many options that can satisfy visitors from all walks of life starting from the luxury branded things to the Popular branded, from exclusive restaurants to fast food.

There are so many ways that can be accessed to get to Orchard road such as taxi, bus or drive your own car. For those who are driving to Orchard Road can be

entered from the west through the Napier Road. Vehicles from Dunearn Road can turn to left at the intersection of the Marriott Hotel junction. Vehicles that come from Paterson can turn right onto Orchard Road. Orchard is always crowded so you have to be careful in order not to get lost.

1. The text mainly focuses on

- a. Singapore
- b. Orchard Plantation
- c. Plaza and Mall
- d. Orchard road as business and entertainment center
- e. Shopping Center

2. Which statement is TRUE??

- a. At first Orchard Road is a crowded settlement
- b. Orchard road became business and entertainment center since 1974
- c. Vehicles from Dunrean road turn to the left at intersection of the Marriott Hotel junction
- d. Orchard road is infamous place at Singapore
- e. Orchard road is not surrounded by flower garden

3. In the third paragraph the writer describes about?

- a. The location of Orchard Road
- b. The things that we can see at orchard road
- c. The direction to get to Orchard Road

- d. The history of Orchard Road
- e. The distance of Orchard Road

4. Words "it" in line 4 refers to?

- a. The plantation
- b. Luxury branded things
- c. The plaza
- d. Singapore
- e. Suburban street

5. The word "satisfy" in line eighth has the closest meaning with?

- a. Pleased
- b. Free
- c. Frighten
- d. Threat
- e. ...

Read the following text to answer question number 6- 10

### Petruk Cave

Petruk cave is one of the leading tourist attractions in Kebumen, Central Java. The cave is located in the Dukuh Mandayana Candirenggo Village, Ayah District, Kebumen regency. In the Petruk cave there is no lighting that illuminates the cave. It is still very natural cave so that Petruk cave is very dark to be entered. Petruk cave's

name is taken from the Punokawan of puppet characters that is Petruk. The cave Named Petruk cave because the length of cave is as long as Petruk's nose.

In the cave there are 3 floors that are the first is a basic cave. Hindu caves and Petruk cave. The base cave is a short cave which is just 100 meters away. The cave is used for tourist attractions. Hindu cave is part of the cave that is usually used to put offerings to the ancestor. Inside Petruk cave there are so many stalactites and stalaemites which are really awesome. If you want to explore this cave, you must be led by guides who are ready to take you through the cave. After arriving at the end of the cave, you can see the beach or waterfall located near at the end of the cave

6. What is the text purpose?

- a. To inform readers about tourism in Kebumen
- b. To entertain reader about Petruk Cave
- c. To explain the reader about floors in Petruk Cave
- d. To Introduce The Local tourism in Kebumen
- e. To describe Petruk Cave

7. Why did Petruk cave named as one of character in Punokawan puppet?

- a. Because the cave is belong to Petruk
- b. Because Petruk is the first explorer of the cave
- c. Because Petruk is buried at the cave
- d. Because the cave's length is as long as Petruk's nose
- e. Because the cave's depth is as deep as Petruk's hair

8. Which part of Petruk Cave which used for place to put foods for ancestor?

- a. In the basic cave
- b. In petruk cave
- c. In Hindu cave
- d. In front of the cave
- e. Inside the cave

9. What is stalactites means?

- a. A type of formation that hangs from the ceiling of caves
- b. Types of formation that lay on the floor of caves
- c. Types of food given to ancestor
- d. Someone who guide the visitor in the cave
- e. Kind of animals in the cave

10. What is "lead" means in paragraph 2?

- a. Guide
- b. Fake
- c. Bring
- d. Put
- e. Place

40

PRE-TEST

Name : MUH. ASRI

Class : X IPA 2

Reg. Number : 219045

Read the following text to answer the question number 1 to 6

Natural Bridge National Park

Natural Bridge National Park is luscious tropical rainforest.

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

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

1. What is the function of paragraph 1?

- a. as identification
- b. as an orientation
- c. as a thesis

d. as a classification

e. as an abstract

2. The text above is in form of.....

a. hortatory exposition

b. narrative

c. description

d. report

e. explanation

3. What is the communicative purpose of the text?

a. to present two points of views about natural bridge national park

b. to explain the bridge national park

c. to describe the bridge national park

d. to tell the bridge national park

e. to persuade readers to treat preserve the bridge national park

4. Where is the natural bridge national park located?

a. 110 kilometers from South of Brisbane

b. 110 kilometers from Pacific Highway

c. 110 kilometers from Numinbah Valley

d. 110 kilometers from Lamington National Park

There is a choice of 12 superb settings in which to wine and dine, a large free-form swimming pool that overlooks the river, convention and meeting facilities for up to 2000 people, and a 24-hour business center.

And, from every single guest room and suite, there is a breathtaking view of all the exotic hustle and bustle of the fabled "River of Kings".

One might expect such a well-equipped and positioned hotel to be miles away from the city center but, at Shangri-La Bangkok, the business district and main shopping areas are mere minutes away.

From more than 200 years, Bangkok's grandeur has been reflected in the waters of the Chao Phraya. Today, the Shangri-La Bangkok towers beside this majestic river offer its guests the golden promise of the East.

7. The text mainly focuses on.....

- a. Bangkok's grandeur
- b. Shangri-La Bangkok
- c. Bangkok's "River Kings"
- d. the water of the Chao Prava
- e. the majestic river in Bangkok

8. The type of text above is a/an. ....

- a. Report
- b. Recount
- c. Anecdote
- d. Narrative

e. descriptive

9. For how many people the meeting facilities are up to?

a. 6000 people

b. 4000 people

c. 2000 people

d. 5000 people

e. 1000 people

10. The communicative purpose of this text is.....

a. to describe Chao Praya

b. to retell events for entertainment

c. to present at least two points of view about an issue

d. to tell the luxury of Shangri-la Bangkok

e. to inform readers, listeners, or viewers about events of the day

100

**POST-TEST**

Name : MUH. ASRI

Class : X IPA 2

Reg. Number :

Read the following text to answer question number 1- 5

**Orchard Road**

Orchard Road is a Boulevard which becomes business and entertainment center in Singapore. Orchard Road is surrounded by a lush tropical and flower gardens which are beautiful. At first, Orchard Road is just a suburban street lined with orchards, plantations nutmeg, and pepper farming. However, in the 1970s, it turned into a shopping center in Singapore. In 1960 and 1970 entertainment industries began to enter this road. Shopping centers such as mall and Plaza was built in 1974.

Orchard Road runs along about 2.2 km. This road is one-way street flanked by a variety of shopping malls, hotels and restaurants. The shopping area which is nearly 800,000 square meters provides a wide range of Things, food, and entertainment. In this area there are many options that can satisfy visitors from all walks of life starting from the luxury branded things to the Popular branded, from exclusive restaurants to fast food.

There are so many ways that can be accessed to get to Orchard road such as, by taxi, bus or drive your own car. For those who are driving to Orchard Road can be

red from the west through the Napier Road. Vehicles from Dunearn Road can  
to left at the intersection of the Marriott Hotel junction. Vehicles that come from  
erson can turn right onto Orchard Road. Orchard is always crowded so you have  
be careful in order not to get lost.

The text mainly focuses on

- a. Singapore
- b. Orchard Plantation
- c. Plaza and Mall
- d. Orchard road as business and entertainment center
- e. Shopping Center

Which statement is TRUE?

- a. At first Orchard Road is a crowded settlement
- b. Orchard road became business and entertainment center since 1974
- c. Vehicles from Dunrean road turn to the left at intersection of the Marriott  
Hotel junction
- d. Orchard road is infamous place at Singapore
- e. Orchard road is not surrounded by flower garden

In the third naragraph the writer describes about?

- a. The location of Orchard Road
- b. The things that we can see at orchard road
- c. The directron to get to Orchard Road

- d. The history of Orchard Road
- e. The distance of Orchard Road

4. Words "it" in line 4 refers to?

- a. The plantation
- b. Luxury branded things
- c. The plaza
- d. Singapore
- e. Suburban street

5. The word "satisfy" in line eighth has the closest meaning with?

- a. Pleased
- b. Free
- c. Frighten
- d. Threat
- e. ...

Read the following text to answer question number 6- 10

### Petruk Cave

Petruk cave is one of the leading tourist attractions in Kebumen, Central Java.

The cave is located in the Dukuh Mandayana Candirenggo Village, Ayah District, Kebumen regency. In the Petruk cave there is no lighting that illuminates the cave. It is still very natural cave so that Petruk cave is very dark to be entered. Petruk cave's

name is taken from the Punokawan of puppet characters that is Petruk. The cave Named Petruk cave because the length of cave is as long as Petruk's nose.

In the cave there are 3 floors that are the first is a basic cave, Hindu caves and Petruk cave. The base cave is a short cave which is just 100 meters away. The cave is used for tourist attractions. Hindu cave is part of the cave that is usually used to put offerings to the ancestor. Inside Petruk cave there are so many stalactites and stalagmites which are really awesome. If you want to explore this cave, you must be led by guides who are ready to take you through the cave. After arriving at the end of the cave, you can see the beach or waterfall located near at the end of the cave

6. What is the text purpose?

- a. To inform readers about tourism in Kebumen
- b. To entertain reader about Petruk Cave
- c. To explain the reader about floors in Petruk Cave
- d. To Introduce The Local tourism in Kebumen
- e. To describe Petruk Cave

7. Why did Petruk cave named as one of character in Punokawan puppet?

- a. Because the cave is belong to Petruk
- b. Because Petruk is the first explorer of the cave
- c. Because Petruk is buried at the cave
- d. Because the cave's length is as long as Petruk's nose
- e. Because the cave's depth is as deep as Petruk's hair

8. Which part of Petruk Cave which used for place to put foods for ancestor?

- a. In the basic cave
- b. In petruk cave
- c. In Hindu cave
- d. In front of the cave
- e. Inside the cave

9. What is stalactites means?

- a. A type of formation that hangs from the ceiling of caves
- b. Types of formation that lay on the floor of caves
- c. Types of food given to ancestor
- d. Someone who guide the visitor in the cave
- e. Kind of animals in the cave

10. What is "lead" means in paragraph 2?

- a. Guide
- b. Lake
- c. Bring
- d. Put
- e. Place

80

## PRE-TEST

Name : Teguh Apriladi  
Class : X IPA 2  
Reg. Number :

Read the following text to answer the question number 1 to 6

**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, barbecue, shelter sheds, water and fireplaces; however, overnight camping is not permitted.

1. What is the function of paragraph 1?

- a as an identification  
 b as an orientation  
 c as a thesis

d. as a classification

e. as an abstract

✓ 2. The text above is in form of.....

a. hortatory exposition

b. narrative

~~X~~ c. description

d. report

e. explanation

✓ 3. What is the communicative purpose of the text?

a. to present two points of views about natural bridge national park

b. to explain the bridge national park

~~X~~ c. to describe the bridge national park

d. to recall the bridge national park

e. to persuade readers to treat preserve the bridge national park

✓ 4. Where is the natural bridge national park located?

~~X~~ a. 110 kilometers from South of Brisbane

b. 110 kilometers from Pacific Highway

c. 110 kilometers from Numinbah Valley

d. 110 kilometers from Lamington National Park

e. 110 kilometers from Nerang

5. 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

e. the fantastic bridge

6. The word 'succulent' in the text means.....

a. Succulent

b. Dense

c. Dull

d. Dry

e. Arid

**Read the following text to answer the question number 7 to 10**

On the banks of the Chao Phraya, Bangkok's "River of Kings", lies a hotel that has already set new standards of hospitality for this celebrated city.

Set in magnificently landscaped tropical gardens, the Shangri-La Bangkok provides guests with all the charm and warmth of the orient and, at the same time, unsurpassed range of facilities and leisure activities.

There is a choice of 12 superb settings in which to wine and dine, a large free-form swimming pool that overlooks the river, convention and meeting facilities for up to 2000 people, and a 24-hour business center.

And, from every single guest room and suite, there is a breathtaking view of all the exotic hustle and bustle of the fabled "River of Kings".

One might expect such a well-equipped and positioned hotel to be miles away from the city center but, at Shangri-La Bangkok, the business district and main shopping areas are mere minutes away.

From more than 200 years, Bangkok's grandeur has been reflected in the waters of the Chao Phraya. Today, the Shangri-La Bangkok towers beside this majestic river offer its guests the golden promise of the East.

7. The text mainly focuses on.....

- a. Bangkok's grandeur
- b. Shangri-La Bangkok
- c. Bangkok's "River Kings"
- d. the water of the Chao Prava
- e. the majestic river in Bangkok

8. The type of text above is a/an. ....

- a. Report
- b. Recount
- c. Anecdote
- d. Narrative

e. descriptive

9. For how many people the meeting facilities are up to?

a. 6000 people

b. 4000 people

c. 2000 people

d. 5000 people

e. 1000 people

10. The communicative purpose of this text is.....

a. to describe Chao Prava

b. to retell events for entertainment

c. to present at least two points of view about an issue

d. to tell the luxury of Shangri-La Bangkok

e. to inform readers, listeners, or viewers about events of the day

**POST-TEST**

80

Name : Teguh Apriadi

Class : X IPA 2

Reg. Number :

Read the following text to answer question number 1- 5

**Orchard Road**

Orchard Road is a Boulevard which becomes business and entertainment center in Singapore. Orchard Road is surrounded by a lush tropical and flower gardens which are beautiful. At first, Orchard Road is just a suburban street lined with orchards, plantations nutmeg, and pepper farming. However, in the 1970s, it turned into a shopping center in Singapore. In 1960 and 1970 entertainment industries began to enter this road. Shopping centers such as mall and Plaza was built in 1974.

Orchard Road runs along about 2.2 km. This road is one-way street flanked by a variety of shopping malls, hotels and restaurants. The shopping area which is nearly 800,000 square meters provides a wide range of Things, food, and entertainment. In this area there are many options that can satisfy visitors from all walks of life starting from the luxury branded things to the Popular branded, from exclusive restaurants to fast food.

There are so many ways that can be accessed to get to Orchard road such as, by taxi, bus or drive your own car. For those who are driving to Orchard Road can be

entered from the west through the Napier Road. Vehicles from Dunearn Road can turn to left at the intersection of the Marriott Hotel junction. Vehicles that come from Paterson can turn right onto Orchard Road. Orchard is always crowded so you have to be careful in order not to get lost.

1. The text mainly focuses on

- a. Singapore
- b. Orchard Plantation
- c. Plaza and Mall
- d. Orchard road as business and entertainment center
- e. Shopping Center

2. Which statement is TRUE?

- a. At first Orchard Road is a crowded settlement
- b. Orchard road became business and entertainment center since 1974
- c. Vehicles from Dunrean road turn to the left at intersection of the Marriott Hotel junction
- d. Orchard road is infamous place at Singapore
- e. Orchard road is not surrounded by flower garden

3. In the third paragraph the writer describes about?

- a. The location of Orchard Road
- b. The things that we can see at orchard road
- c. The direction to get to Orchard Road

- d. The history of Orchard Road
- e. The distance of Orchard Road

✓ 4. Words "it" in line 4 refers to?

- a. The plantation
- b. Luxury branded things
- c. The plaza
- d. Singapore
- e. Suburban street

✗ 5. The word "satisfy" in line eighth has the closet meaning with?

- a. Pleased
- b. Free
- c. Frighten
- d. Threat
- e. ...

Read the following text to answer question number 6- 10

#### Petruk Cave

Petruk cave is one of the leading tourist attractions in Kebumen, Central Java. The cave is located in the Dukuh Mandavana Candirenggo Village, Ayah District, Kebumen regency. In the Petruk cave there is no lighting that illuminates the cave. It is still very natural cave so that Petruk cave is very dark to be entered. Petruk cave's

name is taken from the Punokawan of puppet characters that is Petruk. The cave Named Petruk cave because the length of cave is as long as Petruk's nose.

In the cave there are 3 floors that are the first is a basic cave. Hindu caves and Petruk cave. The base cave is a short cave which is just 100 meters away. The cave is used for tourist attractions. Hindu cave is part of the cave that is usually used to put offerings to the ancestor. Inside Petruk cave there are so many stalactites and stalaemites which are really awesome. If you want to explore this cave, you must be led by guides who are ready to take you through the cave. After arriving at the end of the cave, you can see the beach or waterfall located near at the end of the cave

6. What is the text purpose?

- a. To inform readers about tourism in Kebumen
- b. To entertain reader about Petruk Cave
- c. To explain the reader about floors in Petruk Cave
- d. To Introduce The Local tourism in Kebumen
- e. To describe Petruk Cave

7. Why did Petruk cave named as one of character in Punokawan puppet?

- a. Because the cave is belong to Petruk
- b. Because Petruk is the first explorer of the cave
- c. Because Petruk is buried at the cave
- d. Because the cave's length is as long as Petruk's nose
- e. Because the cave's depth is as deep as Petruk's hair

8. Which part of Petruk Cave which used for place to put foods for ancestor?

- a. In the basic cave
- b. In petruk cave
- c. In Hindu cave
- d. In front of the cave
- e. Inside the cave

9. What is stalactites means?

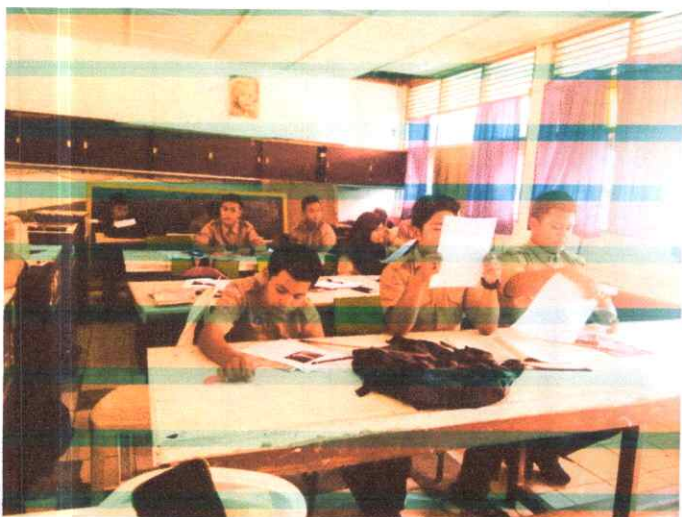
- a. A type of formation that hangs from the ceiling of caves
- b. Types of formation that lay on the floor of caves
- c. Types of food given to ancestor
- d. Someone who guide the visitor in the cave
- e. Kind of animals in the cave

10. What is "lead" means in paragraph 2?

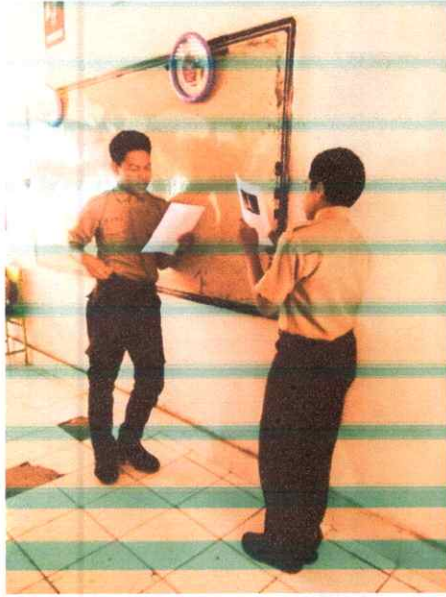
- a. Guide
- b. Take
- c. Bring
- d. Put
- e. Place

**APPENDIX K**  
**DOKUMENTATION**











بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ



**KONTROL PELAKSANAAN PENELITIAN**

Nama Mahasiswa : **BESSE SUKMA SARTIKA**  
 NIM : **10535644815**  
 Judul Penelitian : **"THE USE OF PAIRED READING TECHNIQUE IN TEACHING READING AT A SENIOR HIGH SCHOOL IN WAJO"**  
 Tanggal Ujian Proposal : **31/07/2019**  
 Tempat/Lokasi Penelitian : **SMA NEGERI 2 WAJO**

| No | Hari/tanggal | Kegiatan Penelitian | Nama Guru         | Paraf Guru |
|----|--------------|---------------------|-------------------|------------|
| 1  |              | Pre Test            | Andi Hafzah, S.Pd |            |
| 2  |              | Treatment 1         | Andi Hafzah, S.Pd |            |
| 3  |              | Treatment 2         | Andi Hafzah, S.Pd |            |
| 4  |              | Treatment 3         | Andi Hafzah, S.Pd |            |
| 5  |              | Treatment 4         | Andi Hafzah, S.Pd |            |
| 6  |              | Post Test           | Andi Hafzah, S.Pd |            |
| 7  |              |                     |                   |            |
| 8  |              |                     |                   |            |
| 9  |              |                     |                   |            |
| 10 |              |                     |                   |            |

....., Oktober ..... 2019

Mengetahui,

Ketua Jurusan,

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



Umpin, Kepala sekolah,

SEKOLAH MENENGAH ATAS  
 NEGERI 2

KABUPATEN Wajo, RAMAYANA, S.Pd., M.Pd.

NIP. 199512 1 003



**PEMERINTAH PROVINSI SULAWESI SELATAN  
DINAS PENDIDIKAN  
UPT SMA NEGERI 2 WAJO**

*Jalan Poros Sengkang - Palopo Km. 25 Lompomajang Kec. Majauleng Kab. Wajo (90991)  
Email : [smansatujajauleng@gmail.com](mailto:smansatujajauleng@gmail.com) Website : <http://sman2wajo.sch.id>*

**SURAT KETERANGAN PENELITIAN  
No. 421.3/355-UPT SMA.2/WAJO/DISDIK**

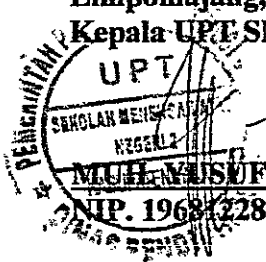
Yang bertanda tangan di bawah ini Kepala UPT SMA Negeri 2 Wajo, menerangkan bahwa:

- Nama Lengkap** : BESSE SUKMA SARTIKA  
**NIM.** : 10535644815  
**Program Studi** : Pendidikan Bahasa Inggris  
**Pekerjaan** : Mahasiswa ( S1 ) ( UNISMUH MAKASSAR )  
**Judul Skripsi** : **THE USE OF PAIRED TEACHNIQUE IN TEACHING  
READING AT SENIOR NIGH SCHOOL IN WAJO**

Benar yang bersangkutan telah mengadakan Penelitian/Pengambilan Data di SMA Negeri 2 Wajo dalam rangka penyusunan Skripsi pada Program S1 Pendidikan Bahasa Inggris pada UNISMUH MAKASSAR

Demikian Surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Lompomajang, 28 November 2019  
Kepala UPT SMA Negeri 2 Wajo



**MUHAMMAD YUSUF RAMAYANA, S.Pd., M.Pd.**  
NIP. 19680228 199512 1 003

## CURRICULUM VITAE



The writer, Besse Sukma Sartika is the Fifth child of Ambo Ecce and Besse Simpu. She was born on January 03<sup>rd</sup> 1996 in Sarammae. She has three brothers and two sisters. She lives in Wajo. She graduated from SDN 315 Lamiku in 2008. In 2011, she graduated from SMPN 4 Majauleng, while in 2014 she graduated from SMKN 3 Wajo and then, she registered as one of the students of Muhammadiyah University of Makassar in English Department, Faculty of Teacher Training and Education.

At the end of her study, she could finished her thesis in 2019 entitle **“The Use of Paired Reading Technique In Teaching Reading at a Senior High School in Wajo”**.